

**Beckfoot SEND Local Offer 2023**

**A summary of provision for students with special educational needs or disabilities (SEND)**

Welcome to our SEND Local offer which forms part of the Bradford Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015. The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their website about the implementation of the Governors’ or the proprietors’ policy for students with SEND. The information published will be updated annually. The School Local offer also applies to all learners who are looked after by the local authority and have SEN.

Beckfoot School works to promote the inclusion of all its students through its policies and practice. For those with additional needs it seeks to make available a wide range of provision and by providing help and support, it encourages students enjoy, learn, and succeed. We are committed to meeting the requirements of the Children and Families Act 2014 and the Disability Discrimination Act. Our aim is to prepare our students for opportunities, responsibilities, and experiences in the wider world.

When we talk about “provision”, we mean what we provide to meet the needs of a child and help them make progress at school which is appropriate to their age.

Children with special educational needs are understood to be those students, with or without an Education, Health, and Care Plan, who have difficulty accessing the curriculum. They will include young people with learning, social, emotional, or behavioural needs or students with physical or sensory difficulties.

Beckfoot School has a resourced provision (an RP) for students with physical difficulties.

***Key people who support children with Special Educational Needs and Disabilities at Beckfoot:***

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| **Staff**  | **Summary of Responsibilities** |
| Special Educational Needs Co-ordinator (SENDCo) and Deputy SENDCo Mr Mike Barnes SENDCoMrs Claire Smith Dep SENDCoTutors/Subject Teachers, Heads of Year and Pastoral Leaders.Head Teacher – Mr Simon WadeSEND Trustee |  Responsible for: • Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school’s SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. • Ensuring that parents and carers are involved in the child’s learning and progress.• Liaising with the outside agencies who support the children with Special Needs, for example, Speech and Language Therapist, Educational Psychologist and Physiotherapist.• Updating the school’s Special Needs Register (a system for ensuring all the individual needs of pupils and strategies to support their learning in this school are known) • To provide support for teachers and support staff in the school so they can help pupils with individual needs Responsible for: • Checking on student progress and identifying, planning, and delivering any additional help which may be needed• Using the individual needs information when planning lessons• Ensuring that the school’s SEND Policy is followed in their classrooms Responsible for: • The day-to-day management of all aspects of the school, this includes the support for children with SEND. • Ensuring that all students’ needs are met. • Ensuring the Governing Body is kept up to date about any issues in the school relating to SEN. Responsible for: • Making sure that the necessary support is made for any student with additional needs. |

Students can be identified as having SEND when progress is significantly slower than their peers and where a gap in learning increases.

Students with SEND will be categorised into one of the following three ranges:

Range 1/2 - This provision may include additional interventions from within the school resources.

Range 3 - This provision may include additional interventions from within the school resources and specific support likely from outside agencies.

Range 4 - This provision may include additional interventions from within the school resources and specific support from outside agencies. Students within Range 4 will have an EHCP (Education Health and Care Plan) or will be in the application process.

**Different types of support available for children with SEND:**

**Provision for Range 1/2**

All students in Range 1/2 will be based in mainstream classes and have access to Quality First Teaching.

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| **Sensory and Physical Needs**  |
| **Hearing Impairment**  | * Seating plan to accommodate needs.
* Use of eye contact when communicating with students encouraged.
* Agreed communications strategies such as cueing by using name first.
 |
| **Visually Impairment**  | * Increased font size for classwork and textbook work
* Seating plan to accommodate needs.
 |
| **Physical**  | * Access to lift.
* Specialist hygiene room facilities.

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| **Medical** | * Individual Health Care Plan detailing student needs.
* Medication stored and dispensed securely with school health carer.
* School health carer support.
 |
| **Communication and Interaction Needs**  |
| **Autistic Spectrum Condition**  | * Access to quieter area at lunch and break times.
 |
| **Speech, Language and Communication needs**  | * Literacy intervention programme
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| **Cognition and Learning Needs**  |
| **Moderate and Specific Learning Difficulties**  |  * Reading intervention.
* Access to Home learning Hub after school.
* Quality First Teaching.
 |
| **Behaviour, Emotional and Social Development**  |
| **Behavioural needs**  | * Mentoring.
* Adapted timetable.
* Self-esteem Intervention
 |
| **Emotional, mental wellbeing**  | * In-house counselling from ‘place2be’
* Access to school nurse.
* Annual child protection training for all staff
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| **Social needs** | * Access to break and lunchtime clubs
* Access to a range of sport and performing arts activities which develop self-esteem.
* Targeted social groups
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**Range 3 Provision**

All students in Range 3 will access the provision detailed in Range 1/2, with the following additional interventions and support.

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| **Sensory and Physical Needs**  |
| **Hearing Impairment**  | * Staff may be required to wear radio microphone/ transmitter.
* Support from Hearing Impaired team on an individual basis
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| **Visually Impairment**  | * Additional support in lessons
* Visual timetable
* Specialist equipment provided to adapt school resources.
* Personalised curriculum
* Support from the Visually Impaired team on an individual basis
 |
| **Physical**  | * Additional adult support in a range of lessons
* Access to support from the Physical Difficulty team
* Differentiated PE curriculum.
* Health Care Plan detailing student needs
 |
| **Medical** | * Emergency procedures in place to support a student needs.
* A detailed Health Care Plan detailing student needs
* Advice from outside agencies where required.
 |
| **Communication and Interaction Needs**  |
| **Autistic Spectrum Condition** | * Specific lessons tailored to the needs of the student.
* Increased amount of support in lessons
* Access to support from the ASC team
* Strategic learning coach if appropriate
 |
| **Speech, Language and Communication needs**  | * Specific activities created to support student’s needs.
* Increased level of support in lessons
* Advice from Speech and Language team
* Strategic learning coach if appropriate
 |
| **Cognition and Learning Needs**  |
| **Moderate and Specific Learning Difficulties**  | * Increased level of support in lessons from teacher.
* Time allocated in school to focus on home learning after school.
* Differentiation of work in lessons.
* Specialist literacy and numeracy teaching.
* Small group support.
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| **Behaviour, Emotional and Social Development**  |
| **Behavioural need**  | * Access to an Alternative Provision
* Support from the Youth Offending Team
* Support through Pastoral team
* Strategic learning coach if appropriate
 |
| **Emotional, mental wellbeing**  | * Access to school wave 4 or nurture group for some lessons.
* Referral to Place 2 Be in school.
* Support from Social Emotional and Mental Health Team (SEMH)
* Referral to MNST (Mental Health Support Team NHS)
* Barnardo’s support.
* Access to break and lunchtime clubs
* Access to a range of activities which develop self-esteem and confidence.
* Referral to CAMHS (Children, Adult, Mental Health Service)
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**Range 4 Provision**

All students in Range 4 will access the provision detailed in Range 1/2/3 with the following additional interventions and support.

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| **Sensory and Physical Needs**  |
| **Hearing Impairment**  | * Advice from Hearing Impaired team
* Regular appointments from Hearing Impaired team within school hours
* Access to specialist equipment loaned from Hearing Impaired team to enable efficient access to classroom learning.
 |
| **Visually Impairment**  | * Advice from specialist VI team
* Appointments within school hours for VI team
* Access to laptop and/or specialist software to support teaching and learning
 |
| **Physical**  | * Support and advice from Physical Difficulties team
* Potential for transport to and from school through PTS
* Additional Year 6 transition
* Handwriting intervention
* Training from professionals from both in and outside school
* Educational Psychologist advice
* Multi-agency works to support children with disabilities and complex health needs.
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| **Medical** | * Specific specialised training linked to student needs.
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| **Communication and Interaction Needs**  |
| **Autistic Spectrum Condition**  | * Specialised support from ASC team at Bradford Children’s Services
* Additional Year 6 transition
* Training from professionals from both in and outside school
* Strategic learning coach if appropriate
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| **Speech, Language and Communication needs** | * Speech and Language referral, sharing of recommendations to teaching and support staff.
* Educational Psychologist advice from Bradford Children’s Services
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| **Cognition and Learning Needs**  |
| **Moderate and Specific Learning Difficulties**  | * Access to small group teaching for core subjects across Key Stage 3
* Additional Teaching Assistant allocation
* Referral to Cognition and Learning Difficulties team at Bradford Children’s Services
* Support and advice from Learning Difficulties team
* Personalised curricular to support additional literacy needs
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| **Behaviour, Emotional and Social Development**  |
| **Behavioural need**  | * Access to school wave 4 or nurture group for some lessons.
* Personalised timetable
* Referral to Educational Psychologist
 |
| **Emotional, mental wellbeing**  | * Referrals through school nurse
* Educational Psychologist advice
* Teaching within a nurture group setting
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| **Social needs** | * Access to school nurture group for some lessons.
* Additional support in lessons from Teaching Assistant team
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**Range 4 Provision (RP)**

All students within our RP (Resourced Provision) for children with physical difficulties have an existing Educational Health Care Plan. Students have a wide range of complex physical difficulties and have access to a range of additional interventions in conjunction with those offered at Ranges 1- 3, depending on their specific needs.

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| **Range 4 Provision -Physical Needs** |

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| **Physical Needs**All areas are accessible to wheelchair users at Beckfoot.Beckfoot has designated provision for students with physical difficulties. | * Wheelchair services input and advice.
* Multi-agency support for children with disabilities and complex health needs including all relevant NHS services.
* Physiotherapy and Occupational Health advice and support when required.
* SEN Transport through PTS.
* Social events and activities including disability sports events and table cricket activity.
* Differentiated writing materials and equipment and ICT equipment to aid recording.
* Differentiation to PE curriculum.
* Individual specialist support for mobility and personal care needs.
* Personalised curriculum
* Post-year 9 and post-16 transition support and guidance
* Work experience placement.
* Increased level of teaching assistant support.
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