

1. Summary information					
School	Beaumont Hill Academy			Type of SEN	PMLD/SLD/MLD/ASC/SEMH
Academic Year	20-21	Allocation per student	£240	Total catch up budget	
Total number of pupils N-Yr11	267	Number of pupils eligible catch up (N-Yr11)	267	Date for next internal review of this strategy	Dec 2020

### Context

As we commence the academic year 2020 -2021 children and young people across the country have experienced unprecedented disruption to their education because of COVID-19. Those from the most vulnerable and disadvantaged backgrounds have been identified as those hardest hit. The impact of lost time in education will be substantial for students with SEND.

The curriculum offered to students at BHA continues to remain broad, balanced and ambitious whilst ensuring that time is made available to cover the most important content. We continue to offer the same curriculum diets and accreditation to ensure that all Beaumont Hill pupils have the same opportunity as those who have left previously. Beaumont Hill's Catch-Up strategy has been designed to enable pupils to recover and get back on track without detrimentally affecting their current curriculum offer or reducing their life chances.

At the earliest opportunity, gaps in knowledge will be assessed and addressed by the most appropriate method and **curriculum adaptations** made to ensure any lost skills and knowledge are revisited with opportunities for over learning to secure again.

The offer of blended learning has been made available to **all** students regardless of need whilst ensuring that all opportunities for learning are embraced.

2. Barriers to future attainment (including characteristics likely to be exhibited by pupils) I = in-school E=external (to be addressed with other stakeholders)	
<b>A.</b>	The increasingly complex and profound presentation of SEN makes curriculum provision more challenging following the pandemic (E/I)
<b>B.</b>	The need to provide diagnostically targeted, personalised actions and approaches to address complex individual barriers (I)
<b>C.</b>	Significant emerging mental health issues involving complex social and emotional needs that impact on pupils ability to engage positively with learning following pandemic (E)
<b>D.</b>	Up to six months of lost learning. (E)
<b>E.</b>	Less resourceful families (social and cultural capital, aspirations, home study) and reduced engagement with the academy structures and personnel. (E)
<b>F.</b>	Blended learning to be incorporated into school life
<b>G.</b>	Specific medical issues prevent access to school

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A, B F</b>	<p>Students will have access to a recovery curriculum that underpins the broad and balanced curriculum offered to students.</p> <p>Improved attainment and progress through a <b>well-adapted</b> curriculum offer and differentiated pedagogy.</p> <p>Pupils returning to school post COVID will settle into school and develop new routines and relationships</p> <p>Students have access to <b>cultural capital visits</b> linked to their curriculum offers to enjoy again and further develop a curiosity for the outdoors and places of interest.</p>	<p>All pupils make good progress against their personalised targets</p> <p>The difference is diminished, especially in English and Maths</p> <p>Whole school data will reflect the attainment and progress made by students</p>
<b>C.</b>	Sensory support apparent in classrooms across the school	All pupils are engaged in learning during formal lesson observations and learning walks.

	Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).	Targeted behaviour adaptations will positively impact on pupils as demonstrated through the reduction of SIMs behaviour data. Reduction in the number of recorded sensory seeking behaviours across the school
<b>D.</b>	Students will access a well-adapted curriculum and blended learning offer to diminish the gap and address any lost skills and /or knowledge	Half termly data collection will demonstrate how students are making good progress towards their good progress stage targets Analysis and targeted support will become common place across the school Students will be confidently engaged in learning
<b>E. F</b>	Greater engagement and involvement of all families regardless of home resources.	Parents to be engaged with all aspects of BHA life, measured by increased engagement with the family wellbeing team, more positive questionnaire responses, increased response to home school blended learning offer Positive relationships rebuilt and developed Positive forum responses and promotion through virtual platforms
<b>G</b>	Access to blended learning at all times, supported well by class teams	Parents /class teams will report positive feedback and progress from those students where it is currently unsafe for them to access school.

<b>Academic year</b>	<b>2020 - 2021</b>

The headings below enable schools to demonstrate how they are using the COVID catch up to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure effective implementation? Approximate costs	Lead
<p><b>A, B and F</b></p> <p>Students will have access to a recovery curriculum that underpins the broad and balanced curriculum offered to students Improved attainment and progress through a <b>well-adapted</b> curriculum offer and differentiated pedagogy. Pupils returning to school post COVID will settle into school and develop new routines and relationships</p>	<ul style="list-style-type: none"> <li>Recovery curriculum underpins all teaching in all areas of school to ensure SEMH barriers are supported</li> <li>Early assessments in core subjects to be completed and recorded via SIMs mark sheet by appropriate means. Subject leads to identify the most appropriate means of assessment for each pathway and ensure assessments are conducted in a timely manner.</li> <li>Adaptations made to curriculum offer to ensure lost learning can be implemented</li> <li>Sensory support available in the majority of classrooms to ensure students anxieties and worries are addressed and allow students to be in an appropriate state to learn</li> <li>Employment and deployment of specialist support staff to address and deliver the curriculum adaptations</li> <li>Progress measured by half termly in-school tracking data.</li> </ul>	<ul style="list-style-type: none"> <li>Students have been out of school for six months, evidence states that the most vulnerable and disadvantaged will have seen the greatest impact. Assessments will address gaps in knowledge and lost learning. Assessments will inform the adaptations to the curriculum and targets for specific support</li> <li>Students SEMH will have been significantly impacted by being out of school and away from familiar adults, peers and routines. Students need to have an emotionally regulated state which allows them to be ready to</li> </ul>	<ul style="list-style-type: none"> <li>Half termly data collection analysed by subject leads</li> <li>2 x Teaching Assistant staff</li> </ul>	<p>SPE SMc, Jke, RBi HGr</p>

		<p>learn. Sensory support in class can ensure that students remain emotionally regulated.</p> <ul style="list-style-type: none"> <li>• Regular half termly data collections will ensure adaptations and strategies and monitored and adjusted if required.</li> <li>• Specialist staff deployed to support in core subjects and evidence of impact recorded via appropriate means.</li> </ul>		
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<b>Autumn term:</b>				
<b>Spring term:</b>				
<b>Summer term:</b>				
<b>Desired outcome ii</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation? Who will lead? Approximate costs</b>	<b>Lead</b>

<p><b>C</b> Sensory support apparent in classrooms across the school Engagement with learning increases and social and emotional outcomes improve for targeted pupils, measured by a reduction in infringements of the behaviour system (including exclusions where appropriate).</p>	<ul style="list-style-type: none"> <li>• Audit of sensory items currently available in school</li> <li>• Collate a list of appropriate sensory support items for classrooms and school specialist rooms.</li> <li>• Use advice for OT, Future Steps and other external agencies to support individual students</li> <li>• Costings completed for items and sent to finance for ordering</li> <li>• Purchase sensory items and deploy items appropriately</li> <li>• Department leads / teachers/ support staff to ensure support items are maintained and cleaned in line with regulations and guidance</li> <li>• Department inventory of items collated</li> <li>• Self-regulation boards available in each classroom and used accordingly</li> <li>• SIMs Dashboard monitored weekly to analyse data and the impact of strategies</li> <li>• Targeted support available from the family wellbeing team with impact recorded and measured</li> <li>• Data input and analysis half termly to measure the impact of strategies in place</li> </ul>	<ul style="list-style-type: none"> <li>• Students SEMH will have been significantly impacted by being out of school and away from familiar adults, peers and routines. Students need to have an emotionally regulated state which allows them to be ready to learn. Sensory support in class can ensure that students remain emotionally regulated to allow for confidence to develop, anxieties to reduce and learning to take place.</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly data collection and monitoring</li> <li>• Behaviour analysis</li> <li>• Learning walk qualitative data</li> <li>• £</li> </ul>	<p>KCo PRa VMa SDa BS†</p>
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	<ul style="list-style-type: none"> <li>• Referrals made by department leads to appropriate agencies for further support</li> </ul>			
<b>When will you review implementation?</b>				
<b>Autumn term:</b>				
<b>Spring term:</b>				
<b>Summer term:</b>				
<b>Desired outcome iii</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation? Who will lead? Approximate costs</b>	<b>Lead</b>
<p><b>D</b></p> <p>Students will access a well-adapted curriculum and blended learning offer to diminish the gap and address any lost skills and /or knowledge</p>	<ul style="list-style-type: none"> <li>• Information gathering (strategies, devices, programmes) and recorded via SIMS marksheet</li> <li>• Development and implementation of a blended learning offer appropriate for all students / pathways</li> <li>• Use data to inform gaps in knowledge and skills</li> <li>• Subject leads to ensure SOW address gaps / lost learning across all subjects in the curriculum</li> <li>• Opportunities for subject leads to meet and plan collaboratively to</li> </ul>	<ul style="list-style-type: none"> <li>• School closures are likely to reverse progress made to narrow the gap in the last decade</li> <li>• Pupils can learn through remote teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• SIMS marksheets</li> <li>• Pupil engagement data</li> <li>• Pupils access to blended site data</li> <li>• Interventions data</li> </ul>	SDa

	<p>ensure opportunities for cross curricular learning are embraced</p> <ul style="list-style-type: none"> <li>Specialist staff deployed to ensure support is readily available</li> <li>Development of after school / booster clubs for year 11s in English / Maths using motivators (pizza) and support staff (RB and 1 other) to drop off at home</li> </ul>			
<b>When will you review implementation?</b>				
<b>Autumn term:</b>				
<b>Spring term:</b>				
<b>Summer Term:</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation? Who will lead? Approximate costs</b>	<b>Lead</b>
<p><b>E, F</b></p> <p>Greater engagement and involvement of all families regardless of home resources.</p>	<ul style="list-style-type: none"> <li>Increased staffing capacity for family wellbeing team</li> <li>Blended learning offer and staff available to support</li> <li>Targeted parental support in particular parents of older students KS4</li> <li>Continuity portal further established and updated regularly</li> </ul>	<ul style="list-style-type: none"> <li>Evidence suggests that parents and carers of younger students are easier to engage</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Weekly SLT meetings</li> <li>Family wellbeing team meetings</li> <li>Parental engagement data</li> </ul>	GEI

	<ul style="list-style-type: none"> <li>School Facebook page well established, monitored and updated regularly</li> </ul>			
<b>When will you review implementation?</b>				
<b>Autumn term:</b>				
<b>Spring term:</b>				
<b>Summer term:</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure effective implementation? Who will lead? Approximate costs</b>	<b>Lead</b>
<b>G</b> Access to blended learning at all times, supported well by class teams	<ul style="list-style-type: none"> <li>Development and implementation of blended learning FROG site</li> <li>Updates and regular monitoring shared with staff</li> <li>Daily contact between home and school monitored by department leads</li> </ul>	<ul style="list-style-type: none"> <li>Clinically vulnerable students are required to shield</li> </ul>		<b>SDa</b>
<b>When will you review implementation?</b>				
<b>Autumn term:</b>				
<b>Spring term:</b>				
<b>Summer term:</b>				

<b>4. Review of expenditure</b>	
<b>Academic Year</b>	<b>2020-2021</b>

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