

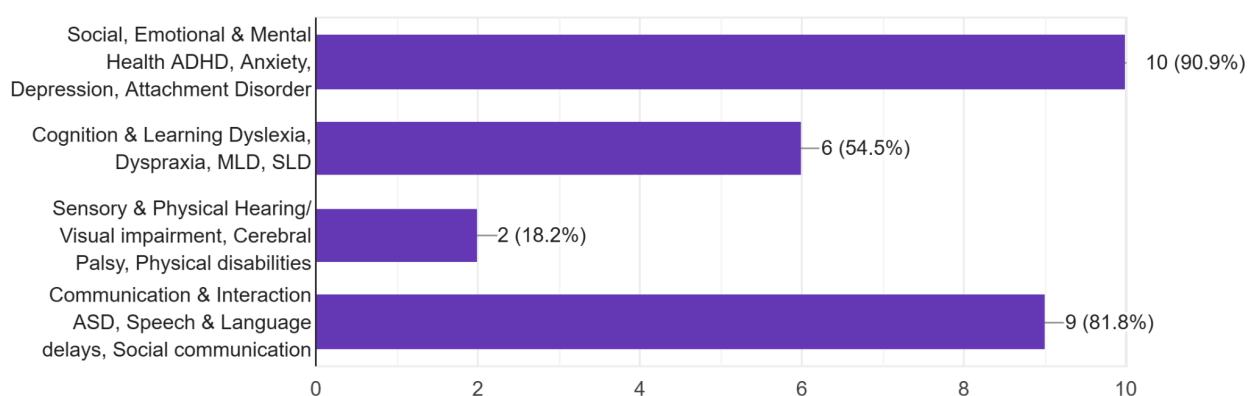
Beckmead Trust SEND Information Report 2025 -2026

This report summarises the SEND information reports from across the Trust's schools. Its goal is to outline the Trust-wide implementation of SEND policies, fulfilling the statutory requirement to offer parents, carers, and young people transparent and accessible details regarding the support available to them.

1. What types of SEN does the Trust provide for?

1. What types of SEN are provided for at your school?

11 responses



Across the Beckmead Trust, we recognise that our pupils' needs are complex, intersectional, and rarely fit neatly into a single category. While our schools primarily specialise in providing for pupils whose primary Education, Health and Care Plan (EHCP) need is Social, Emotional, and Mental Health (SEMH), the vast majority of our pupils present with a complex profile of co-occurring conditions.

We operate on the understanding that multiple needs such as Autism Spectrum Disorder (ASD) presenting alongside ADHD, trauma, or specific learning difficulties interact to shape each child's unique experience. We support these needs across the four broad areas defined in the SEND Code of Practice:

- **Social, Emotional, and Mental Health (SEMH) Needs (Provided for in 90.9% of our schools):** This is the foundation of our specialism. We provide targeted,

trauma-informed support for pupils experiencing severe anxiety, depression, attachment difficulties, and early-life trauma. We also heavily support profiles that impact emotional regulation, most notably Attention Deficit Hyperactivity Disorder (ADHD).

- **Communication and Interaction (Provided for in 81.8% of our schools):** A significant proportion of our pupils have associated communication and interaction needs alongside their SEMH profile. We possess extensive staff expertise in supporting Autism Spectrum Disorder (ASD), Pathological Demand Avoidance (PDA), and broader Speech, Language, and Communication Needs (SLCN). We recognise that unmet communication needs often drive SEMH challenges, so our environments take account of sensory needs and use communication strategies to support both areas simultaneously.
- **Cognition and Learning (Provided for in 54.5% of our schools):** We adapt our teaching to support pupils who face additional barriers to learning, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and specific learning difficulties such as Dyslexia and Dyspraxia. We actively identify learning gaps that may have been caused by previous disruptions to education, ensuring that cognition and learning needs are not overshadowed by behavioral or emotional presentations.
- **Sensory and Physical Needs (Provided for in 18.2% of our schools):** We also support pupils with hearing and visual impairments, Cerebral Palsy, and other physical disabilities, ensuring that our low-arousal environments and physical adaptations cater to needs.

The Beckmead Trust offers a comprehensive, multi-disciplinary approach that caters to the complex realities of our students' requirements, rather than focusing on a single diagnosis.

2. How does the Trust manage the admission of pupils with disabilities?

Admission to our specialist settings is managed through a formal consultation process with Local Authorities rather than a direct application.

- **EHCP:** The vast majority of our pupils have an Education, Health and Care Plan (EHCP) naming one of our schools, with the primary need typically aligning with our SEMH and ASD specialisms.
- **Consultation & Assessment :** Upon receiving an LA referral, our Senior Leadership Teams and therapeutic staff carefully review the consultation documents, conduct assessment visits (including home or current setting observations), and determine if the school can meet the pupil's specific needs within 15 working days.
- **Alternative Provision (AP):** For students without an EHCP, admission is facilitated through Local Authority panels, such as the primary inclusion panel, to provide immediate specialist support. Within one of the Trust's AP settings, local secondary schools have the option to consult directly for a student's placement.
- **Induction and Transition:** We utilise a highly structured approach. This includes risk assessments, bespoke transition plans with staggered or reduced timetables to build resilience, and make use of social stories or digital tours to help reduce anxiety.

3. How do we monitor, assess, and review the progress of pupils with SEND?

We operate a continuous, robust Assess, Plan, Do, Review cycle known as the graduated approach, focusing on both academic attainment and holistic, socio-emotional development.

- **Assess:** We establish baselines on entry using tools like NGRT and B Squared, alongside a thorough review of the EHCP and specialist assessments of emotional regulation (e.g., Boxall Profiles, 6 Core Strengths).
- **Plan:** We co-produce bespoke Individual Education Plans (IEPs), 'One Plans', or Student Information Documents with parents and pupils, setting SMART targets that encompass academic, behavioural, and social goals.
- **Do:** High staff-to-pupil ratios ensure that planned interventions and high-quality teaching are implemented consistently on a daily basis.
- **Review:** Progress is evaluated through termly academic meetings and statutory Annual EHCP Reviews, ensuring parents and pupils remain central to discussing impact and shaping next steps.

4. How do we support transitions and Preparation for Adulthood (PfA)?

Transitions are managed proactively across three phases.

- **Entry/Mid-Phase:** We manage anxiety through phased inductions, bridge/taster days, pupil buddy systems, social stories and comprehensive handovers (e.g., pupil passports containing sensory profiles and distress management plans).
- **Exit & Preparation for Adulthood (PfA):** From Year 9 onwards (and often earlier), EHCP reviews are aligned with the four PfA pillars: Employment, Independent Living, Community Inclusion, and Health. To help pupils prepare for the most independent and least restrictive lives possible and prevent them from becoming NEET (Not in Education, Employment, or Training), we provide:
 - Detailed vocational profiles and employability lessons.
 - College visits and attendance at apprenticeship roadshows.
 - Integrated work experience opportunities.

5. How is the curriculum and learning environment adapted?

We reject a one-size-fits-all model, opting for a therapeutic, trauma-informed, and vocational framework.

- **Curriculum Adaptation:** We balance academic requirements with emotional regulation. We offer highly differentiated pathways, from Entry Level Certificates, to GCSEs and UAL Creative Arts qualifications. We also heavily weight our curriculum toward practical, real-world skills, offering vocational training in areas like construction, catering, and the arts.
- **Learning Environment:** Our environments act as a secure base, featuring small class sizes (typically 6-10 pupils) and high staff-to-pupil ratios. Sites are equipped with sensory rooms, play areas and breakout zones for de-escalation.
- **Daily Adaptations:** We embed structured routines such as nurture breakfasts, visual timetables, flexible uniform policies to accommodate sensory processing sensitivities, and 45-50 minute lessons with integrated movement breaks.

6. What is the expertise and training of our staff?

The Trust prioritises a highly specialised, school-led training model.

- **Qualifications:** Our teaching staff hold Qualified Teacher Status (QTS) or are on training pathways to gain QTS and our leadership includes highly qualified SENCOs and staff with Master's degrees in Education + SEND.
- **Specialist Training:** Staff undergo rigorous CPD in Trauma-Informed Practice, Autism Awareness, ADHD Support, and the 'Nurture Model'.
- **Behaviour & Safety:** All staff are trained in proactive de-escalation, specifically the PRICE (Protecting Rights in a Caring Environment) method, alongside comprehensive safeguarding and mental health first aid.

7. How do we secure wider support and external specialist expertise?

We operate a multi-agency network and a Team Around the Family model to secure a comprehensive support package.

- **Internal therapeutic offer:** The Trust directly employs its own psychological therapists (Play, Music, Drama, Art) allowing us to provide immediate support.
- **External Partnerships:** When required by an EHCP or escalating need, we formally commission or collaborate with Educational Psychologists (EP), Speech and Language Therapists (SaLT), CAMHS, and Occupational Therapists.
- **Family Support:** The Trust employs dedicated family welfare link teams in certain schools to serve as vital connections between home and school, offering advocacy, supporting Early Help referrals, and organising workshops for parents. In other settings across the Trust, these critical pastoral responsibilities are integrated into the roles of the teaching staff and members of the senior leadership Team.

8. How do we evaluate the effectiveness of our SEND provision?

We measure success not just by academic outcomes, but by the reduction of barriers to learning and the improvement of emotional resilience.

- **Data Tracking:** We utilise provision mapping to track the impact of interventions, ensuring that if an approach isn't working after a term, it is adapted. We also track soft outcomes, such as reductions in specific behaviours that have become barriers to learning.
- **Quality Assurance:** Effectiveness is evaluated through Trust audits, Ofsted inspections, lesson observations, learning walks and peer reviews.
- **Stakeholder Voice:** We operate a no surprises approach, sharing impact transparently with parents through termly progress reviews, daily communication books, weekly phone calls, parent workshops and formal Annual Reviews. We heavily rely on pupil voice and parent satisfaction surveys to ensure our support remains relevant and is impactful.

9. How do we ensure physical accessibility and equal opportunities?

In strict compliance with the Equality Act 2010, we proactively remove physical and environmental barriers.

- **Facilities:** Our sites feature step-free access, ramps, accessible hygiene rooms, and specialist furniture like height-adjustable desks.
- **Curriculum Access:** We provide assistive technology, including speech-to-text software, laptops, and reading pens, alongside visual and auditory aids.
- **Fairness and Inclusion:** We follow a social justice ethos, making reasonable adjustments to ensure pupils with disabilities have equal access to school trips, extracurricular activities, and in school leadership roles/responsibilities. We ensure no pupil is disadvantaged by our school routines.

10. What are the arrangements for handling complaints?

The Beckmead Trust operates a transparent, tiered complaints procedure to resolve concerns swiftly and fairly.

- **Stage 1 (Informal):** Parents are encouraged to first discuss concerns with the class teacher, Head of School, SENCo or Headteacher to seek immediate clarification or adjustments.

- **Stage 2 (Formal):** If unresolved, a formal written complaint can be submitted to the Headteacher, prompting a formal investigation and written response within set timelines (typically 20 school days).
- **Stage 3 (Panel Hearing):** If the complainant remains dissatisfied, they may request a review by an independent panel, which includes at least one member entirely independent of the school's management.
- **Statutory Pathways:** Complaints specifically regarding the statutory content of an EHCP or LA placement are directed to the SEND Tribunal (First-tier Tribunal), and we actively signpost families to impartial mediation services like SENDIASS.