



SEND (Special Educational Needs and Disabilities)

Information Report November 2016

The report complies with:

- [section 69\(2\) of the Children and Families Act 2014](#)
- [regulation 51](#) and [schedule 1](#) of the Special Educational Needs and Disability Regulations 2014

1. What are the different types of support available for children with SEN in this school?

At Beacon Hill Community School we offer support to pupils who have a range of additional needs including; ADHD, dyslexia, autism, visual impairments, speech and language difficulties. Support may be delivered in-class, in small groups or 1:1.

2. How will the school let me know if they have concerns about my child's learning in school?

Identifying pupils with additional needs starts when pupils are still at primary school. We attend year 5 and 6 annual review meetings for pupils who have a Statement of Special Educational Needs or Education, Health and Care Plans (EHCP). For other pupils who receive SEN support we work with local primary schools to ensure that the needs of pupils with additional needs are met and that transition arrangements are in place. Pupils who require in-class support will be identified during transition meetings with primary staff. Key staff at Beacon Hill Community School discuss the needs of all pupils transferring in year 7 through a series of transition planning meetings, so that provision can be agreed and in place prior to pupils starting in year 7. At Beacon Hill Community School we test pupils' basic literacy and numeracy skills when they start in year 7 and pupils who require more specific or specialist support will be identified and support agreed. We also analyse data provided by the previous schools, SATs and CAT Scores.

3. What support do you have for parents of a child with SEN?

We acknowledged the importance of working together to achieve the best outcomes for our pupils. Pupils with a Statement or EHCP are allocated a named key worker. All parents receive written termly progress reports. Parents are also actively encouraged to take an active part in the creation of the Passport of Learning for those pupils with an EHCP or under assessment.

Support staff engage with the pupils they support on a daily basis. Pupils are encouraged to participate fully in the decisions about the support that they receive in school. They are encouraged to join in meetings about their support with their parents and, where relevant, with other key staff in school, such as their form tutor.

4. How can I let the school know if I have concerns about my child's progress?

As well as formal review meetings and parents' evenings, parents are able to contact Learning Support staff on an informal basis via 'phone calls or email.

5. How will you measure the progress of my child in school?

Progress is reviewed once every term and shared with parents. When support needs to be changed or amended significantly due to progress or lack of progress, parents will be fully involved in the process. Subject and pastoral staff work closely with Learning Support staff to ensure that pupils receive the support they need to make progress. Spelling and reading ages will be shared with parents at parents' evenings or review meetings.

6. How are the teachers in school supported to work with children

The curriculum is differentiated as regular classroom practice by all subject teachers, so that all pupils, including those with SEND, are able to access work in class. For most pupils in-class support is focused on core subjects, such as English, maths and science. Some pupils with specific or complex needs may receive support in other lessons. In years 7, 8 and 9 pupils who require additional support are taught in smaller classes and receive extra sessions of additional numeracy and literacy support delivered in groups of 4-6 pupils. In Key Stage Four, pupils may continue in small groups working towards Entry Level qualifications in English, maths and/or science. This is a shared initiative with the departments and will be delivered by both Learning Support and curriculum staff. The Learning Support department offers after school homework support where pupils are able to work in a supported environment to ensure that homework is completed and to develop organisation skills. Some pupils receive 1:1 support during registration time for Keyworker sessions, Anger Management, Retracking, Catch up maths and Counselling. Identified pupils with difficulties in reading are placed in the Reading Buddy programme.

The Learning Support room is available to pupils before school, after school and at break times.

7. How will the teaching be adapted for my child with learning needs?

All pupils are offered a differentiated curriculum. For some pupils a full curriculum is not appropriate and a reduced timetable may be put in place to enable a pupil to maximise his/her potential. This may be put in place due to a pupil's learning difficulties or because there are special circumstances that require a temporary arrangement to be put in place. It may be in place due to a specific difficulty that a pupil is experiencing that requires a specialist intervention. Some pupils may require special arrangements when doing tests. This will be agreed after consultation with other staff and outside agencies.

School and the SENCo strive to ensure that quality INSET training is available to all staff relevant to the needs of the pupils in school.

8. Who are the best people to talk to in this school about my child's Special Educational Needs?

At Beacon Hill Community School there is a Learning Support team which consists of:

Special Educational Needs Co-ordinator (SENCo)

Louise Saunders

Specialist Staff:

Vicki Askew

Lucy Fitzsimmons

Avril Quinn (P/T basis)

All members of the team work with subject staff to support the needs of pupils with a SEND. Members of the support team have undergone additional training in supporting pupils with the following conditions; autism, dyslexia, medical conditions, ADHD, attachment disorder and literacy and numeracy training.

9. How is extra support allocated to children and how do they move between the different levels of support?

Support staff meet every week to discuss provision in school. Every term a formal meeting takes place to assess the progress of all pupils. Provision is reviewed and changes made where appropriate. Provision and outcomes are recorded on school's internal provision maps. Some pupils are referred for additional support through weekly inclusion team meetings where pastoral staff and a member of the Senior Leadership Team (SLT) discuss pupils' needs.

10. Who are the other people providing services to children with an SEN?

We work with a range of outside agencies to support the needs of our pupils including Inspira, Social Care, CAMHS, educational psychologist, specialist teachers, school nurse service and voluntary agencies such as Barnardo's.

11. How will you support my child when they are leaving this school or moving to another year?

Pupils with SEND often require additional support to prepare for change. At Beacon Hill there are a number of events that pupils have an opportunity to participate in to develop the skills to cope with change and adulthood, including work-ready interviews, visits to colleges and sixth forms and information evenings. Support staff help pupils prepare for work-ready interviews and work experience in year 10, arranging additional visits or special placements where required. Support for pupils going on to college and other post-16 provision is arranged on an individual basis, depending on needs.

12. How have you made the school accessible to children with SEN?

The Governors have an accessibility plan in place and when funding allows will endeavour to make the whole site accessible for wheel chair users. Changes have been made for visual and hearing impairments over the years and the Governors at Beacon Hill Community school have tried to make the school as accessible as possible ensuring that all new projects have disabled access and facilities. However in practice the school has been classified as a RED school, which means that it would be impossible or very difficult for a wheelchair-user to learn alongside her/his disabled peers at the school. We would have difficulty in timetabling teaching to allow wheel chair users to receive a mainstream education. This is because most of the main buildings that have upper floors do not also have lifts OR most of the main buildings and areas of the site are not accessible via level access or a ramp.

Please see Accessibility plan.