

Key staff in school



Mrs D Towler – Assistant Head teacher Climate and Inclusion



Mrs R Lonsdale – SENCo



Mrs R Stephens – Assistant SENCo



Mrs E Fisher – SEND Teacher



Mrs A Mody – Exam Access Arrangements Assessor

Special Educational Needs and Disability (SEND)

Beckfoot Oakbank ensures that no child is left behind by putting the individual at the centre of our personalised provision maps. This allows us to support every student through their educational journey whilst addressing any potential barriers so that we can plan and adapt our provision. Our students' strengths and talent direct our target setting and guides our professional development, the curriculum and our wellbeing attendance and behaviour systems. Equal opportunities and an engaging exciting curriculum for all, regardless of prior attainment is at the core of our values to enjoy, learn and succeed.

OBJECTIVES

- To identify, at the earliest possible opportunity, barriers to learning and participation for students with SEND.
- To ensure that every student experiences success in his / her learning and achieves to the highest possible standard.
- To enable students to participate in lessons fully and effectively
- To value and encourage the contribution of all students to take part in the life of the school.
- To work in partnership with parents / carers.
- To work closely with external support agencies, where appropriate, to support the needs of individual students.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all students.

It is vital that the process of identifying special educational needs is completed in a timely and robust manner. At Beckfoot Oakbank all staff support in the identification and assessment process to ensure that every student has the skills and strategies to overcome any 'barriers to learning' due to a child's individual needs. Our staff work with both the student and their family to create tailored plans detailing the support required whilst setting targets which are aspirational to allow every student to strive to achieve their best.

Some students have more specialist and complex needs, in this instance Beckfoot Oakbank works hand in hand with specialists and calls on the expertise of external agencies to provide guidance and support in tackling a students' individual needs and barriers to education. These specialist services may be SEND Professionals in the Local Authority or specialists in children's issues in the Health Service.

"Education, Health and Care Plans" are provided for students who require specialist input and support. The EHCP provides a thorough and coordinated plan detailing the additional support required for the to the student to benefit fully from their time at Beckfoot Oakbank. An EHCP plans is always created in partnership with the students and their parents/carers and gives the school, family, student, and specialist services a voice in how to support the student in progressing in their learning. There are regular reviews which allow for adaptations and changes to be made throughout each academic year.

For most students and for most of the time, in class support is provided through adaptive strategies used within the classroom through quality first teaching. Beckfoot Oakbank adapts the lessons and curriculum to support all students in accessing all lessons as an inclusive school.

Our Wellbeing Team offer short term support for students who are experiencing issues which impact their wellbeing. Our specialised team offer guidance and interventions to aid students in dealing with issues such as bereavement, anxiety, depression, and many other issues.

Beckfoot Oakbank's Inclusion Team work collaboratively with the pastoral and wellbeing teams to provide support and guidance for any student in need. Sometimes the students and family need access to more specialist help. In these cases, we work in partnership with other agencies (the Local Authority, Health Services, voluntary organisations) to plan and provide this specialist support.

We put a lot of emphasis on parents' involvement and engagement in their child's education. A positive partnership between the school and parents, with active parental engagement helps students personal, academic and emotional development during their time at school.

Parents are as important as teachers in:

- Monitoring learning – regularly discussing learning, homework, and attainment with their child
- Fostering values and good character – supporting their child's personal development and encouraging them to develop a positive character
- Supporting organisation – helping their child to be organised for success, by having all the right equipment and uniform and by being in the right place at the right time
- Motivating and raising aspirations – motivating their child and encouraging them to fulfil their potential

Our commitment to pastoral care and to ensuring that every pupil gets personal attention means that parents can be assured that their child will flourish in our safe and secure learning environment.

An effective partnership is dependent upon good communication, and we are committed to regular, accurate, useful communication with parents.

We welcome parents contacting the school and do all we can to help with questions and enquiries.

Key contacts:

Danielle Towler: Assistant Headteacher Inclusion (oakdto@beckfootoakbank.org)

Rebecca Lonsdale: SENDCo (rl@beckfootoakbank.org)

Rebecca Stephens: Assistant SENDCo (bs@beckfootoakbank.org)

Victoria Cottrell: SEND Administrative Assistant (oakvco@beckfootoakbank.org)

Text/ MyEd/ SIMS Email

We use the My Ed app, SIMS Email or text message to remind parents of important information and deadlines. These include revision classes or after-school clubs that their child should attend. We also send messages to let parents know when we send a letter home with their child. If the school needs to remain closed (e.g., due to snow), we will send a text message by 7.30am in the morning and will also text if the school needs to close early for any reason.

My Ed is a free app that gives parents a multitude of communication and information features to stay in touch with what's going on at. MyEd app is available for both Apple iOS and Android devices.

PROVISION MAP REVIEWS

Every student on the SEND register has a provision map, every student with a EHCP has a provision map. This outlines the needs, areas of concern, areas of strength and suggested adaptive strategies to help support a student in the classroom. Using the graduated approach each student provision map will be reviewed at least twice throughout the year. Student progress is achieved through robust and aspirational target setting and close tracking of progress at all levels. This is also supported by real-time attainment, attendance, and behaviour data. In order to keep parents

informed of their child's progress and behaviour and attendance, the school organises reviews of the provision maps through parent meetings, phone calls, emails and parents' evening.

VISITING THE SCHOOL

During a normal working day all visitors, including parents, should report to Reception, where visitors will be requested to sign in upon arrival, and sign out when leaving. Visitors must wear a visitor badge. Visitors will be directed to the appropriate offices or asked to wait in the reception area until the member of staff has been notified of their arrival. Visitors wishing to meet individual members of staff are requested to make appointments beforehand.

PARENT / CARER EVENTS

Parents' Evenings will be held throughout the year. Parents/carers will be contacted with details of dates and timings. Other events throughout the year:

- Open evening
- Meet the tutor event
- Parents power hour (year 11)
- Meet the team event
- Transition evening

- Visit [Bradford Local Offer](#), an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) aged 0–25 and their families.

FAQ

<u>Question</u>	<u>Response</u>
<i>What kinds of SEND do students have in your school?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Beckfoot Oakbank have a range of difficulties including:</p> <ul style="list-style-type: none"> - Communication and Interaction. - Cognition and Learning. - Social, Emotional and Mental Health difficulties - Sensory or Physical difficulties.
<i>How do you know if a student needs extra help?</i>	<p>When your child first joins Beckfoot Oakbank we use information from a range of sources to help identify SEN and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Heads of Faculty and pastoral teams closely monitor the progress and attainment of all students, including those who have or may have SEND. All staff can refer students to the SEND Team if they feel additional support is required. This identification may come from tutors, subject teachers, support staff, head of year, outside agencies, parents/carers, or the pupils themselves. If your child needs to be assessed, we will use a range of assessments depending on the area of need. If it is thought a family needs</p>

	<p>support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or other staff working with pupils, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND register which is accessible to all staff. Staff use this information and more detailed provision map profiles to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>
<i>How will I know that my child is making progress?</i>	<p>Teachers formally assess and review progress and attainment 3 times a year, which is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held where there is an opportunity to discuss progress, attainment, and next steps.</p>
<i>How do you evaluate provision?</i>	<p>Students with an Education, Health & Care Plan have an Annual Review. SEND students who are on the SEN register will also be reviewed termly.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. Additionally, progress and attainment data for students is analysed for effectiveness and value for money.</p>
<i>How do teachers help students with SEND?</i>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be informed about your child's individual needs and provided with adaptive strategies they can use in their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>When your child begins courses which are externally examined, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations. Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.</p>
<i>How accessible is the school environment?</i>	<p>The building is new and as such is fully accessible for all disabilities. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to access all floors; disabled toilets on every floor; wide corridors and equipment to help students access all lessons.</p>
<i>What social, before and after school, and other activities are available for students with SEND?</i>	<p>A large range of academic and hobby/interest clubs are available at Beckfoot Oakbank. They are open to all students, including students with SEND. Details of these clubs are available on the school website and through form tutors.</p> <p>The school is accessible for students with disabilities and/or special educational needs. All students are catered for, and adaptations are made wherever needed to allow all students access to extra-curricular clubs and activities. Students with SEND are encouraged to attend clubs through form time, assemblies, and student leadership groups.</p>

<p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip. School minibuses have the extra access qualification allowing wheelchair users to access the minibus safely. The school is accessible for students with disabilities and/or special educational needs. All students are catered for, and adaptations are made wherever needed to allow all students access to extra-curricular clubs and enrichment activities. Students with SEND are encouraged to attend clubs through form time, assemblies, and student leadership groups.</p>
<p><i>What support will there be for my child's overall well-being?</i></p>	<p>At Beckfoot Oakbank we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. Our, who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between pastoral staff and students.</p> <p>There are additional members of staff who can provide pastoral support, these include: SENCo; HLTAs; Teaching Mentors/Assistants, the Wellbeing Team and Attendance Team. We also have excellent relationships with several external agencies, for example: The Educational Psychology Service; the SCIL team, Mental Health support team, the Visual and Hearing Impairment teams; the Behaviour Support Service and The Child and Adolescent Mental Health Service</p>
<p><i>Who should I contact if I want to find out more about how Beckfoot Oakbank supports pupils with SEND?</i></p>	<p>The SENCo is Mrs Rebecca Lonsdale</p> <p>Speak to your child's teachers in the first instance. Ongoing concerns can be raised with your child's Year Team Leader or with the SENCo.</p> <p>The contact number for Beckfoot Oakbank is: 01535 210111</p> <p>Rebecca Lonsdale email is: rl@beckfootoakbank.org ext number:16823</p> <p>SENCO Administrator – Victoria Cottrell email is: oakvco@beckfootoakbank.org</p>
<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>We have staff who have a range of experience and training covering various SEND needs including the National SENCo Qualification; CCET (Certificate of Competence in Educational Testing); Supporting students with ASD; and a wide range of training delivered by the specialist support teams. Training is provided to all staff, including teachers and support staff, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as Health</p>
<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As a school we can access a range of services including Visual and Hearing Impaired and the Physical Difficulties Team</p> <p>These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact Rebecca Lonsdale or discuss the issue at the next review/parents evening.</p>

<i>What specialist services and expertise are available at or accessed by the school?</i>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); SCIL team, Social Care; School Nurse Service; Educational Psychology Service; Connexions; Speech and Language Service as well as a range of specialist educational support services. These services are contacted when necessary and appropriate, according to your child's needs.</p> <p>If you believe your child needs support from a specialist, please contact the SENCo or discuss your concerns at the next review/parents evening</p>
<i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i>	<p>We liaise closely with primary schools and support services and provide additional transition support both before your child starts and afterwards as required.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Connexions and local colleges to ensure that post 16 providers are fully aware of a young person's needs and how they might best be supported as well as ensuring that all relevant paperwork is completed for students with EHCPs.</p>
<i>Who can I contact if I have a complaint?</i>	<p>Each child's welfare is the responsibility of all our staff. The school is committed to listening to parents' concerns and handling them in a sensitive way. Year Team Leaders should be contacted in the first instance. The Senior Leader Year Team link can be approached if parents are still dissatisfied. It is always the aim of the school to resolve issues and concerns informally. The Trust Complaints Policy is available through the 'Contact us' section on the school website.</p>
<i>Where can I find out about other services that might be available for our family and my child?</i>	<p>The Bradford and District Local offer can be found at: https://localoffer.bradford.gov.uk or a printed copy can be obtained from Bradford Families Information Services by calling 01274437503</p>