| What types of SEN do we provide for? | We currently have 164 pupils on the SEN register, 15 of whom have Education Health and Care Plan (EHCPs)<br><br>Specific Learning Difficulties:<br><br>• Autism Spectrum Conditions (ASD)<br>• Sensory Impairments, e.g. Visual Impairment (VI), Hearing Impairment (HI), etc.<br>• Physical Disabilities, e.g. Cerebral Palsy<br>• Speech, Language and Communication<br>• Social Emotional and Mental Health Difficulties (SEMH)<br>• Moderate Learning Difficulty<br><br>Our EHCP pupils needs involve Autism Spectrum Conditions, Physical Disabilities, Speech and Language Support, Moderate Learning Difficulties and Global Delay. Some students have more than one need. |
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| What is our approach to teaching pupils with SEND? | Beechwood School has a whole school approach to SEND provision. As stated in the SEN Code of Practice 2015, every teacher has a responsibility to provide appropriate support and differentiation to ensure all students and all needs are catered for to make progress possible for all students. The need of children/young people for 'SEN support' is based on the assumption that they are already receiving 'high quality teaching that is differentiated and personalised to meet their individual needs. Provision for our SEND pupils is underpinned by high quality teaching **and is compromised by anything less.**<br><br>Teachers are responsible and accountable for helping to meet the individual's special educational needs and for following/supporting the school's procedures for identifying, assessing, and making provision to meet those needs.  For this reason, each member of staff is provided with SEND strategies in the school's SEND folder, containing detailed information on special educational needs and a range of strategy banks covering different SEND.<br><br>In addition, all staff have access to a SEND register which contains the records of all SEND students and links to personalised strategies to help support them.<br><br>These strategies are further shared **via weekly meetings with appropriate Directors of Studies.**<br><br>Teachers are also reminded of these strategies or any updated strategies via meetings or email, should the needs of an individual pupil change.<br><br>Both the SEND register and the SEND resources are reviewed and updated termly. We take on a graduated approach for supporting our SEND pupils through using Assess, Plan, Do and Review, which involves the SENDCo, TLAs, Director of Studies, Subject Leaders and subject teachers. |
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|  | **SENDCo reviews and sets targets twice over the academic year for students on EHC Plans to monitor the progress of each student towards targets and outcomes on EHC Plan.**<br><br>In addition, for EHCP students their EHCPs are reviewed annually, which involves input from the student, SENDCo, parents, support staff and subject teachers.<br><br>**Teachers and DOS play an important role in sharing, amending and providing additional strategies for support collated by SENDCo.**<br><br>Further advice is provided through regular in year training from the SENDCo for new staff (including NQTs) and SEND induction.<br><br>The SENDCo co-ordinates support between parents, teachers, external partners (including the Local Authority) and students in order to ensure that we support our students cohesively. |
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| **Who is our SENDCo and how can he/she be contacted?** | **The school's SENDCo is Mrs Sonia Bowker**<br><br>**Email:**<br>**s.bowker@beechwood.slough.sch.uk**<br><br>**Phone:**<br>**01753 520473** |

| How do we identify and assess pupils with SEND? | • **Prior to entry in Y7:** we work closely with our feeder schools to identify any new entrants with SEND. The Y7 Director of \|Study and the SENDCo make school visits to meet any SEND pupils who will be joining Beechwood School and we create transition plans with pupils, primaries and parents which may include an extra transition day in school. The SENDCo also meets with parents of potential entrants to discuss provision**.**<br><br>• **Upon Entry** Cognitive Ability Tests (CAT) testing and reading and spelling tests are used to identify pupils who may have specific learning difficulties on arrival. In Year 7 all subject areas have the students sit a baseline test that is used to track their progress in that subject. Continuous monitoring and regular assessments are used to track progress and identify any specific needs.<br><br>**In general:** Where a pupil is not making expected academic progress, teachers can complete a referral form which the Director of Study and the SENDCo will consider and implement appropriate actions. The SENDCo works closely with teachers, parents and Directors of Study to investigate and build a picture of need. Parents may also refer concerns to the SENDCO via email or phone call.<br><br>Once a picture of need is built, parents are contacted and the appropriate external agencies contacted, if required. |
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| How do we adapt our curriculum and learning environment? | Here are some examples of adjustments that we make:<br>**Specific Learning Difficulty (SpLD):**<br>• Adjust background on the SMARTBOARD to dyslexia friendly colours. ☐ Overlays<br>• Shared slides and printed handouts<br>• Stopwatches for "chunked down" learning to improve focus.<br>• Reduced activities<br>• Seating<br>• Reduced verbal input<br>• Visual and practical learning<br>• Additional support in making subject choices<br>• Subject based interventions –e.g. extra sessions, additional notes, etc.<br>• Study skill support<br>• Access Arrangements – to support young people taking exams<br>• Peer mentoring and subject mentoring support<br><br>**ASD**<br>• Seating<br>• Using the pupil's name when questioning<br>• Strategic groupings<br>• Task Sheets<br>• Time-out cards<br>• Stopwatches<br>• Teaching and Learning Support Assistant (TLA) support<br>• Reduced verbal input, if appropriate.<br>• Safe classroom environment<br>• Clearly structured lessons<br>• Access Arrangements<br>• Social skills support<br>• Peer mentoring and subject mentoring support<br>• Circle of Friends<br>• ELSA Support |
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**Physical**

- Physiotherapy exercise facilitated in school
- Use of lift to access the upper floor
- TLA support
- Early Exit card to leave class at quieter times
- Buddy system
- ICT
- Shared online resources
- Access Arrangements

**Offered by SEND**

The following intervention/withdrawal sessions are a sample of the support delivered by the SEND team:

- Handwriting
- Phonological Awareness Training
- Reciprocal Reading
- Catch up
- Mentoring
- Lego Therapy
- Anger management
- Numeracy
- Literacy (including Speech and Language Therapy)

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| | **Offered by Achievement Centre**<br>The following interventions are delivered by the Achievement Centre team:<br><br>• Sound training<br>• Emotional Literacy<br>• Life skills<br>• Circle of friends<br>• Targeted small groups<br>• KS4 tutor group<br>• Curriculum support (PE)<br>• School refusers/re-integration into school support<br>• Respond to need (DOS/SLT) |
| **How do we enable pupils with SEND to engage in activities with pupils who are not identified as SEND?** | **Inclusion in our school is a key priority and we are proud to say that pupils, regardless of their SEND status, are welcomed and included in our community**<br><br>• Y7 Transition programmes and trips<br>• Buddy systems<br>• Y12 mentoring schemes<br>• Extra-curricular planning: e.g. we give some SEND pupils directed extra-curricular activities to try on a trial basis. ☐ Form and year group based activities.<br>• School trips (with TLA support if needed)<br>• The SEND department and Heads of Learning actively intervene, along with tutors, to support pupils in building relationships and often orchestrate opportunities for pupils.<br>• Circle of Friends<br>• Tutor time and PSHCE activities |

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| **How do we consult parents of SEND pupils and involve them in their child's education?** | Annual review meetings where we agree actions and targets for home and school. Consent for testing and phone call updates<br><br>Emails<br>Letters<br>Host meetings between parents and external agencies to co-ordinate a care plan. |

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| **How do we support pupils preparing for adulthood?** | **Throughout KS4 there is an extensive Careers Information Advice and Guidance Programme running though PHSCE. This provides all students with support needed to access appropriate post sixteen pathways. Our SEND students have additional meetings with parents arranged through the SENDCo/ Achievement Centre.** |
| **How do we support SEND pupils to improve their emotional and social development?** | • 1:1 support for emotional difficulties with a member of the SEN Team or other appropriate staff.<br>• Bespoke support programmes<br>• Create opportunities for responsibility within the whole school<br>• Social skills training with an ASD specialist for pupils who have a diagnosis.<br>• Educational Psychologist assessment<br>• Behaviour support from Social Emotional and Behaviour Outreach Service (SEBDOS)<br>• Work closely with Director of Studies and tutors<br>• Communicate pupils' needs and strategies to support with staff |

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| **What expertise and training do our staff have to support SEND pupils?** | • SEND Inset for all staff in September 2018<br>• Inset training on dyslexia, dyspraxia, ASD and SEMH<br>• SEND Inset for all staff in September 2018<br>• Training for invigilators (including scribes) through the exams officer<br>• Pupil Learning Profiles<br>• Emails with suggested strategies<br>• Effective strategies from termly reviews and external agency reports are collated and shared with staff. |
| **How will we secure specialist expertise?** | **Slough Borough Council: SEND assessment, Ed Psych, Access Arrangements Testing, ASD, Sensory Consortium**<br>Specialist support from Beechwood SENDCO<br>Social Emotional and Behavioural Outreach Service, (SEBDOS)<br>SEN Team at SBC for EHCP pupils<br>External agencies assigned to work with pupils on the SEND list: VI/HI/Physio, SALT (Speech and Language Therapy), etc. |
| | **Specialist reports from agencies as provided by parents.** |
| **How will we secure facilities to support pupils with SEN?** | **Currently:**<br>Facilities for disabled pupils which include a toilet and physio room with appropriate equipment<br>ICT –laptops<br>Overlays<br>Behaviour programme carried out in the SEN room<br>Lift<br>Medical room |

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| **How do we involve other organisations in meeting the needs of SEND pupils and supporting their families?** | Specialist support from the Trust SENDCO<br>SEBDOS<br>SEN Team at SBC for EHCP pupils<br>External agencies assigned to work with pupils on the SEND list: VI/HI/Physio, etc.<br>**Special voices- for parents of SEND pupils.**<br>Specialist reports from agencies as provided<br>Safeguarding issues raised with Designated Safeguarding Lead and referred to Social Services |
| **How do we evaluate the effectiveness of our SEN provision?** | Regularly monitoring pupil progress and the effectiveness of intervention strategies Via reviews, reports and pupil feedback. |
| **How do we handles complaints from parents of children with SEN about provision made at the school?** | Complaints regarding classroom provision: to SENDCo<br>Complaints regarding SENDCo's direction and co-ordination of provision: to link Deputy then Headteacher<br>Complaints are usually resolved through meeting with parents or arranging a phone conversation before and after they have been investigated. |
| **Who can young people and parents contact if they have concerns?** | **Mrs Sonia Bowker – Special Educational Needs and Disabled Coordinator**<br>**Mr M Gaffin – Designated Safeguarding Lead**<br>**Miss K Higgins – Executive Headteacher** |
| **Where can the LA's local offer be found? How have we contributed to it?** | **On the school website (Link)**<br>**http://servicesguide.slough.gov.uk/kb5/slough/services/organisation.page?id=uZsGvUML8rA** |