

Beccles High School

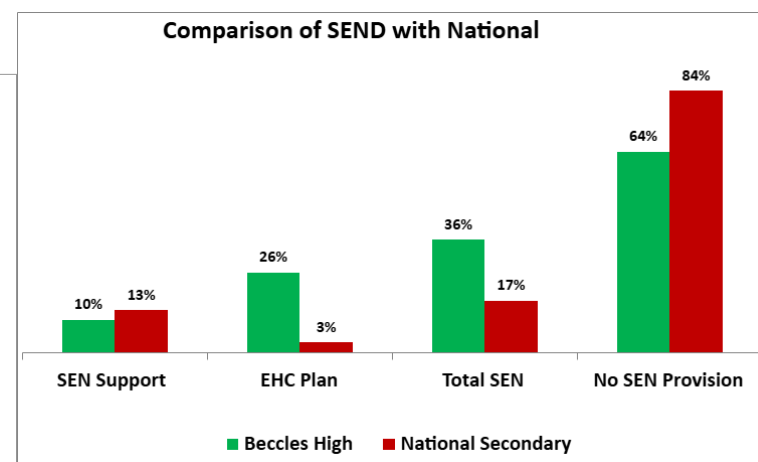
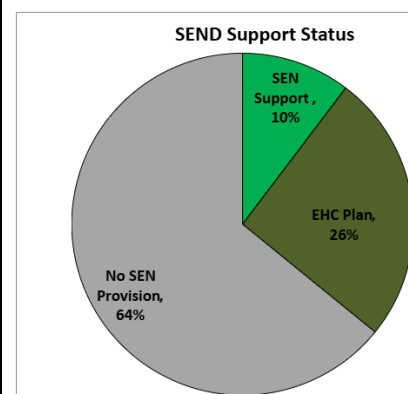
Beccles High School - SEND Information Report- September 2026

1.Variety of Special Educational Needs that are provided for at Beccles High School

The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Beccles High School mainstream school currently has 36% of students are identified with SEND, with 26% of students having an EHCP. (July 26)



The Cognition and Learning Specialist Unit at Beccles High School has 18 spaces and 100% of all students with an EHCP.

Please note admissions to our Specialist Cognition and Learning Unit can only be made via Suffolk Local Authority's Specialist Placements Team and are only available to pupils with an EHCP and with a primary need of cognition and learning.

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2. Information about the school's policies for identification and assessment of pupils with SEND	Identification of SEND is a multi-pronged approach. Pupils are identified as having SEND with their needs assessed through: • Whole school assessment systems • Whole school testing of foundational knowledge. (Using Bedrock Reading, Spelling, Handwriting and times tables assessments.) • Referrals/feedback from staff. • Referrals from parents/carers • Transitional information from primary school/previous school. (Graduated approach.) • In school observations to look at High-Quality Adapted Teaching provision. • Team around the child discussions (TAC) • Information passed on from previous schools or other professionals including from health and social care • KS2 data results, baseline assessments and results including Cognitive Ability Test, progress data • SEND interventions not showing impact may also lead to further identification of need
3a. The school's approach to teaching pupils with SEND	<u>Teaching and learning at Beccles High School.</u> Our SEND strategy at Beccles High School is: 'Every Teacher is a teacher of SEND and every leader is a leader of SEND.', underpinning our approach to appropriate and effective adaptive teaching. To support learning in our classrooms and beyond, Beccles has a clear framework of expectations developed by, and shared with, teaching staff. Our systems, processes and supporting documentation are rooted in research, notably – though not exclusively – Rosenshine's 'Principles of Instruction'. Our experience, discussions and research have directly shaped our protocols and documents. Together, they form the backbone of a clear and shared understanding of what 'quality education' is at our school. Essentially, quality education in the classroom is divided into the following stages: Stage 1: Planning (curriculum snake, long term plan, lesson plan) Stage 2: Delivery (the Beccles Standard Lesson & the Standard lesson powerpoint template) Stage 3: Quality Assurance (as evidenced in student books and the QA document completed during lesson observations and Trust learning walks. It mirrors what is expected of lessons as described in the Standard Lesson).

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Teaching and Learning at Beccles High School and Supporting SEND learners.

Teachers focus on ensuring that any barriers students have to learning are taken into consideration and support is provided to overcome them.

SEND Support Plans (SSPs) outlining student SEND needs are shared with all teaching staff to support them when planning and teaching SEND students.

Provision for SEND pupils within Beccles High School includes:

- High-Quality Adaptive Teaching, with appropriate and effective “scaffolding to support” in place;
- Beccles 15 – strategies to support vulnerable student including those with SEND within the classroom [Beccles15](#)
- Additional adult support in classrooms where appropriate .
- SEND Support Plans for all SEND pupils, which detail support strategies for the student.
- Personalised provision through time limited programmes including Zones of Regulation, Talkabout, Lexia, Toe by Toe, 1:1 reading, Power of 2, touch typing, ELSA, Literacy Gold, Speech and Language Link, Precision Teaching and Getting the Picture and Executive functioning.
- Personalised intervention programmes led by trained Support Staff
- Dual Centre provision (Specialist Cognition and Learning Unit & Mainstream school)
- The sourcing of additional specialist support via external agencies e.g. SES

Provision for SEND pupils with the Cognition and learning Unit at Beccles High School includes:

- *Chapel Green School Specialist Curriculum is used across the Specialist Cognition and Learning Unit. The curriculum has been developed with a focus on aspirational, destination led learning, preparation for future learning and life beyond school.*
- All pupils have access to a range of learning experiences that reflect and meet their needs. Emphasis is placed on the key skills of communication/reading, writing, speaking and listening, cognition/maths and problem solving, personal, social and relationship understanding and skills and physical development and health. While providing a broad and balanced curriculum.
- At KS4, students follow a hybrid model of learning which includes lessons in mainstream. They follow a personalised curriculum based on their needs. Students have the opportunity to access a range of qualifications including Entry, Functional, ASDAN and GCSE
- Students in the Cognition and Learning unit have access to the mainstream curriculum but also the SU. Using a bespoke approach, individually planned for the needs of each student.

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3b. Evaluating the effectiveness of the provision made for pupils with SEND	• Impact tracking is completed at least termly and adaptations to provision made in light of the findings. • Annual Parent Survey • Progress and evaluation are reported to Sapientia Trust's Board of Trustees and the Director of Inclusive Learning • Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly • Specialist External Support is provided via the Trust Education Team. • SEND is a priority for all Quality Assurance undertaken by the Trust Education Team. • The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision. • SEND information Report posted on website • Close collaboration within school-based Team Around the Child (TAC) meetings. • Suffolk Specialist Education Services (SES) support through CPD, support lines, forums, individual and group referrals, Inclusion support meetings, consultation/solution circles Section F EHCP support and school visits. • SES bespoke support for Suffolk specialist unit settings, including bespoke pupil work or whole school bespoke training. • Specialist Cognition and Learning Unit quality assurance is carried out during an annual Providers Review Meeting held by Suffolk local authority annually. • Visits from specialist SEND services to support QA of the specialist unit and main school provision in relation to individual pupils and groups and pupils including Chapel Gren Special School. Visits from specialist SEND services to support QA of SU and main school provision in relation to individual pupils, groups of pupils and specialist units etc, including Chapel Green Special School. Yearly provisions visit is conducted by Suffolk LA SEND team, and as a school we submit termly reports to them.
3c. Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review	We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review. • Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil. • Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review. • Do: the plan is put in place as agreed.

	- Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again. These arrangements include: - Data tracking for pupil progress - Pupil progress meetings - Support plan and EHC Plan reviews - Individual, personalised Student Support Plans for all learners with SEND - Observations and follow-up - Parent/Carer's meetings - Pupil Voice
3d. How adaptations are made to the curriculum and the learning environment of pupils with SEND	Within the mainstream school the curriculum/learning opportunities may be adapted by: - Application of EEF High-Quality Adaptive Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies - Appropriate choices of texts and topics to suit the learner - Access arrangements for tests and other examinations - Additional adult support - Use of technology including reader pens, personalised laptops - Allocation and adaptation of room use - Clear and consistent classroom routines; - Visual aids, checklists, timers and manipulatives. <u>The Cognition and Learning Unit the curriculum/learning opportunities and adaptations</u> - Implementation of the Chapel Green School curriculum within the Specialist Cognition and Learning Unit. - All pupils have bespoke learning packages, with adaptations to the curriculum or school environment that need to be put in place. - All pupils have bespoke curriculum packages and timetable, which is a hybrid which reflect the needs of the pupil and appropriate and bespoke learning opportunities, as well as enabling them to access lessons within the mainstream school.

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	- The school ensures that any specialist needs are met by training and accessing professional expertise through partnership with SES, Trust CPD and Chapel Green School. - All pupils have personalised SEND Support Plans (SSP's) - Students have access to additional bespoke interventions including. Speech and Language link, Lexia, Literacy Gold, Talkabout, ELSA, Executive Functioning, Complete Math and timetable rock stars. The School's Accessibility Plan stipulates the increasing extent to which pupils with disabilities participate in the school's curriculum, how the school is improving its physical environment to increase access for students with disabilities and improving the delivery to pupils with disabilities of information which is readily accessible to students without disabilities.
3e. Support that is available for improving the social, emotional and mental health needs of pupils with SEND	Pupils are well supported by: - An anti-bullying policy that is supported by Pastoral and Behaviour Managers - ELSA, School Nurse and Emotionally Available Adult, - Dedicated Pastoral and Key Stage Leaders who are on call throughout the school day who provide support such as self-esteem building, anger management - Student Council - Pupil Voice
4. In relation to Mainstream Schools and maintained nursery schools, the - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Governor	Chris Barns– Headteacher Please contact Mrs Poll PA to the Headteacher: S.Poll@beccleshighschool.org Jade Reeve – SENDCO Claire Jackson – SEND Admin Sendco@beccleshighschool.org School Telephone Number: 01502 718850 Trust SEND Trustee: Penny Sheppard Contact Email: ea@setrust.co.uk

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5. Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	Audit of staff expertise in SEND undertaken annually • The SENDCO has SENDCo qualification (National SENCO Award) • Trust CPD programme for Teaching Assistants running September 2024- 14.2.25 • Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning from September 2024. • Specialist expertise engaged from external services – Point 1, NHS,CAMHS, Suffolk Early Help, • Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High-Quality Adaptive Teaching Strategies to support pupils with SEND • Specialist expertise engaged from external services - Point 1, ADHD Suffolk, Suffolk Early Help, CAMHS. • SES Essential training CPD offer 25-26 for SEN department – Inclusive Classrooms (Secondary) Inclusive Practice to support C&L Needs (Secondary), Making use of Assistive technology., Strategies to support dyslexia / literacy difficulties in the classroom, Dyscalculia and maths difficulties, Adaptations to support students with Working Memory Difficulties, Emotional regulation, Building Language for life and learning (KS3),Sensory Processing awareness and strategies to support, Transition planning into Year 7 SEND, Girls and ASC. • Norfolk STEPS Training • All staff have been trained & refreshed in the differentiated Graduated Approach – September CPD 2026 • Sapientia Education Trust CPD Programme 2025-26 • Steplab is a coaching and learning tool used by all staff.
6. Information about how equipment and facilities support children and young people with SEND will be secured	• Support Services including health services • Early Help & Family Support (Suffolk County Council) • Additional specialist SEND agencies as listed above
7 .The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through their termly review. • Break time, Lunchtime support, afterschool clubs • Telephone • Text • Email • Parent View • Parents Evenings • Pastoral & Behaviour Team • SENCO & SEND Team direct contact

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	• Face-to-face meetings • Annual Parent Survey • Online meetings
8. The arrangements for consulting young people with SEND about and involving them in their education	The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their support plan as well as through: • Pupil Voice • Student Council • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Pastoral & Behaviour Team and Key Stage Leaders
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website. enquiries@beccleshighschool.org Complaints - Beccles High School
10 How the Education Committee of the Board of Trustees, who holds delegated responsibility from the Board of Trustees, involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.	The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Beccles High School. This can include: • Attendance services • Family Support • Medical eg. School Nurse • MAT support and advice • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.

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11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	Suffolk SENDIASS – Telephone 01473 265210 enquiries@suffolksendiass.co.uk https://www.suffolksendiass.co.uk/
12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	Transfer Transition arrangements • Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner • Contact and handover of information and strategies to and from receiving schools • Extensive Transition programmes for students with SEND over Summer Term • Liaison with Post-16 providers including use of Work Experience allocation for taster sessions at potential post-16 providers • EHCP review format to ensure effective planning for post-16 from Y9 • School curriculum for careers and futures learning
13 Information on where the local authority's local offer is published	Suffolk Local Offer: Education - Suffolk SEND Local Offer