



# Beacon Hill School and Specialist College for Business and Enterprise

# POLICY PROGRESS GUIDE

## Special Educational Needs Information Report

Policy adopted

November 2017

Date

Interim policy review

Date

Full policy review

November 2018

Date

Governors  
Responsibility

Quality

Teacher Co-ordinator

Justina Terretta

Signed

6<sup>th</sup> November 2017

Chair of Committee

Sheila Clapperton

Signed

6<sup>th</sup> November 2017



North Tyneside Council



## Special Educational Needs Information Report

### Aims

1. This Report aims to meet the requirements of legislation including the 2014 Children and Families Act and to have regard to the associated Code of Practice and Keeping Children Safe in Education.
2. Beacon Hill is a special school which caters for for pupils with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) ; some pupils may exhibit additional physical, sensory, emotional and / or behavioural difficulties and this policy details in general terms how the school meets the needs of those pupils. Beacon Hill also has specialist provision for young people with SLD, PMLD and Autism (ASC) and increasingly works with pupils with complex medical conditions.
3. A creative, enterprising and innovative community in which we all:
  - Develop learning for life, lifelong learning  
( Article 28; Every child as the right to education)
  - Are happy, healthy and heard ( Articles 12 Children have the right to say what they think Article 24 Children have the right to high quality health care )
  - Widen aspirations through innovative technology  
( Article 17 Children have the right to reliable information through the media)
  - Empower families  
( Article 5 Parents should direct and guide their children to grow and learn)
  - Communicate effectively  
( Article 13 Children have the right to have information and to be able to say what they think)
  - Maximise independence  
( Article 23 Children with Disability should have support to lead a full and independent life)
  - Nurture core values of respect and friendship  
(Article 15 Children have the right to meet together and join groups and organisations )
  - Promote inclusive communities.  
(Article 2 the convention applies to everyone whatever their race, religion, abilities, whatever type of family they come from.)
  - Extend confidence.  
(Article 12 Everyone should listen to and respect the views of the child)
  - Ensure inspiring positive partnerships.  
( Article 3 Everyone should work in the best interests of the child)
  - Celebrate and extend creativity.  
( Article 29 Education should develop a child's full potential to be as good as they can be)

These aims were written and agreed by parents, staff, governors, members of the multi disciplinary team and pupils in 2014

4. Further relevant details can be found in the School Prospectus, North Tyneside Local Offer  
<http://my.northtyneside.gov.uk/category/590/what-local-offer>, the schools local offer [http://www.beaconhill.n-tyneside.sch.uk/BeaconHillSchool/statutory-information/sen\\_information/](http://www.beaconhill.n-tyneside.sch.uk/BeaconHillSchool/statutory-information/sen_information/) and in the other policies produced by the school.

#### Resources

1. The school has 26.78 FTE teachers including the Headteacher and Deputy, 60.22 Support staff, (including Teaching Assistants, School Business Manager, Admin, IT Technician), 1 Site Manager and Cleaners, 2 Public Health School nurses and 2 nursing assistants.
2. The majority of the teaching staff have specialist qualifications in special educational needs, some at an advanced level. The majority of the teaching assistants have nursery nurse qualifications and some also have the advanced higher level teaching assistant qualifications. In addition a detailed Continuous Professional Development policy co-ordinated by the Deputy Headteacher arranges funding for all staff in three areas.
  - training needs aimed at meeting School Development Plan Targets.
  - individual needs identified by staff usually through Appraisal / Performance Management meetings.
  - funding to pay for needs identified during the staff performance development meetings and to take account of new staff who may join us during the year.
3. Staff supplied by the local education authority also work in school to meet the needs of the pupils. These include an educational Psychologist and a Connexions Advisor to help with transition plans for older pupils. Teachers for the Hearing Impaired and the Visually Impaired from the Sensory Support Service also work with children throughout school.
4. North Tyneside Health Care Trust funds two nurses who are based in school but also support other special and mainstream schools, and a community doctor, physiotherapist, occupational therapist and speech

therapist who work on individual programmes with identified pupils or give advice and support to staff and parents.

5. The building was purpose built in 2007 and designed to meet the needs of the pupils. The building is on one level and all areas can be accessed by people in wheelchairs. Bathrooms are adapted to meet the intimate care needs of pupils. The building is divided into distinct areas to provide progression through the school. Currently one is designated for the Primary (3 - 11) Department, one for the Secondary (11- 16) department. Within each department there are specific classrooms which cater for the needs of pupils with Autism and Severe Learning Difficulties. There is a learner / hydrotherapy pool, large hall with apparatus, interactive Sound and Light Room, a Parents' room and specialist teaching rooms for Food Technology, Sensory Strategies, Art and Music and STEM.

The 6<sup>th</sup> form group is based at Queen Alexandra College for the full week, although they return to Beacon Hill to use our specialist facilities.

6. Resources are allocated each year through the school development plan. This plan is discussed and agreed by the relevant parties in school and allows for some contingencies to meet changing needs of pupils. In addition, the school fund is used to enrich the education provided for the pupils.
7. Beacon Hill is committed to ensuring that it meets the needs of all its pupils including those in vulnerable groups .These groups include pupils with different disabilities e.g. SLD/PMLD/ASC; pupils Looked After by the Local Authority, pupils for whom English is an Additional Language and Pupils who have Free Schools Meals. It also works to ensure equality between boys and girls. All school systems are analysed in relation to vulnerable groups to ensure clarity of focus and challenge.
8. The expenditure of the school's budget for 2016 -2017 as detailed in the Consistent Financial Report is as follows:-

<b>REVENUE INCOME</b>	<b>£</b>
Funds Delegated by the Local Authority (inc High Needs Top Up, Pupil Premium, Commissioned Services & revenue balance 2016/17)	3,882,362

SEN (Extra District)	10,000
Pupil Premium other LA's	1,396
Other Grants and Payments	17,813
Donations and/or voluntary funds	12,227
Community Focused Extended School Facilities Income	65,542
Other Government grants ( Inc School Sports)	36,972
Income from facilities and services	114,646
Receipts from supply teacher & non teacher insurance claims	40,723
Income from contributions to visits etc	3,540
Community focussed extended school funding and/or grants	0
<b>REVENUE EXPENDITURE</b>	
Employee Costs	3,177,508
Indirect Employee Costs	33,743
Development and Training	13,000
Staff related insurance	29,296
Water and Sewage	17,448
Learning Resources (not IT equipment)	96,327
Exam Fee	1,050
Other insurance premiums	15,631
Catering supplies	63,101
Bought in Professional services - curriculum	148,396
Bought in professional services - other	38,393
Community focussed extended school staff	67,135
Community focused extended school costs	1,817
Agency Supply teaching staff	14,403
Supply teacher insurance	34,879
Building maintenance and improvement	28,798
Grounds Maintenance	3,912
Cleaning and caretaking	8,569
Energy	50,017
Other occupation costs ( Inc Tyne Met Sla)	54,716
ICT Learning Resources	20,461
Administrative supplies	25,041
Special facilities (LEAPS / Pool)	99,958
Capital Income	17,482
Capital Expenditure	17,482

The impact of this expenditure was seen in academic progress with 95.96% of children achieving targets in English, 96.64% in Maths, 95.73% in PSHE and 97.75% in ICT. 100% of health needs within school were met. 32% of students accessed extra curricular activities over the year. Overall attendance for the year was 89% with 1.7% of that being unauthorised, 20% persistence absence and illness 4.7%. 100% attendance was 7% for this year.

### **Admission Arrangements**

Pupils may be admitted to Beacon Hill from the age of three. Usually these initial placements are on a part time basis with the pupils' time being increased gradually until they are of statutory school age. These decisions are always made in co-operation with parents and aim to meet the individual needs of the young person concerned. Most pupils of this age are admitted on an assessment place whilst the local Authority undertakes a statutory assessment under the 2001 Education Act. Pupils may be admitted at any time in their school life or at any time of the school year. Further details can be found in the relevant policy available from school.

### **Assessment**

The purposes of assessment in Beacon Hill are four fold -

- to provide staff with information to aid in their planning to meet individual needs.
- to provide school and parents with information about the pupils achievements at a particular time.
- where appropriate to meet the needs of the National Curriculum.
- to provide evidence that the curriculum on offer is of high quality and has breadth and balance.

Pupils at Beacon Hill will have access to the Curriculum Programmes of Study which are assessed by teachers.

Other means of assessment are used depending on individual needs.

1. Individual school based recording and assessment closely linked to the pupil's curriculum.
2. Commercial schemes of assessment used as and when appropriate. Currently the school uses Pivats but is moving towards assessment without levels in the future.
3. Pupil's achievement will be recorded and reported in detail to parents at the Annual Review of their Education Health and Care Plan.
4. Each pupil will have an Individual Education Plan composed of detailed individual targets agreed at review and reported to parents termly.

5. Older pupils also have access to accredited assessments through ASDAN, AQA units and other appropriate and challenging assessments as well as Entry Level qualifications.

The school is working on the assessment without levels agenda to ensure that assessment is used to challenge and support pupils learning without using the previous levels systems. The first section of this work is an outcomes led assessment process for pupils in Sixth Form. Throughout school, but especially in the Secondary and Post 16 Departments, pupils are encouraged to be involved in their own assessment. Further details can be found in the relevant policy available from school

### **Curriculum**

The curriculum at Beacon Hill School is vital to the achievement of all its aims. The curriculum is the product of all the school's resources, organisation and endeavours. The curriculum is the means by which the school empowers all its students to enable them to take their optimum place in the world after school.

It is important that the curriculum meets the individual needs of all students whilst protecting their entitlement to a full range of educational experiences. Beacon Hill actively seeks therefore to deliver the curriculum to each pupil in a way which meets their individual learning needs and which constantly examines teaching styles together with the context and climate in which teaching and learning can take place.

### **Access**

Access is created for all our young people by the teachers devising imaginative and innovative learning programmes so that no student whatever their level of difficulty is denied access to the curriculum. Where possible technology is used to ensure the curricular access of pupils who would otherwise have difficulty accessing particular areas of work.

It is an important principle at Beacon Hill that pupils have the right to equal access to the curriculum whatever their gender, race or disability. The Equal Opportunities Policy details ways in which this equality of opportunity is ensured and monitored. This is particularly important in relation to pupils with Profound and Multiple learning difficulties as it is often harder to facilitate their inclusion in the full range of opportunities and events. Teachers ensure that they have equal access to special occasions in school, off-site visits and residential experiences.

Features of the Curriculum.

Beacon Hill's curriculum has five main elements

1. the National Curriculum and Religious Education.
2. the Enhanced Curriculum.
3. the Ethos or Hidden Curriculum.
4. specialist curriculum emphasis for Business and Enterprise.
5. the specific curriculum for pupils Post 16 and Early Years.

### **1. The National Curriculum and Religious Education**

All pupils at Beacon Hill have access to National Curriculum Programmes of study at a level appropriate to their ability. Curriculum content from all Key Stages is assessed for its appropriateness to the pupils and many of them will for most of the time be working on content designed for pupils at an earlier Key Stage. Pupils with profound and multiple learning difficulties will also use the National Curriculum as a context in which to learn the early developmental work essential for them. No subject or area of the National Curriculum is ignored however the depth to which each subject or area is studied varies due to the pupil's needs, ability, aspirations, interests and aptitudes.

Emphasis is given to particular skills to reflect the individual priorities set out in the pupil's statement of Special Educational Needs or Education Health and Care Plan. Throughout the Primary Department a topic approach is used with care being taken with the choice of topic and the materials used to ensure coverage of the National Curriculum areas. The topic is formally evaluated each term to ensure it continues to meet the needs of all pupils. Pupils at Key Stage 4 also take advantage of the additional flexibility now offered and have work-related curriculum activities one morning a week and an options session. This flexibility is agreed by parents at review.

Religious Education is taught according to the school's agreed policy as part of the topic although with specific time set aside for it. These are adapted to ensure they meet the needs of the pupils.

### **2. The Enhanced Curriculum**

This element of the curriculum is vital to ensure that individual needs are met and that pupils can in future function with the greatest degree of independence possible. This element obviously links to the National Curriculum and includes:

- specialist therapies for those who need them.
- specific individual programmes where appropriate.
- personal, social and health education.



- life skills. This work at Sixth Form takes place in the 'Beacon Towers' bungalow which allows young people to practise life skills in a real situation.
- pre-vocational and vocational studies.
- careers guidance and education.
- a specific Home Economics allocation.
- work on social skills delivered through Inclusion placements in other schools and colleges.

The emphasis given to each of these areas is different for each Key Stage and is decided annually by staff and governors. This emphasis changes as the student's progress through school.

### **3. The Ethos or Hidden Curriculum**

This is the most difficult part of the curriculum to define but in a sense helps to decide and define the other areas. It is this part of the curriculum which helps us to meet all our aims but not in a specific way. It seeks to develop the students socially so that they know right from wrong and can take responsibility for themselves. It is this part of the curriculum which can only succeed if staff, parents and governors work together towards agreed aims. Indeed this "ethos" was an important feature in the decision about the school aims. The Hidden Curriculum is demonstrated by every reaction or statement of every member of staff, parent or governor to any situation and its impact on students should never be underestimated. This part of the curriculum is underpinned by direct teaching in all areas of the curriculum but especially in Personal, Social and Health Education, Religious Education, Self-Advocacy and Social Skills work. Beacon Hill is a Rights Respecting School and the Hidden Curriculum helps to achieve the aims set out within the Rights Respecting programme and students gain knowledge and understanding of the articles within the UN Convention on the rights of the child. Through this work the children are taught about their rights and that they apply to every child.

The departmental system in school also develops this hidden curriculum by endeavouring to prepare pupils for change and for life after school. It does this by creating categorically different experiences for pupils at different times in their school life.

### **4. Specialist emphasis for Business and Enterprise**

As a specialist college for Business and Enterprise Beacon Hill has a specific Business and Enterprise focus. This includes additional enterprise education sessions from KS2 to 6<sup>th</sup> Form.

### **5. Early Years and Sixth Form Curriculum**

Pupils attend Beacon Hill both before and after statutory school age. For both of these groups a specific curriculum is set. At Early Years this is the Early Years Foundation Stage Curriculum including Language and Literacy, Creative Development, Mathematics, Knowledge and Understanding of the World and Physical Development. Appropriate content from the enhanced curriculum detailed above is also delivered. At Sixth Form level work is based on Preparing for Adulthood and focuses particularly on the Vocational work specifically the ASDAN Towards Independence Scheme, RARPA and Entry Level qualifications as well as Core and Complimentary Studies again with appropriate elements of the enhanced curriculum.

It is seen as vital that these two curricular offers provide a progression into and extending out from the statutory curricular offer delivered from KS1 to KS4 and that individual targets remain important.

#### Key Features of the Curriculum.

All elements of the curriculum are planned to show breadth, balance, relevance and differentiation. It also shows progression in all subjects and aspects of the curriculum and coherence and continuity between subjects, year groups and Key Stages.

1. Breadth and coverage of the curriculum offered is seen at Beacon Hill as a valuable result of the National Curriculum as Severe Learning Difficulties are not a reason for a narrowness of curriculum experience.

2. Balance in the curriculum is ensured by the careful attention to individual needs and the careful discussions which take place every year for every Key Stage. Decisions about balance at each Key Stage are taken by governors in consultation with staff. Beacon Hill devises a curriculum that is balanced in terms of curricular elements but which also responds to the student's needs as outlined in their statement or Education, Health and Care Plan. These individualised outcomes are specifically reported on at each student's Annual Review.

3. Relevance in the curriculum is ensured at Beacon Hill by offering age appropriate curricular which are suited to each pupil's needs, ability, interests and aptitudes. Relevance is particularly important as most pupils remain at the early stages of the National Curriculum for all of their school life. The departmental system in Beacon Hill ensures that these pupils as they progress through the school are not taught through methods and approaches more suitable to younger children.

4. Differentiation is the key to the Beacon Hill curriculum and a young person's need for such detailed differentiation is a prime reason for their attending Beacon Hill School. The school fosters the ability to respond to each individual young person, observe, assess and identify learning needs and hence to plan individual learning programmes accordingly. For some pupils, including those on the autistic continuum, the school is developing the use of appropriate elements of the T.E.A.C.C.H. approach and other specialist approaches for pupils with Autistic Spectrum Condition. These approaches are available for pupils through the school but specifically for those in the specialist provision.

The school has detailed information related to each student, where he or she is at, and what his/her learning goals are. It is this information that ensures that, within a broad outline, each pupil has an individualised programme designed to meet their own needs. Each pupil also has an Individual Education Plan which details Aims of Provision, Yearly and Termly targets. Progress towards these is recorded and the information shared with parents.

5. Progression and continuity is ensured by careful planning in all areas of the curriculum. Schemes of work are in place to embed this principle firmly in our planning and practice. However, flexibility is also important to respond to our students' needs in terms of pace, depth and final career path. The school works closely with Connexions to match the skills of our pupils to their future after school.

6. Inclusion is very important to Beacon Hill School and we are always actively seeking extra places for our pupils in appropriate mainstream environments. The aims of Inclusion are to provide our pupils with age appropriate role models, to allow them to learn to work within larger groups than is normally possible and to enable them to develop their social and communication skills in an integrated setting. For some older pupils such placements also allow them to have access to specialist teaching and facilities not available in Beacon Hill.

#### **Education Health and Care Plans.**

Beacon Hill is working with the LA to ensure all eligible pupils have an Education, Health and Care Plan. Beacon Hill continues to be represented in the LA's working group on the development, implementation and evaluation of the EHCP process for children, families and schools. The processes have been positively evaluated by families and young people to date.

## **Evaluation**

Evaluation by the *Governing Body* is undertaken in several ways:

- *Governors* agree a range of targets for the work of the school including individual pupil's progress in IEP's and in a specific range of subjects. They also include statutory targets at the end of Key Stages and for attendance.
- each *Governor* is linked to a specific target on the School Improvement Plan and they visit the school to see its work in that area.
- *Governors* receive reports on a wide variety of topics at their regular committee and full *Governing Body* meetings.
- all policies have a built in review and evaluation cycle which involves *Governors*
- *Governors* visit the school to be involved in its work.
- the School Improvement Policy has established a system of termly evaluation of three areas involving the Headteacher, members of the Senior Leadership Team and the School Development Partner.
- the schools systems of data collection and analysis based on the Progression Guidance allow individual targets to be set for pupils in core subjects. Pupils' progress against these targets is analysed in terms of pupils in vulnerable groups and with specific disabilities to help ensure that all pupils have appropriate challenge and make optimum progress.

Other evaluations take place on a regular basis, usually annually, and details are reported to *Governors*. Currently these include an evaluation of the staff survey, Home to School agreement, of the number and reason for accidents reported in school, the annual review process and the destination of ex-students amongst others.

## **Complaints**

The governing body has agreed its own *Complaints Policy* and this is monitored termly and reviewed annually. A system of committees and appeals has also been put in place to hear any formal complaints. This policy is monitored termly and reviewed annually. Further details can be found in the relevant policy available from school.

## **Community Links and Links with Local Schools**

Beacon Hill School is committed to extending its links with the community in a variety of ways. These links are felt to be of vital importance to the abilities of the pupils and to society's perception of them.

- students and volunteers from a wide variety of disciplines are welcomed into school to enhance their abilities and also to increase the range of opportunities we can offer.

- community facilities: swimming baths, sports centre, libraries etc. are used on a regular basis.
- the school makes use of the support services provided by the local authority i.e. School's Library Service.

### **Local Offer**

In line with the Children and Families Act 2014 Beacon Hill publishes every July a "local offer" which details what is available to all pupils from the school. This local offer is available on the school website. The Sensory Support Service also publishes its own local offer.

### **Parental Involvement**

The co-operation and involvement of parents is vital to a young person's educational progress. The Headteacher works with all the members of the SLT to develop and enhance this involvement which is maintained in many ways

- the majority of pupils have a Home School book which enables parents to be kept up to date with their child's progress and to become aware of school events.
- each department holds a parental event each term. These can be social in character such as a summer picnic or more formal such as a parents consultation events, but have the common aim of helping communication and understanding between home and school.
- in the Autumn and Spring terms a more formal Parents event is held where parents are given a time to talk to the teacher. Where possible members of the multidisciplinary team also attend this event.
- parents are welcome into school at any time to work in class or to see the staff.
- a comfortably furnished parents' room is available for parents to meet each other informally or to talk to staff.
- a friends of Beacon Hill group has been established which works to support the school and its parents in a variety of ways.
- more formal appointments are made for Annual Reviews and medical or other consultations.
- the weekly newsletter aims to include information for parents about interesting and useful events or resources and also information from parents themselves which they feel others will find helpful.

- the school also communicates with parents electronically through weekly emails, regular text messages, Facebook, Twitter and the sharing of photos of pupils at work.
- the school includes in its weekly newsletter suggestions for home learning activities. These can also be accessed on the website.

Parents also have access to a range of other facilities provided by the local authority; these include services such as respite care. Further details can be found in the relevant policy available from school

### **Inclusion Opportunities**

Although formal assessment has indicated that all the pupils at Beacon Hill are appropriately placed in a special school, the school places great importance on allowing our pupils to have the best of both worlds by giving them carefully planned opportunities for Inclusion. Most of these opportunities are staffed by Beacon Hill staff and take place in local schools such as Burnside High School (a link secondary school) and St Bernadette's (a link primary school).

New placements are continually being sought to extend the range of pupils opportunities for inclusion. The opportunities range from daily inclusion for lunch and playtime at St Bernadette's School to inclusion for specialist lessons i.e. P.E and Technology at Burnside School.

The Sixth Form is based at Queen Alexandra College site and has full access to the facilities and resources available at the college.

Inclusion is also two way in that pupils from other schools and settings use our facilities and older students often join us on work experience. Further details can be found in the relevant policy available from school.

### **The Role of the SENDCO**

The Special Educational Needs and Disability Co-ordinator (SENDCO) is Mrs Paula Timlin. She is supported by Mrs Jenni Scantlebury.

The SENDCO's responsibilities include:

- overseeing the day to day operations of the school's Special Educational Needs Information Report.
- co-ordinating provision for the children with special educational needs.
- liaising with and advising fellow teachers.
- overseeing the records of all children with special educational needs.

- contributing to in-service training of colleagues.
- liaising with external agencies including the LA's support and educational psychology service, health and social services, and voluntary bodies.
- supporting children and young people who are looked after by the LA, monitoring and evaluating progress.

### **SEND In-Service Training for Staff**

All staff are expected to keep up to date with the new Code of Practice, by attending staff meetings/departmental meetings etc. Provision is made on both a formal and informal basis for staff to extend their knowledge of identification, assessment, evaluation and record keeping.

There are a variety of strategies adopted to provide specific in-service training. All in-service training, both internal and external needs to be school generated so that the teaching and non-teaching staff feel that they are part of a whole school programme.

**Person Responsible:** Justina Terretta (Headteacher)