

SEND Information report

Academic year 2025-2026



Ethos, values and vision

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by acting to increase access to the curriculum, the environment and to printed information for all.
- To ensure that young people with SEN engage in the activities of the school alongside Students who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for Students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. 4. Sensory/physical.
- To request, monitor and respond to carers and students’ views to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support Students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals to meet the medical needs of Students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What kinds of SEND does the School cater for?

- Young people with SEND have different needs, but the general presumption is that all with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND needs of Students at this school.
- For young people with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEND of the young person, or the attendance of the young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a student's EHCP, the local authority will send the SENCo a copy of the EHCP before a final decision on placement is made.
- Parents of a student with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

What should I do if I think my child may have SEND?

- If parents have concerns relating to their child's learning, then discuss these with your child's form tutor or with a member of staff in the SSC
- This then may result in a referral to the school SENCo
- Parents may also contact the SENCo directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their young person will be central to the assessment and provision that is provided by the college.

What does the school do if they think my child may have SEND?

- If parents have concerns relating to their child's learning, then contact should be made with the SEND department (SEND@beauchampcity.org.uk), this then may result in a referral to the school SENCo, Ismahane Messahel.
- Parents may also contact the SENCo directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support my child?

- Prior to starting at BCSF, all students receive a course guidance meeting to ensure that they have chosen suitable courses and to gauge any additional needs that might be required.
- For students with a statement or EHCP, support will be allocated according to need and the demands within a subject area.
- If appropriate, students with SEND will have full use of the SEN inclusion centre for social times and independent study.
- All (SEND) students receive quality first teaching which is differentiated and matched to need.
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and to ensure they are able to access the full curriculum.
- Interventions are specific to need, and time related with clear targets.
- Specific support will be given on appropriate P18 option choices

How is SEN provision monitored?

- The Link Governor meets regularly with the SENCo throughout the year.
- Classroom observation, learning walks and work samples by the Senior Leadership team, the SENCo and external verifiers, SEND Reviewers)
- Analysis of outcomes for SEND students at this college compared with other schools locally and nationally,
- Ongoing assessment of progress made by students with SEND,
- Work sampling and scrutiny of planning to ensure effective matching of work to student • need,
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND,
- Student and parent feedback on the quality and effectiveness of interventions provided,
- Attendance and behaviour records.

What support will be available for my child's overall well-being?

The school offers a wide variety of pastoral support for Students. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum, delivered through tutor time that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

- Regular 'well-being' updates sent to all students
- Access to our student support centre (SSC) who are able to work with young people and signpost them to appropriate services.
- Scheduled meetings with SEN mentor.

How will we know how the student is doing?

- Progress is reported through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, 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 child's success.

What training have staff had in supporting children with special educational needs?

Information relating to the specific SEND requirement of students is circulated to staff who liaise with the SENCo where needed. Staff also speak to students, most of whom are very articulate in outlining their specific needs and requirements.

Who can the school contact if they need extra support or advice for my helping my child?

The school works closely with a range of outside agencies and specialist services as appropriate. These include:

- Special Education Service
- Educational Psychology
- School Health including Hearing and Visual Impairments and School Medical Team
- CAMHS
- MHST (mental health support team NHS)
- LSCB – Safeguarding
- Learning Support Team
- Social Care and Health
- Progression House
- Specialist Assessments for Access Arrangements

If students require additional advice and support to make expected progress, we will meet with parents and carers to agree a way forward. A plan will be agreed and outside agencies will be invited to the college to discuss next steps. A plan of action will be drawn up and regularly reviewed. Where a student requires Element 3 support funding or statutory assessment leading to an EHC plan we will arrange an assessment meeting.

How accessible is the school environment? What facilities or equipment are available?

- Disabled parking zones marked and located next to the college reception.
- Ramps have replaced the two steps into college to ensure the site is accessible to all.
- A lift ensures that all floors are accessible
- Several toilets within the building have been adapted to ensure accessibility for those with a disability, which includes a ceiling hoist.
- A medical room has been provided to enable a safe place for insulin testing/injections.

How will I be involved in supporting my child?

This will be through:

- Discussions with the class teacher, SENCo or senior leadership team member during parent evenings
- Access to SENCo via emails, phone calls and face to face meetings
- Meetings with support and external agencies.

How is my child involved?

As young adults, we encourage students to be actively involved in all decisions pertaining to their education. Specific needs will be discussed with the student during their initial course guidance meeting. This will then be picked up by the SENCo who will communicate with the student prior to their arrival at BCSF and arrange a preliminary site visit if appropriate. Ongoing communication will take place between the SENCo, subject staff and student. Focussed support will be provided to all SEND students.

How will my child be supported with moving year groups or to another school?

Initial course guidance meeting to support students with subject choices and discuss specific needs. All SEND students will receive focussed support with post 18 choices.

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014 <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>. This places a duty on schools to secure independent careers guidance for all Y8-13 Students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society

How will my child be included in activities outside of school including trips?

- 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 young person with SEND is excluded from any school provided activity.

What can I do if I am worried, unhappy with something or I need to make a complaint?

If you wish to discuss your young person's special educational needs or are unhappy about any issues regarding the college's response to meeting these needs please contact the following:

- Student's form tutor
- The SENCo – Ms Ismahane Messahel
- SEN Lead Mentor- Ms Nickola Rolfe
- Line management of SEND- Mr R Pemberton
- Associate Principal- Mrs C Bartholomew
- The Governor with responsibility for SEN and Inclusion- Nigel Swan

All of the above can be contacted using the school's email address: info@Beauchampcity.org.uk

Who else can support me and my child?

More information about the local offer available in Leicester can be found at www.localofferleicester.org.uk

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>