

## SEN INFORMATION REPORT 2022-2023

### PARENTS/CARERS INFORMATION

#### Introduction

All maintained schools within Bedford Borough have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority (LA) to ensure that all students, regardless of their specific needs, make the best possible progress in school. In addition it is expected that the needs of students with Special Educational Needs and Disabilities are being met in a mainstream setting wherever possible.

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

#### What is the Local Offer?

- **The LA Local Offer**
  - The *Children and Families Bill* became legislation in 2014. LA's and schools are, as a result required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is known as the 'Local Offer'.
  - The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area.

You can find a link to the Bedford Borough Local Offer on our school website or access it here: <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page> There is information summarising provision at our school as part of the local offer.

#### The School SEN Information Report

##### If your Child has Special Educational Needs, what can we at Biddenham offer you?

At Biddenham, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

These FAQs and answers below will provide more information about the Local Offer from Biddenham and how we can support your child.

#### 1. Who are the best people in this school to talk to about my child's difficulty with learning/Special Educational Need or Disability (SEND)?

A parent's/carer's first point of contact should always be the child's form tutor.

##### The tutor and subject teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) or Learning Support Co-ordinator know as necessary.

- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the students they teach with any SEND.

Parents/carers can also arrange to meet with a member of the SEND team.

Email: [enquiries@biddenham.beds.sch.uk](mailto:enquiries@biddenham.beds.sch.uk) or the

SENDCo: [sendco@biddenham.beds.sch.uk](mailto:sendco@biddenham.beds.sch.uk)

**The SEND team (SENDCo = Mrs Emma Latchman) is responsible for:**

- Developing and reviewing the school's SEN policy.
- Coordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you as parents/carers are:
  - i) Involved in supporting your child's learning.
  - ii) Kept informed about the support your child is getting.
  - iii) Involved in reviewing how they are doing.
- Liaising with all the other professionals who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of students in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

**The Principal: Mr David Bailey is responsible for:**

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Principal will give responsibility to the SENDCo and teaching staff, but is still responsible for ensuring that your child's needs are met.
- The Principal must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEND Governor: Mrs Carole Bell is responsible for:**

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01234 342521

**2. What are the different types of support available for students with SEND in our school?**

- **Subject teacher input, via excellent targeted classroom teaching (Quality First Teaching)**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all students in their class.

- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SEND team), are in place to support your child to learn.
- Your child's teachers will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

- **Specific group work**

Interventions which may be:

- In the Learning Hub (R9) in small groups/individually.
- Run by a teacher or a Teaching Assistant (TA).

Some examples of the types of interventions/boosters used at Biddenham:

- IDL - an online literacy intervention to support reading and spelling
- Handwriting and fine motor skills support
- Reading support
- Social Skills - a structured and personalised approach to develop social and emotional communication skills
- Zones of Regulation - a curriculum designed to foster self-regulation and emotional control
- Sensory Circuits - a quick way to support children's attention and readiness for learning in class through physical activity lasting for 10/15 minutes to enable young people to achieve an optimal level of alertness.

- **Specialist-Support run by outside agencies**

This means a student has been identified by the SENDCo/Head of Year as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the ASC Advisory Team, Behaviour Support Team or Sensory Service (for children with a hearing or visual need).
- Outside agencies such as the Education Psychologist.
- Health services such as speech and language therapists, School nurse team, CAMHs, CHUMS, physiotherapy, occupational therapy.

**What could happen?**

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

- **Specified Individual support; Statutory Assessment, EHCP**

This type of support is available for children whose learning needs may be more complex, severe, or lifelong.

This is usually provided via an **Education, Health and Care Plan (EHCP)**. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching where appropriate.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Sensory and Communication Advisory Team, Behaviour Support or Sensory Service (for children with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Educational Psychology.

**For your child this would mean:**

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the Panel of Professionals (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are complex, severe and/or lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the long and short-term outcomes for your child with recommendations of how these outcomes can be achieved and how your child needs could be supported.

**3. How can I let the school know that I am concerned about my child's progress in school?**

If you have concerns about your child's progress, you should speak to your child's **tutor or Head of Year** initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENDCo).
- The SEND Team offer 'drop-ins' for parents/carers to discuss any concerns you may have about your child's progress at school at each parents' evening and are always available to be contacted via the school.

**4. How will the school let me know if they have concerns about my child's learning in school?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

**5. How will you know how your child is doing at school?**

In addition to the normal school reporting process and opportunities to discuss progress with subject teachers, students with significant SEND will have a Link Teaching Assistant who meets with your child regularly and is available to meet with parents/carers as requested, but will also communicate with parents regularly via email or telephone. The Learning Support team will also advise teaching staff about strategies to support the student in mainstream lessons and will liaise effectively with Teaching Assistants who are working with the designated students. The Learning Support team will also attend multi-agency meetings, as

necessary. Link Teaching Assistants will initiate review meetings for pupil passports, we consider that the parents'/carers' views are a vital part of the review and therefore request your attendance and support for your child.

Students with an Education, Health and Care Plan (EHCP) will also have an Annual Review Meeting and outside agencies may be invited to attend.

School reports are sent home three times a year to reflect your child's achievements and effort in all subjects.

## 6. **How does the school assess students for SEND?**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice 2015 defines SEN as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) 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."

If your child is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Children can fall behind in school for a variety of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Biddenham we are committed to ensuring that all students have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Subject Teachers, support staff, parents/carers and the child themselves will be the first to notice a difficulty with learning. At Biddenham we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teachers. The SENDCo will also support with the identification of barriers to learning using a range of diagnostic assessment tools. In some cases we may also seek additional professional advice from external support agencies.

## 7. **How extra support is allocated to students and how is any progress with this extra support monitored?**

The school budget, received from Bedford Borough Council, includes money for supporting children with SEND. The Principal decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Principal and the SENDCo discuss all the information they have about SEND in the school, including:

- Children getting extra support already.
- Children needing extra support.
- Children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. The school identifies the needs of SEND students and tracks and monitors and reviews all the support

given regularly. Changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

8. **Who are the other people providing services to children in this school?**

▪ **School provision**

- Teachers responsible for teaching SEND groups/individuals on a 1:1 basis.
- Teaching Assistant (TA) delivering a range of literacy and numeracy interventions with either individual children or small groups.
- Various ICT support programmes re-enforcing mathematics and literacy delivered by TAs during specified small group or individual sessions, according to need.
- All students have access to a designated 'safe space' within school, supervised by a member of staff.
- Access to Educational Psychologist as required

▪ **Local Authority Provision delivered in school \***

- Autism Advisory Service
- Early Help Team
- Sensory Service for children with visual or hearing needs
- SEND Advice Team (formally Parent Partnership)
- SALT (Speech and Language Therapy)

▪ **Health Provision delivered in school\***

Additional Speech and Language Therapy input to provide a higher level of service to the school.

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

\* Subject to COVID restrictions, these may be delivered by remote methods

9. **How are the teachers helped to support children with SEND in school and what training do they receive at Biddenham?**

The SENDCo's job is to support the teachers in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as visual and hearing needs and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children they teach/support, e.g. from the Autism Advisory Team. This information is then passed on to all staff through staff meetings and training days.

In addition to general staff INSET days:

- The Learning Support team has vast knowledge and experience in supporting SEND students in school.
- Specialist SEN Assessment for Exams
- We have a large team of Teaching Assistants supporting the needs of the students in lessons and the Learning Hub
- All staff receive regular training and updates regarding safeguarding.

## 10. How will the teaching be adapted for my child with SEND?

Subject teachers plan lessons according to the specific needs of all groups of children in their classes and will ensure that your child's needs are met.

- Support staff, under the direction of the teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Our Teachers will use various strategies to adapt access to the curriculum, this might include using:
  - Visual timetables
  - Writing frames
  - Chromebooks, laptops or other alternative recording devices.
  - Peer support systems.
  - Positive behaviour rewards system.
  - Adapted resources.

## 11. What support do we have for you as a parent/carer of a child with SEND?

The subject teacher/tutor and Head of Year is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo/Inclusion Coordinator is available to meet with you to discuss your child's progress or any concerns/worries you may have. To make an appointment please contact the school office via telephone or email.\*
- All information from outside professionals will be discussed with you ~~with the person involved~~ directly, or where this is not possible, in a report.
- Targets will be reviewed with your involvement at least once a year.
- Homework will be adjusted as needed to your child's individual requirements.

## 12. How will your child be able to contribute their views?

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- We have an active Student Forum who actively seek the views of students with SEND to ensure representation in their discussions.
- If a student takes part in an intervention programme, then they will contribute their views to the half-termly review of progress.
- Student passports are written in conjunction with students and have sections dedicated to student voice.
- If your child has an EHCP, their views will be sought before and during any review meetings.

## 13. How is Biddenham accessible to children with SEND?

The school is predominantly a single level site allowing full accessibility for wheelchairs and impaired mobility. In addition, specialist areas of the main school site have been adapted so that key areas can be accessible. Individual risk assessments are completed for students with sensory or physical needs which may impact on accessibility around the school site, or in case of an emergency. In addition:

- Classroom windows have anti-glare coating and reflective stickers are also placed on doors to support students with visual impairments
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND\*.
- Extra-curricular activities are accessible for children with SEND\*.
- There are disabled car parking spaces in the car parks
- Dedicated disabled toilet facilities, including one with a ceiling mounted hoist.
- An accessible lift to access the first floor of R Block.
- The Sanctuary is a place of wellbeing for all our students. With trained first aiders, minor injuries can be dealt with along with support for long term medical conditions so that students can continue with their education. Counselling and support services are also available via here.

**14. How will we support your child when joining this school, transferring to college or changing school?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

- **In Year 6 of primary school if your child is coming to Biddenham:**
  - Our SEND team will meet and discuss the specific needs of your child with the SENDCo of the child's feeder school. If your child has an EHCP, a transition review meeting will take place with the Learning Support team at Biddenham.
  - Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
  - Where possible, your child will visit us here at Biddenham on several occasions during the summer term to make for as smooth a transition as possible.
  - Follow up meetings will be held as required with primary SENCo's in the autumn term of year 7.
- **If your child is moving to another school/college/educational provider:**
  - We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.

**15. How will your child be included in activities outside the classroom, including school visits?**

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school visits. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from an external agency, where relevant. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

**16. How will we support your child's social and emotional development?**

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All students follow a structured PSHCEE (Personal, Social, Health, Citizenship and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Personalised PSHE sessions for identified students relevant to their individual needs.
- 'The Sanctuary' is a place of wellbeing on the main school site.
- Academic and Social extra-curricular clubs for children to learn how to co-operate with one another in a small group whilst developing their literacy, numeracy or fine motor skills.
- Lunchtime and break time support through planned activities and youth groups.

If your child still needs extra support, with your permission the SENDCo can access further support through the Early Help (EHA) process.

**17. How is the school's Governing Body involved and what are their responsibilities?**

The SENDCo reports to the Governing Body annually to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.

There is an appointed Governor who is responsible for SEND and meets with the SENDCo. This SEND link governor takes part in classroom observations and reports to the governing committee, to keep all the governors informed. The SENDCo reports to the Principal and appointed Governor termly.

**18. Who can you contact for further information or if you have any concerns?**

A parent/carer's first point of contact should be their child's tutor to share concerns.

Parents/carers can also arrange to meet the SEND team by emailing:  
[sendco@biddenham.beds.sch.uk](mailto:sendco@biddenham.beds.sch.uk).

Additionally, the school liaises with and can refer parents/carers to a number of agencies for information and support. These should all be found via the Local Offer on the Bedford Borough [website](#).

Some relevant national support agencies may include:

- [IPSEA \(Independent Parental Special Education Advice\)](#)
- [NASEN](#)
- [The National Autistic Society Bedfordshire Branch](#)
- [British Dyslexia Association](#)
- [NDCS, National Deaf Children's Society](#)

- [YoungMinds](#)
- [Genetic disorders](#)