



Archbishop Beck Catholic College

SEND Information Report

The purpose of this Report is to provide information for parents/carers in relation to SEND Provision at Archbishop Beck Catholic College.

Further information is available from our **Special Educational Needs Co-ordinator (SENCO)**
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SEN Governor: Mrs Ann Woodward

SEN Governor: Mrs J Lesbirel

This report should be read in the context of:

- Archbishop Beck SEND Policy – www.archbishopbeck.com
- The Liverpool Local Offer which can be located at:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

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Additional information in relation to Covid19

In relation to SEND provision it is important to note that, whilst schools/colleges have had to make changes to the way they deliver education to ensure the education environment is as safe as possible from the risk of coronavirus, their statutory duties for children and young people with SEND remain the same.

The College Approach

At Archbishop Beck Catholic College, we aim to support all our learners with the quality of provision they deserve. The staff of the college recognise that the learners we teach, often learn in different ways and where a special educational need is identified, we endeavour to ensure appropriate intervention strategies are put in place to support the learning of the student. This is achieved primarily through high quality first teaching and any additional interventions are defined through a person centred approach which involves the young person and their parents.

We actively and regularly review the provision which we offer to the students in our care. Such reviews also serve to inform and embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. This report will demonstrate how we underpin this practice across the college.

High quality class teaching and additional interventions are focused through our person-centred approach across the college, and this is central to ensuring an appropriate provision for all students. These processes help us to regularly review and record what we offer all students in our care. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

All teachers are responsible for every child in their care, including those with special educational needs.

Assess, plan, do, review cycle

By working in partnership with parents, young people, and external agencies in delivering this support and are required to follow the 'assess, plan, do, review cycle' before implementing or removing support.

This means that schools should 'assess' the child's needs, 'plan' how best to meet those needs, 'do' by implementing the plan for the agreed amount of time and 'review' by considering the impact of the plan before making a new plan and beginning the cycle again.

Underpinning all our provision in school is the graduated approach cycle of:

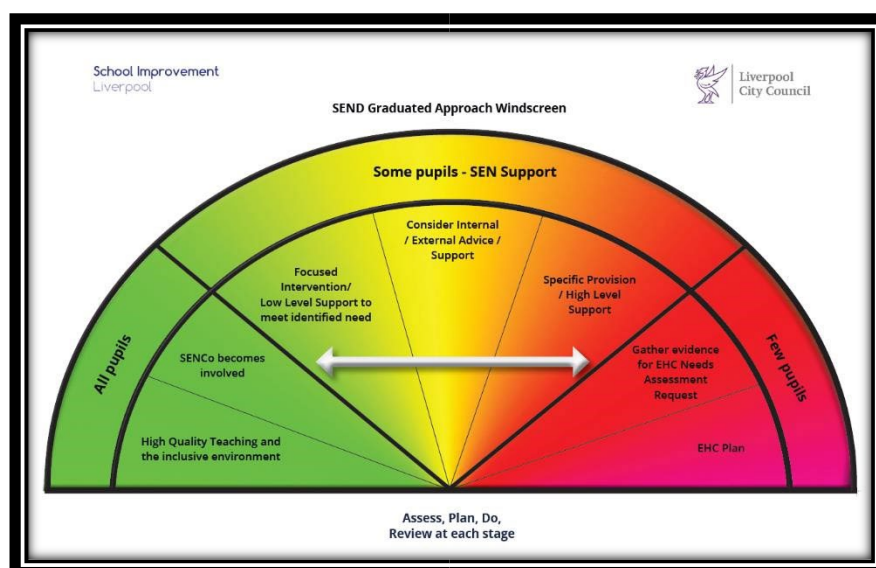


Assess:	<p>Analysis of Key Stage 2 data, information received from the Primary Transition Forum, testing of reading and spelling on entry and at subsequent times during the school year and half termly progress review reports.</p> <p>Where necessary, the Educational Psychologist or specialist teachers have been used, with the parent's consent, to provide more specific types of assessment and this will continue to be the practice of the school.</p> <p>Students in Years 8 and 9 are also given reading and spelling tests at the end of each academic year.</p>
Plan:	<p>The SENCO (Special Educational Needs Co-Ordinator) plans, with students, parents and the pastoral team, a coordinated approach to meeting the student's needs.</p> <p>At this stage, the type of provision, who will be responsible, how long the provision will be and expected outcomes will be determined.</p>
Do	<p>The plan is then carried out by teaching staff, support staff and outside agencies (if appropriate) who will have access to the plan detailing teaching strategies and expected outcomes. Staff will then make reasonable adjustments to their teaching in lessons.</p>
Review	<p>The plans are reviewed each term by analysing evidence from a variety of sources depending on the area of need for your child. This will be in the form of one or more of the following:</p> <ul style="list-style-type: none"> • Pupil voice • Academic progress monitoring • Reports from specialists (where appropriate)

The Graduated Approach

The College works with the Local Authorities Graduated Approach to support.

The 'windscreen' model of support is a visual representation of the 'graduated approach.' The left, green side represents the first levels of support schools should provide. The amber and red sections represent the latter and more intensive levels of support.



We aim to provide support as soon as we feel a child/ young person needs it, this is described as Early Help. We ensure this early help need is met by making reasonable adjustments to their provision to meet the needs of children with SEND. This is done by following the 'graduated approach' to SEND support. This means that, in most cases, we try several different strategies to support a child's needs before considering an application for an Education, Health and Care (EHC) Plan.

SEN Needs

The College has 166 of children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, lesson observations, data analysis, student voice meetings and surveys, parental meetings and parent voice surveys, staff feedback.

Children and young people's SEN are thought of in the following four broad areas of need and support:

Communication and interaction	<p>Currently the provision offered to students is firstly within the classroom. Teachers will make reasonable adjustments to their classroom strategies to teach and embed effective communication and interaction in the classroom. This includes children with a variety of communication and interaction difficulties such as Autism Spectrum Disorder, Asperger's, speech difficulties and English as an additional language</p> <p>Students with additional needs in this area have received support through being a part of a small KS3 Social Communication Intervention group that meet once a fortnight. This aims to develop a young person's social and communication skills, by following a programme which addresses a variety of topics linked to social communication and presentation.</p> <p>Where necessary school will also enlist and engage with the support of Speech and Language therapists for those students with language difficulties because of ASD or hearing impairments or other complex needs.</p> <p>In some instances, parents and students may be sign posted to organisations such as The ADHD Foundation, ADDvanced Solutions, Isabella Trust or Autism Initiatives for additional support. When necessary school will make referrals to such services to try and meet the needs of the young person.</p>
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<p>Cognition and learning</p>	<p>Pupils who have cognitive and learning issues are supported using a graduated approach. Teaching staff will plan and deliver differentiated teaching and learning strategies to support students' needs in the first instance</p> <p>When appropriate, however, the college currently offers the following kinds of interventions:</p> <p>At Key Stage 3, Literacy and Numeracy Catch-up programmes are delivered by Learning support assistants for numeracy and literacy. Both have received training for these programmes and have received a certificate for successful completion.</p> <p>At Key Stage 3 and 4, teachers of English and Mathematics may provide small group or one-to-one support when appropriate, with small group intervention led by Learning support assistants.</p> <p>Students with specific learning difficulty such as dyslexia or moderate learning difficulties are supported in class by a Learning support Assistant and if required small group intervention may be offered.</p>
<p>Social, emotional, and mental health</p>	<p>Our SENCO is part of the College safeguarding team and works closely with external agencies including Child and Family services to ensure the safety of our pupils.</p> <p>Our SENCO is a qualified mental health first aider.</p> <p>The SENCO works closely with the pastoral staff with designated key roles within the College to support students with additional needs - this includes Progress Managers, Learning Mentors and Senior Leaders.</p> <p>All pupils are encouraged to take part in a wide variety of community college activities such as, music club, sports activities, and drama club and charity events.</p> <p>Together as a team we often liaise with external agencies that are providing targeted intervention to meet the young person's needs. This includes health professionals, CAMHS, YPAS and a variety of counselling service providers. We have two Learning Mentors and students are referred to the mentors by the SENCO to address needs related to social, emotional, or mental health difficulties.</p> <p>The SEN departments offer a 'safe space' and 'listening ear' for students with SEMH difficulties, including those students with ADHD, anxiety, and emotional school-based refusal.</p>

<p>Sensory and/or physical needs</p>	<p>Provision for this type of need is very much dependent of the needs of the student. Our SENCO (Special Educational Needs Co Coordinator) and pastoral teams work closely with students and parents in ensuring that pupils with sensory or physical needs have full and inclusive access to the curriculum and college environment.</p> <p>The SENDCo will seek advice and expertise from services such as the Sensory Support services, school nurse, occupational therapists, and physiotherapists to identify and remove barriers to learning.</p> <p>The College has purchased equipment as and when necessary to support the learning of students with such needs. For students with physical needs, we liaise with health professionals and physiotherapists to ensure that needs are met both in and around the school. This includes facilitating physiotherapy on site, conducting access tours of the building, and making reasonable adjustments where necessary.</p> <p>The school has two operational lifts and there are several disabled toilets located around the building.</p> <p>The College Accessibility Plan details how the school prevents disabled students from being treated less favourably than other pupils, in terms of access to the building and facilities, access to the curriculum and other information.</p>
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Co-producing with children, young people, and their parents/carers

Involving parents and learners in the dialogue is central to our approach and we do this through the following:

Action/Event	Who is involved?
'Open Door' Policy	SENCO, Parents, students, all staff, SEND department
Annual Reviews for students with an EHCP (Education Health and Care Plan)	SENCO (Special Educational Needs Co Coordinator), Progress Manager, student, parents/carers, outside agencies, Link SEND Casework officer, 121 Learning support assistants (if appointed), SEND department.
Parent's Evenings	Teaching staff, SENCO (Special Educational Needs Co Coordinator), parents/ carers, students, SEND department.
Update/provision letters/pupil profiles	SENCO (Special Educational Needs Co Coordinator), SEND Department, Progress Manager, student, parents/carers, specialist organisations

Referral to external agencies (CAMHS, YPAS, ASD/ADHD Pathway)	SENCO, Mentors.
Educational Psychology Assessments and Support	SENCO, SEND department, Progress Managers, teaching staff.

Staff development, qualifications, and staff deployment

We are committed to developing the ongoing expertise of our staff. This year, we have put in additional training:

Our SENCO collaborates with curriculum areas to support their development of curriculum planning and quality first teaching.

Our SENCO provides training for students on teacher training and NQTs (newly qualified teachers) on Special Educational Needs: an overview and the role of the class teacher in delivering quality first teaching

Our SENCO attends the Liverpool School Improvement SEN Briefing in March and November and the termly Liverpool Archdiocese SENCO meetings and is part of a National SENCO collaborative working party.

Within the SEND department all Learning Support assistants have received training in on-line platforms – Microsoft Teams, Google Classroom, Maths's watch to support students with on-line engagement and learning particularly through lockdown periods. Training has also been provided by partner organisations for: first aid, ACE's - Adverse Childhood experiences, Suicide prevention and awareness, resilience training.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes. Such outcomes incorporate skills that aim to equip the young person with independent skills that help to prepare them for adulthood.

- There are 8 full time teaching assistants working across the curriculum to support students, 2 of whom are Higher Level Teaching Assistants.
- There are 8 full time LSAs working to support a student with an Education, Health Care Plan or High Needs additional funding.

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 38 children and young people with special educational needs or disabilities, and we supported 24 children and young people transition to the next phase in education or employment.

Year 6 to 7 transition

For transition to Year 7, we hold an information evening for parents / carers and students. Our SENCO and mentors also visit local primary schools to meet with students, staff, teachers and families to obtain information regarding students' needs and to share information about the College, our procedures and policies. In addition, enhanced transition is undertaken on a needs basis, where the SENCO will meet with the primary schools to gain further information and invite parents / carers and students to visit our college. We work closely with our feeder schools.

Year 9 into 10 GCSE transition

We closely monitor student's data in collaboration with SLT, Progress Managers of KS4 and our external careers provider Antony Stagg. In addition to the full year group information advice and guidance the SEND department offer our SEND students 1 to 1 support from with their options choices and provide a listening ear and independent advice and guidance so they can be supported in making the right choices for their abilities and interests with particular focus on the open bucket option group.

Year 11 into 12 – 6th form transition

We closely monitor student's data in collaboration with SLT, Progress Managers of KS4 All SEND pupils received information, advice, and guidance from our external careers' provider Antony Stagg. Both Antony and our SENCO held a virtual careers meeting to explain the next steps to students and families, this has been followed up with 1 to 1 careers support and guidance from Antony and further supported by our Year 11 LSA's - our aim is to ensure that all our SEND students have a clear pathway and plan for their next stage.

Year 13 – further study or career transition

We closely monitor student's data in collaboration with SLT, Progress Managers of KS5 and our external careers provider Antony Stagg. Our 6th form LSA offers 1 to 1 support to ensure all students have the support required to have successful outcomes for the next stage of their education or careers.

Key Stage 4 – Year 11 Data summary – Three-Year trend:

	All 2025	SEN 2025	All 2024	SEN 2024	All 2023	SEN 2023
Cohort	177	35	189	33	174	24
Attainment 8	41.6	31.24	38.25	31.92	44.3	34.48
Average A8 grade	4.16	3.12	3.83	3.19	4.43	3.45
Progress 8	n/a	n/a	-0.92	-1.08	-0.47	-0.75
	%	%	%	%	%	%
9-5 EnMa	35	14.3	39%	18%	39%	21%
9-5 Eng	49.7	25.7	44%	30%	54%	21%
9-5 Mat	48.6	25.7	48%	24%	44%	29%
9-4 EnMa	64.4	34.3	54%	30%	64%	46%
9-4 Eng	68.4	40	59%	39%	75%	54%
9-4 Mat	75.7	54.3	66%	52%	69%	58%

Some very positive results when looking at SEN student progress with an increase from 30% to 34.3% achieving 9-4 English and Maths. A slight decrease in A8 progress but this is for a larger cohort with 35 SEN students compared to 33 in previous year.

Focus for 2026: Improvement of average Attainment 8 grade for SEN students and an increase in percentage of SEND students achieving Grade 9-5 in English and Maths.

Key Stage 5 Data

2025	Exams	A*	A	B	C	D	E	U	A*>E %	A*>C %	A*>B %	A*>A %	Avg PA
A-Level - All	127	7	18	35	50	16	1	0	100	86.6	47.2	19.7	6.25
Level SEND	13	2	1	4	4	2	0	0	100	84.6	53.8	23.1	6.24

2025	Exams	D*	D	M	P	U	D*>P %	D*>M %	D*>D %	Avg PA
Vocational - All	190	18	75	91	6	0	100	96.8	48.9	4.69
Vocational BTEC	20	1	3	15	1	0	100	95	20	4.2

An increasing number of SEND students are accessing the KS5 curriculum and have utilised a personalised pathway on route to next stage of their careers or education. A particular highlight for 2025 was the number of SEND students achieving grades A*-C and a 100% Pass rate in vocational qualifications.

Further development plans

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Introducing a termly newsletter for families of SEN students.

- Our SENCO to visit and establish links with other SEND departments for collaboration.
- Creating weekly bitesize SEND CPD updates for all staff.
- SENCO planned lesson observations with SEND focus.
- SENCO learning walks to support SEND teaching and learning.
- Mentoring of 6th form students by dedicated Learning support assistant.
- Introduction of key worker role for Learning support assistants.
- Tailored support programme for option choices in Year 8.

Complaints

Our complaints procedure is found on our College website if you wish to make a formal complaint.

If you wish to discuss any concerns or issues, please do not hesitate to contact our SENCO Mrs A James, or SEND Line Manager Mr I Daly, Assistant Headteacher.

This year there have been no complaints that were dealt with following our schools' policies and procedures.

Relevant school policies underpinning this SEN Information Report include:

SEN Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005