

The School offer for Special Educational Needs at Beacon Hill Academy.

This document has been written in compliance with “The SEND Code of Practice: 0-25 years” (2015). As such, it is a working document and will be reviewed and updated as policies evolve.

Our Commitment:

- To promote a positive learning environment that challenges, supports and celebrates every student’s achievements through an inclusive academic and pastoral curriculum
- To enable all students to become part of our school community irrespective of their individual needs.
- To recognise the value of each student and their potential to progress in all areas when individual needs are addressed.

1. How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

A student may be identified as having a Special Educational Need (SEN) at any stage during his/her education. This may be a long term difficulty requiring continuing support, or a short term difficulty requiring a specific intervention.

Information about your child’s special educational needs comes from a number of sources:

- Primary School liaison for Year 7 transfer
- Cognitive Abilities Tests
- Screen tests for reading and spelling
- Pupil progress and assessment data
- Observations
- Learning Support Assistant/ Student support managers /Teacher feedback
- Parental concern
- Student self-referral
- Pastoral leader concern/Head of House Concern

2. What should I do if I think my child may have special educational needs?

If you think that your child may have special educational needs that have not been previously identified then you should contact the school and ask to make an appointment with the Special Education Needs Coordinator. (SENCo)

If you have any concerns about your child’s special educational needs, please contact the SENCo: Julie Webster: jwebster@beaconhillacademy.org.uk 0845 1550411 01902 677754 Extension: 154

3. What provision is there for students with Special & Additional Educational Needs?

The Local Authority offer can be found on the Dudley Council website: “**A NEW APPROACH: Information for Parents**”. A paper copy can be obtained from Learning Support on request.

School staff will support individuals at a level appropriate to their needs, through effective differentiation in the classroom.

The Inclusion Team aims to ensure the fullest possible access to the curriculum for students on the Inclusion Register with Special and Additional Educational Needs.

The provision is reviewed every year to ensure it addresses the needs of current students.

What the school provides

- Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Teaching Assistants. Intervention can take place before, during or after the school day.
- Literacy intervention is available through timetabled lessons and activities and is a priority of the school, designed to promote independent learning and curriculum access. There are laptops available in school to enhance the learning process, and to assist identified students with handwriting and recording difficulties. There is a range of equipment available within school for students with both learning and sensory difficulties. School will consult with staff from a variety of external agencies to advise and support across the range of SEND.
- Each teaching and non-teaching member of staff is given relevant training at the start of the school year. Specialist agencies are able to provide advice and strategies for teaching students with SEND and medical conditions.
- Updates are made available to staff, by the SENCo, via: email, staff briefings, the weekly SEND Newsletter, Staff bulletin or face to face meetings. Much training and staff development is given 'in-house' to include strategies for specific children and generic strategies. In addition, internal and external training is available for staff.
- School works within the examination board guidelines, to put into place 'Access Arrangements' that are appropriate and meet the needs of individual students.
- Individual teachers are responsible for making lesson accessible to all.
- There are a small number of students who access courses which are on offer from external providers: these
- Every student in Year 10 has the opportunity to partake in work experience.

See appendix 1: Waves of intervention

4. How will I know how my child is doing?

What the school provides

If a Student's needs are significant they may have an Education Health Care Plans (EHCP). The Statutory guidelines for EHCP Students includes the Annual review process when the provision and needs are reviewed and recommendations are filed with the LA SEN team. Parents are always invited to attend review meetings and as such will contribute to the process.

- Students with an **Education, Health and Care Plan** will also an Annual Review Meeting and outside agencies may be invited to attend.
- Reviews are carried out in line with statutory guidance for reviews.
- Advice is provided by the school, external agencies, the student and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is send to the LEA, the parent/carer and school. Students are always encouraged to participate in their meeting, or to contribute in their preferred format.
- Progress of all students with SEN support needs are monitored half termly in line with school assessment procedures – Key Assessment Points (KAP). Internal tracking systems are used to highlight progress of individuals as well as identified groups.
- Progress data is shared with parents five times each year, in written format as well as face to face at parent's evenings.
- The SENCo is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality. She attends all parent evenings.
- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

We consider that the parents/carer's views are a vital part of the review and therefore request your attendance and support for your child. Reports you may receive could include:

- Personal Programme Reviews
- Annual Review
- Literacy Reports
- Social Skills/Social Communication Evaluation
- School reports: Interim and full reports
- Personal education Plans
- Individual Behaviour Plans
- Contact with Keyworker, Pastoral Leader, Group Tutor, Community Leader

- Rewards & Sanctions system
- Planner communication

How does the school know how well my child is doing?

Teaching staff enter data on individuals and keep tracking data to monitor attainment and progress. This ensures that there is always relevant and up to date information on the level that is currently being achieved by each student. In addition to this, students who have Personal Programmes have their targets and progress monitored, to ensure that the school has complete information on the whole learning experience and not just the academic side of things.

How will I know what progress my child should be making?

Parents will receive regular formal reports from subject staff. In addition to this there are the Subject Review Evenings which provide an opportunity to meet with subject staff and discuss progress. Furthermore, the Personal Programmes have clear targets on them and all staff working with an individual will be aware of what these targets are. These will be reviewed regularly and updated versions of the Personal Programmes will be sent home to parents/carers.

5. How will the curriculum be matched to my child's needs?

The Inclusion team aims to ensure the fullest possible access to the curriculum for students with Special and additional Educational needs. The provision is reviewed every year to ensure it addresses the needs of current students. In Key Stage 4 (from year 9), the school offers three pathways to ensure that students are able to achieve their maximum potential by being matched to the pathway which addresses their learning needs while still presenting some challenge.

Option pathways:

Academic
Intermediate
Vocation-based

6. What are the school's approaches to differentiation?

Differentiation is seen as a priority in all lesson planning and in additional provision, and is supported by Inclusion staff who are working alongside their subject colleagues. Quality First Teaching is an important aspect of the SEND code of Practice and regular training focuses on aspects of improving the outcomes for students, through the Teacher development Sessions and whole school events.

Effective differentiation will enable your child to participate fully in all aspects of learning and to make the best possible progress. Each Student with Special Educational Needs will have an **Individual Learning passport**-this provides the classroom teacher and support staff with an overview of the Student's needs and strategies for the classroom. It also outlines seating position guidance and targets. The Individual learning passport is updated and reviewed following input from Outside Agencies or to meet a changing need.

7. What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the school for children with SEND?

All students are supported by their Pastoral Leader who works within their House supported by Assistant HOH and Student Support Managers. In addition, students with SEND may be included in social skills programmes and also offered break and lunchtime support. Other interventions include:

Counsellor
Emotional Literacy Mentor
Nurture group
Clubs
Meditation
Rewards
Behaviour Plans
Celebration Assemblies
Breakfast Clubs
Liaison with outside Agencies

How does the school manage the administration of medicines and providing personal care?

The school employs a full time First Aider and a part time Nurse.

The High Arcal School is mindful of the need to safeguard the well-being of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.

Logging Administration of Medication

The school keeps a record of each occasion a student is given, or is witnessed to having taken, medication. Details of date, time and dose are recorded. This should apply equally to daily or emergency medication. Students taking medication on a care plan have their own log sheets. Medication is routinely administered by trained First Aiders but in emergencies may be authorised by members of SLT. All medication is kept under lock and key in a central place in the school office. For the safety of all the community, students are not allowed to carry medicines in school. The locked drawer is clearly labelled and designated staff have access to the key. Medications in the drawer are all clearly labelled to identify the student it belongs to. Names are checked carefully and instructions read before a record of any administration is noted. Instructions for administration are kept with the medication/ Health Care Plan. All medication is checked regularly for expiry dates, and parents contacted to replace if necessary. Some rescue medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator. Students who have been prescribed a reliever inhaler should carry their medication at all times.

Health Care Plans

Students deemed to have a significant health condition will be the subject of a Health Care Plan which will record their individual medical needs at school. Parents will be invited to meet with the Office Manager and Student Services staff to formulate a suitable plan. This will be carried out in consultation with the School Nurse and other health professionals as necessary. The **Care Plan** outlines arrangements for administration of medicines by Student Support, and provides advice for teaching staff and those arranging trips.

What the school provides

- Preliminary assessment made by the school safety officer/SENCO at school visit before student starts at school. LA and present school attend this meeting and assist with the assessment.
- Full risk assessment made and stored in school office when place at school is confirmed. This is subject to regular review and/or when need changes.
- Sheltered reception area at front of school is safe place for students to be dropped off or picked up by responsible adult. Children are released to adults subject to safeguarding procedures having been carried out.
- Students who are provided transport via the local authority are dropped off in the designated disabled parking bays.
- The Learning Support Centre provides safe-haven and supervised support for children at break and lunchtimes.
- All school trips are processed through a common system and risk assessments are attached to forms.
- School policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND students.
- The school's anti-bullying policy is available by a direct link on the school website under our behaviour policy and hard copies are available on request.

What support is there for behaviour?

We have a specialised Behaviour Support Team who work with individuals and small groups of students with identified needs.

There is a clear behaviour code, The Values Driven Expectations or VDE with rewards and sanctions, within the school which all staff and students are expected to follow. The Pastoral Leaders, Behaviour Support Managers, SEN Team and keyworkers provide individual support and guidance for students who may be showing behaviour of concern, in order to address the issues that may be causing the behaviour. If a student has an EHCP or is under assessment 'Reasonable Adjustments' will be employed to ensure there is consistency and fairness in the VDE delivery.

How will my child/young person being able to contribute his or her views, and how will the school support my child to do this?

There is an annual student survey, which invites all students to consider and express their concerns and ideas in a positive way.

The Student Voice is a committee of students who meet regularly, to represent the views of their peers in the tutor groups.

Students are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.

- Parents are encouraged to complete feedback information sheets and questionnaires after visits to school, parent's evenings as well as web site feedback.
- Students with additional needs are able to make their views known in the student's feedback in Annual Reviews, as do parents.
- Home/school agreement is signed at the start of each academic year and explicitly supports safety and safeguarding for all.

8. What Specialist Services are available within or accessible to the school:

Within the Inclusion Team the support staff have a range of expertise which addresses difficulties such as Dyslexia, Speech and Language, Physical Impairments and Autism. They also have considerable experience in teaching children with dyspraxia, dyscalculia, sensory impairments and behavioural difficulties.

The SENCo works closely with a number of Outside agencies in order to address student difficulties, assess SEND and to receive specific strategies to improve student outcomes.

Outside Agencies include:

Educational Psychology Service
The Learning Support Service
Educational Welfare Service
School Nurse
Speech and Language Service

Autism Outreach

Occupational Therapy
Learning support services
Bereavement counselling

Child & Adolescent Mental Health Service
Sensory Support Service (Visually impaired, Hearing impaired)

Social Care
Independent Counselling

Alternative Provision College
Careers

Sycamore Centre (Behaviour)
Cherry Trees (Emotional/ Medical)

9. What training have the staff supporting students with SEND had or are having?

Training for teaching students with special educational needs is considered essential. There is an on-going programme of whole school training in teaching and supporting students including:

Specific Learning Difficulties, general learning difficulties, Autism, Hearing Impairment, Visual Impairment and English as an Additional Language, Sensory Support, Disability Awareness, and First Aid.

In addition there is regular training in:

AS, Literacy, Child Protection, First Aid, Outstanding Teaching, Looked After Children and Managing Challenging Behaviour.

Specific training for the Inclusion team includes:

Anger Management, Team Teach, Speech and Language, Access Arrangements and Diagnostic Assessment. Attachment Difficulties and Strategies for engagement, Resiliency, Supporting Young people with their Gender Identity. Specific training may be requested and provided by Learning support or the educational psychology Service as a pertinent matter arises.

10. How will I be involved in discussions about and planning for my child's education?

School website provides contact emails for all staff and the general school telephone number for enquiries

- At the open evening for newcomers to the school, key staff members are introduced to parents and pupils. In addition, we have an open door policy. Parents and students will be escorted on a tour around the working school, within strict safeguarding limitations.
- Staff visit all feeder schools during transition and extended transition visits and meetings are organised for vulnerable students.
- Additional contact days are made available for year 6 pupils to come and experience the working of our school.
- Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- Feedback is actively pursued by report slips, school planners and questionnaires. School practise is adjusted and reformed in the light of this feedback.
- Parents are encouraged to join our active High Arcal Association.
- All students in the school have regular reports and an annual Subject Review Evening. There are also regular meetings for Parents, to inform them about events for relevant year groups. These include:
 - Year 6/7 Induction Evening
 - Year 8 Option Events/ Interviews
 - Year 10/11 Post 16 Options/ Careers Events
- Parents may also contact any of their child's teachers directly using the email address given on the school website.

If your child has SEN he/she will be placed on the **SEN Register** and you will be invited into school to discuss provision to address the special educational needs. The Personal Programme is written with you to support your child in school. It contains information about the student's special educational needs, appropriate provision and interventions, advice for teaching staff and personal targets.

In addition students with an Educational Needs, or Education, Health and Care Plan will have a multi-professional Person Centered Annual Review, which looks carefully at progress towards the learning objectives.

11. How will my child be included in activities outside the classroom, including school trips?

Most students with additional needs are supported and encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure that they are able to participate.

For students with medical/physical needs, any issues around trips and activities will have been discussed and addressed with parents in the Care Plan.

- The school does not offer child care before or after school.
- Before school sessions available each day and there are also clubs/ revision classes before school and after school. Learning support offers a Homework Club specifically for SEN learners where they can access support to complete homework tasks.
- There is a range of extra-curricular available to all students, some charges are applicable: the activities include, sport, music and drama.
- Parents are required to pay for individual music tuition.
- Some trips and visits are subject to a voluntary contribution from parents/carers. A small fund is available to cover essential curriculum visits, in cases of hardship.
- Where places are over-subscribed parents will be informed as to how places will be allocated.
- The school operates a buddy system, where older pupils offer guidance, help and friendship support to younger students.
- The school makes the Learning Support Centre and Nurture room available to socially or emotionally vulnerable students, and actively promotes social integration and friendship support, under the supervision of adults.
- Teachers, welfare staff and other adults will signpost vulnerable young people to the centre for support.

12. How accessible is the school environment?

- The Beacon Hill Academy is a 8 form secondary school catering for students from 11-16.
- The school has grown over the years and now comprises of a number of separate teaching blocks: not all parts of the school are accessible to people in wheelchairs, but time-tabling of lessons is organised to address this.
- The main building is spread over four floors and there is one disabled lift, providing access to 3 floors. H block is on two floors and has one disabled lift: it is accessible throughout. The Conference Centre comprises of two floors and has no lift. The drama/music block are accessible on the ground floor.
- Students with mobility issues and/ or anxiety, will leave lessons early to allow them time and space to move between lessons, avoiding the potential for congestion at lesson changeover.
- There are two designated access parking spaces near the front entrance.
- Acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays are good. The dining rooms, main hall and gym areas are poor acoustically. However, the main hall does have speakers.
- There is one pupil and two staff toilets with disabled access in the main school. H block has a disabled toilet and a separate shower and changing facility. The medical room has hand washing facilities and lockable storage area.
- Policies are available in a print format from school and from the website.
- The school has height adjustable tables available and these will be allocated to individual classrooms to meet student need. There are adjustable height chairs available around school.

13. How will the school prepare and support my child to join the school, transfer to college or the next stage of education and life?

We gather a lot of information about your child in order to make the best possible preparation for joining Beacon Hill Academy from the following sources:

- Close liaison with Primary Schools during the Spring/Summer Term
- Primary School records
- Additional transfer visits with staff from the Primary Schools in the Summer Term
- Base line Testing in September
- Reports from agencies that are already supporting your child
- Contact with parents/carers

- The school works with feeder primary schools and SENDIASS / LA Officers from year 5, through to arrival in year 7.
- The school holds an Open Evening each year in September and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENCo, following Open Evening.
- All students including those with SEND are offered Connexions input from a named key worker.
- Local colleges attend Parents Evenings from Year 9 onwards, and a specialist Post 16 Evening is held in the Autumn Term: this is open to any student and their parent/carer.
- Follow up drop in visits are made by colleges to support potential students in completing applications: the school also offers this support to students.
- The SENCo works closely with students, parents and external providers to ensure a smooth transition to Post 16 provision.
- Taster Days are offered and usually taken up by students in the summer term of year 10 and year 11.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the student and family.
- Subject departments engage with universities and colleges for subject specialist information.
- The school has a dedicated careers library which holds information on many universities and colleges, as well as information about employment and training opportunities.
- All students in year 10 are given the opportunity to undertake a period of Work Experience.
- Students are encouraged to take part in The Duke of Edinburgh Awards Scheme.

14. How are the school's resources allocated and matched to students' special educational needs?

As an Academy we allocate specific funding from this school budget share, to cover the work of our inclusion team. This is in addition to funding provided for the AS Base within the school, which is funded separately, based on the maximum number of students that it can support.

15. How is the decision made about how much support my child will receive?

The decision making process is informed by the data and information received from the previous setting. This, alongside current assessments, is discussed with the student and parents at a meeting with the keyworker. As a result of the meeting, a programme to address the child's needs is agreed, until the next review period. The programme will have targets specific to your child which are central to the ensuing review: future provision is decided on how far these targets are being met. For students with SEND, individual issues will have been discussed with the parents, keyworker and Pastoral Leader. The needs of each student on the SEND Register are very carefully reviewed and considered for the coming year. This information is placed on the Provision Map which informs our timetabling and budgeting. In this way, we endeavour to address the needs of each individual with a specific programme of support and teaching.

16. How does the school communicate with parent/carers whose first language is not English?

The school endeavours, wherever possible, to ensure that an interpreter is available for parent meetings. Any written communication is sent by email so that parents, for whom English is not their first language, may use a translation facility.

17. Who would be my first point of contact if I want to discuss something about my child?

If your concern is about well-being, behaviour or medical issue then you need to speak to your child's tutor and/ or Head of House.

The Subject Teacher or Form Tutor:

They are responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and/ or to make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Contacted by info@high-arcad.dudley.sch.uk

Special Educational Needs Co-Ordinator (SENCO) Julie Webster

She is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Autism Outreach and other agencies to support children.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Contacted by jwebster@beaconhillacademy.org.uk 0845 1550411 Extension 154

The Academy Vice Principal Sukhjot Dhami-with responsibility for the line management of Inclusion.

Contacted by sdhami@beaconhillacademy.org.uk

The Academy Principal Jo Bull

She is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.

Contacted by jbull@beaconhillacademy.org.uk

