

Beckfoot Phoenix SEN Information Report – September 2023

What types of Special Educational Need (SEN) do we provide for?	<p>Beckfoot Phoenix is a primary special school (2 – 11) for children with severe learning difficulties, and for children with profound and complex learning and medical needs. We are part of the Beckfoot Trust, a group of 10 schools who work in collaboration to improve the life chances of children in Bradford. Within our Trust, we partner with mainstream primary, mainstream secondary and Hazelbeck, a secondary special school.</p> <p>All the children in our school have SEN. Many of them have other challenges that impact on their learning difficulties. These include autism, visual impairment, hearing impairment, sensory needs, and physical difficulties.</p>
How do we identify and assess pupils with SEN?	<p>Pupils with SEN are identified and assessed by the Local Authority through the Education, Health and Care Plan process. Once a child has been assessed as being appropriate for our school, we will be consulted to see whether we can meet the child's needs. The Local Authority will make a decision about the correct school in line with parental preference, which special schools in Bradford can meet need and have places, and the distance from the school to the child's home.</p>
Who is our SEN co-ordinator, and how can she be contacted?	<p>Our SENCo is Sarah Lloyd. She is our Head Teacher. Sarah can be contacted through the school office on 01535 607038 or via email: office@beckfootphoenix.org</p>
What is our approach to teaching pupils with SEN?	<p>We have 6 class bases in school – orange, red, yellow, purple, blue and green. Most bases are made up of 2 classes. Each class is made up of 10 to 12 children with similar needs, challenges and abilities. Staffing and class size is appropriate to need, ie. Pupils with high needs are in smaller groups with increased staff ratios. Across the base, there are 2 leaders of learning including at least 1 teacher, as well as a team of 4 – 6 teaching assistants. We use a child centred approach so all work is highly differentiated to meet need. Children are taught using our own school specific skills based curriculum that teaches children to become increasingly independent and to learn skills and knowledge that they can use in 'life'. We use a range of strategies to meet children's communication, sensory and therapeutic needs.</p>

<p>How do we adapt the curriculum and the learning environment?</p>	<p>The curriculum at Beckfoot Phoenix is a 5 staged developmental curriculum that incorporates both the National and the Early Years curriculum. There is an emphasis on 'active learning' because we know that this is how children learn best. Children learn through lessons appropriate to their need, eg. hand-eye co-ordination and fine motor, listening and responding, sounds/letters/words/sentences, making sense of number. We also have lessons led by swimming teachers, music teachers and sports coaches. We provide a total communication learning environment to enable pupils to have every opportunity to communicate and understand. This includes visual prompts, objects of reference, photographs, symbols and words. Where appropriate, staff use Makaton sign language, visual support and technology to support learning.</p>
	<p>It is important for our children that they learn skills that are functional to their life. Many lessons then, take place in the community – eg. shopping in the supermarket and garden centre, learning to cross the road, and taking part in work experience at the local farm.</p> <p>Beckfoot Phoenix is a purpose built school. The corridors are wide, and it is all on one level. Classrooms are made up of a suite of rooms that include quiet rooms and work rooms. We have specialist facilities including outdoor play areas, a hydrotherapy pool, rebound room, soft play room and sensory rooms.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Beckfoot Phoenix school is co-located with Merlin Top primary school. Pupils from Beckfoot Phoenix join all the pupils from the 9 other Trust schools for events throughout the year including the Trust Sports Day and the Trust Arts festival.</p>

<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>The school operates an open door policy which allows parents to share concerns by coming into school or telephoning staff.</p> <p>Prior to starting at our school, the SENCO or the class teacher and the school nurse will visit each child in their home. This is so that the school staff and nurse can learn more about the child's needs ready for when the child starts school. All parents are invited into school within 6 weeks of their child starting school or moving to a new class to see their child in school, and to talk about the child. Parent afternoons take place every term. This is a chance for parents to work with their child in class and talk to staff about their child's progress. There is also the opportunity for parents to look at their child's work and assessment file. Parents receive a report and are invited to contribute to the annual reviews through their attendance at the meeting so that progress towards the child's Education, Health and Care Plan targets can be discussed. Parents also receive an end of year report that outlines the progress made in the year. All parents are encouraged to sign up to the class DOJO app so that parents and staff can message, share photos and videos each other on a regular basis.</p> <p>Parents are consulted throughout the school year. In September, they are asked whether their child has settled in to school or their new class following the Summer holidays; in March they complete questionnaires that inform future practice; and at the end of the year, parents are asked to reflect on their child's year and to offer targets or focus areas for the following year.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupil voice at Beckfoot Phoenix is a strength of the school. Pupils are encouraged to 'say what they think' – be it, by turning away from a smell in 'disgust' or telling staff they don't like something or that 'it's boring'. Pupils are listened to. Assemblies are a time in the week when pupils are encouraged to 'voice' their thoughts through filling in questionnaires or choosing what they like best and then posting their views in the pupil voice box.</p>
<p>How do we support pupils in preparation for secondary school and adulthood?</p>	<p>Pupils throughout school are encouraged to be as independent as possible. This includes learning to be independent of adult attention, personal organisation, personal care, making decisions and working with others. The curriculum leads beyond independence to helping or teaching others – both critical skills for secondary school and adult hood. It is important to us that children learn skills that will help them to function in life. As well as teaching children the skills for reading, writing and number in school, they also learning about money through community learning, reading through cooking etc. so that our pupils learn to apply what they have learnt. Focused weeks throughout the year focusing on 'Active me', 'Caring me' and 'Safe me' focus on skills transfer the skills learned in the classroom to 'life situations', such as working in a care home, bathing babies, going to the fire station. Children are well prepared for secondary school through our curriculum as well as through a long and steady transition that begins in January of the year they are leaving.</p>

How do we review and assess pupil progress?	The school has its own assessment system that runs throughout school which shows evidence of progress through observations and examples of work/photos across 6 key areas. Pupil progress is seen through the generalisation of skills to different situations and people, as well as increased independence shown by a depth of learning score. These link closely to the child's EHCP targets. Periodically throughout the year, the child is also assessed in (pre)writing, (pre)reading, comprehension, communication, number. Annually at the EHCP meeting, assessment takes place in personal skills, both at school and at home.
How do we support pupils with SEN to improve their emotional and social development?	Children feel safe at Beckfoot Phoenix because of the routines, and structures, as well as the consistent approaches used across the school. Relationships between staff and children are very positive and as a result, children are happy. The 3 school rules – Good choosing, Good listening, Good Talking, together with staff's use of 'behaviour specific' language, eg. 'good walking', 'remember kind hands', mean that children understand what they need to do and what they are doing well. Reward charts and reward times help children to understand the consequences of their actions in a positive way. At Beckfoot Phoenix, we have high ratios of staff to pupils so that children feel nurtured, valued and have their needs met. Improvements in pupil's emotional and social development is through everything we do –walking together down the corridor, helping each other, playing together, caring for others when upset. We also have specific lessons in our curriculum on 'Relationships, play and social skills' and 'Emotional Health and Well-being'. Our behaviour policy helps children learn to manage their behaviour and emotions - countdowns from 5 give children thinking time, mood boards help them express their emotions and barriers to learning plans outline what can be done to help individual children. Sometimes, for the safety of the child or others, restraint may be used to support a child in crisis. This is always the last resort and staff are well trained in both positive behaviour management and Team teach strategies. Our work with parents is essential here. In school, Jason Patefield, Jeni Martin and Sarah Lloyd work closely with families to support at home.

What expertise and training do our staff have to support pupils with SEN?	At Beckfoot Phoenix, we have a highly skilled workforce that consists of teachers, Level 4 assistants, and teaching assistants. There are trained safeguarding officers in school at all times to ensure that pupils are protected effectively from harm. All staff receive weekly training on different aspects related to children in school. This includes medical training, safeguarding, curriculum, behaviour, care plans, communication etc. Some training is by school staff, other training is by medical staff, speech and language therapists, visual impaired service etc. Staff are trained in other areas as appropriate to the school and the child's needs. These include Moving and Handling, Team teach, first aid, Makaton, swimming (NARS), rebound. School nurses are on site most days and together with the school's Care Team, staff are well trained to attend to children's complex medical needs. Once a week, the school employs a specialist communication advisor to ensure that staff understand how to support and extend the communication needs of children in school. Staff work closely with other professionals such as Speech and language therapists, Physiotherapists and Occupational therapists who provide support and guidance to school staff. Knowledge, skills and practice is shared within the school and the school is closely involved with special schools across the Bradford region so that we keep abreast of ideas and practice that we could use.
How will we secure specialist expertise?	Some specialist expertise is provided through commissioned services ie therapy and part funded school nurses. We employ a specialist communication advisor every week, as well as a specialist music teacher and a sports coach. The Senior leaders also bring others in to supplement the skill base across the school. We also grow our own expertise by utilizing the passion, skills and knowledge of the workforce.
How will we secure equipment and facilities to support pupils with SEN?	The school uses its own budget to provide the majority of resources and facilities that are needed for the pupils. This includes walkers for those with physical difficulties and specialist chairs, or communication aids. Sometimes the school will secure resources through making applications to charitable organisations.
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	Jason Patefield, our Community Support Worker regularly meets with families who need or would benefit from additional support. Following discussions, referrals might be made to Early Help, CAMHS, speech and language etc., or families might be signposted to specialist support groups outlined within the Bradford Local Offer. The EHCP meeting is an annual meeting where families and school staff discuss any changes in need or any further support children or families need.
How do we evaluate the effectiveness of our SEN provision?	Evaluating the effectiveness of Beckfoot Phoenix is a continual process within the school improvement journey. As part of the Beckfoot Trust, the school regularly reports on quality of teaching, progress and attendance to the Trust. Judgements about these are made through the school's own monitoring systems which involve observing the quality of what is happening in school and in lessons and linking this to the progress children are making. The head teacher reports throughout the year to The Local School Committee. The Trust's Central Improvement team and a peer head validate the school's judgements. The school buys in external monitoring every year to provide the school and the Trust with an independent view of the school. The school is subject to an Ofsted

	<p>Inspection every 3 years with the next one, a section 5 visit being due in 2023 following a recent Section 8 visit. The school's effectiveness in the annual review process and EHC plans is monitored by the SEN department.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at school?</p>	<p>We are a school that listens. We know that families want the best for their children, and so do we. We know that by regularly asking parents about how their child is doing in school, and involving them in their child's school life, parents develop the confidence to talk to staff in school. We <i>want</i> to know about any concerns parents have so that these can be resolved, or practice can be improved. In most instances, a phone call or a chat can help here, however we understand that sometimes this does not help, and at these times, parents are directed to the Complaints procedure that can be found on the school's website, in Statutory Information/Policies/Complaints Procedure. A paper form is available on request through the school office.</p>
<p>Who can children and parents contact if they have concerns?</p>	<p>Parents can talk to their child's class teacher, or any member of the class team about their concerns. Parents may also contact the senior leadership team directly: Annmarie Asquith-Williams – Assistant Head; Gemma Wilson – Deputy Head; Sarah Lloyd – Head teacher.</p>
<p>What support services are available to parents?</p>	<p>The school wants to support parents because we understand that having a child with SEN can be lonely and difficult. The school holds regular coffee mornings for parents to meet other parents with opportunities to hear from other professionals, eg. school nurse. Training sessions for parents in Makaton, behaviour management, E safety etc are provided as required throughout the year. Specialist clinics are held at the school by dieticians, orthotics, paediatricians etc. for parents to attend. Specialist providers are invited into school for parents to talk to. These include specialist beds, seating, walkers etc. We sign post families through the school website at Families/support for families. We can also refer families for extra support when required ie early help referrals to support parent to access the disability service, specialist support groups etc. We also provide holiday stay and play schemes for families, as well as supported placements in the holiday for those families in receipt of pupil premium funding.</p>
<p>Where can the Local Authority's Local Offer be found?</p> <p>How have we contributed to it?</p>	<p>Bradford Local Authority's Local Offer can be found on our school website. The school contributed to the Local Offer by providing information about its provision and also providing some pupil voice contributions about the services provided by the LA.</p>