

BEACON HILL ACADEMY

SEND Information Report



Date: January 2024

Review Date: January 2025

SEND Lead(s): Rachel Spicer - Associate Senior Leader – SENCO

Nominated Governor: Clare Gallagher

What is the SEND (Special Educational Needs and/or Disability) information report?

- Schools are legally required to produce a SEND information report regarding the provision and support for children and young people with special educational needs and disabilities (SEND) within their setting.
- This report summarises and outlines Beacon Hill Academies provision for learners with SEND and how we apply these provisions to ensure the development of our learners academically, personally, socially and emotionally ensuring they are dreaming big and prepared for adulthood.

Regulation	Questions from Parent/Carer	School Response
1. The kinds of special educational needs for which provision is made at the school.	What type of SEND does Beacon Hill Academy cater for?	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (Code of Practice 2014).</p> <p>Beacon Hill Academy supports learners across all four areas of need, as outlined in the SEND Code of Practice as: Cognition and Learning, Communication and Interaction, Social Emotional Mental Health (SEMH) difficulties, and Sensory and/or physical disabilities.</p>
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and	<p>How do you identify learners with SEND at BHA?</p> <p>How do you assess learners to see if they need extra help?</p>	<p>Year 6 Transition</p> <p>Beacon Hill Academy has established close links with all our feeder schools, and as part of a robust transition process the SENCO conducts a meeting with each individual Primary SENCO where it has been identified that there are learners with SEND. The SENCO works closely with all stake holders to ensure that as</p>

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assessment of pupils with special educational needs		<p>much information as possible is gathered to ensure that the induction period and transition to Beacon Hill Academy is as smooth as possible.</p> <p>Whole School Approach to identification Learners at Beacon Hill Academy progress is closely monitored with regard to their progress and attainment. Concerns can be raised by anyone working with your child including parents and external agencies. When a concern is raised a SEND referral is completed which then initiates further investigations using a graduated approach. If required your child may be screened both by staff at Beacon Hill Academy and by specialist staff if required, this may then result in interventions being established for your child. Once learners have completed the intervention, they will then be reassessed to see if they have made progress as part of our graduated approach.</p> <p>If a learner receives additional support, they may be placed onto the SEND register where this is appropriate parents will be notified.</p> <p>Education Health Care Plans (EHCP) Learners with an EHCP receive provision in line with Section F of their plan. Parents will be invited to attend a review annually to discuss their child's EHCP and make changes where appropriate.</p> <p>Access Arrangements Beacon Hill Academy is committed to ensuring that all learners whom require additional support within their examinations receive this provision.</p> <p>Access Arrangements available are:</p> <ul style="list-style-type: none"> - Extra time - Reader/ Reading Pen - Scribe
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		<ul style="list-style-type: none"> - Rest Breaks - Word Processor - Prompt - Oral Modification - Practical Assistant - Modified exam papers <p>Access Arrangements for learners are formalised in the Summer Term of Year 9 or the Autumn Term of Year 10 . Official assessments are conducted by a specialist teacher whom is qualified, the assessments are carried out in accordance with the Joint Council for Qualifications exam regulations. If the learner is granted the Access Arrangement this will then be applied to all subject areas and will be reflected in their normal working way for all assessment/examinations during Key Stage 4.</p>
<p>3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including</p> <p>(a) how the school evaluates the effectiveness of its provision for such pupils;</p>	How do you evaluate your provision?	<p>All learners, including those with SEND, are assessed on a regular basis, in accordance with the school's assessment procedures. Teachers formally assess and review progress and attainment up to 6 times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & Care Plan have an Annual Review.</p> <p>Support and interventions which are put in place are evaluated and monitored regularly. The SENCO works collaboratively with the learning support team and class teachers to ensure that support is adapted where appropriate.</p>
(b)the school's arrangements for assessing and reviewing the progress	How do you check and review the progress of learners at Beacon Hill Academy and how can parents be involved?	Beacon Hill Academy will send home up to 6 reports each year (depending on Key Stage) which will show your child's current levels, as well as reporting on their effort. Heads of Year, subject teachers and Curriculum Team Leaders will

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of pupils with special educational needs;		<p>monitor and review learners' levels and pick up on any area where learners are not making the right amount of progress.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings; email; telephone calls; meetings and Annual Reviews, (for those with an EHCP).</p>
(c)the school's approach to teaching pupils with special educational needs;	<p>How do teachers help pupils with SEND?</p>	<p>Our teaching and learning philosophy at Beacon Hill Academy allow all learners regardless of their ability to be supported and challenged. All learners experience consistency across different curriculum areas which encompass non-negotiable Teaching and Learning strategies, these strategies have been developed from the EEF Framework for SEND.</p> <p>Key strategies which support learners with SEND are:</p> <ul style="list-style-type: none"> - Recall and Retrieval - Effective questioning - Live modelling and the use of I do, We do, You Do - Adaptive instruction - Dual Coding - Literacy support such as Disciplinary Literacy, glossaries, Frayer models. - The use of Task Planners
(d)how the school adapts the curriculum and learning environment for pupils with special educational needs;	<p>How will the curriculum be matched to my child's needs?</p> <p>How accessible is the school environment at BHA?</p>	<p>All learners at Beacon Hill Academy will access a broad and aspirational curriculum. There are a small number of learners who receive a differentiated curriculum in order to meet their individual needs, this could be attending an intervention internally or receiving support from an external agency of which this supports their area of need.</p> <p>Beacon Hill Academy is a safe and accessible site, we adhere to all safeguarding procedures and risk assessments are adhered to by all staff where appropriate. Within our school site we have facilities which support learners with SEND such as a care room, disabled toilet, ramps, lifts, and a stairlift.</p>

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(e)additional support for learning that is available to pupils with special educational needs;	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>At Beacon Hill Academy we have an extensive list of staff who are available to support all learners including those with SEND: SENCO, Teaching Assistant Team including both Teaching Assistants and Higher Level Teaching Assistants, Heads of Year, Assistant Heads of Year, Personalised Learning Centre staff, Student Support Staff, Phonics lead, and this is not forgetting class teacher and form tutors.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow, to support students in and outside of the lessons depending on their area of need.</p>
(f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and disabilities.	<p>What enrichment opportunities are there and how can my child and I find out about these activities?</p>	<p>At Beacon Hill Academy we pride ourselves on our PDP Enrichment programme, there are a multitude of activities which run throughout the course of the day, before, during and after school. These activities are open to all to attend and are run across every curriculum area within school.</p> <p>All learners and parents are provided with a copy of the latest enrichment timetable at the beginning of every half term. All learner's attendance is recorded and can contribute towards their commitment to learning.</p>
(g)support that is available for improving the emotional, mental and social development of pupils with special educational needs.	<p>How is my child wellbeing supported?</p>	<p>At Beacon Hill Academy our pastoral care systems are strong and learners get a wealth of support. Each learner is allocated to a form group where they have a designated member of staff who will meet and greet them every day. Learners also have a Head of Year in addition to an Assistant Head of Year and a Senior Team member of staff allocated to each year group.</p> <p>In addition to this support there are other areas of support within the school with support learners with their emotional, mental and social development such as the Personalised Learning Centre, Student Support Centre. Additionally, we</p>

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		have the support of a school counsellor, a school nurse and access to external agencies such as Cherry Trees, reflexions, and CAMHS.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.	Who is the Special Educational Needs Co-ordinator (SENCO) and how do I contact them?	The SENCO at Beacon Hill Academy is Mrs Rachel Spicer Her email is rspicer@beaconhillacademy.org.uk
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	What training have your staff received to help them meet the needs of my child?	We aim to keep all staff up to date with relevant legislation, training and developments enabling them to support learners with a wide range of needs. Where appropriate external agencies are invited in to provide training opportunities. The SENCO attends SEND courses including Dudley's SENCO Network meetings to ensure she is up to date with local and national developments. At Beacon Hill Academy SEND is a high priority and it is recognised that all staff should receive ongoing support and training with relation to the development of SEND, as such the SENCO is allocated time in CPD to deliver training opportunities to the whole staff body, these sessions are delivered through CPD evening, inset days, and SEND briefings. In addition, all new members of staff must complete an induction meeting the SENCO to ensure they are aware of the school's procedures and learners needs. Moreover, the SENCO has an open door policy and runs fortnightly drop ins where staff are able to discuss learner and or needs.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.	What happens if my child needs specialist equipment and or access to specialist facilities?	Resources at Beacon Hill Academy are allocated to support learners with identified needs. We work closely with specialist external agencies and are able to access support with specialist equipment and facilities when required. If you feel your child needs specialist equipment, please contact the SENCO to discuss further.

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<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>How will I be involved in my Child's education and how can we support them further?</p>	<p>Beacon Hill Academy have an open-door policy encouraging parents to be involved and support the education of their children in the following way:</p> <ul style="list-style-type: none"> - Ensure good attendance and punctuality. - Completion of homework - Helping your child to be organised for the school day – ensuring they have the correct equipment e.g. planner, stationary, PE Kit. - Attending Parental meetings and Parents evenings. - Information on the school website - Engagement with WEDUC - Engagement with ClassCharts
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p>How are learners at Beacon Hill Academy involved with making decisions about their education?</p>	<p>At Beacon Hill Academy learners with SEND are encouraged to:</p> <ul style="list-style-type: none"> - Take part in whole school Learner Voice - Attend review meetings. - Complete pupil views with direct impact to their target setting and provision. - Learners to be involved with their Learning Passports and development of strategies which they feel best work for them in a classroom environment to support their needs.
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>Who can I contact if I have a complaint?</p>	<p>Parent's can raise a complaint about their child's provision at any time. They must do so in the first instance by contacting their child's Head of Year via the school email – helpline@beaconhillacademy.org.uk , stating the name and form of their child and the nature of the complaint.</p> <p>The School's complaint procedure is available on the schools website.</p>

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<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p>What specialist services and expertise are available at or can be accessed by the school?</p>	<p>At Beacon Hill Academy we work closely with the Local Authority and a wide range of external agencies to provide a range of specialists services to ensure that our Learners at Beacon Hill Academy with SEND have their needs fully met. These services include:</p> <ul style="list-style-type: none"> - Learning Support Services including Specialist Peri Teaching - Educational Psychology Service - Speech and Language Therapy (SALT) - Autism Outreach Services (AOS) - Occupational Therapists - Physiotherapists - School Nurse Team - Child and Adolescent Mental Health Services (CAMHS) - Reflexions - Visual Impairment - Physical Impairment (PIMIS) - Hearing Impairment - Social Workers - Early Help Services
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Who should I contact to find out about support for parents and families of children with SEND?</p>	<p>SEND Information, Advice and Support Service: https://www.dudley.gov.uk/dudleysendiass Opening Hours: Monday – Friday, 9am – 5pm. Telephone: 01384 817373 Email: dudley.sendiass@gov.uk</p>
<p>12. The school's arrangements for supporting pupils with special</p>	<p>How does Beacon Hill Academy support my child when they join the Academy?</p>	<p>Beacon Hill Academy liaises with all their feeder schools during the transition from Year 6 to 7. During this process the following actions are carried out:</p>

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<p>educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>How does Beacon Hill Academy help my child to transition to College/Post 16 providers?</p>	<ul style="list-style-type: none"> - Meeting with BHA SENCO and Primary SENCO to discuss any learners who have been identified as SEND. - BHA SENCO to meet SEND learners on Primary Visits - Any learners where it is identified that transition may be particularly difficult to receive additional visits to the induction days provided for all learners. - Learners with EHCPs to visit BHA during the day. - EHCP learners' parents offered meeting with SENCO prior to transition to discuss our provision. - During the induction period BHA Teaching Assistants to work directly with SEND learners in addition to any learners who come with their Primary School Teaching Assistant to support. - All documentation regarding the learners e.g. IEPs, EHCP, Assessment details, external agency reports to be transferred to Beacon Hill Academy to ensure the learners needs are fully identified. <p>When learners reach Year 9 if they have an EHCP or are in receipt of SEND support they are encouraged to start to explore their aspirations for post 16. As part of this process each learner will be given the opportunity for 1-1 support from the SENCO during the Option Process, which parents are also encouraged to attend.</p> <p>Learners are also given additional support with regard to choosing their option and exploring careers in our Learning Support Interventions. We work closely with Connexions and have a designated SEND Connexions advisor who works with our learners to ensure they are aware of the options that are open to them at post 16.</p> <p>During Year 11 and the Key Stage 4 transition the following actions are carried out:</p>
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13. Information on where the local authority's local offer is published.	Where can I find information about help and services that could support my child and family further?	<p>Dudley Local Offer:</p> <p>https://dudleyci.co.uk/send-local-offer</p>