



DUDLEY ACADEMIES TRUST

BEACON HILL ACADEMY

SEND Information Report

The Academy 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 learner’s achievements through an inclusive academic and pastoral curriculum
- To enable all learners to become part of our academy community irrespective of their individual needs.
- To recognise the value of each learner and their potential to progress in all areas when individual needs are addressed.

How does the academy know if learners need extra help and what should I do if I think my child may have special educational needs?

A learner 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 Academy liaison for Year 7 transfer
- Cognitive Abilities Tests
- Screen tests for reading and spelling
- Learner progress and assessment data
- Observations
- Learning Support Assistant/ Learner Support Managers’ /Teacher feedback
- Parental concern
- Learner self-referral
- Learning Manager concern

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 academy 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

The categories of SEN that are provided for

Our academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

Identifying Learners with SEN and Assessing Their Needs

We will assess each learner's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Where Learners continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the academy's SENCO and the Dudley Academies Trust Core team to assess if a learner has a significant learning difficulty and agree appropriate support.

Slow progress and low attainment will not automatically mean a learner is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents/carers. We will use this to determine the support

that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the learner's parents/carers.

Where a Learner is identified as having SEN, action will be taken to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the Learner's needs and of what supports the Learner in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For learners with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all Learners. These are known as Learner Progress Meetings. For those Learners with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set in addition to the termly Learner Progress Meetings.

Consulting and Involving Learners and Parents/Carers

We will have an early discussion with the learner and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty.
- We take into account the parents'/carers' concerns.
- Everyone understands the agreed outcomes sought for the learner.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the learner's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a learner will receive SEN support.

Assessing and Reviewing Learners' Progress Towards Outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the learner's needs. This will draw on:

- The teacher's assessment and experience of the learner.

- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The learner's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

Record Keeping, Monitoring and Data Management

The SENCO will maintain the SEND register and monitors the movement of learners within the SEND system. The SENCO provides staff and Local Advisory Committee with regular summaries of the impact of the policy on the practice of the academy. The SENCO is involved in supporting teachers involved in drawing up EHCPs for learners. The SENCO and the principal hold regular meetings to review the work of the academy in this area.

Storing and Managing Information

Learner SEND records will be kept in accordance to the DfE guidance contained in [Statutory Policies for Academy's and Academy Trusts](#).

Supporting Transition

Any reasonable adjustments are made to the academy environment to ensure a smooth transition between phases of education.

At all transition points throughout the academy, meetings are held between class teachers to discuss and prepare for individual learner's needs.

If a learner were to move academy all relevant information would be passed on to the receiving academy. We will share information with the academy, college, or other setting the learner is moving to. We will agree with parents/carers and learners which information will be shared as part of this.

Our Approach to Teaching Learners with SEN

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners.

We will also provide the following interventions:

- LEXIA Core 5 and interactive software based literacy catch up programme
- Numeracy intervention
- Science Pre-Teaching Intervention
- Targeted Individual support sessions.
- Social Skills and Interaction Intervention.
- Meet and Greet Daily contact

Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all learners' needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by collaborative learning, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, Reading Pens etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access Arrangements for exams.

Additional Support for Learning

Teaching Assistants will be strategically deployed and have sufficient training to be able to support those who need extra provision. We recognise the impact they can have when used effectively and in a targeted and monitored way.

Expertise and Training of Staff

Our SENCO has **10 years'** experience in this role and holds the Post Graduate National Award in Special Educational Needs Co-ordination.

They are allocated **2.5 days** a week to manage SEN provision.

We have a team of teaching assistants, including **5** higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in **Attachment Disorder, Resiliency and Nurture, Developing Memory skills, Transgender training and Differentiation.**

We use specialist staff for **Testing for Access Arrangements, Cognitive Assessment and Speech and Language.**

All Staff at the academy will have received training related to SEND. This may be through specific intervention programmes or general SEND training:

- Developing Literacy and Numeracy
- Differentiation, meeting the needs of all learners.

- Close the Gap Marking
- SEND Code of Practice
- Requesting EHC needs assessment

Securing Equipment and Facilities

Each term, in consultation with the principal and class teachers, the SENCO will map the targeted provision in place for learners on the SEND register to show how resources are allocated for the academy's overall SEND budget, and to monitor the cost of the whole of our SEND provision.

Evaluating the Effectiveness of SEN provision

We evaluate the effectiveness of provision for learners with SEN by:

- Reviewing learners' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6 weeks.
- Using learner questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for learners with Education Health Care plans.

Enabling Learners with SEN to Engage in Activities Available to Those in the Academy Who Do Not Have SEN

Our academy will make every effort to ensure that the necessary provision is made for any learner who has special educational needs or disabilities. We will ensure that all staff in the academy are able to identify and provide for those Learners who have SEND to allow them to join in the activities of the academy.

The staff and trustees of our academies will also work to ensure that all SEND learners reach their full potential, are fully included within the academy community and are able to make successful transfers between educational establishments. With this as an underlying principle, we believe that; all teachers are teachers of special educational needs. Every Teacher will be responsible and accountable for the progress and development of all learners in their class even where learners access support from teaching assistants or specialist Staff.

Teaching and supporting learners with SEND will therefore be a whole academy responsibility requiring a whole academy response. Meeting the needs of learners with SEND requires partnership working between all those involved – Local Authority (LA), academy, parents/carers, learners, children's services and all other agencies.

All of our extra-curricular activities and academy visits are available to all our learners, including our before-and after-academy clubs.

- All learners are encouraged to go on our residential trip(s)
- All learners are encouraged to take part in sports day/academy plays etc.

- No learner is ever excluded from taking part in these activities because of their SEN or disability.

Many children and young people who have SEN may also have a disability under the [Equality Act 2010](#) – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ [SEN Code of Practice](#).

Support for Improving Emotional and Social development

Our educational provision is underpinned by the values shared amongst all of the Trust’s members:

- Dreaming big
- Rewarding effort
- Leading together
- Respecting each other and our world
- Learning that inspires

The education and success of all our learners is of equal value and the celebration of diversity in gender, race, creed and ability, is achieved by providing quality teaching to raise standards and equalise life choices. Bullying in any form is completely unacceptable and will always be taken very seriously and we will actively encourage respect for the dignity of ourselves and others, recognising that all members of our community have rights, with complementary responsibilities.

We will also recognise that all learners may experience difficulties due to events such as bereavement and family problems. As with learners who have special educational, physical or emotional needs, the academy will provide support to ensure that a disproportionate number of behaviour issues do not arise from these more vulnerable learners.

We will have a commitment to developing individual potential and autonomy both inside and outside the classroom and a belief that learners learn best in a safe and nurturing environment, which promotes a sense of belonging. We know that high learner self-esteem and aspiration are essential to success and are best encouraged in a community that celebrates all that is positive.

Learners with Medical Conditions

[The Children and Families Act 2014](#) places a duty on Academy’s to make arrangements to support Learners with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such Learners.

Where Learners also have SEN, their provision should be planned and delivered in a co-ordinated way using the Disability Access Fund paperwork. For those Learners with an

EHCP this will be used as it brings together health and social care needs, as well as their special educational provision.

The Academy recognises that learners at the Academy with medical conditions should be properly supported so that they have full access to education, including Academy trips and physical education. Some Learners with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the [Equality Act 2010](#). Please see the Academy's Medical Policy for further details.

Learners in Hospital

The member of Staff responsible for ensuring that Learners with health needs have proper access to education will liaise with other agencies and professionals as well as Parents/Carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

Working with Other Agencies

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Parents/carers will be consulted prior to any outside agency involvement.

The agencies used by the academy include:

- SENDS (Specialist advisers including Autism, Specific Learning Difficulties, Visually and Hearing Impaired Service)
- PIMIS-Physical Impairments Support Service
- The Learning support Service
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Children's Therapy Team (Speech and Language / Occupational Therapy)
- Paediatricians
- Behaviour Support Service

Complaints About SEN Provision

Complaints about SEN provision in our academy should be made to the SENCO in the first instance. They will then be referred to the academy's complaints policy.

If there continues to be disagreement with regard to SEN provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the academy. This includes access to mediation before tribunal.

The parents/carers of learners with disabilities have the right to make disability discrimination claims to the [first-tier SEND tribunal](#) if they believe that our academy has

discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contact Details of Support Services for Parents/Carers of Learners with SEN

Insert the details of the services available to parents/carers in your area.

SENDIASS. (Formerly Dudley Parent Partnership Service) **Address:** Saltwells Education Centre, Bowling Green Road, Dudley DY2 9LY Phone Number 01384 817373

Contact Details for Raising Concerns

Contacts within the academy for when learners or parents/carers have concerns.

Mrs Julie Webster. jwebster@beaconhillacademy.org.uk

Mr Tom Clarkson. Assistant Principal tclarkson@beaconhillacademy.org.uk

Mr Sukhjot Dhani. Principal sdhani@beaconhillacademy.org.uk

The Local Authority Local Offer

Our local authority's local offer is published on the [Dudley Council website](#).

Monitoring Arrangements

This policy and information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trust Board.