

Beckfoot Phoenix Special School SEND Information Report 2021-2022

Beckfoot Phoenix School is a generic primary special school where all pupils are equally valued. All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Beckfoot Phoenix is committed to equal opportunities, with pupils being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum.

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To ensure that the provision provided by Beckfoot Phoenix enables all pupils to 'Enjoy, learn and succeed'.
- To ensure all pupils at Beckfoot Phoenix School have access to a challenging and exciting curriculum that is broad and balanced and responds to the four broad areas of need:
 - communication and interaction
 - cognition and learning
 - social, mental and emotional health
 - sensory and/or physical.
- To ensure all pupils are able to take an enjoyable and active part in the life of the school community.
- To ensure all pupils reach their full potential regardless of SEN and/or disability in an environment where every step is recognised and celebrated.
- To request, monitor and respond to parent/carers and pupil views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Regulation	Question	School Response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	All the pupils at our school have complex and significant needs in the area of cognition and learning as described in the SEN Code of Practice and may be described as having severe/profound and multiple or complex learning difficulties. In addition to a learning need, pupils may also have other associated needs in the areas of sensory or medical needs, (visual, hearing impairment, MSI, epilepsy, life limiting conditions etc.) emotional/social needs, communication and interaction difficulties, (autistic spectrum disorders, speech and language difficulties) and physical needs (e.g. mobility needs, physical disabilities, wheelchair users). All pupils at Beckfoot Phoenix School have an Education, Health and Care Plan (EHCP) or are in the process of being assessed for an EHCP.

<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>All pupils have individual targets based on their EHCP outcomes and developmental levels. Parents are informed of these and are involved in setting new targets and outcomes via the reporting system and also at events such as Annual Review meetings and progress meetings.</p> <p>Pupils' attainments is tracked using the progress towards EHCP outcomes and end of stage targets. Those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.</p> <p>Additional action to increase the rate of progress will be then identified and recorded that will include a review of appropriateness of the targets, the impact of the differentiated teaching being provided to the pupil, and if required, provision to the teacher of additional strategies and further individualisation of the timetable to further support the success of the pupil.</p>
<p>3c. The school's approach to teaching pupils with special educational needs.</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Action relating to SEN support will follow an 'assess, plan, do and review' model:</p> <p>Assess: Data on the pupil held by the school will be collated by the class teacher/base leader in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.</p> <p>Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the base leader.</p> <p>Do: Individualised SEN support will include stretching and differentiating relevant academic and developmental targets that take into account parents' aspirations for their pupil. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.</p> <p>Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs.</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p>	<p>Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. The curriculum and the learning environment will be adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by in-school specialists and/or external specialists.</p> <p>In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.</p>

	<p><i>How is the decision made about how much/what support my child receives?</i></p>	<ul style="list-style-type: none"> • Specific support to parents and families • Partnership working with other settings. • Access to targeted stay and play clubs. • Access to community facilities • Access to school nurse and wider health professional support. • Access to support charities, and community sources. • Implementation of strategies from support agencies. <p>In addition: The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.</p> <p>If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCo or a member of the Senior Leadership Team.</p> <p>For our pupils who have an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review. For pupils with an EHCP who require a placement at Beckfoot Phoenix School, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHCP unless:</p> <ul style="list-style-type: none"> • it would be unsuitable for the age, ability, aptitude or SEN of the pupil or young person, or • the attendance of the pupil or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p><i>What social, before and after school and other activities are available for pupils with SEND and how can I find out about them?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>There are a number of holiday clubs for pupils that take place on the school premises – please see the website for more information on ‘short breaks’ and ‘stay and play’.</p> <p>Risk assessments are carried out and procedures are put in place to enable all pupils to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no pupil is excluded from any school provided activity.</p>

3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs	<i>What support will there be for my child's overall well-being?</i>	<p>The school offers a wide variety of pastoral support for pupils. This includes:</p> <ul style="list-style-type: none"> • A Personal, Health, Social and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please see the 'Curriculum' section on our website to see the topics that are included within this area of the curriculum. • Pupil and Parent voice mechanisms are in place, the effectiveness of which are reported regularly to the Local School Committee. • Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These support improved interaction skills, emotional resilience and well-being. • Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills. <p>Pupils with medical needs</p> <p>Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Procedures.</p>
4. The name and contact detail of the SEN co-ordinator	<i>Who should I contact if I want to find out more about how Beckfoot Phoenix supports pupils with SEND?</i>	The school SENCo (Special Educational Need Co-ordinator) whose name is Sarah Lloyd who can be contacted through the school. Parents may also contact the Head teacher, Rachel Stirland, directly if they feel this is more appropriate.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how	<i>What training have the staff supporting pupils with SEND had or are having?</i>	<p>School staff receive a range of training at three levels; awareness, enhanced and specialist. All staff are trained in Team Teach and Manual Handling. Awareness training has been provided to all staff on:</p> <ul style="list-style-type: none"> • Tooth brushing • Teaching and learning • Behaviour • Safeguarding • Communication

specialist expertise will be secured.		<ul style="list-style-type: none"> • Autism • Prevent • E safety • Makaton • Medical needs awareness, ie. Asthma, epilepsy, allergy <p>Enhanced training has been provided to specific staff on:</p> <ul style="list-style-type: none"> • Positive behaviour support • Sensory needs • Rebound Therapy • Food hygiene • NARS training • Prevent • Admin of medication • Medical needs, eg. Gastrostomy feeding, colostomy bags etc. <p>Specialist training has been provided to some staff on:</p> <ul style="list-style-type: none"> • Manual handling, rebound, team teach leader training, PECS, Makaton, Intensive Interaction • Safer recruitment • Deaf blind intervenor • The school has regular visits from SEN specialist teachers who provide advice to staff to support the success and progress of individual pupils. • The NHS Speech and Language Therapists, Physiotherapists and Occupational Therapist set up programmes in school for staff to follow.
6. Information about how equipment and facilities support children and young people with special educational needs will be secured	<i>What happen if my child needs specialist equipment or other facilities?</i>	Before making the decision to name Beckfoot Phoenix School in a pupil's EHCP, the Local Authority will send the Head teacher on behalf of the Governing Body a copy of the EHCP. The information in the EHCP will be considered very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a pupil with an EHCP also have the right to seek a place at a special school if they consider that their pupil's needs can be better met in specialist provision. Any specialist equipment needed will be discussed with external agencies (eg. Specialist chairs, walkers, AAC devices) and parents and an agreement as to the urgency and funding of equipment will be made.

<p>7. The arrangements for consulting parents of children with special educational needs about, and involving parents in, the education of their child</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>This will be through:</p> <ul style="list-style-type: none"> • discussions with the class teacher, SENCo or senior leadership team member, • during parent meetings, • during Annual Review Meetings. • meetings with support and external agencies. • parents are asked to make an appointment at any time to discuss the concerns and to ensure the school is meeting their pupil's needs. <p>Please look at the school website. It can be found at www.Beckfoot Phoenix.org and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. The class teacher may also suggest additional ways of supporting your child's learning.</p> <p>The school organises a number of parent workshops during the year often during our parent coffee mornings. These are advertised on Class dojo and aim to provide useful opportunities for parents to learn more about how to support your child's learning. If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact Jason Patefield, our Community Support Co-ordinator, who will locate information and guidance for you in this area.</p>
<p>8. The arrangements for consulting young people with special educational needs about and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Where appropriate pupils are encouraged to evaluate their work in lessons. Pupils are given opportunities to choose subjects that they want to further their learning in. Where appropriate, they attend review meetings and are given the opportunity to contribute to target setting and reflect on their learning and achievements at and prior to review meetings. Pupils are given opportunities to visit secondary schools so that they are able to make informed decisions about education beyond school.</p>
<p>9. Any arrangements made by the Trust relating to the treatment of the complaints from parents of pupils with Special</p>	<p><i>Who can I contact for further information?</i></p>	<p>If you wish to discuss your pupil's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:</p> <ul style="list-style-type: none"> • Your pupil's class teacher, • The SENCo, • The Headteacher,

Educational needs concerning the provision made at the school	<i>Who can I contact if I have a complaint?</i>	<ul style="list-style-type: none"> • If the above staff have been unable to resolve your concerns, please contact the Trust. Contact details are on our school website. • The School also has a Complaints Policy which is available on the School Website
10. How the governing body involves other bodies, eg. health and social services bodies, local authority support services, voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families.	<i>What specialist services and expertise are available at or accessed by the school?</i>	The school has access to a range of specialist support that are identified (in 3e and 5) above.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements in accordance with section 32.	<i>Who should I contact to find out about support for parents and families of children with SEND?</i>	<p>Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all pupils and young people with SEND. The nearest PPS can be located at Queens House, Queens Road, Bradford. Tel. 01274 481183. http://www.barnardos.org.uk/bradford-partnerships-services</p> <p>The PPS will also provide information on how to access an Independent Supporter for those parents whose pupils are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.</p> <p>Bradford Independent Supporter Service can be contacted at: Tel: 01274 481183</p> <p>http://www.barnardos.org.uk/bradford-partnerships-services/independent-support-service-bradford.htm A FAQ factsheet on Independent Supporters is located at http://www.councilfordisabledpupils.org.uk/what-we-do/our-networks/independent-support/independent-support-faqs</p>

		<p>For parents who are unhappy with the Local Authority or school responses to their pupil's SEND, parents may seek mediation from the regional mediation services. Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your pupil's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled pupil. Information on this process is available at: https://localoffer.bradford.gov.uk/Content.aspx?mid=29</p>
<p>12. The school's arrangements for supporting pupils with special educational needs transfer between phases of education or in preparation for adulthood and independent living</p>	<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>	<p>A number of strategies are in place to enable effective pupils' transition. These include:</p> <p>Prior to start date:</p> <ul style="list-style-type: none"> • Meetings with SENCo and/ or Senior Leadership team. • Home visit by School nurse and SENCo and/or class teacher ensuring provision is in place to meet child's learning difficulties and complex needs. • Visits to previous placement by SENCo/Class teacher as appropriate. • Planned transition programme with staff from previous placement as appropriate. <p>On entry: Close communication between class teacher and/or base lead once pupil has started at Beckfoot Phoenix to ensure pupil has settled and is making progress.</p> <p>Transition to secondary school The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. However we encourage parents to start thinking about this as soon as possible. Parents will be encouraged to consider options for the next phase of education. The school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate.</p> <p><u>Mid phase</u> The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school. When moving to another local school, we will aim to follow a similar transition process to that above.</p>
<p>13. Information on where the local authority's local offer is published</p>	<p><i>How can I find out about Bradford's Local Offer?</i></p>	<p>Information on where the Local Authority's Local Offer can be found.</p> <p>The Bradford Local Offer can be found at: https://localoffer.bradford.gov.uk/thelocaloffer.aspx</p>