

Special Educational Needs and Disability Annual Report to Parents – Spring 2017

Special Educational Provision at Beecroft Academy

At Beecroft Academy we aim to:

- To identify and provide for pupils who have Special Educational Needs and other Additional Needs through a graduated response.
- To adhere to the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 2014.
- To ensure a whole school approach to the management and provision of support for Special Educational Needs so that each child's needs are identified and met.
- To provide a suitably qualified and experienced SENDCO who will lead and facilitate SEND provision within the school.
- To provide support and advice for all staff working with pupils with SEND.
- To develop, lead and maintain partnerships and high levels of engagement with parents, pupils and all stakeholders in relation to SEND.
- To ensure access to a broad and balanced curriculum for all pupils regardless of SEND.

The Acting SEND Co-ordinator at Beecroft Academy is Mrs Mitchell, and she has day to day responsibility for leading SEND provision within the school. Mrs. Nel will continue this role whilst Mrs. Mitchell is on maternity leave (March 2017-March 2018) Mrs. Saunders is our schools SEND assistant and wellbeing liaison assistant. The inclusion governors are Mrs. Samantha Potter and Mrs. Rachel Whitelock.

The SEND team can be accessed via email office@beecroftacademy.co.uk (marked for the SENCOs attention) or by telephone on 01582 663486.

At Beecroft Academy we are passionate about ensuring all our pupils can play a full and active role within the school. We do not discriminate against pupils due to their SEND. We will endeavour to make appropriate access arrangements or adaptations depending upon individual need.

There is no difference to admission arrangements for pupils with SEND who do not have a statement of education need, to the arrangements for other pupils.

There are currently pupils with a range of SEND needs within the school. These include autism, physical difficulties, learning difficulties, speech and language difficulties and behavioural difficulties.

Identification, assessment and provision for all pupils with SEND.

Identifying Special Educational Needs:

A pupil is considered to have Special Educational Needs if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to or different from that generally made for others of the same age in mainstream school.

At Beecroft Academy we believe that class teachers are teachers of all children. It is their responsibility to meet the needs of all pupils within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each pupil in their class. When a pupil does not make adequate progress this is identified, and provision is put in place within the classroom setting to try to address this. The Code of Practice suggests that pupils are only identified as having a Special Educational Need if they continue to fail to make adequate progress once they have had all the appropriate Wave 1 interventions/adjustments and quality personalised teaching.

At Beecroft Academy if this is the case the pupil is then identified as having a Special Educational Need.

The Code of Practice (2014) identifies four broad categories of Special Educational Needs. These are:

1. *Communication and Interaction*
2. *Cognition and Learning*
3. *Social, Emotional and Mental Health Difficulties*
4. *Sensory and Physical Needs*

At Beecroft Academy we recognise that these 4 categories broadly identify aspects of the primary need for a pupil with SEN, however we also acknowledge that every pupil is unique, and understand the importance of examining the needs of the "whole child". We recognise the need to gather information about the pupil from everyone involved in the pupil's education, and acknowledge the importance of information about the pupil from other partners in their education, particularly their parents /carers. We work in close partnership with all involved to ensure the best possible provision for the pupil.

When examining progress and attainment, and considering identifying a Special Educational Need it is important to be aware of what does NOT constitute SEN:

1. Disability – The Code of Practice outlines the duty of "reasonable adjustment" as provided under the current Disability Equality legislation, but this alone does not constitute SEN.
2. Attendance and punctuality
3. Health and welfare
4. English as an additional language
5. Being in receipt of Pupil Premium funding
6. Being a Looked After Child.
7. Being a child of a servicewoman / man.

A graduated approach to Special Educational Needs support

The graduated approach is at the heart of whole school practice at Beecroft Academy, as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. However, where a potential SEN has been identified, this process becomes increasingly personalised as it responds to a growing understanding of the child's barriers to, and gaps in, learning and an increasingly individualised assessment of need.

Quality First Teaching

Class teachers are responsible and accountable for the progress and development of all the pupils within their class. (Teachers Standards 2012) At Beecroft Academy teachers are supported in this by regular pupil progress meetings which discuss the attainment and progress of all learners at the school. Beecroft Academy places a high emphasis on developing excellent Quality First Teaching (including emphasis on the importance of marking and feedback, self assessment by the pupils and the use of assessment information to shape planning and delivery) and acknowledges the impact this can have on attainment and progress. We recognise that additional intervention and support cannot compensate for a lack of good quality class teaching. We ensure, through rigorous appraisal procedures that any underperformance in teaching is addressed and the impact on pupils minimised. Regular Continuing Professional Development (CPD) is provided to enhance staff skills and understanding of SEND.

Where a pupil is identified as underachieving the first response is made by the class teacher who plans appropriate differentiation, interventions and individualised target setting for the pupil in question. The class teacher will complete an initial concerns checklist which will collate a clear analysis of the pupil's needs. The Code of Practice suggests using a range of sources of information including:

1. teacher's assessment and experience of the pupil.
2. pupil progress, attainment and behaviour.
3. the individual's development in comparison with their peers.
4. the views and experience of parents
5. the pupil's own views
6. advice from external support services if already involved.
7. standardised testing, criterion referenced assessments, screening assessments

If following a period of additional intervention and targeted support, which has been effectively monitored, the pupil is still underachieving, the class teacher, in discussion with the SENDCO, will place the child on the school SEND profile at School Support. This discussion will consider all the information gathered about the pupil, and will compare their attainment and progress against national data and expectations. The discussion will also include examining the Central Bedfordshire graduated response advice.

School Support

At Beecroft Academy we continue to use a cyclical approach to planning support and delivering improved outcomes for children with SEN. This allows the school to continually reflect on the approaches we use to meet a child's needs.

This approach can be seen as follows:

Assess – Plan – Do - Review

- Assess – the child's needs
- Plan – what you need to do, the provision needed and what outcome should be achieved
- Do – put the provision in place
- Review – what difference is it making towards outcomes?

Assess

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. A clear analysis of the needs of the pupil will have been established during the completion of the initial concerns checklist, however, when a child is placed on School Support at Beecroft Academy, it may be necessary to further analyse the precise gaps in a pupils learning and development in order to further clarify what the barriers to learning may be. This may be achieved by the use of standardised testing, criterion referenced testing or SEND specific checklists among other tools.

The pupil's needs will also be compared to the graduated response document issued by Central Bedfordshire which gives guidance about identifying SEND.

Beecroft Academy aims to work in an integrated manner to meet the needs of the "whole child", and therefore it may be appropriate to request additional support for a pupil through the Early Help Assessment process, or Team Around the Child (TAC) at this stage. Our school have a dedicated wellbeing liaison team to support with this. This is led by Miss Clark with assistance from Mrs. Saunders.

Plan

Class teachers will retain the prime responsibility for responding to a pupil's identified need. The Code of Practice clearly says that "all teachers and support staff should be made aware of a child's needs, the support provided and any teaching strategies or approaches that are required." At Beecroft Academy this is achieved through the use of individual educational plan's (IEP's) which identify the needs of the pupil, the targets for progress, how these targets will be implemented, the frequency of support received by the pupil and have clear criteria for success within an agreed time frame.

Interventions are planned in a cohesive manner and are linked to discussions held at pupil progress meetings and key stage meetings. Interventions are planned robustly to ensure progress for pupils.

The level of support provided will be flexible and will depend on the immediate needs of the individual pupil.

Do

Class teachers at Beecroft Academy work closely with teaching assistants and specialist staff who are delivering interventions and targeted provisions to plan and assess the impact of these interventions.

All staff, where possible, attend pupil progress meetings and key stage meetings to ensure effective sharing of information, and teaching assistants delivering interventions also provide regular written updates about the impact of the provision for each child.

Provisions and programmes for support used at Beecroft Academy are identified in provision maps which identify a graduated response to provision to meet needs.

Review

All staff continually review the progress of all pupils on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff, and staff will make necessary adaptations to teaching and learning approaches and provision as appropriate

At Beecroft Academy there are also more formal, rigorous ways of tracking progress. These include termly pupil progress meetings. These meetings will consider whether pupils with SEND are on track to reach their targets, whether there is an increase in previous rates of progress and whether there is a narrowing gap (attainment and progress) between pupils with SEND and those without.

IEP meetings for Stage 1 children will be held with the Class Teacher, the Child and Parents/Carers in October and reviewed in June. During this IEP meeting the IEP will be discussed and reviewed, the Class Teacher will discuss support in school and Parents/Carers will have time to discuss how the child is supported at home. The child's view is also valued and they will have an opportunity to discuss their progress and strategies. All Stage 2 children's IEP's will be reviewed termly and any children with educational, health and care plans (EHCP's) will be reviewed according to the dates on their plans (this is usually annually.)

These meetings will address the following key considerations:

1. has the pupil achieved the agreed targets?
2. what is the evidence from regular day to day tracking?
3. has there been a generalisation of skills transferring back into class work?
4. how have pupils and parents responded to targeted provisions?
5. what are the views of all stakeholders?
6. how does this term's evaluation feedback into the analysis of pupil's needs.
7. what are the necessary changes to support, provision and targets needed for next term?

It is important at this stage to assess whether a pupil needs to remain at School Support, whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its best endeavours been unable to effectively address the SEND of an individual pupil. If this is the case the school will consider (with reference to the Central Bedfordshire graduated response document, and the Local Offer) whether it needs to request advice from outside agencies. If this is considered in the best interests of the child, the SENDCO will facilitate a referral to the appropriate agency after collaborating with parents, pupils and staff. The SENDCO may also consider whether she needs, in collaboration with parents, to apply for an EHC needs assessment in order to access funding from the Local Authority.

Statutory Assessment

If, despite the best efforts of all involved, a pupil has needs which are not being met by the provision Beecroft Academy has in place it may be necessary to consider applying to the Local Authority for an EHC needs assessment of this pupils' needs.

The Local Authority must respond within 6 weeks to the request for needs assessment with a decision whether to carry out the assessment or not.

If the local authority decides to carry out a needs assessment they must complete this process within 16 weeks and inform parents as to whether they will be issuing a draft Education, Health and Care plan (EHC plan) or not.

Once the draft EHC plan is issued parents and young people will have 15 days to respond and request a school placement. The school in question is then consulted. The EHC plan has to be finalised within 20 weeks of the initial request for statutory assessment.

Education, Health and Care Plan / Statement of Special Educational Need

Once an EHC plan is finalised the local authority must ensure that the specified special educational provision is secured. Beecroft Academy will use all resources available to meet the needs of these individual children to the best of its ability.

The Childrens and Families act 2014 requires local authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All Annual reviews will be chaired by the SENDCO and all involved parties will be invited to attend.

Families may choose to request a personal budget to support them in securing the provision identified in the EHC plan. If this option is chosen the SENDCO will support the family in accessing the services they require.

Current Number of Pupils with SEND within school (January 2017)

Year group	Total number of children in year	Number (percentage) of SEND	Number (percentage) of Non-SEND
EYFS	60	17 (28.3%)	43 (71.7%)
Year 1	60	10 (16.6%)	50 (83.4%)
Year 2	59	11 (18.6%)	48 (81.4%)
Year 3	49	9 (18.3%)	40 (81.7%)
Year 4	47	13 (27.7%)	34 (72.3%)
Year 5	56	15 (26.8%)	41 (73.2%)
Year 6	38	8 (21%)	30(79%)
Whole school	369	83 (22.5%)	286 (77.5%)
School Support Stage 1		68	
School Support Stage 2		10	
Statement / EHC Plan		5	
Overall		83	

Budget Allocation

SEND funding has been allocated towards the payment for staffing for support for individual children,

Reading									
	ALL	BOYS	GIRLS	PP	NON PP	EAL	NON EAL	SEN	NON SEN
Year 2	0.49	0.46	0.50	0.44	0.51	0.57	0.47	0.49	0.49
Writing									
	ALL	BOYS	GIRLS	PP	NON PP	EAL	NON EAL	SEN	NON SEN
Year 2	0.44	0.41	0.46	0.37	0.48	0.60	0.41	0.27	0.49
Mathematics									
	ALL	BOYS	GIRLS	PP	NON PP	EAL	NON EAL	SEN	NON SEN
Year 2	0.50	0.52	0.49	0.47	0.53	0.57	0.50	0.45	0.51

small group work both in and outside the classroom, and towards the purchase of resources to support the teaching and provision for children with SEND.

Attainment and progress for children with SEND at Beecroft Academy

EYFS - All Children

	Numbers		Percentages	
	Green and amber (expected or above)	Green (above)	Green and amber (expected or above)	Green (above)
Boys (33)	22	9	66%	27%
Girls (25)	18	7	72%	28%
PP (7)	2	1	29%	14%
SEN (10)	1	0	10%	0
Whole Unit (58)	40	16	69%	28%

Year 2- All children

*Progress judged from start of year baselines to end of year teacher assessment

0.4 is good progress, 0.6 is outstanding progress

Staffing decisions

The governing body receives termly updates regarding the deployment of staff to support children with SEND.

The governing body receive a termly update regarding In Service training for staff in relation to SEND.

Partnership with external agencies

At Beecroft Academy we believe it is paramount to liaise closely with external agencies to ensure the best possible provision for every child within school.

The following agencies have supported children within school this year:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Edwin Lobo Centre Child Development Centre – Community Paediatricians
- CAMH
- CHUM's
- Chiltern Outreach Team
- Jigsaw Behavioural Support Service

At Beecroft Academy we also recognise the importance of effective transition arrangements, both from preschool into our school, and from our school to Secondary School. We work closely with colleagues from other settings to ensure smooth transition for all SEND pupils. We ensure, where needed, additional transition arrangements are made.

Accessible Schools Plan

Under the Disability Equality Duty, schools are required to take proactive steps to ensure their disabled pupils, staff, governors, parents/carers and visitors are treated equally. Beecroft Academy aims to address any issues of accessibility for our school community. And partake in regular health and safety walks around the school with the site agent and governors. Currently Beecroft has good facilities for disabled members of the school community, both within the physical environment and access to the curriculum and information for pupils.