



**BEAUCHAMP  
COLLEGE**  
Lionheart Educational Trust

# SEND Information Report

2023-24

## 1. Vision and Ethos

As a school College we are committed to providing the very best education for all of our students, no matter their needs and we work to adjust our own practice to enable the students to have access to an education within a mainstream setting. We believe that every student, regardless of background, should have access to an exciting curriculum offer and the opportunity to make outstanding progress from their starting points. It is our vision that we strive to enrich the lives of young people in order to help them grow into confident, well-rounded citizens who play an active part in school life and the wider community. Through the 4Rs we want to develop active and independent learners who can take ownership of their educational journey as well as feel ready to one day enter the wider-world

## 2. Aim of provision for SEND

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:  
Communication and interaction, 2. Cognition and learning, 3. Social, mental and emotional health, 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and Students’ views in order to evidence high levels of confidence and partnership.

- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support Students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### 3. What are special educational needs (SEN) or a disability?

The College definition for SEN and for disability comes from the SEND Code of Practice (2014).

This states: Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

#### 4. Types of Special Educational need support

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy.

If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of students at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

## 5. What should I do if I think my child has a Special Educational Need?

If you have a concern relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor.

This then may result in a referral through the Graduated Approach to the school SENCo whose name is Belinda Howell.

The SENCo can be contacted at [sen@beauchamp.org.uk](mailto:sen@beauchamp.org.uk) or 0116 2729100

- Parents may also contact the SENCo or directly if they feel this is more appropriate, SENCo Belinda Howell at [SEN@beauchamp.org.uk](mailto:SEN@beauchamp.org.uk)
- Parental view will form an important part of the assess, plan, do and review process and will be supported by teacher and student review (or external agencies where appropriate)

## 6. How does our school know if children need extra help?

As a school we follow the Graduate Approach to assess student need for extra help. All students will be provided with high quality teaching that is differentiated to meet the needs of all learners.

The quality of classroom teaching provided to students is quality assured through a number of processes that include:

- classroom observation by the senior leadership team, the SENCo, Trust reviews
- ongoing assessment of progress and retrieval practice,
- work sampling and scrutiny of planning to ensure effective matching of work to student need,
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND,
- student and parent feedback on the quality and effectiveness of interventions provided,

- attendance and behaviour records.

All students have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system, data snapshots and also at events such as Parent-Teacher days:

- Students' attainment is tracked using the whole school tracking system and those not making expected levels of progress are identified by class teachers.
- These students are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the student themselves.
- Additional support to increase progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.

## 7. What is the graduated approach?

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the student held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the student's needs. Parents will then be invited to discuss how students can be supported and devise a plan of action improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the

student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.

If students still aren't making progress, despite the delivery of high-quality interventions, advice may be sought from our colleagues within the Lionheart Trust or external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of Students, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct a needs assessment. This may result in an Education, Health and Care (EHC) plan being provided.

**8. How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?**

Subject teams are responsible for planning and evaluating lessons that are accessible to and differentiated for every student. In some curriculum areas, students may be grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. We have nurture and support groups that are smaller in size and have a higher adult to student ratio. This allows more specific support for our students.

At Beauchamp College we have high expectations of all students and encourage our students to participate in all areas of the curriculum. Subject leaders will sequence their curriculum to consider student needs and scaffold tasks so that students can access the learning.

This can mean teachers plan:

- to pre-teach content or vocabulary either directly, through teacher assistant support or by sharing cognitive strategies with parents to support at home
- to sequence the curriculum to include regular retrieval practice, interleaving and spacing
- to plan, where appropriate, suitable home learning tasks
- to apply the strategies in a student's passport to adjust resources and materials to make them accessible for students with specific learning needs

The SEN team alongside the school leadership team will conduct termly lesson visits to ensure strategies to support students are implemented effectively. Teachers work with the Learning Development Department and parents/students to create student passports including specific guidance on how to support individuals in the classroom. In planning for students' futures, all students with an EHCP have additional guidance meetings and options meetings with the school careers advisor.

The LDD team meet with students to gather their views and update the student passport termly. Student feedback is also gathered through a questionnaire on the school VLE termly.



## 9. How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.

- Parents may also find the Beehive to be a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.
  - You can book regular meetings with the SENCO by calling the LDD office on 0116 272 9129 or emailing [SEN@beauchamp.org.uk](mailto:SEN@beauchamp.org.uk)

## 10. How will the school evaluate the effectiveness of the SEN provision made for Students?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and students on how successful the provision has been in enabling them to attain their outcomes.

Quantitative data will examine both progress and attainment levels compared to those achieved nationally for students with the same starting point. This data will be shared termly with governors. In line with the whole school moderation process, termly lesson visits and book look will quality assure students 'in class' experience. Lionheart Education Trusts conduct school reviews to further ensure the quality of provision.

## 11. What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for students. These include:

- An evaluated Personal Development (PDC) Curriculum, delivered through tutor time that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Student and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area. These include Parent forums and coffee mornings.
- Small group evidence-led interventions to support students' well-being are delivered to targeted students and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and well-being.
- Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

## 12. Students with medical needs (Statutory duty under the Children and Families Act)

Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting Students at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

## 13. Students with medical needs (Statutory duty under the Children and Families Act)

In the last three years, school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support Students on the autistic spectrum
- How to support Students with behavioural difficulties
- How to support students with hearing impairments.

Enhanced training has been provided to the SENCo on:

- Psychometric testing
- Access arrangements
- National SENCo Award
  - Professional Assessment Practicing Certificate
  - Postgraduate Certificate in Education (Dyscalculia) with approved teacher status (ATD)

#### 14. How will you support my child to attend enrichment opportunities?

All students are encouraged to take part in our broad holistic offer. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Where required, individual risk assessments will be conducted and appropriately trained staff allocated to support. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

#### 15. How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced the steps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- An Accessibility and Disability Policy is available on the College website.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

## 16. How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective student transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for Students starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If students are transferring from another setting, the previous school records will be requested immediately and a meeting may be set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living

Primary:

- The transition programme in place for Students provides a number of opportunities for Students and parents to meet staff in the new school. These opportunities are further enhanced for Students with SEND and identified on the website.
- The annual review in Y6 for students with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.

- For Students transferring to local schools, the SENCos of both schools will meet to discuss the needs of Students with SEN in order to ensure a smooth transition.
- Feedback from last year's Students on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of Students who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

After school:

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014 <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>. This places a duty on schools to secure independent careers guidance for all Y8-13 Students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

## 17. How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of Students with SEND from a number of sources that includes:

1. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Student Unit.
2. The notional SEN budget. This is a fund devolved to schools to support them to meet the needs of Students with SEND.
3. For those Students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
  - This funding is then used to provide the equipment and facilities to support Students with special educational needs and disabilities through support that might include:
    1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc...)
    2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
    3. Out of class support (relationship building, social, emotional skill development,)
    4. Small group tuition to enable catch up (subject or targeted at additional need)
    5. Specific support, advice and guidance is provided to parents and families to improve student's readiness for learning (relating to student's difficulties in attendance, behaviour, physiological and emotional needs etc.)
    6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.)

7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)

8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)

9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)

10. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardo's, Relate) and community sources (e.g. Youth and Church groups, local businesses)

11. Implementation of strategies from support agencies e.g. Autism Outreach, VI and HI Services

In addition: The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website. If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.



### 18. How is the decision made about how much support each child will receive?

For students with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.

- For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced, or at an annual review.

### 19. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's form tutor,
- The SENCo,
- The Associate Principal,
- For complaints, please follow the grievance procedure on the website

### 20. Support services for parents of Students with SEN include

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.kids.org.uk/regional-mediation>

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Information on where the **Local Authority's Local Offer** can be found.

Leicestershire county Council's local offer and service information can be found

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>