



# SEND Report 2026/2027



**SENCO**



**Victoria Blair**

*Thank you for taking the time to read our information report about our Special Educational Needs and Disabilities (SEND) provision within school. The report has been written in line with the SEND Code of Practice 2014.*

## **School Context**

Beeston Fields Flying High Academy is a mainstream school with an inclusive ethos. We want to empower our children for excellence in every aspect of their lives. We achieve this through having high expectations for all pupils, striving to offer the best possible teaching and support both to our children and their families; we pride ourselves on having open approachable access to all.

All schools are supported to be as inclusive as possible and support pupils with Special Educational Needs and/or Disabilities in mainstream settings wherever possible. We support children with the four main areas of need, which are:

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

At Beeston Fields we believe that all children should be valued equally within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn, without fear of criticism. The ability to form good relationships with pupils, to plan appropriate interesting lessons, to implement a consistent behaviour policy and to give praise, encouragement and constructive criticism, are all part of the provision of effective teaching of all pupils but especially those who have special educational needs.



## Training

We recognise the need to train all staff on SEN issues so we aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/ signposts relevant SEN focused external training opportunities for staff and cascades information back to staff. The SENCo, with the Senior Leadership Team, ensures training opportunities are matched to school development priorities and those identified through the use of provision mapping.

### At Beeston Fields we have had recent training in:

-  Physiotherapy to support children's gross motor skills
-  Manual handling for those with physical impairments
-  TEACCH approach
-  Attention Autism
-  Sensory Circuits
-  Makaton
-  Autism and PDA awareness
-  Dyslexia
-  Clicker – a computer programme to teach early writing skills
-  Strategies to support children with hearing impairments, including maintenance of hearing aids
-  Emotion coaching and relational approaches
-  Acquired brain injury
-  CRB
-  Nurture, including deescalating dysregulation
-  Speech and Language, including early screening of needs and the use of computer and paper-based aided communication boards
-  Target setting
-  Children and Young People's mental health and wellbeing

*'The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software.'* (Department for Education, 2014, 5.34, SEND Code of Practice: 0-25 years)



## *Meet the inclusion team*



In addition to the SENCO, we have the following members of the inclusion team.

### *Mrs. Layton and Mrs. Southall – Learning Mentors*



'We provide pastoral support within the school. Our role is to empower children towards excellence, providing quality emotional development interventions, which can be planned or responsive. We want to support children in developing their emotional, social and academic resilience so that they can achieve their potential in all aspects of their school life.

We can deliver intervention sessions in the hive, the classroom or the playground, depending on the needs of the child.'



### *Miss Jackson – Family Support Worker*



'I am the school's family support worker. I am here to be a listening ear for children and families. I offer support and advice on a variety of issues, which can include behaviour management, routines, school attendance. If you would like a different type of support, just ask. It's likely I have done it before! Sometimes the support needed can be offered by outside agencies and I am able to liaise and refer to them with your consent. I can also offer emotional support to children, on issues affecting them in school or at home. Please feel free to contact me on class dojo, at the school office or by calling 0115 8440100.'

### *Jo Gosling – EAL Lead*

'Hi, I am Mrs Gosling and I am the English as an additional language champion for Beeston Fields. I support all the children across school, who speak a different language at home, whether they are new to English or fluent in English. I ensure each child makes progress by supporting their teachers to assess them on the Bell Foundation. I have a bank of resources in a wide range of languages that are used to help support the children's learning. I am always available to meet with parents to discuss your child's progress or any concerns you may have.'





## How we identify young people with SEND

We use a variety of ways, often more than one including:

- Liaison with the previous school or setting
- Regular assessments, identifying those making less than expected progress, either by age or individual circumstance
- Concerns raised by parents
- Concerns raised by the class teacher
- Using standardised assessments e.g. NTS
- Liaison with outside agencies e.g. Health, Local Authority Schools and Families Specialist Support Service
- Pupils with EHCPs or EHAFs have their needs identified on their plans including strategies to support them

What can parents do if they have concerns about their child?

- Talk to the class teacher in the first instance
- Make an appointment with the SENCo (Victoria Blair/ Mair Plimmer-Craig) or the Headteacher (Angela Huthart) by going to the school office or by phone on 0115 844 0100

## Waves of Intervention

|        |                                                                                                                                                                                        |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wave 1 | Inclusive high-quality teaching for <b>all</b> , providing scaffolded work and creating an inclusive learning environment.                                                             |
| Wave 2 | Specific, time limited additional measures for some children who need help to work at or above age-related expectations. These children are on our ' <b>School Concern</b> ' register. |
| Wave 3 | Additional highly personalised interventions. These children are on our ' <b>SEN Support</b> ' register.                                                                               |

*'Providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.'* (Department for Education, 2014, 5.4, SEND Code of Practice: 0-25 years)



## How we secure equipment and facilities for children with SEND



We employ a team of teaching assistants to support the SENCo and class teacher in supporting children with special educational needs and delivering interventions. They are experienced and well-trained and are employed to support those with specific needs, including physical, emotional, communication or learning difficulties.

Support for children with SEND is initially funded from the school's budget. A few children will receive extra funding from the Local Authority. All pupils with SEN will have access to Element 1 and 2 of a school's budget which equates to up to £6,000. This is called Place Funding. This is used to pay for resources and staff necessary to support children with Special Educational Needs e.g. TAs to deliver interventions.

Some pupils with SEN may access additional funding called Top-Up funding. This additional funding might be from a budget which is devolved to our Family of Schools (AFN – Additional Family Needs) for moderation by the SENCos within the School Family and is managed by the Family SENCo. For those pupils with the most complex needs, additional funding is retained by the local authority (HLN – High Level Needs). The school SENCo, with the support of the School Family and the Family SENCo, will refer individual applications to a Local Authority multi-agency panel, the High Level Needs Panel, who will determine whether the level and complexity of need meets the threshold for this funding.

| Funding bands/ amounts |            |           |
|------------------------|------------|-----------|
| Level                  | HLN 3      | £24,000   |
|                        | HLN 2      | £20,000   |
|                        | HLN 1      | £14,000   |
|                        | AFN high   | max £6000 |
|                        | AFN medium | max £4000 |
|                        | AFN low    | max £2000 |

If a child requires ongoing support that neither the notional budget or AFN/HLN can provide, the school's SENDCo may then suggest an EHCP (Education, Health and Care Plan) request. This may also be requested if for example a child requires specialist provision.

## Enhanced Provision

At Beeston, we have an enhanced provision, which supports children with a primary area of need in communication and interaction and who either have an EHCP or are on the pathway towards getting an EHCP. These children are likely to find the classroom overwhelming from a demand and sensory point of view and struggle to attend to an adult-led task. We are rooted in our commitment to inclusion and ambition, ensuring everyone of these children are supported to achieve their best. Our dedicated environment allows pupils to access support flexibly while remaining closely connected to their main classrooms, helping them feel valued, included, and understood as individuals.



## *Adapting the Curriculum and Environment*

High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have or may have a special educational need. Below are some approaches we might take. This list is not exhaustive, and adaptations will be made in line with individual children's needs. These adaptations allow children with SEND to fully participate in school life alongside their peers. If children access nurture spaces or intervention groups, they will have times planned to work alongside their peers in their classrooms, maintaining a feeling of belonging with their peers. Any plans like this, will be discussed with parents.





# Interventions



Some children will require additional individual or group interventions to support development in their primary or secondary area of need. Below are some of the interventions we can offer children:

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication &amp; Interaction</b>       | <p><b>Attention Autism</b> to develop children's skills in attending to an adult-led task.</p> <p><b>1:1 Speech and language</b>, addressing mispronounced sounds. This may be prescribed by the speech and language service (SALT) or directed through in-school articulation screeners while we wait for SALT involvement.</p> <p><b>Wellcomm</b> to support groups of children addressing an area of language they have a gap with for example, understanding idioms.</p> <p><b>Sensory Circuits</b> to support children in regulating prior to taking part in activities.</p> <p><b>Aided Communication Boards</b> provide children with an alternative way of communicating if they are not in the position to verbally share their thoughts.</p> |
| <b>Social, Emotional &amp; Mental Health</b> | <p><b>Soft Landings</b> are used to support the children in starting their days regulated and ready to learn, this may include a slice of toast.</p> <p><b>Daily Reflections</b> are used at the end of the day to support children in celebrating their successes and help them to learn how to replicate these on future days. They also help to unpick situations from the day, ensuring each day is a clean slate.</p> <p><b>Lego Therapy</b> allows all children to have their own role (builder, designer, supplier), supporting the children in learning social skills.</p>                                                                                                                                                                     |
| <b>Cognition &amp; Learning</b>              | <p><b>Daily Phonics</b> supports those children who are struggling to either keep up with the phonics acquisition in the classroom or have missed aspects of phonics teaching previously.</p> <p><b>Nessy</b> is a programme designed to support those children who demonstrate dyslexic tendencies in learning strategies to remember how to read and spell.</p> <p><b>Shine</b> is a programme which supports children in 'keeping up' with the reading or Maths content taught in the classroom.</p> <p><b>Pre-Teach &amp; Post-Teach</b> either involves pre-teaching concepts so the children have a base level of knowledge prior to the lesson or post-teaching skills so the children can consolidate the lesson content.</p>                  |
| <b>Physical &amp; Sensory</b>                | <p><b>Wiggle While You Squiggle</b> to support children in addressing gross and fine motor skill difficulties.</p> <p><b>Write from Start</b> is a handwriting programme to support children in developing the pre-writing skills required to correctly form letters of the alphabet.</p> <p><b>British Sign Language or Makaton</b> are actions which can either be used to replace language or supplement language as appropriate for the individual child.</p>                                                                                                                                                                                                                                                                                      |

Interventions usually run for a fixed period and have baseline assessments from which we can measure progress.



## *How we support transitional arrangements for our children*

We will support children with SEN at times of transition. Transition arrangements may include:

- Transition meeting with the current class teacher, new teacher and parents
- Support on whole school transition days from a teaching assistant
- The creation of a transition booklet for the child to use in school and at home
- In the case of children leaving Beeston Fields, liaison with the next school in the form of a meeting with parents, current support staff and new support staff. It may also include extra transition days.
- With pupils new to the foundation stage, liaison with a previous early years' setting and any professionals currently working with the child. If appropriate, a home visit may also be recommended.





## *Evaluating our Effectiveness,*



## *including consulting with parents and children*

- Pupil progress is monitored on a termly basis in line with the SEND Code of Practice.
- Children who have been identified as having additional needs will have a SEND Support Plan. This document outlines the specific targets they are working on as well as the support they need to achieve this. This document is constructed with your child, you and the class teacher at termly meetings. During these meetings we will review the progress your child has made towards their previous targets and set new targets for the term ahead.
- If a child has an EHCP, they will also have a SEND Support Plan. In addition to the termly review meetings, your child will also have an annual review where we will review their progress towards the targets as outlined in the EHCP. In addition to inviting your child, you, the class teacher and the SENCO, any other professionals who have worked with your child within the last academic year will be invited.
- Annually the SENCO will collate pupil and parent thoughts on the provision for children with SEND in the school. This will take place through focus group discussions. All parents are welcome to share their thoughts through the annual school questionnaire or by contacting class teachers or the SENCO as ad hoc ideas arise.

## *Supporting Emotional and Social Development*

We recognise that some children may need extra support and guidance at some point in their school career. We have a graduated pastoral response in place to support such children.

- The class teacher has overall responsibility for all children in their class.
- Children receive PSHE lessons as part of our curriculum in which issues of friendship, relationships and behaviour are explored.
- We ensure children tackle issues such as bullying, health and economic wellbeing in a whole class supportive framework.
- The school has nurture spaces, a qualified nurture teacher and specialist teaching assistants.
- We have a wide range of nurture interventions which can be offered to children to support their social and emotional wellbeing, such as Lego therapy, draw and talk, cooking, gardening, health and hygiene, positive peers.
- There is currently a lunchtime nurture group and a breakfast club for named pupils.
- Children with significant behavioural difficulties have support plans drawn up to address specific issues.
- We have a full time Family Support Worker to support parents and children with social, emotional and behavioural issues outside of school.
- Counselling, art or play therapy may be offered if the school feels it would be beneficial to the child.
- If we feel that the in-school graduated response has not been sufficient, we may (with the consent of parents) involve a child counsellor if appropriate.
- Bullying is never accepted, and we recognise that those with a disability are more at risk of bullying. We teach children to accept and celebrate the differences between us so that bullying is not accepted by the whole community.



## *Involving other bodies in meeting the needs of pupils with SEND and support for their families*

As a school, we work closely with many services to support both our children and their families. The table below has further information regarding each service, what they offer and their contact details.

| <b>Service</b>                                      | <b>Contact Details</b>  | <b>Further Information</b>                                                                                                                                                        |
|-----------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Early Help</b>                                   | 01158041248             | Parenting support.<br>Support school with Team Around the Family meetings.<br>Advice around safeguarding concerns.<br><b><i>Parents or school can refer into the service.</i></b> |
| <b>Healthy Family Teams</b>                         | 03001233397<br>option 4 | Offering various packages of support around supporting the child's Social, Emotional and Mental Health.<br><b><i>School refers into this service.</i></b>                         |
| <b>MASH<br/>(Multi-Agency Safeguarding Hub)</b>     | 03005008080             | To report safeguarding concerns.<br><b><i>Parents report to the service for advice and support.</i></b>                                                                           |
| <b>Mental Health Support Team</b>                   | 0115 854 2299           | Work with children in the home or in school to support with lower level mental health needs.<br><b><i>School or parents can refer into the service.</i></b>                       |
| <b>SFSS<br/>(School and Family Support Service)</b> | 01158546464             | Work with children within school on the SEND register; offering support and advice<br><b><i>School refers through Spring Board.</i></b>                                           |
| <b>SBAP<br/>(South Broxtowe Attendance Panel)</b>   | 0115 913 8558           | Specialist teachers who can support school.<br>Parenting support.<br>Play therapy.<br><b><i>School refers through SBAP meetings.</i></b>                                          |
| <b>Neurodevelopmental Behaviour Service (NBS)</b>   | 07966528940             | Parenting support.<br>First step towards a neurological assessment.<br><b><i>Parents can self-refer; however, it is recommended that school make the referral.</i></b>            |



Please visit [Nottinghamshire's local offer](#) to see what is available across the local authority.



[This video explains how the website works](#)



## Complaints

Wherever possible, we will work with families and children to plan provision available, which is in line with family wishes. However, if parents are ever concerned, they should first contact the class teacher. If parent prefer, they can liaise directly with the SENCO (Victoria Blair or Mair Plimmer-Craig during Victoria's maternity leave). This can be arranged by either emailing Victoria Blair ([vblair@flyinghightrust.co.uk](mailto:vblair@flyinghightrust.co.uk)) or [mplimmer-craig@beestonfields.notts.sch.uk](mailto:mplimmer-craig@beestonfields.notts.sch.uk)) or via the office.

If parents wish, they are welcome to follow the school's [complaints policy](#).

