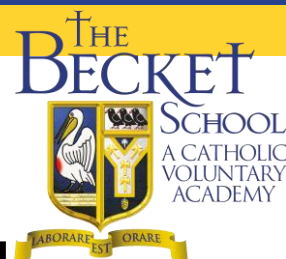


THE BECKET SCHOOL



SEND INFORMATION REPORT QUESTIONS FOR NOTTINGHAMSHIRE

SLT WITH RESPONSIBILITY	S. Shenton	REVIEW FREQUENCY	1 Years
GOVERNOR REVIEW	Governing body	GOVERNOR REVIEW DATE	OCT 25
		REVIEW DATE	July 2025
		REVIEW DUE	July 2026

1. WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS DOES THE SCHOOL/SETTING MAKE PROVISION FOR?

We aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. We believe that provision for students with special educational needs is the responsibility of the whole school community requiring a whole school response.

Our work is guided by:

- The Children and Families Act 2014; and
- The Special Educational Needs Code of Practice 2015

We support students who may be experiencing difficulties in the following areas:

NEED	EXAMPLES OF SEND WITHIN CATEGORY
COGNITION & LEARNING	<ul style="list-style-type: none"> • Specific Learning Difficulties (Dyslexia, Dyscalculia and DCD) • Moderate Learning Difficulties
COMMUNICATION & INTERACTION	<ul style="list-style-type: none"> • Speech Language and Communication Needs • Autistic Spectrum Disorders
PHYSICAL & SENSORY	<ul style="list-style-type: none"> • Physical Disability • Visual Impairment • Hearing Impairment
SOCIAL, EMOTIONAL & MENTAL HEALTH	<ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) • Attention Deficit Disorder (ADD) • Tourette Syndrome • Anxiety

2. HOW DOES THE SCHOOL/SETTING KNOW IF STUDENTS NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK THAT MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

At The Becket School we have adopted a whole-school approach to Special Educational Needs policy and practice. As far as is practicable, students identified as having Special Educational Needs are fully integrated into mainstream classes and supported through quality first teaching. Each subject department has worked closely with the SEND team to ensure they have a menu of adjustments they can make within the classroom to support each of the four areas of need.

All teachers are responsible for identifying students with Special Educational Needs and, in collaboration with the SENDCO, will seek to ensure that those students requiring different or additional support are identified as early as possible.

Information is gathered on transition into the school through contact with parents/carers, education, health, and care services. Information is also gathered through regular contact and meetings with the feeder schools.

If parents/carers have concerns as part of the graduated approach they can contact the Form Tutor or Progress Leader in the first instance by phone or email. They will reply as soon as is possible. Alternatively, the SENDCO can be contacted.

3. A) HOW DOES THE SCHOOL/SETTING EVALUATE THE EFFECTIVENESS OF ITS PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS?

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and students throughout the year. Student, staff and parent voice is used as part of the quality assurance process.

The Governing Body will report annually to parents on the success of the SEND policy and provision. The Governing Body are represented by a link governor, who is responsible for supporting the quality assurance of our SEND team. The link governor acts as a 'critical friend' in ensuring that the needs of the students who fall under the SEND remit are being met. The link governor then reports their findings back to the Governing Body. In addition to this, there is an SLT link to the SENDCO and the SEND team, who again is central to the quality assurance of the department and provision.

The staff within the SEND team are all part of our GROW appraisal structure, which focusses on each individual member and setting targets that are linked to continued professional development.

Student progress will provide evidence for the success of the Special Educational Needs policy, and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets.
- Use of standardised tests, when appropriate.
- Evidence generated from review meetings.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice.

Provision mapping will be used to monitor, review, and evaluate interventions used to support students.

Information from provision management will be used to identify how effective provision is in enabling students to achieve academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO and the SLT link to the SEND Team. Information is gathered from different sources including student and parent surveys, parent's evenings and feedback through review meetings. This will be collated and published by the Governing Body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform school development and improvement planning, alongside the SEND action plan which is developed and evaluated each year.

B) HOW WILL BOTH THE SCHOOL/SETTING AND I KNOW HOW MY CHILD/YOUNG PERSON IS DOING AND HOW WILL THE SCHOOL/SETTING HELP ME TO SUPPORT THEIR LEARNING?

Parents are kept up to date with their student's progress through progress reports, parent's evenings, Keyworkers and termly SEND provision reviews.

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact of any interventions and make necessary adjustments. The views of parents/carers and the student are central to planning future provision and will be sought in the most appropriate manner.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

C) WHAT IS THE SCHOOL'S APPROACH TO TEACHING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS?

Quality First Teaching is a pedagogical approach that prioritizes meeting students' needs with the classroom teacher taking the lead, while utilizing specialist provision as needed. For students with Special Educational Needs and Disabilities (SEND), this approach is crucial in minimizing barriers to learning. It is our responsibility to ensure that all students have equitable access to education and the opportunity to achieve the same level of academic success as their peers.

At The Becket School we believe that teachers are the experts in the room and have the best understanding of their curriculum and how to support students to access it.

Where it is determined that a student does have SEND, parents will be formally advised of this. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process – Assess, Plan, Do and Review.



Assess – Progress data, behaviour data, pastoral information and the views of the student, caregivers and school colleagues will be used to find any barriers that may be preventing progress in school.

Plan – Any SEN Support provision will be identified and agreed based on the views of the student, caregivers and school colleagues. The views of external professionals will be sought where involved.

Do – The SEN Support Provision will be implemented. Subject teachers will be responsible for the implementation of provision in their classrooms. The SENCo and Director for Inclusion will be responsible for provision delivered away from the classroom.

Review – This will explore how successful the SEN Support provision has been in meeting the needs of the student and whether any adjustments need to be made. Again, the views of the student, caregivers and school colleagues will be sought.

A minimum of three SEND Reviews will take place per academic year. These will normally take place once per term. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. If the review shows a student is making good progress, it may be agreed the SEND support and provision is not needed.

D) HOW WILL THE CURRICULUM AND LEARNING BE MATCHED TO MY CHILD/YOUNG PERSON'S NEEDS?

The student's subject teachers will take steps to provide differentiated adjustments within their learning that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCO will be consulted as needed for support and advice alongside regular training and INSET days for all staff. The SENDCO also attends Teaching, Learning and Curriculum Meetings on a six-weekly basis to ensure that there remains a strong link between the SEND Team and Leaders of Learning.

E) HOW ARE DECISIONS MADE ABOUT THE TYPE AND AMOUNT OF SUPPORT MY CHILD/YOUNG PERSON WILL RECEIVE?

The Governing Body will endeavour to ensure that resources are available to support appropriate provision for all students requiring it.

All students with SEND will have access to Element 1 and 2 of a school's budget. Some students with SEND may access additional funding which is called AFN (Additional Needs Funding). This additional funding is from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Staff work collaboratively with the SENDCO to decide the action required to help the student progress. Based on the results of previous assessments, the actions may be:

- a. Deployment of extra staff to work with the student.
- b. Provision of alternative learning materials or special equipment.
- c. Identifying Keyworkers from the SEND or wider pastoral team
- d. Group support.
- e. Provision of additional adult time in devising interventions and monitoring their effectiveness.
- f. Staff development and training to undertake more effective strategies.
- g. Access to LA support services for advice on strategies, equipment, or staff training.

F) HOW WILL MY CHILD/YOUNG PERSON BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

Our aim is to ensure that students with Special Educational Needs and/or disabilities take as full a part as possible in all school activities. This will involve liaison between the student, family and any external agencies involved with the student to endeavour to remove any barriers to learning that may exist.

G) WHAT SUPPORT WILL THERE BE FOR MY CHILD/YOUNG PERSON'S OVERALL WELL-BEING?

Pastoral support is provided through the Form Tutor and Progress Leader for each year group. If there are concerns around a student's well-being, they will be discussed with appropriate staff from within the inclusion team meeting.

The Inclusion Team meet weekly to discuss and monitor the needs of our students. The school will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi Agency Safeguarding Hub.

4. WHO IS THE SCHOOL/SETTING'S SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO) AND WHAT ARE THEIR CONTACT DETAILS?

The person responsible for overseeing the provision for children with SEND is the SENDCO.
The person co-ordinating the day-to-day provision of education for students with SEND is the SENDCO.
They can be contacted by phone 01159824280 or by email v.mundell@becketonline.co.uk

5. A) WHAT TRAINING HAVE STAFF SUPPORTING SPECIAL EDUCATIONAL NEEDS HAD AND WHAT IS PLANNED?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

Our school accesses training programmes through LA conferences, LA training events, Family of School training events, Trust events, and through private and voluntary providers and annual school INSET days. Training needs are considered for subject staff, teaching assistants, ECT's, parents and Midday supervisors.

The SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train *all* our staff on SEND issues. The SENDCO, with the leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

B) WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE OR ACCESSED BY THE SETTING/SCHOOL?

The school continues to build strong working relationships and links with external support services to fully support our SEND students and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. These will be discussed with parents if and when necessary.

The following services will be involved as and when is necessary:

- a. Educational Psychology
- b. Schools and Family Specialist Services (SFSS)
- c. Educational Welfare
- d. School nurses
- e. Social services
- f. Speech and Language therapists
- g. Paediatricians and specialist health professionals
- h. Physiotherapists
- i. Health Related Education Team (HRET)
- j. Any voluntary or community organisations that can provide specific support

6. HOW WILL EQUIPMENT AND FACILITIES TO SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS BE SECURED? HOW ACCESSIBLE IS THE SCHOOL/SETTING?

The Governing Body will endeavour to ensure that resources are available to support appropriate provision for all students requiring it. The SENDCO works collaboratively with teachers to ensure that the needs of all SEND students are met.

The school has a range of specialist SEND facilities in place. These are:

- a. One lift to allow access for staff, students, and visitors with disabilities between the floors in the main building
- b. Toilet facilities are suitable for students, staff, and visitors with disabilities
- c. The building is fully wheelchair accessible
- d. Wide corridors and stairwells make movement around the building easier for students with SEND
- e. Assistive technology is used throughout the school building
- f. Assistance during examinations

7. WHAT ARE THE ARRANGEMENTS FOR CONSULTING PARENTS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS? HOW WILL BE I INVOLVED IN THE EDUCATION OF MY CHILD/YOUNG PERSON?

The Becket School is a Catholic Voluntary Academy and believes that a close working relationship with parents is vital to ensure:

- a. Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b. Continuing social and academic progress of children with SEND
- c. Personal and academic targets are set and met effectively

Parents meet regularly (termly) with the SEND Team/Wider pastoral team. Parents are kept up to date with their child's progress through progress reports, parent's evenings, SEND reviews, annual reviews and team around the child meetings.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENDCO may also signpost parents of students with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs, the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

8. WHAT ARE THE ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SEN AND INVOLVING THEM IN THEIR EDUCATION?

Whenever possible, student's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their views will be central to decisions made about any necessary support.

The Becket School carries out quality assurance including the use of student voice. Students with SEND play an important role in this process.

9. WHAT DO I DO IF I HAVE A CONCERN OR COMPLAINT ABOUT THE SEN PROVISION MADE BY THE SCHOOL/SETTING?

The School's Complaints Procedure should be used if the need arises. If a parent or carer has any concerns or complaints regarding the care or welfare of their student, an appointment can be made by them to speak, in the first instance, to the SENDCO or the SLT Link to the SEND team who will be able to advise on formal procedures for a complaint.

10. HOW DOES THE GOVERNING BODY INVOLVE OTHER ORGANISATIONS AND SERVICES (E.G., HEALTH, SOCIAL CARE, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS) IN THE MEETING THE NEEDS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND SUPPORTING THE FAMILIES OF SUCH STUDENTS?

The school continues to build strong working relationships and links with external support services to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is central to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENDCO who will then inform the student's parents.

The following services will be involved as and when is necessary:

- a. Educational Psychology
- b. Schools and Family Specialist Services (SFSS)
- c. Educational Welfare
- d. School nurses
- e. Social services
- f. Speech and Language therapists
- g. Paediatricians and specialist health professionals
- h. Physiotherapists
- i. Health Related Education Team (HRET)
- j. Any voluntary or community organisations that can provide specific support

In cases where a student is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

The school recognises the important contribution which external support services make in assisting to identify, assess, and provide for students with Special Educational Needs. When it is considered necessary, colleagues from the LA Children and Young Peoples support services will be involved with students with Special Educational Needs.

The school has two School Counsellors (Talking Therapists) and two Chaplains to provide further support.

In addition, important links are in place with the Futures Service.

11. HOW DOES THE SCHOOL/SETTING SEEK TO SIGNPOST ORGANISATIONS, SERVICES ETC. WHO CAN PROVIDE ADDITIONAL SUPPORT TO PARENTS/CARERS/YOUNG PEOPLE?

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health, and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary and community sectors.

It can be accessed at www.nottinghamshire.sendlocaloffer.org.uk

12. HOW WILL THE SCHOOL/SETTING PREPARE MY CHILD/YOUNG PERSON TO?

- i) Join the school/setting?
- ii) Transfer between phases of education (e.g., early years to primary, primary to secondary etc.)?
- iii) Prepare for adulthood and independent living?

All matters referring to Admission arrangements can be found in the school's admissions policy which can be accessed on the school website.

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health, and Care Plans and those without.

Transition from KS2

Information regarding students with SEND will be gathered on transition into the school through:

- a. Visits to the feeder primary school by a member of the inclusion team to discuss students with complex needs with key KS2 staff
- b. SENDCO will attend child reviews at the primary school once a place has been allocated.
- c. Information passed to the school from parents
- d. Information passed to the school from feeder school staff
- e. Information gathered through the Springboard process led by the Local Authority
- f. Discussions with parents on Induction Evening or other planned events.

Students with SEND who are admitted into the school at times other than KS2 to KS3 transition are carefully assessed as soon as possible following their admission to ensure their needs are met.

Transitions between year groups through Year 7 to 13 are carefully planned and transition plans put into place where students require. This may include additional visits to The Becket School.

The Becket School works closely with agencies to plan transition to suitable post 16 provision for students with SEND.

13. WHERE CAN I ACCESS FURTHER INFORMATION?

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/children-with-special-educational-needs>

Information on the Nottinghamshire Local Offer can be found at:

www.nottinghamshire.SENDlocaloffer.org.uk

The Becket School's SEND policy (OLOL Trust policy) is available on the school website.

Please find more information in our accessibility plan (on the school website) which covers the following:

- Increasing the extent to which pupils with disabilities can participate in your curriculum
- Improving your school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services you provide or offer
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities