



Annual SEND Statement

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An academy within:



Learning together, to be the best we can be

1. Context

- 1.1. Beech Academy is a special school which offers provision for children and young people aged 11-19 with ASD and/or Moderate Learning Difficulties.

2. Mission Statement

- 2.1. Our focus at all times is that all our children, young people and staff are supported to: **“Be the best we can be”**

- 2.2. We do this by:

- Putting the needs of our students first;
- Working in partnership with families and professionals;
- Creating opportunities to achieve and enjoy;
- Having a personalised curriculum;
- Developing our skilled and experienced staff;
- Treating all with care, respect and dignity;
- Being open, clear and honest;
- Developing practical life and social skills for a better future.

3. Aims and Values

- 3.1. We aim to provide each child with –

- Encouragement to develop a sense of achievement, self-esteem and confidence.
- Opportunities to develop communication skills through a range of strategies.
- Opportunities to become responsive, imaginative, co-operative and independent.
- Opportunities to develop their own learning and make informed choices.
- Opportunities to have fun whilst developing skills and building on those skills.

- 3.2. All activities are driven by the Nexus Trust vision: **“Learning together, to be the best we can be”**

At Beech Academy, we aim to realise the school’s vision of ‘Turning ‘I can’t’ into ‘I can’ and this is reflected through our core values:



Ambition



Integrity



Inclusivity



Resilience



Endeavour

3.3. Linked to our Nexus mission statement:

- Our learners and their families are at the center of all we do.
- Our employees and partners are passionate about being the best that they can be.
- Our trust is relentlessly focused on improvement.

4. Admissions

- 4.1. All pupils who attend Beech Academy will have had a Statutory Assessment of their special educational needs (SEND) by the Local Authority. Following this assessment, the school will be consulted as part of the Education, Health and Care (EHC) planning process, if it is agreed at panel that it can meet the needs of the child.
- 4.2. Prospective parents/carers are encouraged to visit the school as part of the preparation of their contribution towards their child's special needs assessment.
- 4.3. Subsequent to Beech Academy being named in the child's Education Health & Care Plan (EHCP) and the school receiving a copy of this, the school will arrange a school/setting and home visit to collate the school's admissions information.
- 4.4. The child will start their transition into school as soon as practically possible following the admissions information being completed and transport arrangements being made.

5. Areas Served

- 5.1. Children are admitted from the whole of the Nottinghamshire area. Currently some children and young people living in Nottinghamshire and Derbyshire attend Beech Academy where the journey would be shorter than that to similar schools in their area or provision is more appropriate.

6. Pupil Numbers

6.1. The school has planned places for up to 108 pupils. We currently have 114 pupils on roll.

7. School Organisation

7.1. For teaching and organisational purposes, the school has two phases:

- Lower school – Key Stage 3 (years 7 to 9).
- Upper school – Key Stage 4 and 6th Form (years 10 to 12)

7.2. Teaching staff generally work across the cohort. Pupils are in a class group of 6-10 children of a similar age. On a day-to-day basis parents/carers and other professionals link with the teacher and educational support staff (Learning Assistants) in their child's class.

7.3. Senior Leaders are accountable for day-to-day matters within their team. The Executive Headteacher is Neil Davies; the Head of School is Katy Craig There is one Deputy Headteacher, Matthew Heartfield and two Assistant Headteachers, Peter Lane and Kathryn Johnson. The first point of contact for financial and administrative matters is the School Resource Manager, Julie Palmer. You can email any of us at beech.office@nexusmat.org

8. Staffing Structure (insert details)

8.1. Senior Leadership

| Level | Number | Full Time Equivalent |
|-----------------------|--------|----------------------|
| Executive Headteacher | 1 | 1 |
| Head of School | 1 | 1 |
| Deputy Headteacher | 1 | 1 |
| Assistant Headteacher | 2 | 2 |

8.2. Teaching

| Level | Number | Full Time Equivalent |
|---|--------|----------------------|
| Teacher with additional responsibilities (TLRs) | 6 | 5 |
| Teachers (in addition to the above) | 6 | 6 |
| Newly Qualified teachers | 1 | 1 |

8.3. Teaching Support

| Level | Number | Full Time Equivalent |
|--------------|--------|----------------------|
| HLTA / NJC 5 | 5 | 5 |
| NJC 4 | 12 | 10 |
| NJC 3 | 13 | 13 |
| Apprentice | 2 | 2 |

8.4. Administration / Site Management

| Level | Number | Full Time Equivalent |
|-------------------------|--------|----------------------|
| Term time only | 4 | 2 |
| All year round | 5 | 2 |
| School Resource Manager | 1 | 1 |
| Site Manager | 1 | 1 |

9. Curriculum And Assessment

9.1. The priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.

To meet the needs of our students the Core curriculum is focused on achievement of EHCP outcomes, alongside PSHE objectives plus aspects of



10. Curriculum Content

10.1. At Beech Academy we provide a needs-led, person-centered curriculum which is flexible and creative and works toward the Preparing for Adulthood outcomes.

10.2. We recognise the need for a range of approaches, strategies and resources and the need for Teachers, Teaching Assistants, Parents/Carers and multiagency practitioners to work in partnership.

10.3. We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life.

10.4. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.

10.5. In addition, pupils will require a range of opportunities to develop key learning skills which link to their own EHCP. They will need to acquire, develop, practice, apply and extend these skills in a range of contexts across the curriculum.

10.6. These skills include:

- Communication skills – including the use of augmentative and alternative communication (AAC), developing signing skills, developing verbal skills and the ability to reason.
- Physical development, gross and fine motor skills, including positioning, maintenance of posture, muscle tone and ease of movement).
- Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn and feeding skills)
- Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences – includes moderating and maintaining an appropriate level of 'input' to ensure learners are in a 'calm alert' state and ready to learn).
- A rich and varied curriculum is offered to all pupils. The whole curriculum includes National Curriculum programmes of study modified to meet individual needs, as well as therapies and planned multi-sensory experiences.
- Communication and personal, social and emotional development are core areas of the school's curriculum.

11. Specialist resources

- Staff with a range of relevant experience and training.
- Personalised timetables.
- Alternative curriculums.
- Sensory outdoor spaces with covered canopies.
- Augmentative and alternative communication including communication assessments and pathways, where required
- Computers in every classroom including accessible technology where appropriate.
- School dinners prepared on-site catering for individual dietary requirements where required.
- Access to a Minibus.
- Family Support Team and Key workers to link with and support families.
- There is a school nurse team funded through health and they run regular 'drop in', medicals and support our learners at meetings, with care and medication plans.
- There is an essential team of other professionals that support school. This includes physiotherapy, occupational therapy and speech and language therapy (SALT) teams.
- We have regular support from the visual and hearing-impaired service.
- Nottinghamshire transport liaises with school and families to ensure transport to school works well.

12. Staff Training and Development

- 12.1. All staff have access to a programme of Continuing Professional Development which includes training in, Team Teach Training, Emergency First Aid, Fire safety, and Safeguarding. We also have had routine safeguarding training, and medication administration.
- 12.2. In addition, all staff have annual Professional Development Reviews which identifies bespoke training needs. Training needs are a key area of the School Improvement Plan and the school is committed to staff development.
- 12.3. The school has a number of staff who have Specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the school's work.
- 12.4. Examples of Specialist knowledge and training include:
 - Structured teaching
 - Autism



Multi-sensory

- Augmentative and alternative communication (AAC)
- Visual Impairment
- Hearing Impairment
- Picture Exchange Communication (PECS)
- Sex and Relationships Education (SRE)
- Child Protection
- Medication administration, tracheostomy care, gastrostomy care etc.
- Behaviour Management
- NVQs in supporting teaching and learning
- National Professional Qualification in (Middle / Senior / Headteacher) Leadership
- ELSA (Emotional Literacy Support)

13. Meeting Individual Needs

- 13.1. At Beech Academy we pride ourselves on appropriately placing every student to ensure we are best meeting their needs. Students are grouped in classes which best cater for their identified needs – MLD/ASC. This enables different strategies, environments and approaches to be in place to support overcoming their barriers and maximizing opportunities for learning. (This includes low arousal classroom environments, sensory diet provision, specialist moving and handling equipment to support mobility). Providing specific training for staff working in classes ensures they are skilled to best support the students in their care.
- 13.2. Regardless of class, all students have an individual curriculum pathway that allows them to focus on their EHCP outcomes and also to access wider provision and resources to support learning and development in more holistic aspects.
- 13.3. We strive for all students to leave Beech Academy as independent and confident as possible and provide them with a range of opportunities through our Preparing for Adulthood curriculum and personalised interventions and opportunities. Staff plan frequent opportunities for students to engage in their local community and to experience aspects of daily life beyond school. Visits to the local shops, cafes, etc. are encouraged and provide students with invaluable real-life experiences.
- 13.4. Staff support students to develop their tolerance of everyday situations by arranging visits to the hairdressers, dentist and doctors.
- 13.5. Members of our Family Support Team provide support to improve well-being



through our Emotional Literacy interventions; our health practitioner supports students and their families to improve sleep, eating and managing health conditions. We work closely with external agencies to support mental health and well-being and regularly liaise with Educational Psychologist and CAMHs.

13.6. Beech Academy involves other bodies, including health and social care, early help, family support workers, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

13.7. Often a number of regular meetings support the student and include;

- CIN / CP – Child in Need and Child Protection Meetings generated by Social Workers to address any issues
- TAC or TAF – Team around the Child/Family Meetings – Multi-Agency meetings to ensure sharing of information and joined up thinking regarding strategies and approaches
- LAC – Looked after Child meetings once a term and this feeds into updating the EPEP (Electronic Personal Educational Plan). The focus is how well the LAC are making progress and what support is in place.
- PCR – Person Centered Reviews. Exploring the needs, hopes and aspirations of our young people with the young person's views at the center of the discussion.
- Medicals – for our learners from Nottinghamshire routine medicals sometimes take place in school.

14. Partnerships With Other Schools and Inclusion

14.1. As a constituent academy of Nexus Multi Academy Trust, the school has positive partnerships with the other schools within the Trust which enables sharing of practice, knowledge and resources.

14.2. Other pupils have benefited from inclusion opportunities in Mainstream Primary or Secondary schools and in schools for Children with Moderate Learning Difficulties (MLD).

14.3. We have strong links with other local and regional schools through our sporting partnerships.

14.4. Inclusion activities are encouraged with Beech Academy Students.

- 14.5. Post 16 students attend leisure and W/E activities off site. Some students in our Post 16 attend courses at other provisions or have links with Post 19 providers. Some students, according to their individual need and aspirations participate in vocational links with the local business community.
- 14.6. We run a programme of work experiences throughout the year.

15. Partnerships With Parents

- 15.1. Parents and carers are key partners in the education of their child. The views of parents are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. Parents/carers, with their child, make a significant contribution to the Individual Education Plan based upon their priorities and aspirations. These are linked to their EHCP. The teacher supports and facilitates this through the Review held annually and reviewed each term at the parent/carer meetings. The school believes that these meetings form the foundation of the personalised programme for each child.
- 15.2. If parents/carers have difficulties attending meetings arrangements are made for alternative times or venues to accommodate.
- 15.3. Yearly Annual Review or PCR (Person Centered Review) for every child
- 15.4. Annual Parent/Carer Surveys sent requesting the views of families regarding their child's experiences at Beech Academy.
- 15.5. In addition, contact is maintained with families through the home/school diary (daily) and telephone calls (as often as the parent requests, usually through the tutor teams).
- 15.6. Wider school information is sent to parents through the Headteacher newsletter. The school website, X account and Facebook Page also contains parent friendly information.
- 15.7. The Family Support team lead by Shelley Mercer offers a range of useful support including support at home with establishing good routines, behaviour, communication, sleep and help establishing positive boundaries for their child.



15.8. It is the policy of this school to actively engage with parents/carers and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.

16. Pupil Voice

16.1. Listening to and responding to our “student’s voice” plays a major part in their education at Beech Academy. Students are asked their views on a range of issues; they are invited to join Annual Reviews if this is appropriate dependent on complexity of need.

16.2. The school has a well-established Pupil Parliament who is actively involved in many aspects of school life.

16.3. As part of the EPEP process all LAC learners are consulted on their views of how they see their education at Beech Academy, exploring likes and dislikes and evaluating their progress.

17. Assessment, Recording and Reporting

17.1. This will:

- Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
- Help pupils to understand what they can do and what they need to develop.
- Recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
- Enable teachers to plan more effectively.
- Support parents to be involved in their children’s learning.
- Provide schools with information to evaluate work and set appropriate targets.

17.2. Pupil progress is considered formally each term by senior and curriculum leaders.

17.3. All Assessment Data is shared with parents as are Termly IEPs. If appropriate, students play an active role in assessing their own progress and set new challenges and goals for themselves.

18. Transport Arrangements

18.1. Every pupil is offered free transport to and from school until they are



16. The Local Education Authority in which the child lives makes transport arrangements. In practice pupils come to school by variety of means, by taxis and minibuses, in specialist transport and independently. Generally, an escort is provided on home- school transport. Some parents/carers choose to bring and collect their child from school.

19. Complaints

- 19.1. Beech Academy offers a high level of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people. The school works within the Trust Complaints Policy framework.
- 19.2. All complaints are seen as an opportunity for the school to evaluate its performance. Complaints can be about any aspect of the services provided at the school. In the first instance contact is with the child's teacher, unless a parent feels that it should be with the Headteacher or Senior Leadership Team.
- 19.3. Pupils are encouraged to speak to any member of staff regarding any concern or complaint. The pupils can also make their complaint known to the Pupil Council whereby it will be dealt with or referred onwards as appropriate
- 19.4. Complaints are acknowledged promptly, usually in writing and the appropriate person in school will undertake an investigation. Generally, parents should expect a response within 5 working days. If school staff are unable to resolve the issue parents are urged to contact the Chief Executive Officer.

20. Monitoring And Evaluation

- 20.1. The senior leadership team, governors, Trust Executive and the Board of Directors will measure the success or otherwise of Beech Academy by consideration of, for example:
- Achievement and outcomes for pupils and students
 - Happy, contented children
 - Inspection reports and external reviews
 - Review of Curriculum development
 - Quality and regularity of Home-School liaison



Quality of assessment, planning, record keeping and records of achievement

- The school's financial management
- Reviewing Action Plans as part of the School Improvement Planning process.

21. Transition

- 21.1. All students who are new to Beech Academy, no matter at what age they arrive, will undergo a full transition which includes visits with existing staff so that vital information can be shared building up to full days and eventually weeks to ensure transition is smooth.
- 21.2. Pupils moving on to new destinations at the end of each key stage are supported to do so through a carefully designed transition plan.
- 21.3. Other Post 16 experiences which prepare the students for life after Beech Academy and adulthood are prioritised. These explore a range of work experiences in school such as Catering, Horticulture, Grounds Maintenance and Library Skills.
- 21.4. Post 16 Students are also given the opportunity to explore a range of work experience placements. Staff whose responsibility it is to organise work experience placements strive hard to find opportunities in the students own community with a view to it becoming long term and sustainable after students leave Beech Academy.
- 21.5. For the few students that it is relevant for, Independent Travel Training is delivered and supported with the help of the Local Authority. Through years of shadowing and modelling a small number of students work towards being able to use public transport independently and problem solve if there are any changes to routine or an issue occurs.

22. Further Information

- 22.1. Nottinghamshire have produced a Local Offer which details services, resources, support, provision and activities for children and young people with Special Educational Needs and Disabilities. This can be found at: [SEND Local Offer | Notts Help Yourself \(familysericedirectory.org.uk\)](https://www.familysericedirectory.org.uk)
- 22.2. Nottinghamshire IASS can also give you:
- information and advice about SEN and disability support and provision
 - more information about local services, organisations, and resources which



might help

- advice and support to get more involved. This can be found at:
[About Ask Us Nottinghamshire | Ask Us Nottinghamshire \(askusnotts.org.uk\)](#)