

# Beechview Academy



## Annual SEND Report July 2024

The information and data in this report relates to the academic year 2023/24

Beechview Academy aims to achieve excellence in all its fields of endeavour by creating an inspired, ambitious, confident and caring community of young people. The school aspires to deliver an exceptional quality of teaching and learning - it promotes high expectations for all, including these pupils with SEND, by working in partnership with parents/carers, working with specialist services and listening to pupils. The staff have flexibility in their practice, while ensuring continuity of learning. The school is committed to the inclusion of children with special needs, but recognises there may be reasons for withdrawal in certain situations.

### SEND School Profile

At present there are 48 children registered with additional needs and they make up 28% of the whole school population

SEND Breakdown of School Population	Number of children	% of school population
Educational Health Care Plan (EHCP)	7	5%
EHCP with Pupil Premium	2	1%
SEND support plan (Total)	37	21%
SEND support with HNBF	4	2%
SEND support and Pupil premium	22	13%
SEND support (no pupil premium)	15	9%

SEND by Year groups below:

**OVERVIEW OF SEN - KS2**

<b>YEAR GROUPS</b>	<b>SEN SUPPORT (K)</b>	<b>EHCP Application submitted</b>	<b>HNBF</b>	<b>EHCPs' (E)</b>	<b>TOTAL SEN</b>
YEAR 3	13	0	0	0	14
YEAR 4	7	0	2	2	10
YEAR 5	7	0	2	0	9
YEAR 6	10	0	0	5	15
<b>TOTALS</b>	<b>37</b>	<b>0</b>	<b>4</b>	<b>7</b>	<b>48</b>

### Identifying Special Educational Needs:

There are four main areas of need which included:

- 1.Communication an interaction
- 2.Cogniiton and learning
- 3.Social, Emotional and Mental Health (SEMH)
- 4.Sensory and/or Physical

**The 4 areas of SEND are stated below:**

<b>OVERVIEW OF SEN NEEDS</b>					
<b>NEED TYPE</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Total</b>
Communication and Interaction	0	3	0	1	<b>4</b>
Cognition and Learning	1	3	5	11	<b>20</b>
Social, Emotional and Mental Health Difficulties	12	4	4	3	<b>23</b>
Sensory and/or Physical Needs	0	0	0	0	<b>0</b>
<b>Total</b>	<b>13</b>	<b>10</b>	<b>9</b>	<b>15</b>	<b>48</b>

We believe that early identification of SEND is crucial to the wellbeing of all our children. To support us in our early identification we:

1. Liaise with parents at earliest points of the child starting Beechview Academy
2. Attend transition reviews for each pupil
3. Plan and deliver the appropriate interventions

This enables us to discuss the child's strengths and needs allowing us to prepare additional resources, interventions or carry out prompt referrals.

The SENCO attends termly pupil progress meetings This support us in identification of children who are not meeting age related expectations. The impact of these meeting allow the school to:

1. Analysis assessment data and identify children of concerns
2. Class teachers to complete record of concern forms allow SEND team to observe the chid
3. Monitor children through assessments and observations (record of concerns)
4. Liaise with parents regarding concerns
5. Carry out referrals to specialist service such at SALT, OT or Specialist Teachers

## Provision and Attainment

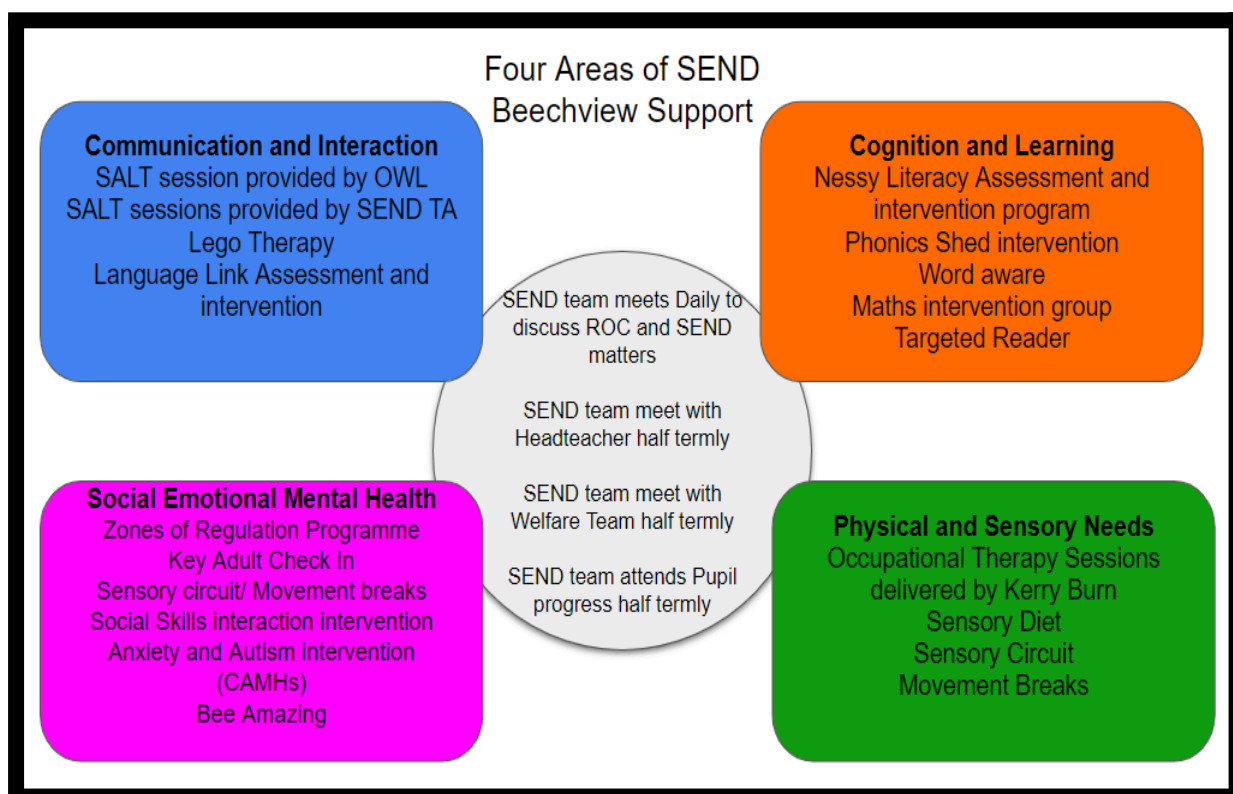
### **Provision**

Any child identified on the SEND register receives additional support. The SEND support plans and whole class provision maps outline any support in addition to ordinary available teaching for pupils within the class.

The SEND team will work along teachers and LSA to SEND support plans that clearly outline the pupil's current levels, linking it to next steps in learning and suggested activities. LSA's attend fortnightly training to plan daily intervention sessions. At the end of the interventions, the class teacher and LSA review the pupils learning and state the exit level.

Parents/Carers are invited to termly meetings with class teachers and where appropriate the SEND team to review their child's learning and celebrate their success.

**Below illustrates the Four Areas of SEND and how it is supported at Beechview Academy**



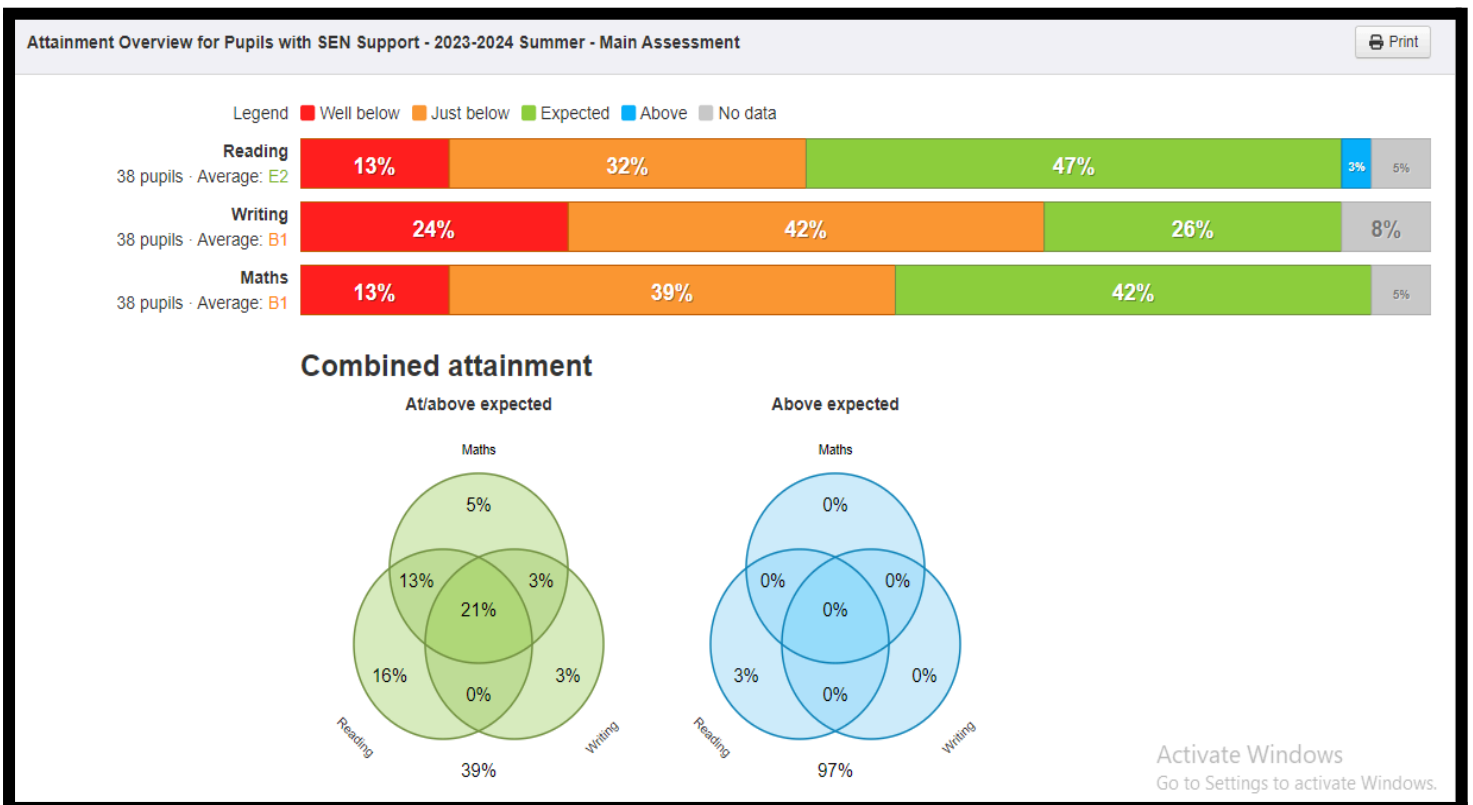
# Attainment

## Attainment and Progress of SEND pupils in 2023-24

Below shows the attainment of pupil with a EHCP at Beechview Academy



Below shows the attainment of pupil with SEND support plans at Beechview Academy



## **SEND Budget**

The SEND budget is spent on supporting individual pupils through:

- 1:1 TA support
- Specialist resources
- Interventions
- CPDs for all staff supporting individual needs
- Support and advice from outside agency

### **Resources Purchased / Accessed**

- Nessy Dyslexia program
- Language link program
- Sensory Circuit Equipment-Orthopaedic massage balls, weighted blankets, chew toys, play dough, Thera putty, sensory light up balls, hoops, bean bags, cones, exercise balls, scooters, stretch bands, stepping stones, soft footballs
- Lego Therapy-Lego boxes
- Fine motor Equipment-writing slopes, scissors, pencil grips
- Social story and social skills books

### **External Agencies**

**Below illustrate the referrals from 2023-24**

<b>SEND Referrals</b>	<b>Number of Pupils</b>
SALT advise session	<b>10</b>
OT advise session	<b>10</b>
Specialist teachers service	<b>17</b>
School nursing team (SEND)	<b>6</b>
Pupil Referral Unit	<b>4</b>

### **Staff Skills**

The training needs of all staff are identified through:

- Audit of staff strengths and area to be developed
- Challenge partnerships review
- SEND peer review
- Identification of specific needs for individuals
- Key objectives on the school development plan

As a result, this year the following has been implemented:

- Termly Pupil progress meeting to discuss interventions, impact and progress of pupils and set next steps
- SENCO attended termly SEND cluster meetings virtually and RDP meetings
- SENCO attended attachment and trauma course
- SEND team attend iSEND bucks training monthly

- LSA training delivered fortnightly/monthly including sensory circuit, word aware, Lego therapy
- Peer observations and support
- CPD for step on and step up training for all staff
- CPD for adaptive teaching for all staff
- CPD making sense of Autism for all staff
- CPD on demand avoidance (PDA) for SEND team and Key workers

### **Key SEND priorities for 2024/25**

- Developing adaptive teaching and learning
  - Developing on CPDs run in 2023/24
  - Developing a OAP checklist for all staff to access
  - Monitoring the effectiveness of additional support and interventions
- Maximising the impact of Learning support staff
  - Developing the LSA toolkit to support key children in class
  - Creating a cultural shift for staff and developing the team approach to supporting children in school
- Improving identification of sensory needs
  - CPDs on sensory processing disorder in 24/25 for all staff
  - Ensuring provision is personalised to meet needs for these individuals
  - Working with parents to ensure a 360 approach to need is taken