

# Beckfoot Hazelbeck SEND Information Report

**DATE September 2023**

## SEND structure

Jo Dowson is our named SENDCo and leads on all annual Reviews, in conjunction with class teachers. If there are any concerns or queries regarding provision for your child should be directed to Jo Dowson or you can contact the area lead for your young person:

Green Area (Olive, Blue, Amber, Purple, Pink and Green base) - Shelley Upton & Charlotte Bray

Orange Area (Indigo, Yellow, Teal, Red, Orange base) - Jo Dowson

Sixth Form (Lilac, Bronze, Silver base) - Beth McPhail

Question	Response
What types of SEND do pupils have in your school?	<p>All the students 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.</p> <p>In addition to a learning need, students 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).</p>
How does this school identify children who may have SEND?	<p>All students at Hazelbeck School have an Education, Health and Care Plan (EHCP) or are in the process of being assessed for an EHCP.</p> <p>By the very nature of our students and the significance of their SEND, all of our students access:</p> <ul style="list-style-type: none"> <li>• High staffing ratios</li> <li>• Support specific to a student's SEN, e.g. Standing frames, walking frames etc.</li> <li>• Specialist facilities, e.g. Hydrotherapy pool, wheelchair accessible buses</li> </ul>

	<ul style="list-style-type: none"> <li>• Individualised timetables and curriculum taking into account students' individual needs and ages.</li> <li>• External agencies as necessary to meet the student's and family's specific needs.</li> </ul> <p>Some of the students in our school may be identified as needing extra help. These students are identified by:</p> <ul style="list-style-type: none"> <li>• Concerns raised by parents/carers, external agencies, teachers, or the student themselves</li> <li>• Screening, such as that completed on entry or as a result of a concern being raised which indicates gaps in knowledge and/or skills.</li> <li>• Whole school tracking of attainment outcomes indicates lack of expected rate of progress.</li> <li>• Observation of the student indicates that they have additional needs requiring extra help.</li> </ul>
<p>How do you evaluate provision?</p>	<p>Throughout school, all students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:</p> <ul style="list-style-type: none"> <li>• classroom observation by the school leaders and external verifiers,</li> <li>• ongoing assessment of progress made by students with SEND;</li> <li>• work sampling and scrutiny of planning to ensure effective matching of work to student need;</li> <li>• teacher meetings with the Leadership Team to provide advice and guidance on meeting the needs of students;</li> <li>• student and parent feedback on the quality and effectiveness of interventions provided;</li> <li>• attendance and behaviour records.</li> </ul>
<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>Attainments towards the identified outcomes will be shared with parents termly through feedback at progress meetings and annually through the Annual Review process and the end of year report. Evidence of progress towards intentions will also be shared with parents via EFL. Parents may also find Class Dojo a useful tool to use to communicate with school staff on a more regular basis.</p> <p>Parents are encouraged to arrange an appointment to discuss their student's progress with the class teacher or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their student's success.</p>
<p>How do teachers support pupils with SEND?</p>	<p>Action relating to SEN support will follow an 'assess, plan, do and review' model:</p>

	<p><b>Assess:</b> Data on the student held by the school will be collated by the class teacher/Area Leader in order to make an accurate assessment of the student’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.</p> <p><b>Plan:</b> 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 student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Area Leader.</p> <p><b>Do:</b> Individualised SEN support will be recorded on a plan that will identify a clear set of expected outcomes (Learning Targets), which will include stretching and relevant academic and developmental targets that take into account parents’ aspirations for their student. Parents and the student 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><b>Review:</b> Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.</p>
<p>How will the curriculum be matched to my child’s needs?</p>	<p>Teachers plan using students’ achievement levels, differentiating tasks to ensure progress for every student 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, students may be provided with specialised equipment or resources such as ICT and/or additional adult help</p>
<p>How accessible is the school environment?</p>	<p>Hazelbeck School is a purpose built school for students with SLD, PMLD, ASD and complex medical needs. Each room is fitted with a hoist and we have a number of mobile hoists. We have a hydrotherapy pool and rebound room which is accessible to all. Each classroom is tailored to best meet the needs of the students in the class. There are lifts to access different levels of the building as well as stairs.</p> <p>Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information – see policy section on school website.</p>
<p>How is additional support allocated and matched to children’s special educational needs?</p>	<p>The school receives funding to respond to the needs of students with SEND from a number of sources that includes:</p> <ul style="list-style-type: none"> <li>• An amount per student from the Local Authority.</li> <li>• An additional amount per student from the Local Authority High Needs SEN Funding allocation according to severity and complexity of need.</li> </ul> <p>This funding is then used to provide the staffing levels, equipment and facilities to support our students as well as:</p>

	<ul style="list-style-type: none"> <li>• Additional staffing</li> <li>• Specialist equipment</li> <li>• Specialist teaching</li> <li>• Small group tuition</li> <li>• Specific support to parents and families</li> <li>• Partnership working with other settings.</li> <li>• Access to targeted stay and play clubs.</li> <li>• Access to community facilities</li> <li>• Access to school nurse and wider health professional support.</li> <li>• Access to support charities, and community sources.</li> <li>• Implementation of strategies from support agencies.</li> </ul> <p><b>In addition:</b></p> <p>The Student Premium funding provides additional funding for students 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 students who have a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review. For students with an EHCP who require a placement at Hazelbeck 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"> <li>• it would be unsuitable for the age, ability, aptitude or SEN of the student or young person, or</li> <li>• the attendance of the student or young person there would be incompatible with the efficient education of others, or the efficient use of resources.</li> </ul>
<p>How will my child be included in activities of the school, including school trips, extracurricular clubs etc?</p>	<p>At present, we have holiday clubs for students and regularly signpost parents to activities run by external groups.</p> <p>Risk assessments are carried out and procedures are put in place to enable all students to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no student is excluded from any school provided activity. Community access, school trips and residentials are an integral part of the wider curriculum.</p>

<p>What support will there be for my child's overall well-being?</p>	<p>The school offers a wide variety of pastoral support for students. This includes:</p> <ul style="list-style-type: none"> <li>• A Personal, Health, Social and Economic (PHSE) curriculum that aims to provide students 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.</li> <li>• Student and Parent voice mechanisms are in place, the effectiveness of which are reported regularly to the Local School Committee.</li> <li>• Small group evidence-led interventions to support student's well-being are delivered to targeted students and groups. These support improved interaction skills, emotional resilience and well-being.</li> <li>• Students 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.</li> </ul> <p><b>Students with medical needs</b></p> <p>Students 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 student 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 students at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Procedures.</p>
<p>Who can I contact for further information?</p>	<p>The school SENCo (Special Educational Need Co-ordinator) whose name is Jo Dowson who can be contacted through the school. Parents may also contact the Head teacher, Beth McPhail, directly if they feel this is more appropriate.</p>
<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<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"> <li>• Tooth brushing</li> <li>• Assessment</li> <li>• Curriculum</li> <li>• Behaviour</li> <li>• Safeguarding</li> <li>• Communication</li> <li>• Autism</li> <li>• Differentiation</li> <li>• Prevent</li> <li>• E safety</li> </ul>

	<ul style="list-style-type: none"> <li>• Makaton</li> <li>• Medical needs awareness, ie. Asthma, epilepsy, allergy</li> </ul> <p>Enhanced training has been provided to specific staff on:</p> <ul style="list-style-type: none"> <li>• Talking Maths</li> <li>• Rebound Therapy</li> <li>• Food hygiene</li> <li>• NARS training</li> <li>• Prevent</li> <li>• Admin of medication</li> <li>• Medical needs, eg. Gastrostomy feeding, colostomy bags etc.</li> </ul> <p>Specialist training has been provided to some staff on:</p> <ul style="list-style-type: none"> <li>• Manual handling, rebound, team teach leader training, PECS, Makaton, Intensive Interaction</li> <li>• Safer recruitment</li> <li>• MSI qualified teacher</li> <li>• The school has regular visits from SEN specialist teachers who provide advice to staff to support the success and progress of individual students.</li> <li>• The NHS Speech and Language Therapists, Physiotherapists and Occupational Therapist set up programmes in school for staff to follow.</li> </ul>
<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>Before making the decision to name Hazelbeck School in a student’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 student with an EHCP also have the right to seek a place at a special school if they consider that their student’s needs can be better met in specialist provision.</p> <p>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>
<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>This will be through:</p> <ul style="list-style-type: none"> <li>• discussions with the class teacher, SENCo or senior leadership team member,</li> <li>• during progress meetings,</li> <li>• during Annual Review Meetings.</li> <li>• meetings with support and external agencies.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents are asked to make an appointment at any time to discuss the concerns and to ensure the school is meeting their student's needs.</li> </ul> <p>Please look at the school website. It can be found at <b>www.hazelbeck.org</b> 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 in the school newsletter and on our website 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 Saika, our family liaison worker, who will locate information and guidance for you in this area.</p>
<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>Where appropriate students are encouraged to evaluate their work in lessons. Students are given opportunities to choose subjects that they want to further their learning in. 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. Students are given opportunities to visit further educational establishments so that they are able to make informed decisions about education beyond school.</p>
<p>Who should I contact if I have a complaint about my child's SEND provision?</p>	<p>For parents who are unhappy with the Local Authority or school responses to their student'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 student's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled student. Information on this process is available at:  <a href="https://localoffer.bradford.gov.uk/Content.aspx?mid=29">https://localoffer.bradford.gov.uk/Content.aspx?mid=29</a></p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>When necessary, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent/carer permission has been obtained and may include referral to:</p> <ul style="list-style-type: none"> <li>• Specialists in other schools e.g. teaching schools, special schools.</li> <li>• Social Services</li> <li>• Health partners such as School Nurse and Student &amp; Adolescent Mental Health Service</li> <li>• Bradford Education Psychology service</li> <li>• Parent Partnership</li> <li>• Bradford Therapy Services, eg. health, speech and language, physio, occupational.</li> </ul> <p>N.B. For some students, whose needs require significantly additional or different support than is provided by Hazelbeck School, a request will be made to the Local Authority through the Annual Review Process to consider a change of placement for the student with SEND</p>

<p>What services and support are there for parents and families of children with SEND?</p>	<p>Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all students and young people with SEND. The nearest PPS can be located at Queens House, Queens Road, Bradford. Tel. 01274 481183. <a href="http://www.barnardos.org.uk/bradford-partnerships-services">http://www.barnardos.org.uk/bradford-partnerships-services</a></p> <p>The PPS will also provide information on how to access an Independent Supporter for those parents whose students 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  <a href="http://www.barnardos.org.uk/bradford-partnerships-services/independent-support-service-bradford.htm">http://www.barnardos.org.uk/bradford-partnerships-services/independent-support-service-bradford.htm</a> A FAQ factsheet on Independent Supporters is located at  <a href="http://www.councilfordisabledstudents.org.uk/what-we-do/our-networks/independent-support/independent-support-faqs">http://www.councilfordisabledstudents.org.uk/what-we-do/our-networks/independent-support/independent-support-faqs</a></p>
<p>How will the school prepare and support my child to join the school, or transfer to a new school or college?</p>	<p>A number of strategies are in place to enable effective students' transition. These include:</p> <p><b>Prior to start date:</b></p> <ul style="list-style-type: none"> <li>• Meetings with SENCo and/ or Senior Leadership team.</li> <li>• 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.</li> <li>• Visits to previous placement by SENCo/Class teacher as appropriate.</li> <li>• Planned transition programme with staff from previous placement as appropriate.</li> </ul> <p><b>On entry:</b></p> <p>A meet the teacher morning. Close communication between class teacher and/or area lead once student has started at Hazelbeck to ensure student has settled and is making progress.</p> <p><b>Transition to the new placement</b></p> <p><b>College or day provision:</b></p> <p>The annual review in Y13 for students with an EHCP begins the process where parents are supported to make decisions regarding post 19 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 and/or day services. 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. For students transferring to local colleges and many day provisions, transition leads of both school and the next placement will meet to discuss the needs of students to ensure a smooth transition.</p> <p><b><u>Mid phase</u></b></p> <p>The records of students 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. Where moving to another local school we</p>



	<p>will aim to follow a similar transition process to that above. From Yr 9 the EHCP has a specific focus on aspirations and how we are supporting students towards achieving these</p>
<p>Where can I find out about other services that might be available for our family and my child?</p>	<p><b>Information on where the Local Authority's Local Offer can be found.</b>  The Bradford Local Offer can be found at: <a href="https://localoffer.bradford.gov.uk/thelocaloffer.aspx">https://localoffer.bradford.gov.uk/thelocaloffer.aspx</a></p>
<p>My child has SEND, how do they get a place at your school?</p>	<p>Our admissions are controlled by the local authority (LA). We usually admit pupils into the main school in September each year. In term admissions are at the request of the LA. We are unable to accept direct requests for placement from parents or carers or other local authorities. If you wish to have a place at Hazelbeck for your child you need to contact the Local Authority Special Education Needs Department. (Information can be found by clicking the link <a href="https://bso.bradford.gov.uk/content/admissions">https://bso.bradford.gov.uk/content/admissions</a>.)</p> <p>For more information please see our admissions policy.</p>