

SEN Information Report

This report should be read alongside our SEND Policy

Click [here](#) to go to the contents page, or alternatively scroll through the document. This document has been produced electronically to allow readers to make use of translation or accessibility features but if you wish to have a hard copy please contact the school office.

Published date: September 2023
Review Date: September 2024

Contents




1. [Introduction and contacts](#)



2. [The Local Offer](#)



3. [What types of SEN does the school provide for?](#)



4. [Which staff will support my child, and what training have they had?](#)




5. [What should I do if I think my child has SEN?](#)




6. [How will the school know if my child needs SEN support?](#)



7. [How will the school measure my child's progress?](#)




8. [How will I be involved in decisions made about my child's education?](#)



9. [How will my child be involved in decisions made about their education?](#)




10. [How will the school adapt its teaching for my child?](#)




11. [How will the school evaluate whether the support in place is helping my child?](#)



12. [How will the school resources be secured for my child?](#)




13. [How will the school make sure my child is included in activities alongside pupils who don't have SEND?](#)




14. [How does the school make sure the admissions process is fair for pupils with SEN or a disability?](#)




15. [How does the school support pupils with disabilities?](#)



16. [How will the school support my child's mental health and emotional and social development?](#)



17. [What support will be available for my child as they transition between classes or settings or in preparing for adulthood?](#)



18. [What support is in place for looked-after and previously looked-after children with SEN?](#)



19. [What should I do if I have a complaint about my child's SEN support?](#)



20. [What support is available for me and my family?](#)



21. [Glossary of key terms](#)



Mrs Latchman **Mrs Stephenson**

Contact:

sendco@biddenham.beds.sch.uk

Emma Latchman
(SENDCo)

and

Fran Stephenson
(Deputy SENDCo)

School Office:

enquiries@biddenham.beds.sch.uk

or

Call: 01234 342521

1. Introduction and contacts



Biddenham
International School & Sports College

The aim of this information report is to explain how we implement our SEND policy i.e. we want to **show you how SEND support works in our school.**

This report includes examples of student, parent and staff voice at Biddenham International School. You can click on each of the questions to be taken to the relevant section to find out more information.

If you want to know more about our arrangements for SEND, please read our **SEND policy**. You can also find it on our school website.

You can ask a member of staff to make a copy/send you the policy if you would prefer.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.



2. The Local Offer



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.

The Local Offer for Bedford Borough Local Authority can be found here:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

You will find a page dedicated to the provision on offer at Biddenham International School and Sports College as part of that local offer.



3. What types of SEN does the school provide for?





We cater for students with needs that fall under the four broad areas of need, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment





4. Which staff will support my child, and what training have they had?

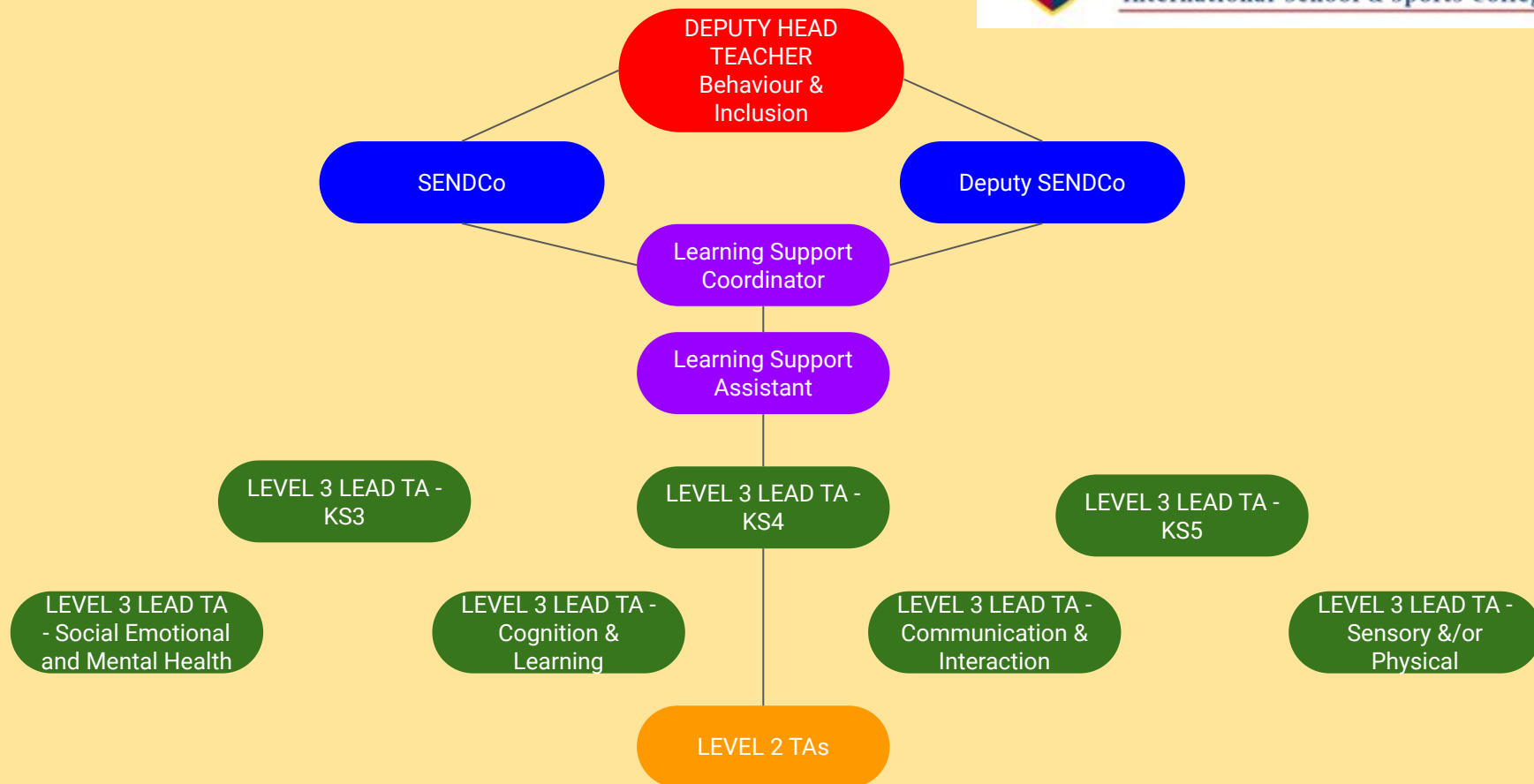


<u>Name/Role</u>	<u>Qualifications</u>
 Emma Latchman - SENDCo	NASENCo QTS Psychology MSc Child Development BSc Human Psychology
 Fran Stephenson - Deputy SENDCo	PGCE Secondary Mathematics, BSc (Hons) Psychology
Clare Warburton - Deputy Headteacher (Behaviour & Inclusion)	MEd (Cantab); MA Honours History and Politics, PGCE in History and English, PGCE in Special Educational Needs Co-Ordination; Level 7 Qualification in Psychometric Testing, Assessment and Access Arrangements).

Which staff will support my child, and what training have they had?

<u>Name/Role</u>	<u>Training</u>
<p>Teachers</p> 	<p>All members of staff have received the following training:</p> <ul style="list-style-type: none">- Yearly updates on pupils with SEN and the methods to use to support them- Weekly SEND insight via a weekly school bulletin- SEND training by the SENCo throughout the year based on training needs, this has included topics such as adaptive teaching and understanding neurodiversity.- Access to online SEND training <p>Our SENCo works alongside individual teachers to support with their specific needs.</p>
<p>Teaching Assistants (TAs)</p> 	<p>As above, and additionally TAs have training relevant to the needs of the students they are supporting, this has included: manual handling; positive behaviour management (TEAMTEACH); Speech Therapy; Visual Impairment modification; and TEACCH. They also have training from the Maximising Impact of TAs programme.</p>

The Learning Support Team Structure





5. What should I do if I think my child has SEN?



If you have questions, or queries regarding whether your child may have special educational needs, or concerns about your child's progress, you should speak to your child's **Tutor or Head of Year (HOY)** initially.

The tutor/HOY and subject teachers can support you by:

- They can request information or advice from the Learning Support department to relay to you and/or your child.
- Checking on the progress of your child in school and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Learning Support Department know.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the students they teach with SEND.

The Learning Support Department can support you by:

- If you need further support or advice you may wish to speak to the Special Educational Needs and Disabilities Coordinator (SENDCo), you can do this by contacting the main office by telephone or emailing sendco@mybiddenham.com. This email address is monitored by the SENDCo, Deputy SENDCo and department admin staff.
- Alternatively the Learning Support/SEND Team offer drop-in appointments for parents/carers to discuss any questions you may have at each in person parents' evening.



6. How will the school know if my child needs SEN support?

Identifying need and applying provision (Graduated Approach)

Graduated Approach of Assess, Plan, Do, Review

Any teacher can make a referral if they have concerns about progress or SEN

Students or parents can also self-refer through tutor, head of year, or directly to the SENDCo if they have any questions or concerns.



We have an in house assessment process to identify possible learning needs or emotional barriers to learning/progress which can help to identify what support/provision may be required and will engage with local services to access additional advice and support where needed.

Weekly SEND department and Inclusion team (leads from Pastoral, Wellbeing, EAL, SEND, Alternative Curriculum, Attendance, and Medical departments) meetings to address any queries or concerns raised about a student, and monitor students already identified, with discussion around how to plan to meet needs.



7. How will the school measure my child's progress?



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.

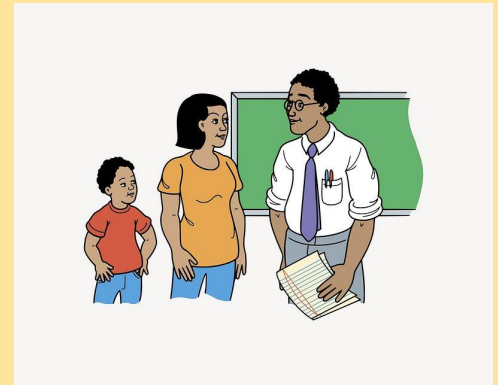
Subject Teachers, support staff, parents/carers and the child themselves will be the first to notice a difficulty with learning, through ongoing assessment of progress within lessons or reviews of engagement, behaviour and attendance at school. At Biddenham we ensure that assessment of educational needs, 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. We will then regularly monitor and review any changes in relation to personalised targets.



8. How will I be involved in decisions made about my child's education?

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.





9. How will my child be involved in decisions made about their education?



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.



10. How will the school adapt its teaching for my child?

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.

- Staff are regularly trained to adopt adaptive teaching methods to ensure the needs of students are met in the classroom.
- 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. How will the school evaluate whether the support in place is helping my child?

Understanding and assessing whether supports and provisions are effective is an ongoing process. However there are some fixed times (assessment weeks; SEN review weeks; the end of planned interventions/boosters) we will review data (including attendance, behaviour, and academic) to understand whether progress is being made.

Feedback from the young person, their parents and key members of staff is also crucial to this process.





12. How will the school resources be secured for my child?

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, the School's Business Manager 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.



13. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



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 with the required adjustments and support.

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.

In a parent questionnaire in July 2023 71% of parents who responded said Biddenham was 'secure' or 'excellent' at providing a wide range of opportunities to nurture, develop and stretch the talents of their child.



14. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



The SENDCo responds to all consultations sent by Local Authorities with respect of pupils with EHCPs and identifies whether or not as a school we can meet need.

This is a separate process to the typical admissions process whereby Biddenham follow the admissions policy to ensure the process is fair and students with SEND are not unfairly treated with respect of their possible admission to our school.





15. How does the school support pupils with disabilities?

Commitment to Inclusion

At Biddenham we are committed to supporting students with disabilities to be included in all aspects of school life, and to be given opportunities and holistic support to enable personal success.



Further information on following slides based on:

- Support within School
- The Learning Hub
- The Role of the Teaching Assistant (TA)
- Student Voice
- Parent Voice

How does the school support pupils with disabilities?

Interventions/boosters

- Interventions/boosters run daily by TAs include:
 - Sensory circuits
 - Handwriting
 - 5 point scale
 - Zones of Regulation
 - Paired Reading
 - Social Stories
 - Working memory
 - Fine motor skills
 - Speech Therapy
 - Physiotherapy
 - Literacy
 - Numeracy
- Referrals can come from any member of staff for any student



Social and Curriculum Support

- Offered by TAs through in class support
- Homework Club Daily in Learning Hub
- Break and Lunch Support in the Learning Hub
 - Includes social games and activities
 - TA support to the canteen if required
 - Group conversations
 - Homework Support
- Learning support lessons (to support with personalised outcomes and targets, i.e. those on Learning Plans or EHCPs)
- 1:1 sessions as required

SEND Provision at Biddenham



The Learning Hub (R9)

This is a large classroom with an attached office for the SENDCo and Learning Support Coordinator & assistant.

The classroom has a teacher's desk, tables and chairs for 20 students; 7 computer desktops; a reading corner; a lego corner and a sensory corner and capacity for some individual work stations, set up as required.

The Learning Hub (R9)!



How does the school support pupils with disabilities?

The Role of the TA at Biddenham

TAs work across all key stages and year groups:

KS3 = Y7 & 8

KS4 = Y9, 10 & 11

KS5 = 6th form (Y12, 13 & 14).

Each TA is assigned up to 4 Link Students (students with EHCP or SEN Support).

Wider duties:

- Safeguarding students and their wellbeing.
- Update Provision Maps - pupil passports (add interventions / review).
- Attend Annual Review and in advance complete a link report and student self-review sheet for link student(s) and update Provision Maps following the review.
- During exam seasons, facilitate access arrangements for students who require them.

General Day to Day Duties:

- Support different students in lessons across the curriculum using appropriate strategies.
- Work with teaching staff, to ensure lessons are as accessible as possible for students, liaising with them as often as possible before and after lessons.
- Complete communication log after each lesson with brief details of the lesson / support given.
- Deliver and review interventions.
- Support students accessing our learning hub during unstructured times with social support
- Support students in homework club.
- Communicate weekly / regularly with link student's parents/guardians (via email or phone call).

Student voice:



We like playing
outside and playing
board games.

Year 7 students

I like the Learning Hub because it is fun
and I like the Teachers, they make me
smile. In the Learning Hub they help me
with my homework.

Year 11 Student

I like coming to the Learning Hub
because I can learn things I didn't
know. At lunch I can improve my
Maths and other subjects.

Year 8 Student

I like coming to my Learning
Support lessons because I like
doing my Maths work with the TAs.

Year 11 Student

I like the Learning Hub because
it helps me a lot and it is nice
and quiet. I also like that I can
talk to the teachers about my
problems if I need to.

Year 12 Student

When you work hard in the learning hub you get good
rewards. I like homework club because it helps me get
the homework done and you get help with things you
struggle with. At lunch time, you get to chat and play
games and eat your lunch with the TAs.

Year 10 Student

Parent voice:

“Brilliant, especially with letting some students out of lesson for other needs.”

“Fantastic at sending weekly updates.”

“Listen to child’s voice and feelings”

“They take the children outside and play games and board games”

“Supporting children all the way and being patient”

We host, at least termly, parent engagement events for parents of young people with SEND with events ranging from celebration events to discussions.





16. How will the school support my child's mental health and emotional and social 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:

- We have a **Wellbeing Lead - Abigail Speight** who oversees all provision for mental health and wellbeing.
- Personalised PSHE sessions for identified students relevant to their individual needs.
- 'The Sanctuary' is a place of wellbeing on the main school site and includes opportunities for onsite counselling services as well as other support services.
- We offer 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 through the Sanctuary and Learning Hub.





17. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?



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.
- The next slide offers a timeline for these events.

If your child is moving to another school/college/educational provider:

- We will be in contact with the new school's SENDCo and ensure they know 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.

If your child is moving transitioning at post 16 level :

- School will support with offering career guidance interviews
- School will support with arranging additional visits to the local college as required.
- School will support with making any necessary applications and interview preparations.
- We will be in contact with the new school's SENDCo and ensure they know 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.

Summary of SEND specific transition at Biddenham for Year 6 into Year 7



Action	Who is Involved	When?
Students with an EHCP apply through the LA and the secondary school is consulted regarding their ability to meet needs	Biddenham SENDCo	September onwards
Secondary school places confirmed and data gathered from primary schools regarding students on the SEND register and their needs.	Biddenham Transition Lead and Primary Transition Head Teacher/Class Teachers	March Onwards
Biddenham SENDCo to arrange to meet primary school SENDCos to discuss needs of SEND students joining us	Biddenham SENDCo & Primary SENDCo	Spring/Summer Term
SENDCo attends meetings / arranges tours in response to requests.	Biddenham SENDCo & Primary SENDCo	Spring/Summer Term
SENDCo organises additional transition events for identified high need SEND students	Biddenham SENDCo & Primary SENDCo	Summer Term




18. What support is in place for looked-after and previously looked-after children with SEN?



Personalised Education Planning meetings are attended by designated teacher in school and SEN representatives invited as appropriate to ensure support is in place.

Students will have access to all the same support as offered to others but with the opportunity for additional provision to be requested as needed on a personal level.



19. What should I do if I have a complaint about my child's SEN support?

The school, wherever possible, works in partnership with parents/carers to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and are heard through the school's [Complaints Policy](#).



20. What support is available for me and my family?

If you and your family require support additionally to what is available through school we can also offer your family support through the Early Help process to access support from the Local Authority.

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](#)
- [PATTOSS](#)



21. Glossary of Key Terms



- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages