

# Becket Keys Church of England School SEN School Information Report



Becket Keys is a mainstream secondary school that opened in September 2012. The school believes that all children and young people are entitled to an education that enables them to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

*'I have come so that they may have life and have it to the full.'* (John 10:10)

Under section 65(3)(a) of the Children and Families Act 2014 the governing body is required to publish information about Special Educational Needs policy and provision. This information is updated annually and was last updated on 16<sup>th</sup> October 2020.

## **1. The kinds of special educational needs for which provision is made at the school:**

We currently support children with the following Special Educational Needs, and do so in line with the 2014 Code of Practice: Autism and social communication difficulties, learning difficulties (e.g. dyslexia, speech, language and communication needs), visual impairment, medical needs (e.g. cerebral palsy) and social, emotional and mental health difficulties.

## **2. The school's policies for the identification and assessment of students with special educational needs.**

The school's policy for identifying children with SEN is in line with the SEND Code of Practice 2014. The school recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. As defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age; or if they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## **3. Information about the school's policies for making provision for students with special educational needs whether or not students have EHC Plans, including—**

### **(a) how the school evaluates the effectiveness of its provision for such students;**

The school evaluates the effectiveness of its provision for all students, regardless of SEN, through the outcomes they achieve and their progression to further stages of education. All students are set challenging progress targets for their learning achievements and the impact of teaching and additional support is measured by the school through student outcomes.

Children with SEN are expected to make the same progress as their peers. In addition to this the school monitors the effectiveness of its main and wider curriculum through the take up of and participation in additional activities. The evaluation of all aspects of provision include inputs from students and parents.

### **(b) the school's arrangements for assessing and reviewing the progress of students with special educational needs;**

Whole school assessment and monitoring procedures are in place and apply to all children, at all levels. Children with SEN are assessed in the same way as all other children. The school follows the Code of Practice to assess, plan, do and review when undertaking any specific areas of support, and has structures

in place to ensure on-going regular assessment of outcomes, which are discussed with the child and parents.

The school's assessment procedures ensure that all progress is closely monitored at all times and that any concerns are rapidly raised and the necessary support made available through the class teacher to enable progress (please refer to the SEN policy – available on the school website). Parents are informed when additional learning provision is provided for their child (as per the SEND Code of Practice, section 6.39 and 6.40). The SENDCO works with other members of the SLT to ensure standards are maintained across the school.

**(c) the school's approach to teaching students with special educational needs;**

Children with SEN are expected to be able to work within mainstream classes, being provided with high quality teaching and learning tasks that are clearly differentiated to their level of ability. Specific specialist support may be made available short-term, when there is a clear indication that this will achieve expected outcomes.

**(d) how the school adapts the curriculum and learning environment for students with special educational needs;**

The school would not expect to make significant adaptations to the curriculum to enable children to succeed but would make any necessary adaptations to the learning environment to ensure children have access wherever possible at the same level as the rest of the class. The school has an open door policy for all students and supportive conversations with appropriate members of staff are always available in addition to regular planned meetings.

**(e) additional support for learning that is available to students with special educational needs;**

Additional support is provided through short term targeted interventions which may be in class or delivered through workshops timetabled before school, during tutor time or after school. All students have 'One Page Profiles' that are discussed with them and their parents and, where appropriate, these include arrangements for accessing. Additional support currently available is:



**(f) activities that are available for students with special educational needs in addition to those available in accordance with the curriculum;**

All children are expected to be involved in the full range of school activities. Only in the case of distinct disability (e.g. wheel-chair use in sport) would any child be unable to take part in any normal school activity.

**(g) support that is available for improving the emotional and social development of students with special educational needs.**

The school's pastoral system supports all children with close focus on their social, emotional and moral development. Where necessary the school has access to Mentors and Counsellors who can be used for short term support. In the case of more severe need, outside agency support would be sought.

The school has an anti-bullying policy which applies to all students and which operates in line with the school's character education approach to behaviour management.

The school has links to health bodies and social care bodies through the local authority and can draw on these if there is a significant need.

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

The school's SENDCo is Deborah Cavalier, who can be contacted using the main contact details for the school.

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

The school goes out of its way to employ outstanding teachers to ensure that all children receive the highest possible quality of education. Recent research has shown that progress made by children with SEN is directly related to the quality of teaching provided. Support staff will be briefed by qualified teachers and fully prepared to enable children to make significant progress. Learning Support Technicians or qualified teachers acting as support staff, will normally work within areas where they have specific expertise to enable children to make expected levels of progress at all times and to ensure all programmes of support are tailored to specific need. All staff receive induction and regular update training on supporting children with SEND. Where appropriate specialist expertise is sought through the LA and associated agencies (e.g. visual impairment).

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

Specialist equipment to support individual needs is secured on a case by case basis with the advice, where appropriate, of external specialist agencies.

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

We consult with parents of children identified as having SEN at least every term when academic assessments are made. Parents will have opportunities to meet with teachers and the SENDCo at parents' evenings throughout the year. Students with EHC plans (EHCPs) will have an annual review and parents of all other SEND students will be able to meet with the SENDCo by appointment.

## **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Wherever possible and advisable, students are involved in the review process and that of setting targets for the next session. The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the student, parents, carers and outside agencies to identify needs.

## **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.**

In the event that a parent or carer is concerned about the progress that their child is making at the school, they should contact the SENDCo in the first instance. If the parent or carer remains unhappy about the outcome, the Headteacher should be contacted. These are the first stages of the school's complaints policy which is available in full on the website. Further steps in the schools' complaints policy can also be followed.

If the issue remains unresolved then a complaint can be made to the [local authority](#) or to the [Education Funding Agency](#) instead of the local authority if your complaint is not about an EHC plan. There's a different process if you disagree with a decision your local authority has made about an [EHC plan](#).

## **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students**

Where a student with SEN is not making progress and we feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice.

We use the Local Authority Educational Psychology Service to whom we make referrals for Advisory Support Teachers and Educational Psychologists. We also work with other external agencies such as the Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy and Counsellors.

## **11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.**

- The SEND Information, Advice and Support Service – Tel: 0333 013 8913 or email: [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)
- Families in Focus (Essex): Independent Parental Support – Tel: 01245 353575 or email: [helpline@familiesinfocussessex.org.uk](mailto:helpline@familiesinfocussessex.org.uk)
- Network 81 – Tel: 0845 077 4055 or email: [Network81@hotmail.co.uk](mailto:Network81@hotmail.co.uk)
- SNAP (Special Needs and Parents) – Tel: 01277 211300 or email: [info@snapcharity.org](mailto:info@snapcharity.org)

## **12. The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

The school works closely with all children as they approach times of transition. There is close co-ordination with all feeder primary schools to ensure smooth transition from KS2 to KS3, which will include visits to the primary schools concerned and a range of induction visits for new children.

At the end of KS3, meetings will be focussed on transition to KS4 and ensuring the right pathways are established and clearly understood by the child and parents – for those students with an EHC plan, this process is also supported by the Local Authority Transitions Pathways Service.

Transition to post-16 education will ensure the young person's needs are clearly taken into consideration through regular meetings with the student, staff and parents. Again, for those students with an EHC plan, this process is supported by the Local Authority Transitions Pathways Service.

The support stated in points 1-11 above will be available to students with SEND who join the Sixth Form at Becket Keys. Regular meetings between the student, SENDCo and parents will take into account the young adult's needs and will support transition to either higher education or employment. For those students with an EHC plan, this process is also supported by the Local Authority Transitions Pathways Service.

### **13. Information on where the local authority's local offer is published**

- The Essex 'Local Offer' is available online, at: <http://www.essexlocaloffer.org.uk/>

Additionally,

- The school's 'Special Educational Needs' policy is available on the school website.
- The Special Educational Needs Code of Practice is available online, at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>