



Special Educational Needs Information Report 2021- 2022

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 pupils with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Autism ; 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; <https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send> the schools local offer https://beaconhill.org.uk/key-info/sen_information/ and in the other policies produced by the school.

Resources

1. The school has 41.2 teaching staff including SLT and 79.9 support staff. Sensory service teachers, 1 Site Manager and Cleaners, 1 senior school nurse, 2 school nurses and 1 nursery nurse
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 three 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 the school is designated for first school (3 - 8yrs) Department, one for the middle (10- 14yrs) department and high school (14-16 yrs) 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 and specialist teaching rooms for Food Technology and Sensory Strategies.

The 6th form group is based at The Linskill Centre 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.

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. Some 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 -

- 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.
- To show progress of the students over time.
- 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 using Classroom Monitor closely linked to the pupil's curriculum.
2. Pupil's achievement will be recorded and reported in detail to parents at the Annual Review of their Education Health and Care Plan.
3. Each pupil will have an Individual Education Plan composed of detailed individual targets and desired outcomes agreed at review and reported to parents termly.
4. Older pupils also have access to accredited assessments through ASDAN, AQA units and other appropriate and challenging assessments as well as Entry Level qualifications.

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.

The Rochford review states ' *Assessment for pupils with SEND should take into account the complexity, nature and combination of SEND. It should take account of recent SEND reforms including the introduction of Education Health and Care plans (EHC plans).* With this in mind Beaconhill decided to develop its own curriculum to support the development of student progress over time. It was understood that our students make progress but this can often be in very small steps. The focus was made to look at a more topic based approach following 7 areas for learning.

Beacon Hill's curriculum has four main elements;

- Informal Curriculum.
- Semi formal Curriculum.
- Formal Curriculum
- Preparing for adulthood

1. Informal Curriculum

The informal curriculum is accessed mainly by our PMLD and lower ability students it encompasses 4 areas of learning.

- Communication and Language
- Physical Development
- Community
- Cognition and Learning (Sensory curriculum)

For those with more complex medical needs school embeds a care curriculum

2. Semi-formal Curriculum

The majority of our students follow the Semi- formal curriculum encompassing the following areas of learning

- Communication, Language and Literacy .
- Mathematics.
- Physical Development.
- How the World Works (Including Science & Technology)
- Community (including PSHE, Humanities & Careers (Ks3).
- Creativity (Including Art and Music)

3. Formal Curriculum

The formal curriculum starts to incorporate the 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.

4. Preparing for Adulthood

Our 14-19 students follow the preparing for adulthood curriculum. This is currently being trialled and developed for our pupils and includes :

- English
- Maths
- Cognition and learning (for those students who need to access it)
- Care curriculum
- Employment
- Friends, relationships and community
- Independent living
- Good health

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 areas 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 our new curriculum, 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 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. Students follow the relevant curriculum to meet their individual needs (informal, semi formal, formal or Preparing for adulthood) 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 relating 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 Personal Learning 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. Topic lead curriculums 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 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. New placements are continually being sought to extend the range of pupils opportunities for inclusion.

Education Health and Care Plans.

Beacon Hill works 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 PLP'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 allow individual targets to be set for pupils in reading, writing and maths. 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.
- The school is beginning to work with Skills Builders which will allow us to build on students skills and link with businesses within the community.

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 learning and to become aware of school events.
- 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 see the 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 the school Comms app and regular text messages.

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

The Role of the SENDCO

The Special Educational Needs and Disability Co-ordinator (SENDCO) is 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/departamental 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)