

Beckfoot Nessfield SEND Information Report

September 2023

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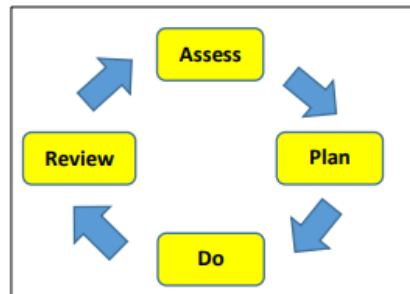
Question	Response
<p>What types of SEND do pupils have in your school?</p>	<p>Students at Beckfoot Nessfield School have a range of difficulties within four main areas: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health and Sensory/ Physical needs. Currently we have fewer than 40 children on our SEN register, which constitutes approximately 16% of our school demographic and is a mixture of children on <i>SEND Support</i> and those with <i>EHCPs</i>.</p>
<p>How does this school identify children who may have SEND?</p>	<p>The needs of children with SEND may be long-standing and may have been identified by parents, health or education practitioners prior to admission to, or during their time at, Beckfoot Nessfield Primary School. Special Educational Needs may also become evident to school staff who recognise that, despite adapted learning opportunities and adequate scaffolding to support learning, behaviour management or nurture support, levels of attainment are very low and/or little progress has been made by the child. Class teachers and/or the SENCo will then ask parents/carers and any other agencies involved to meet, share information and plan any needed support.</p>

Parents are always welcome ask for an appointment to discuss any concerns about their child with the class teacher and/or the SENCo. School is bound by the [SEN Code of Practice \(2014\)](#), which outlines the processes schools must follow.

At Beckfoot Nessfield we place particular emphasis on early identification in the Early Years and we are developing staff skills to identify need as early as Nursery, if not before. During home visits, we encourage staff to look for signs that a child may have additional needs – in addition to discussion with our families who may have shared this information - in order to put the correct provision in place before a child even begins in the setting, thus starting the graduated approach (see below).

How do you evaluate provision?

Evaluating provision is part of the graduated approach to supporting children with SEND that we have adopted here at Beckfoot Nessfield. This is a cyclical process whereby we:



- **Assess** a child’s level of need using a range of tools.
- **Plan** any adaptations or changes and/or additional or different provision necessary to meet the child’s identified need/s and remove barriers to a child’s learning and participation. This may be written on a SEND Support Plan, My Support Plan or an EHCP, depending on the level of need.
- **Do** - by the teacher working closely with teaching assistants and/or specialist staff, this planning is applied in the classroom and beyond.
- **Review** the effectiveness of these planned strategies at removing identified barriers to the child’s learning and participation through continuous monitoring by the teacher, support staff, SENCo and specialist teachers (where appropriate).

Provision is based on the SEND Guidance from Bradford MDC Department of Children’s Services – The Matrix of Need. Children with SEND, assessed beyond SEND Support, may have a My Support Plan, an Education Health Care Plan, or be allocated to a specialist provision/setting.

Regular learning walks are carried out by the SENCo and members of the Senior Leadership Team (SLT) to ensure that the appropriate provision is in place for all students, including those with a special educational need. Depending on the area and the level of need, this provision may vary.

We use a variety of tools to evaluate the impact of provision at varying times throughout the academic year, including the support of external agencies where suitable. Some provision may be long-term and is evaluated through learning walks and during

	<p>assessment points termly, other short-term provision may be evaluated using external tools, such as creating Boxall profiles, and comparing these to baseline assessments created prior to the provision starting.</p>
<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>By following the graduated approach, provision for children with additional needs is regularly evaluated and adapted (as above), in line with the progress (or lack thereof) a child is making on their learning journey. At Beckfoot Nessfield, we have introduced three teaching and learning cycles across the academic year, at the end of which, school staff will work collaboratively to hold pupil progress meetings, and review and plan for upcoming interventions, known as 'Data Days'. Assessment weeks within school are followed by data-driven staff meetings and then Data Days within each cycle. Operating in this way will enable us to comprehensively unpick pupil data in order to identify gaps and spend time planning for next steps. Teachers will report to parents following each of these cycles, either in written format or during Parent/Teacher Consultations.</p> <p>In addition to this, schools have a statutory duty to involve parents of children with identified SEND at least three times annually, which teachers are expected to arrange termly.</p> <p>Our School Improvement Partner, The Beckfoot Trust and OFSTED inspectors will also check that pupils with SEND are well-supported and that their progress is satisfactory.</p>
<p>How do teachers support pupils with SEND?</p>	<p>When the school identifies the need for additional intervention to enable a pupil to make adequate progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further (as above). 'Additional intervention' includes any intervention which is consistently required, and which is over and above that received by the majority of pupils in the class. It also includes any group work which will be undertaken over a period of sessions. This intervention does NOT necessarily mean a child has Special Educational Needs; in most cases it is delivered as a part of our 'Quality First' provision to target specific areas of development for children at the time.</p> <p>If the pupil meets the criteria for special educational needs or disabilities (SEND), as outlined in the Code of Practice, a 'SEND Support Plan' will be created, detailing the exact support the pupil will receive.</p> <p>It is the role of the SENCo to oversee the effectiveness of the provision offered by our school to meet the needs of pupils identified with SEND. Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. This is not an exhaustive list; provision is tailored to the needs of the individual child and so will naturally vary depending upon the specific needs of each child.</p>

	<p>Advice will be taken from external agencies, where appropriate, and specialist staff from their services may come into school and become involved with the individual in line with assessment of needs or with addressing a particular need. Parental permission will be obtained prior to any outside agency becoming involved with a specific child.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>It is clearly understood by staff at Beckfoot Nessfield Primary School that children do not all learn in the same way. Teachers and other staff are skilled in employing a range of teaching and learning strategies which enable them to meet the needs of all children.</p> <p>Staff adhere to Quality First Teaching (QFT) strategies and teaching tips to support less able pupils and those with specific SEND needs, which are continually reviewed as part of staff CPD throughout the academic year. Teachers are required to plan their lessons to meet the needs of all pupils and allow them to make progress and achieve any individual targets. This is done by following the aforementioned QFT practices and adapted the provision. For example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or visual prompts to support them to understand new vocabulary.</p> <p>All teachers are provided with information on the needs of individual pupils in their care so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. Where a child is working significantly below age-related expectations, content may be taught from the curriculum suited to their cognitive ability, thereby allowing the child to achieve at a level appropriate to them. In addition to this, groupwork or 1 to 1 work will also take place where appropriate, as directed by the teacher. This may take place outside the classroom for a short period in order to access resources elsewhere and/or reduce distraction. Sometimes this is continual; sometimes it is a specific programme lasting a set number of weeks or sessions.</p> <p>Classroom environments will be created and adapted to help individuals with a range of needs and abilities to develop independent learning skills, for example a visual timetable, drawer labels with pictures and accessible areas of learning.</p>
<p>How accessible is the school environment?</p>	<p>We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to The Equality Act 2010. Please see our Accessibility plan for more detailed information.</p>
<p>How is additional support allocated and matched to children's special educational needs?</p>	<p>The school receives a budget to support the needs of children with SEND. In addition, a child's need may be significant and complex enough to require high-needs funding which is provided by the Local Authority (known as top up funding). The funding is used in a variety of ways, e.g., purchase of specialist resources and equipment, employment of additional staff to provide intervention programmes, staff training from external providers etc. There may also be opportunity for school to apply for additional government funding, e.g., Disability Access Funding or Early Years Inclusion Funding, both of which are targeted at supporting children with additional needs aged 3 and 4.</p>

	<p>The SENCo maintains information on the progress and welfare needs of children with SEND. The funding is managed by the Head Teacher, ensuring that available is spent wisely to support the needs children who require additional support. Our finances are monitored and audited regularly, and we utilise resources to support the strategic aims of our setting as well as individual learner needs.</p>
<p>How will my child be included in activities of the school, including school trips, extracurricular clubs etc?</p>	<p>We promote involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs. If appropriate, parents/carers are consulted and involved in planning, and may be asked to attend the visit (although we discourage this as much as possible to give children the opportunity to experience school-based activities without parental attendance/support).</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>The wellbeing of all our pupils is our primary focus at Beckfoot Nessfield Primary School. They are supported with their personal development throughout the school day, through the curriculum and any extra-curricular activities offered. We are a 'No Outsiders' school – which means we teach that everyone belongs at our school, there are no outsiders – of which we are very proud, and which was highly praised by a recent Ofsted visit.</p> <p>We access mental health support through the NHS – the Mental Health Support Team – and the charity Place 2 Be. Mr French is the Mental Health Lead for our school.</p> <p>Additional support from specialist staff is arranged as required for individual pupils, both in and out of the classroom; and with their guidance, a tailored personal plan may be put in place for pupils with the highest need, for example those requiring a care plan for intimate care or specific medical requirements.</p> <p>Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</p> <p>We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Pupils' views are sought through the school's Junior Leadership Team (JLT) and other student leadership groups.</p>
<p>Who can I contact for further information?</p>	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo. Please make initial contact via the school office, or directly with Mr French through Class Dojo.</p>

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<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>Our Special Educational Needs Co-ordinator (SENCo) is an experienced teacher and receives on-going SEND training in specific areas as part of his professional development. In addition to the LA training, SEN Coordinators from across the Beckfoot Trust maintain contact and attend regular meetings. This allows staff to undertake training, share resources, good practice, and work to continually support and improve the provision we can offer in our area and our school.</p> <p>All our teachers hold qualified teacher status and all staff members, including support staff, receive regular training to best support our pupils with SEND, for example in dyslexia, autism, and SEMH and speech and language needs.</p> <p>In recent years several members of staff have undertaken specific training, including, diabetes management, manual handling and hygiene, autism, behaviour management and nurture and attachment. We work closely with the school nursing team and other health colleagues to ensure the appropriate staff are knowledgeable of conditions which require specific medical or physical assistance in school.</p>
<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>Equipment and facilities required by children with SEND is provided where possible by Beckfoot Nessfield Primary School through allocated SEN funding (SEN element 2 funding and/or EHCP top-up funding).</p>
<p>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>	<p>Annual reports and once termly Parent/Teacher Consultations give all parents and carers regular feedback on their child's up-to-date academic levels, individual targets and any behavioural, emotional or social difficulties. When appropriate, parents/carers may be contacted mid-term to discuss the support that school are providing, and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting should you wish. Home/school communications can be made verbally with the class teacher at the start/end of a school day or through written communications via Class Dojo.</p> <p>Occasionally, throughout the year, we hold specific information evenings which we invite parents to attend. Previous examples have included an introduction to the school for our new starters; a phonics information evening; a guide to the methods of teaching calculations in mathematics and an internet safety session to name but a few.</p>

	See also section <i>How do you check and review the progress of my child and how will I be involved?</i> above.
How will my child be involved in his/her own learning and decisions made about his/her education?	<p>Where appropriate, pupils are encouraged to evaluate their work within lessons, reflecting on their learning and achievements.</p> <p>Pupils' views are obtained as part of our termly monitoring and progress reviews. Children may attend all or part of any meeting which parents deem appropriate.</p> <p>Pupil Voice will be obtained as a matter of course when applying for an Educational Health Care Plan (EHCP) as well as at assessment points throughout the year for SEND children, i.e., at the end of each of the three teaching and learning cycles across the academic year.</p>
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 Nessfield's complaints procedure should be followed.</p>
What specialist services and expertise are available at or accessed by the school?	<p>Specialist services and expertise available or accessed at Beckfoot Nessfield:</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) • Support from Bradford NHS professionals, including Physiotherapy and Occupational Therapy
What services and support are there for parents and families of children with SEND?	<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>We have very good relationships with our feeder settings and the settings that most of our pupils move on to; we share information to support pupils’ learning and well-being at key transition periods. Where possible, our staff visit the children at their pre-school setting prior to moving school. Early Years staff set up meetings with our staff and parents of children with specific needs prior to starting at Beckfoot Nessfield.</p> <p>In the summer term, all children in school participate in transition events when they visit their new classrooms to work with their new teacher and teaching assistant. Particular attention is paid to children with SEND and children are given additional opportunities to meet with new teachers and visit new settings in order to make them feel most comfortable. One to one transition conversations are held between appropriate teachers so that more detailed information about the specific needs of the children can be passed on. Throughout Year 6, all pupils participate in a range of transition-preparation activities and opportunities are available for members of staff to provide support to parents and carers when needed.</p> <p>Children with special educational needs will be given additional opportunities, prior to transfer, to become familiar with any new setting by making visits, having a photographic record of key people and places within any new building. Parents and carers are involved in this process at every stage and accompany their child for as many visits as they wish.</p> <p>If your child is moving to another primary school, we will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child. Comprehensive records are passed on to the SENCo of the next school, both electronically and physical paper copies.</p>

	<p>Transition meetings are held well before any transition points and may involve a team around the child, involving parents, current staff, external agencies and new personnel from the next setting or school.</p>
<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>Contact details of relevant support services:</p> <p>Information about Short Breaks https://localoffer.bradford.gov.uk/Content.aspx?mid=202</p> <p>Information about Personal Budgets https://localoffer.bradford.gov.uk/Content.aspx?mid=231</p> <p>Information for Families – things to do https://localoffer.bradford.gov.uk/Services/Early%20Years/default.aspx</p> <p>Information about Preparing for Adulthood https://localoffer.bradford.gov.uk/Services/preparing%20for%20adulthood/?mid=8</p> <p>Preparing for Adulthood: visual pathway https://www.preparingforadulthood.org.uk/about-us/what-we-do.htm</p> <p>Bradford range guidance https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3315</p> <p>SENDIASS (LA contracted parent mediation service) https://localoffer.bradford.gov.uk/Services/Details.aspx?mid=127</p> <p>Bradford Local Offer https://localoffer.bradford.gov.uk/</p> <p>Parents’ Forum for Bradford and Airedale http://www.pfba2.org.uk/</p> <p>Social Care https://localoffer.bradford.gov.uk/Services/Social%20Care/default.aspx</p> <p>Health https://localoffer.bradford.gov.uk/Services/Health/default.aspx</p> <p>Early Years https://localoffer.bradford.gov.uk/Services/Early%20Years/default.aspx</p>
<p>My child has SEND, how do they get a place at your school?</p>	<p>The school is bound by the Bradford admission process which allocates places and offers advice regarding all admission and appeal related enquiries. School admissions follow the Fair Access Protocol and gives equal rights to all potential applications. For more information, visit https://bso.bradford.gov.uk/content/admissions</p> <p>A child who already has an EHCP, will go through a separate process called Consultation, and this is done through the SEN team at the LA.</p> <p>Contact the School Admissions team by email at schooladmissions@bradford.gov.uk or telephone 01274 439200</p>