

Beckfoot Allerton SEND Information Report

July 2023

Question	Response																								
What types of SEND do pupils have in your school?	<p>Students at Beckfoot Allerton School have a range of difficulties within four main areas: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health and Sensory/ Physical needs.</p> <p>See table below:</p> <table border="1"> <thead> <tr> <th>Main Need</th> <th>Number of students</th> <th>Percentage of SEN</th> <th>Percentage of school</th> </tr> </thead> <tbody> <tr> <td>Speech, Language and Communication (including ASD)</td> <td>51</td> <td>54%</td> <td>11%</td> </tr> <tr> <td>Cognition and Learning</td> <td>18</td> <td>19%</td> <td>4%</td> </tr> <tr> <td>Social, Emotional and Mental Health</td> <td>17</td> <td>18%</td> <td>3.8%</td> </tr> <tr> <td>Physical Need (Including Visual, Hearing)</td> <td>8</td> <td>9%</td> <td>2%</td> </tr> <tr> <td>TOTAL</td> <td>94</td> <td></td> <td>21%</td> </tr> </tbody> </table> <p><i>As of July 2023</i></p>	Main Need	Number of students	Percentage of SEN	Percentage of school	Speech, Language and Communication (including ASD)	51	54%	11%	Cognition and Learning	18	19%	4%	Social, Emotional and Mental Health	17	18%	3.8%	Physical Need (Including Visual, Hearing)	8	9%	2%	TOTAL	94		21%
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<p>How does this school identify children who may have SEND?</p>	<p>If a concern around a special educational need is highlighted (by either an adult in school or a parent), the following process is followed to ensure that the child accesses the support and provision needed to maximise their chances of achieving their potential:</p> <ul style="list-style-type: none"> • A history of concerns form is completed and regularly reviewed by the SENCo • The required initial support is put in place. This may include observations, the introduction or interventions and possible referrals to outside agencies • If/when appropriate, a parent meeting is carried out to discuss the child’s needs and what provision is in place • If it is appropriate, and in discussion with parents, the child will be put on the SEN register as either SEN support or SEN support + • For those children on the SEN register, an Individual Learning Plan (ILP) is set up with specific targets and shared with parents • As part of the graduated approach (assess, plan, do review), the ILP will be a working document which is regularly reviewed, updated and shared with parents at least 3 times a year
<p>How do you evaluate provision?</p>	<p>Once a potential SEND has been identified, Beckfoot Allerton will employ the graduated approach to meeting the pupil’s needs by:</p> <ul style="list-style-type: none"> • Establishing a clear assessment of the pupil’s needs • Planning, with the pupil’s parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review • Implementing the interventions, with the support of the SENCO • Reviewing the effectiveness of the interventions, and making any necessary revisions <p>Regular learning walks are carried out by the SENCo and the member of the Senior Leadership Team (SLT) to ensure that the appropriate provision is in place for all students with a special educational need.</p> <p>Depending on the area and the level of need, this provision may vary, for further information about our offer for each area see the table at the end of this document.</p>
<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>There are a number of ways that children with special educational needs will be assessed every term depending on their need:</p> <ul style="list-style-type: none"> • Children working within their year group expectations will be assessed as part of the whole school assessment method • Children working below age related expectations will be assessed using the end of year expectations for the year group that they are working within • Children working in the key stage below will be assessed against the pre key-stage standards • Bespoke professional assessments will be requested by the SENCo as required e.g. Autism team/ Speech and Language/ Dyslexia/ ADHD etc

	<p>Every child on the Special Educational Needs register has an Individual Learning Plan (ILP). This plan has specific, focused targets and the provision in place to support progress towards these targets.</p> <p>ILPs are regularly reviewed and shared with parents (at least 3 times a year). At these times, there is an opportunity for parents to contribute to the review.</p>
<p>How do teachers support pupils with SEND?</p>	<p>High Quality teaching:</p> <p>‘Special educational provision is underpinned by high quality teaching and is compromised by anything less.’ (<i>SEND Code of Practice January 2015 p25</i>)</p> <p>Children’s learning needs are first and foremost met through high quality teaching that is differentiated and personalised to meet the needs of the child. Class teachers at Beckfoot Allerton have high expectations of all children. They know exactly where children with SEN are in their learning and development and plan accordingly to ensure that these children are able to access their learning and fulfil their potential.</p>
<p>How will the curriculum be matched to my child’s needs?</p>	<p>Beckfoot Allerton is a research-informed school and we have used the best available evidence to base our curriculum on. As a result, we mostly use an explicit instruction approach. Throughout school, we use the following programmes:</p> <ul style="list-style-type: none"> • Read, Write Inc. phonics • Talk for Writing • Ark Mathematics Mastery • Primary knowledge curriculum (Science, Geography, History, Art) <p>For all children with SEND, activities are closely matched to their needs to ensure that they are able to make progress towards their targets. Considerations may be given to the activity itself, the length of the activity, the amount of adult support and the practical resources provided to support the child to complete the task.</p>
<p>How accessible is the school environment?</p>	<p>Beckfoot Allerton is an old building dating back to the late 19th century. It has wheelchair accessible slopes to all external doors. Inside, the school building is on two floors with a lift allowing access to the top floor.</p>
<p>How is additional support allocated and matched to children’s special educational needs?</p>	<p>Additional support is allocated based on and closely matched to the primary need of the child. It may take a variety of forms to support needs under one or more of the following headings: cognition and learning, communication and interaction, social, emotional and mental health and sensory and physical. Support may be part of a universal offer for the whole class, targeted interventions for groups of children or bespoke, individual support depending on the level of need. At Beckfoot Allerton, there are three levels of SEN: SEN support, SEN support + and EHCP (Educational Health Care Plan).</p>

<p>How will my child be included in activities of the school, including school trips, extracurricular clubs etc?</p>	<p>Beckfoot Allerton School ensures that all classrooms are inclusive. Reasonable adjustments are made and all activities, both inside and outside, are accessible for all students</p>																	
<p>What support will there be for my child's overall well-being?</p>	<p>At Beckfoot Allerton, every child's well-being is at the heart of everything that we do. Relationships with class teachers are a priority and children know who they can speak to if needed. Reasonable adjustments are made to ensure that all children feel valued, safe, secure and happy in class.</p>																	
<p>Who can I contact for further information?</p>	<p>The SEND team at Beckfoot Allerton consists of the following members of staff:</p> <table border="1" data-bbox="504 651 1908 970"> <tr> <td data-bbox="504 651 907 715">Katie Little</td> <td data-bbox="907 651 1393 715">SENCo</td> <td data-bbox="1393 651 1908 715">KLittle01@beckfootallerton.org</td> </tr> <tr> <td data-bbox="504 715 907 778">Elizabeth Fletcher</td> <td data-bbox="907 715 1393 778">Early Help coordinator</td> <td data-bbox="1393 715 1908 778">EFletcher01@beckfootallerton.org</td> </tr> <tr> <td data-bbox="504 778 907 842">Lyndsey Sunley</td> <td data-bbox="907 778 1393 842">Medical</td> <td data-bbox="1393 778 1908 842">LSunley01@beckfootallerton.org</td> </tr> <tr> <td data-bbox="504 842 907 906">Janet Robertshaw</td> <td data-bbox="907 842 1393 906">Clinical lead practitioner for the trust</td> <td data-bbox="1393 842 1908 906">janet.robertshaw@bdct.nhs.uk</td> </tr> <tr> <td data-bbox="504 906 907 970">Maryanne Pegler</td> <td data-bbox="907 906 1393 970">SEN interventions</td> <td data-bbox="1393 906 1908 970">MPegler01@beckfootallerton.org</td> </tr> </table>			Katie Little	SENCo	KLittle01@beckfootallerton.org	Elizabeth Fletcher	Early Help coordinator	EFletcher01@beckfootallerton.org	Lyndsey Sunley	Medical	LSunley01@beckfootallerton.org	Janet Robertshaw	Clinical lead practitioner for the trust	janet.robertshaw@bdct.nhs.uk	Maryanne Pegler	SEN interventions	MPegler01@beckfootallerton.org
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<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>In-house Training received over the last 2 years:</p> <ul style="list-style-type: none"> • Basic attachment theory/styles and brain development • SEN and the graduated approach • Behaviour and the use of ABC logs • Building relationships • Encouraging independence • Writing Individual Learning plans • PACE approach 	<p>Bought-in training over the last 2 years:</p> <ul style="list-style-type: none"> • Autism: What is Autism • Autism: Strategies and resources • Autism: Supporting sensory needs/ sensory circuits • Early Years: Identification and Assessment • Early Years: Planning and provision • Social, Emotional and Mental Health: SEMH in the classroom 	<p>Training planned for 2023-24</p> <ul style="list-style-type: none"> • Multi-sensory literacy • Promoting motivation 															

	<ul style="list-style-type: none"> • Irlen's • Intensive Interaction • Developing vocabulary 	<ul style="list-style-type: none"> • Educational Psychology: Precision teaching • Educational Psychology: paired reading 	
What happens if my child needs specialist equipment or other facilities?	Equipment and facilities required by children with SEND is provided where possible by Beckfoot Allerton School through allocated SEN funding (SEN element 2 funding and/or EHCP top up funding).		
How are parents/carers involved in discussions about and planning for my child's education, including advising how to support my child's learning?	<p>Beckfoot Allerton understand the importance of parental involvement. We ensure this by:</p> <ul style="list-style-type: none"> • Providing an annual report on their child's progress over the year • Involving parents in the review process (at least 3 x a year) for those children with an Individual Learning Plan • Organising an annual review for those children with an EHCP • Regular discussions with parents of students with SEN including: weekly parent drop ins with the SENCo and Team around the child meetings • Parent workshops/ meetings • Meetings with the SENCo 		
How will my child be involved in his/her own learning and decisions made about his/her education?	<p>Where appropriate, children with SEN are consulted and involved in their education. This is done through a number of methods listed below:</p> <ul style="list-style-type: none"> • Pupil voice questionnaires • Pupil voice interviews • Involvement in the 'Team around the child' – children know who their trusted adults are • Talking mats (a visual method of identifying aspects of school and sorting onto 'big problem', 'little problem' 'no problem') 		
Who should I contact if I have a complaint about my child's SEND provision?	<p>Arrangements for handling complaints from parents of children with SEN about the provision at school:</p> <p>In the first instance, the following members of staff should be contacted:</p> <ul style="list-style-type: none"> • the class teacher • the SENCo or a senior leader <p>If at this point, the complaint has not been resolved, Beckfoot Allerton's complaints procedure should be followed.</p>		

<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Specialist services and expertise available or accessed at Beckfoot Allerton:</p> <ul style="list-style-type: none"> • Support from the Bradford SEN team • SCIL team (Social Communication Interaction and Learning) - a team of Specialist Teachers, Practitioners, Access & Inclusion Officers • Educational Psychology Team • School nursing service • CAMHs (Child and Adolescent Mental Health Service) • CDC (Child Development Centre)
<p>What services and support are there for parents and families of children with SEND?</p>	<p>Services and support for parents and families of children with SEND:</p> <p>General:</p> <ul style="list-style-type: none"> • FYI Bradford – a free, impartial service offering advice, information and signposting to children, young people and families within the Bradford district. https://fyi.bradford.gov.uk/ • Bradford SENDIASS – for parents and carers of children and young people 0-25 with special educational needs and disabilities (SEND) in the Bradford area. https://www.barnardos.org.uk/what-we-do/services/bradford-sendiass • TREACLE.ME – this website signposts to all the support that can be accessed in the Bradford area. https://www.treacle.me/ <p>Other:</p> <ul style="list-style-type: none"> • AWARE – a parent-run group supporting families with children and young adults on the autistic spectrum (formal diagnosis not required) https://aware-uk.org/ • The Hub of Hope app – the UK’s leading mental health support database • CAMHS ((Child and Adolescent Mental Health Service) • The BREW project – a free service for children or young people (aged 5-17 years old to access a confidential and non-judgemental one-to-one support session via telephone, video call, face to face or walk-and-talk sessions.

<p>How will the school prepare and support my child to join the school, or transfer to a new school or college?</p>	<p>Arrangements for moving between phases:</p> <p>At Beckfoot Allerton, SEN support includes planning and preparation for the transition between phases of education. To support transition, school does the following:</p> <ul style="list-style-type: none"> • Shares information with the next phase/ school • Plans activities to support a smooth transition • Plans visits where appropriate/ possible • Involves families and professionals where appropriate
<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>For further information about the Beckfoot Trust SEN and Disabilities Policy please click here</p> <p>Details of the Local Authority's own Local Offer can be found at http://localoffer.bradford.gov.uk/thelocaloffer.aspx</p>
<p>My child has SEND, how do they get a place at your school?</p>	<p>Please see following link for information on the Bradford Admissions Team. It includes contact information and other important information that you may need.</p> <p>https://bso.bradford.gov.uk/content/admissions</p>

Examples of provision for children with SEN at Beckfoot Allerton:

Once a child's needs are identified, adaptations to the curriculum and the learning environment are made. Reasonable adjustments are made bespoke to each individual child in collaboration with families.

See table below.

	Cognition and learning	Communication and Interaction	Social, emotional and mental health	Sensory and Physical
<p>Wave 1</p> <p><i>High quality teaching/ Universal level input</i></p> <p><i>Below Age-Related Expectations</i></p>	<ul style="list-style-type: none"> Teachers use explicit instruction (<i>I do, We do, You do</i>) Tasks are matched to the need of the child Lessons are scaffolded where required to support the needs of all children <i>e.g. sentence stems</i> All instructions are clear and presented in a logical order Every opportunity is taken to develop speaking skills in lessons Groupings are flexible Cognitive/ metacognitive strategies are taught (<i>memory</i>) 	<ul style="list-style-type: none"> Targeted vocabulary is displayed Good talk is explicitly taught Talk stems are provided All children are encouraged to speak in full sentences Images and visuals are used to support teaching and learning Teachers use economy of language 	<ul style="list-style-type: none"> The pace approach is used throughout school All staff are training in attachment and trauma All staff work to build trusting relationships with children PSE work in lessons A safe and secure learning environment is developed Meditation is practised in all classes Zones of Regulation are used in all classes 	<ul style="list-style-type: none"> Gross motor skills are developed through PE lessons Fine motor skills are developed through weekly handwriting lessons Reasonable adjustments made for students with sensory, visual, hearing or physical difficulties <i>e.g. uniform, ear defenders, enlarged resources etc</i> The overall culture of the school is quiet and calm
<p>Wave 2</p> <p><i>Small group work/ targeted level input (time limited)</i></p> <p><i>SEN Support</i></p>	<ul style="list-style-type: none"> Small group work <i>e.g. RWI groups, small group maths work</i> Small group interventions Literacy/ reading interventions 	<ul style="list-style-type: none"> Talk boost intervention Targeted interventions for communication targets 	<ul style="list-style-type: none"> Small group friendship groups Small group self-esteem groups Access to a safe space/ calm area if required Potential safe-guarding is checked for through signs of safety Nurturing strategies are used to support the child 	<ul style="list-style-type: none"> Small group handwriting groups Targeted fine or gross motor skills interventions Targeted adjustments made for those with sensory, visual, hearing or physical difficulties <i>e.g. adaptation of resources</i>

<p>Wave 3</p> <p><i>Individual intervention/ specific level input</i></p> <p><i>SEN Support +</i></p>	<ul style="list-style-type: none"> • Toe by Toe intervention • Bespoke 1:1 feedback/ intervention sessions • Advise from the Cognition and learning team • Application for EHCP where appropriate 	<ul style="list-style-type: none"> • Bespoke 1:1 interventions to support vocabulary development • Referral to the Bradford Speech and Language team • Application for EHCP where appropriate 	<ul style="list-style-type: none"> • Team around the child • Route B (alternative, supportive behaviour pathway) • Advise from the SEMH team • Application for EHCP where appropriate • Boxall assessment used 	<ul style="list-style-type: none"> • 1:1 support interventions for gross/ fine motor skills/ handwriting • Specific adjustments made for those with sensory, visual, hearing or physical difficulties on advice from professionals <i>e.g. electronic equipment, intimate care</i> • Advise from the low incidence team • Application for EHCP where appropriate
<p>Wave 4</p> <p><i>Intensive input/ EHCP level input</i></p> <p><i>EHCP</i></p>	<ul style="list-style-type: none"> • Bespoke curriculum • EHCP provision in place 	<ul style="list-style-type: none"> • Bespoke, intense support for speech, language and communication needs • EHCP provision in place 	<ul style="list-style-type: none"> • EHCP provision in place <p>Where appropriate:</p> <ul style="list-style-type: none"> • Nurture provision • Counselling sessions • Reduced timetable • Managed moves/ rest bite • Specialist provision <i>e.g. PRU</i> • Bespoke curriculum <i>e.g. 'Teacher job/ Your job'</i> • Risk assessment • Physical intervention plan 	<ul style="list-style-type: none"> • Bespoke curriculum to support sensory/ physical needs • EHCP provision in place

As well as this provision, there is a planned programme of CPD around SEN each academic year. Beckfoot Allerton Primary School are responsive to the children's needs in specific cohorts in addition to general good practise.