



## The SEN Information Report (Local Offer) from Beacon Academy

<p><b>Questions referenced to the SEN (Information) Regulations (Clause 65)</b></p>	
<p><b>DECISIONS ABOUT WHETHER A STUDENT HAS SEN</b></p>	
<p>How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?</p>	<p><i>The Academy identifies pupils with special educational needs, initially through the Transition process. During the transition process the SEN Co-ordinator/SEN Manager or Pastoral Manager liaises with the Primary School SENCO in Year 6. The SEN Co-ordinator/SEN Manager or Safeguarding Lead will visit the student in the primary school setting prior to the transition days in July.</i></p> <p><i>For students attending the Academy a referral pathway exists (outlined in the academy's SEN Policy) by which all parents, staff, students and other stakeholders can raise their concerns.</i></p> <p><i>Students with social/emotional needs can be identified by the pastoral/multiagency team at their regular meetings. Each case is then considered on its individual merits.</i></p> <p><i>If parents/carers believe their child may have special educational needs (at any time) they have direct access to the</i></p>



	<p><i>SEN Co-ordinator/SEN Manager or Pastoral Manager who is available to meet to discuss concerns and map a strategic way forward to support their student.</i></p> <p><i>Additional opportunities also exist for contact with staff at the regular parents' evenings.</i></p> <p><i>The Academy Policy for SEN updated September 2017 provides full information on the identification process.</i></p>
<p>How is the decision made about how much individual support pupils will receive?</p>	<p><i>The decision about how much individual support is provided depends on the individual needs of the student and is determined by the SEN Co-ordinator/SEN Manager following consultation with all appropriate stakeholders particularly parents/carers.</i></p> <p><i>The SEN Co-ordinator/SEN Manager or Pastoral Manager will use a range of criteria such as: academic progress data, variations between reading and spelling ages etc. to determine the level of support required.</i></p> <p><i>Parents are informed by telephone, letter and via review meetings.</i></p> <p><i>Additional individual support may be provided by other agencies, (such as the Learning &amp; Cognition Team, Speech</i></p>



	<p><i>Therapy Service) depending on the individual needs of the child.</i></p>
<p><b>SUPPORT FOR LEARNING AND WELL-BEING</b></p> <p>How does the academy support pupils with special educational needs?</p>	<p><i>The Academy in consultation with the parents/carers and other appropriate stakeholders will identify the most appropriate programme for the individual pupil.</i></p> <p><i>The SEN Co-ordinator is supported by the SEN Manager and a team of Teaching Assistants employed to provide support either in lesson or where appropriate, withdrawal (for example to support Ks4 students to effectively use a reader and scribe). The Teaching Assistants maintain close weekly contact with parents.</i></p> <p><i>The SEN Co-ordinator, SEN Manager and Teaching Assistants are further supported by a pastoral team which includes a Safeguarding Manager, social worker and learning mentors. This wider team offers pastoral, counselling and emotional support as well as academic support to individuals and small groups of pupils as well as support for transition. In addition they are involved when required with Dyslexia screening, scotopic testing and with exam access.</i></p> <p><i>The SEN Co-ordinator reports to and is held to account by the Curriculum Standards &amp; Ethos of the GB committee of the Governing Body every half term.</i></p>



<p>What mechanisms are in place for supporting pupils' overall wellbeing?</p>	<p><i>The Academy provides outstanding pastoral care through its pastoral team which includes 2 full-time non-teaching learning mentors, 2 Behaviour Managers, a Safeguarding Manager/Attendance Officer, school-based social worker, 3 Assistant Headteachers and the Headteacher who is the Academy's qualified SENCO. The pastoral team provides highly effective 'wrap-around' care and guidance to support the student achieve their full potential at Beacon Academy. The team co-ordinates in class support, academic intervention to support progress, GCSE controlled assessments and homework. In addition to the academic monitoring the Academy co-ordinates pastoral provision such as mentoring, school social worker counselling and 1-2-1 withdrawal. Parents and where appropriate wider agencies are fully included in this provision. Learning Mentors are available as a first point of contact to meet the emotional well-being for all students including those with SEN and help remove barriers to learning and progress such as attendance and behaviour.</i></p> <p><i>A well-established pastoral system is in place for addressing behaviour, avoiding exclusions and improving attendance.</i></p> <p><i>The Academy manages the administration of medicines; medicines are strictly monitored by the administration team.</i></p>
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	<p><i>A team of First Aiders is supported by a School Nurse</i></p> <p><i>The views of students are collected and actioned upon by regular systematic online student voice questionnaires co-ordinated by an Assistant Headteacher. The Headteacher attends all half-termly student council meetings.</i></p>
<p><b><i>PROGRESS, PLANNING AND KEEPING PARENTS INFORMED</i></b></p>	
<p>How will parents know how their child is doing?</p>	<p><i>In addition to normal reporting arrangements, opportunities exist for parents to discuss their child's progress at regular review meetings. The Academy knows how well any individual pupil is doing through regular data collection. This is done 6 times during the academic year at the end of every half-term. This data is validated by the Assistant Headteacher and must be based upon a moderated assessment.</i></p> <p><i>This information is shared with parents to enable them to be aware of the progress their child is making. The opportunities for this to happen take place at parents' meetings. When concerns are raised, parents are invited in to the Academy to discuss. Parents of all students including those with special educational needs are encouraged to discuss any concerns and particularly those relating to academic progress with the SEN Co-ordinator at any time</i></p>
<p>How are parents involved in discussions about planning for their child's education?</p>	<p><i>As a small academy we have a detailed knowledge of all our students and also have regular contact with parents. Parents are invited to termly review meetings in addition to formal</i></p>



<p>How are children able to contribute their views?</p>	<p><i>annual review meetings. Parents have direct access to the SEN Co-ordinator/Headteacher and a drop-in takes place weekly after school on a Thursday. The Academy has an open-door policy for students to discuss progress with the SEN Co-ordinator/Headteacher and other teachers. Parents are encouraged to be involved in planning their child's education at any time by a discussion/meeting with the SENCO in addition to the annual review meetings.</i></p> <p><i>Children's views are taken into account via regular student voice surveys, the student council and for pupils with EHCPs at their pupil-centred review meetings.</i></p>
<p><b>PROVISIONS, RESOURCES &amp; SERVICES</b></p>	
<p>How is learning and development provision matched to individual pupils' needs?</p>	<p><i>The Academy has an expectation for teachers to differentiate to meet the needs of all students in all lessons.</i></p> <p><i>These programmes help individual pupils to develop their self-confidence and self esteem.</i></p> <p><i>The teaching staff receive on-going CPD to differentiate to meet the needs of all students.</i></p> <p><i>Each student will have a support plan detailing actions and the impact of these actions over a 12 month period. Actions are bespoke to the individual student and can embrace a range of programmes such as the New Reading &amp; New Thinking</i></p>



	<i>Programme and The Lifeboat for Learning Literacy Programme.</i>
How are the school's resources allocated and matched to pupils' SEN?	<i>The SENCO is responsible for allocating funding to meet the needs of the students, evidenced by academic progress data and other indicators evidenced by parents/carers at review meetings.</i>
What specialist services and expertise are available at the school or accessed by the school?	<p><i>The Academy has access to a team of specialists to provide support for Dyslexia</i></p> <p><i>The Academy is able to access support from the Learning and Cognition Team from the Local Authority who assist with diagnostic assessments to inform examination access arrangements (reader and/or scribe).</i></p> <p><i>The Academy uses a consultant educational psychologist as required</i></p> <p><i>The Academy accesses other specialist services including health, therapy and social care also as required.</i></p>
How accessible is the school / academy environment? (n.b. every school/academy must have an up to date Accessibility Plan which is reviewed periodically by Governors).	<p><i>The building is fully wheelchair accessible with adaptations made for pupils with auditory difficulties. The building also has disabled changing and toilet facilities.</i></p> <p><i>For those parents whose first language is not English the Academy employs a full time (Polish speaking) Teaching Assistant. A full-time Behaviour Manager speaks Punjabi and</i></p>



	<i>Urdu and our part-time Teacher of MFL speaks French, Russian, Latvian and Lithuanian.</i>
How are pupils included in activities outside the classroom including trips? (n.b. The DDA Reasonable Adjustments legislation expects all schools/academies to be anticipatory in respect of school activities and trips)	<i>All pupils with SEN are able to access all of the Academy's extra activities including trips as part of our fully inclusive provision.</i>
<b>STAFF TRAINING</b>	
What training have the staff supporting pupils with SEN had, or what are they expected to have? (n.b under the SEN Code of Practice legislation, schools/academies Need to offer high quality professional development and training to the work force.)	<p><i>The SENCO has completed the National Award/Postgraduate Certificate in SEN.</i></p> <p><i>CPD for the teaching assistants has included:</i></p> <ul style="list-style-type: none"> <li>• <i>Lifeboat literacy programme.</i></li> <li>• <i>Autism awareness training (Level 1)</i></li> <li>• <i>Speech Therapy Training.</i></li> <li>• <i>'How to work with students with Dyslexia/Scotopic Sensitivity</i></li> </ul> <p><i>All Teaching Assistants undertake 5 hours of specified training each academic year with a focus on learning &amp; teaching in the class room and identifying the progress of the SEN student cohort.</i></p>
<b>TRANSITIONS</b>	
How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education	<i>To help prepare pupils before they join the Academy, the transition team liaise with the primary feeder school.</i>





<p>and life in order to ensure their well-being?</p>	<p><i>Staff are invited to review and multi-agency team meetings in the primary schools. Two transition days are held each year as well as a number of 'taster' days. Pupil records are passed on to a new school /setting and meetings arranged when necessary.</i></p> <p><i>If a parent is considering placing their child at the Academy a visit to the Academy is very highly recommended. The Headteacher personally meets all prospective parents/carers and students and tours the Academy with them.</i></p> <p><i>The Academy employs YPSS to provide careers advice to help prepare students to move on to the next stage. The YPSS Advisor provides 1-2-1 support for students identified at SEN Support or with an Education Health Care Plan.</i></p>
<p><b>FURTHER INFORMATION</b> Who can parents contact for further information?</p>	<p><i>The first point of contact for a parent if they want to discuss their child's wellbeing and/or progress is the SEN Co-ordinator or SEN Manager. Parents are strongly encouraged to contact the SENCO who will happily discuss any issues and where appropriate agree strategies to secure improvement.</i></p> <p><i>An Independent Service is available to parents should they wish. This is known as Faith &amp; Families and details can be obtained from the Academy.</i></p>