



SEND (Special Educational Needs and Disabilities)

Information Report September 2023

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 students who have communication and interaction needs; for example autism or speech and language needs, cognition and learning needs, for example moderate and severe learning difficulties or specific learning difficulties; social and emotional wellbeing needs; for example ADHD or sensory and / or physical needs; for example visual or hearing impairments or medical needs. Support may be delivered in-class, in small groups or 1:1.

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

Identifying students with additional needs starts when students are still at primary school. We attend year 5 and 6 annual review meetings for students who have Education, Health and Care Plans (EHCP) or more complex additional needs. For other students who receive SEN support we work with local primary schools to ensure that the needs of students with additional needs are met and that transition arrangements are in place. Students 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 students transferring in year 7 through a series of transition planning meetings, so that provision can be agreed and in place prior to students starting in year 7. At Beacon Hill Community School we use the information gathered through the transition process and specific testing of literacy and numeracy skills to identify specific or specialist support. We also analyse data provided by the previous schools and SATs.

2. 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 students. Students with an EHCP are allocated a named key worker who will have regular contact with parents / carers, this may be through written reports or through conversations. Parents are also actively encouraged to take an active part in the creation of the Curriculum Profile for those students with an EHCP or who are under assessment.

Support staff engage with the students they support on a daily basis. Students 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.

3. 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 telephone calls or email.

4. 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 students receive the support they need to make progress.

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

The curriculum is adapted as part of quality first teaching practice, by all subject teachers, so that all students, including those with SEND, are able to access work in class. For most students in-class support is focused on core subjects, such as English, maths and science. Some students with specific or complex needs may receive support in other lessons. In years 7, 8 and 9 students who require additional support can be taught in smaller classes and receive extra sessions of additional numeracy and literacy support, this may be delivered using the IDL portal that can also be used at home. Students with other needs, for example social language skills or the development of life skills, may follow appropriate programmes. In Key Stage Four, students may continue in small groups working towards Entry Level qualifications in English, maths and/or science whilst also working towards GCSEs. This is a shared initiative with the departments and will be delivered by both Learning Support and curriculum staff. They may also follow specific programmes aimed at supporting transition to post -16 education. The Learning Support department offers after school or lunchtime homework support, usually on specified days after school, where students are able to work in a supported environment to ensure that homework is completed and to develop organisation skills. Some students receive 1:1 support during registration time on specific targeted programmes. Identified students with difficulties in Literacy or Numeracy can also be involved in programmes at registration time.

The Learning Support room is available to students before school, after school and at lunch times.

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

All students are offered adaptive teaching delivery of the curriculum. For some students a full curriculum is not appropriate and a individualised plan may be put in place to enable a student to maximise his/her potential. This may be put in place due to a student'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 student is experiencing that requires a specialist intervention. Some students may require special arrangements when doing tests. This will be agreed after consultation with other staff and outside agencies. This will be formalised through applications to examining bodies at the end of Year 9, beginning of Key Stage 4.

Students with more complex needs may be offered a personalised curriculum involving programmes delivered by alternative providers.

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

7. 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)

Anna Firth (Lead SENCO) and Graham Wigginton (SENCO)

Specialist Staff:

Lucy Fitzsimmons

Jo Lister

TA Team:

Naomi Bolt

Marie Morton
Morgaine Taylor
Danielle Naylor
Siobhan Beaney
Melinda Clarke

Pastoral Team:

Jonny Sunter
Kirsten Hardy ELSA
Cher Wilson

Access Arrangements:

Amy Graham

Our school has completed training with the Local Authority and the Autism Education Trust: Making Sense of Autism, Good Autism Practice, Autism Progression Framework. All members of the team work with subject staff to support the needs of students with a SEND. Members of the support team have undergone additional training in supporting students with the following conditions; autism, dyslexia, medical conditions, ADHD, attachment disorder and literacy and numeracy training.

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

We are a small school and therefore there may not be the opportunity to share support between students with similar needs. Support is allocated to students with Education, Health and Care Plans first.

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

9. 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 students including Inspira, Social Care, CAMHS, educational psychologist, specialist advisory teachers, Children's Physical Health and Development Team and voluntary agencies such as Barnardo's and Family Action.

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

Students with SEND often require additional support to prepare for change. At Beacon Hill there are a number of events that students 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 students prepare for work-ready interviews and work experience in year 10, arranging additional visits or special placements where required. Support for students going on to college and other post-16 provision is arranged on an individual basis, depending on needs.

11. 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.