

## **THE BEACON CENTRE**

### **SEND INFORMATION REPORT**

#### **Aims:**

To clarify the responsibilities of the Beacon Centre, Governing Body and the South Tyneside Local Authority when ensuring that the additional needs of pupils who have been identified as having SEND are met in a way that is effective and pupil focused.

#### **Introduction:**

The Beacon Centre operates across two sites: Beacon Centre Primary (Marine Park) and Beacon Centre Secondary (Temple Park Road) which are fully inclusive places of learning which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally. As a Pupil Referral Unit (PRU), The Beacon Centre welcomes pupils from KS1 to KS4 from across the Borough of South Tyneside when they are unable to attend mainstream school. This may be because they are permanently excluded or at risk of this, struggling to maintain attendance because of anxiety or crisis, or new to the local area and have Special Educational Needs.

The Beacon Centre is a short-stay provision which provides placements according to individual need. These may be time limited where pupils are supported to return to their own or another school or longer term, where pupils require a multi-agency assessment of their needs or are unable to return to school as a result of poor behaviour for continued anxiety.

Our Mission Statement is: "Leading the way to a brighter future: working in partnership we are committed to providing our students with the basic skills to become successful and confident learners by delivering a personalised learning programme which will equip them to be responsible citizens."

#### **What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting within England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special education provision (Code of Practice 2014).

#### **How does the school know if a child has a special educational need?**

- Pupil observation indicates that they have additional needs in one of the four areas:
  - 1) Communication & Interaction
  - 2) Cognition & Learning
  - 3) Social, Emotional & Mental Health
  - 4) Sensory & Physical
  
- Concerns are raised by parents / carers, staff or the pupil's previous school
- Tracking of attainment outcomes through Flightpaths indicate a lack of progress
- Standardised screening or assessment tools
- A pupil asks for help

- A pupil receives a diagnosis from an outside agency e.g. health visitor

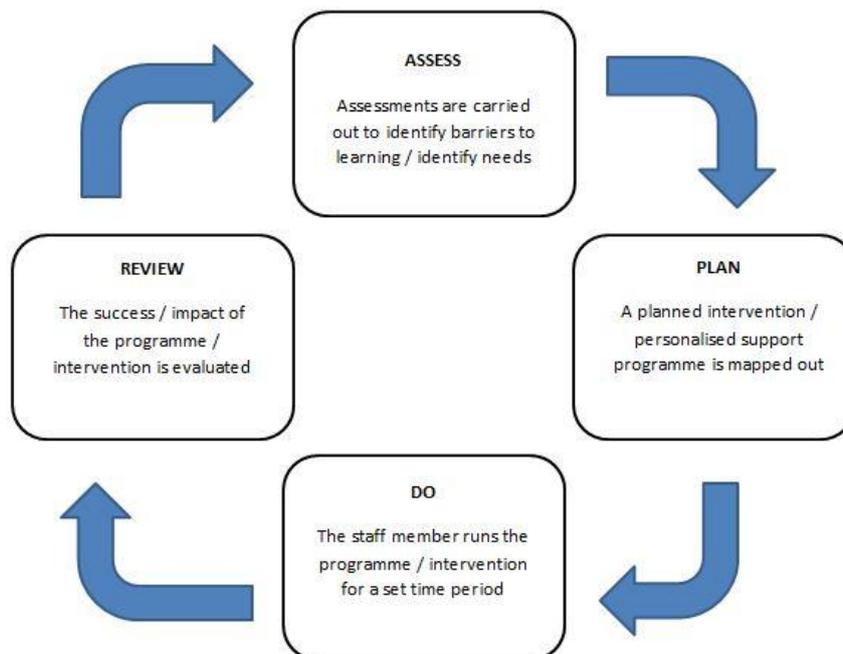
### **What should I do if I think my child has special educational needs?**

- Firstly, contact your child's tutor. They will inform necessary people such as a subject teacher or a referral being made to the Special Educational Needs Coordinator (SENCO).
- The SENCO is Mr D Gray who can be contacted on (0191) 454 6254
- All parents / carers will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

### **How will the Beacon Centre support my child?**

We will let families know about any concerns about your child's learning through texts / phone calls or home visits as needed. Meetings are arranged promptly and someone is usually available at short notice to see parents / carers if they wish to come in to discuss issues. We also liaise closely with pupils' own schools where they are dual registered. In addition to this:

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the curriculum
- Pupils who are failing to meet expected levels of progress are identified and their progress is discussed in weekly review meetings between any two or more of the following: the SENCO, the subject teacher, the keyworker or the Senior Management Team (SMT)
- Provision is determined using the continuous assessment cycle:



If the review of the action taken indicates that "additional to and different from" support will be required, parents / carers will be informed that the school considers their child may require further SEN support.

- SEN support will be recorded on an Individual Learning Plan (ILP) that will identify a clear set of expected outcomes
- Progress towards these outcomes will be tracked and reviewed termly with parents / carers and the pupil
- If rates of progress are still judged to be below expected levels despite the delivery of high quality interventions and quality whole class teaching, advice will be sought from external agencies regarding strategies to best meet the specific needs of the pupil. This will only be undertaken after parent / carer permission has been obtained and may include referral to:
  - a) SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)
  - b) Dyslexia Centres
  - c) Autism Outreach Team
  - d) Hearing Impairment Team
  - e) Visual Impairment Team
  - f) Education Psychologist Service
  - g) School Nurse
  - h) Social Care and Health
  - i) CYPS (Children & Young People's Service)

#### Educational Health Care Plans (EHCP):

Assessment involves consideration by the Local Authority (LA), working co-operatively with families and the pupil, The Beacon Centre and other agencies as to whether an EHCP to support the child is necessary. After referral, the LA may decide that the degree of the pupil's difficulty and the nature of the provision necessary to meet the child's special education needs is such as to require the LA to determine the child's special educational provision through the development of an EHCP.

An EHCP will include:

- The views, interests and aspirations of the child and their parents / carers
- Details of all of the pupil's educational needs
- The child's health care needs relating to their special needs
- The child's social care needs which relate to their special needs
- The outcomes sought for them
- The special educational provision required to meet the pupil's special education needs
- Any health / social care provision reasonably required by the learning difficulties
- Identify the type and name of the school where the provision is to be made
- Where the pupil is in Year 9 or beyond the plan must include provision to assist the pupil in preparation for adulthood and independent living

Once an EHCP has been produced the pupil may then move onto a specialist provision or return to a mainstream school who can cater for their needs.

#### Reviewing of the EHCP:

The Beacon Centre is a short stay provision and any pupil with an EHCP should not name the Beacon Centre as the educational provider. Any young person with an EHCP should be moved to a specialist provision as soon as possible.

For those pupils attending the provision with an EHCP, this will be reviewed at least annually with the parents, the pupil, any relevant strategies and where appropriate the LA to discuss the progress made and to consider whether any

amendments needs to be made. The review should focus on the progress achieved as well as an action plan for the coming year.

**How will the curriculum be matched to my child’s needs?**

On entry to the Beacon Centre all students undergo ‘baseline assessment’ as part of the Induction Programme. This includes an assessment of need in the area of behaviour, social, emotional and mental health development as well as ICT, literacy and numeracy skills. Targets are set for all students in these areas. In addition, the ‘baseline assessment’ is designed to identify any additional needs. The ‘baseline’ assessment involves a review of the student’s educational records from previous schools. This could include information regarding:

- Previous interventions through school based SEN interventions
- Assessment information including progress levels from statutory end of key stage assessments and optional end of year tests
- Assessment information relating to reading ages, spelling ages, comprehension ages and other measures of basic skills.
- Discussion with the pupils themselves regarding any difficulties they may have experienced
- Discussion with parents /carers regarding any perceived additional special educational needs
- It must be recognised that some young people arrive at the Beacon Centre without comprehensive educational records. In these cases, we will undertake a series of assessments relating to basic literacy, numeracy and ICT. These assessments will identify any students requiring additional support in these areas.
- Using the baseline assessment data, teachers plan using pupils’ achievement levels, differentiating work to match the ability of pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and / or additional adult help.
- Pupils may have individually tailored timetables to suit their needs including a reduced timetable, alternative provision outside the school e.g. Work Related Learning opportunities and a bespoke Online Learning programme, or 1:1 tuition before / after normal school hours.

**What additional support for learning is available at the Beacon Centre?**

At the Beacon Centre, ALL teachers are teachers of SEN. Our provision is based on the philosophy that, regardless of ability, all pupils deserve access to a broad and balanced curriculum which is differentiated to their own needs. As well as special provision for SEN, we realise that all children learn in different ways. Therefore, teachers try to incorporate different learning styles into their lessons. Many of our pupils are kinaesthetic learners (prefer to learn whilst moving about) and enjoy hands-on learning with regular movement breaks. In addition to this we offer:

General Support:

| All Pupils  | Some Pupils   |
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| <ul style="list-style-type: none"> <li>✓ High quality teaching differentiated to meet individual needs</li> <li>✓ High quality targeted marking and feedback</li> <li>✓ Access to enrichment activities</li> <li>✓ Pastoral support e.g. tutor and keyworker</li> </ul> | <ul style="list-style-type: none"> <li>✓ Additional adult support in lessons</li> <li>✓ Enhanced pastoral care</li> <li>✓ 1:1 additional tuition</li> <li>✓ Specialist support, including support / interventions from external agencies</li> <li>✓ Pastoral support programmes</li> <li>✓ Multi agency intervention</li> </ul> |

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| <ul style="list-style-type: none"> <li>✓ Regular assessment and progress tracking</li> <li>✓ Flightpath data is rigorously analysed to identify pupils who are not making expected progress</li> <li>✓ Careers guidance</li> <li>✓ Access to a bespoke online learning programme</li> <li>✓ Counselling</li> <li>✓ Small class sizes</li> </ul> | <ul style="list-style-type: none"> <li>✓ Diagnostic assessments</li> <li>✓ Work Related Learning</li> <li>✓ Nurture group for vulnerable pupils</li> </ul> |
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Specific Support:

| Needs or Disability  | Support Available Within School  |
|--|--|
| <p><b>Communication &amp; Interaction e.g.</b></p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Conditions</li> <li>• Speech, Language and Communication Needs</li> <li>• Social Communication difficulties</li> </ul> | <ul style="list-style-type: none"> <li>✓ Visual timetables</li> <li>✓ Areas of low distraction / calming rooms</li> <li>✓ Social skills programmes</li> <li>✓ Specialist support including strategies for anger management and improvement of self esteem</li> <li>✓ Small group work to improve skills</li> <li>✓ ICT to support learning where appropriate</li> <li>✓ Strategies / programmes to support speech and language development (as directed by Language and Communication Team)</li> <li>✓ Strategies to reduce anxiety and promote emotional well being</li> <li>✓ Planning, assessment and review</li> <li>✓ Work with pupils, families and staff to develop and review plans based on the need(s) of the pupil</li> <li>✓ Teaching resources are routinely evaluated to ensure they are accessible to all pupils</li> <li>✓ Differentiated curriculum and resources</li> <li>✓ Use of social stories / narratives</li> <li>✓ Very clear expectations and boundaries / preparation for change</li> </ul> |
| <p><b>Cognition and Learning Needs e.g.</b></p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> <li>• Specific Learning Difficulties</li> </ul>   | <ul style="list-style-type: none"> <li>✓ 1:1 interventions to promote / develop literacy and numeracy</li> <li>✓ Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas: reading / numeracy, comprehension skills and exam technique</li> <li>✓ ICT is used to reduce barriers in learning</li> <li>✓ Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to</li> <li>✓ Teaching resources are routinely evaluated to ensure they are accessible to all pupils</li> <li>✓ Work with pupils, families and staff to develop and review plans based on the need of the pupil</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>✓ Readers and scribes are used routinely in lessons for students with identified need</li> </ul>   |
| <p><b>Social, Mental and Emotional Health e.g.</b></p> <ul style="list-style-type: none"> <li>• Behavioural issues</li> <li>• Social needs</li> <li>• Mental health needs</li> <li>• Emotional Health and Wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>✓ The school ethos values all pupils</li> <li>✓ Whole school use of CPOMS to ensure all incidents and concerns by staff / outside agencies are collated and actioned appropriately</li> <li>✓ Behavioural management systems encourage pupils to make positive decisions about behavioural choices. This is adapted to meet the needs of individuals so all children can succeed</li> <li>✓ Behaviour 4 Learning targets implemented across the school</li> <li>✓ Risk assessments and Positive Handling Plans (PHP's) are used and action is taken to increase the safety and inclusion of all pupils</li> <li>✓ The school provides effective pastoral care for all pupils</li> <li>✓ Nurturing model within classrooms</li> <li>✓ Keyworkers are allocated to all pupils</li> <li>✓ Primary students have taxi / escorts to and from school</li> <li>✓ Citizenship, B4L and Ologies within the curriculum and staff as Mental Health Champions to teach pupils effective behaviour / mindfulness strategies</li> <li>✓ Support and advice is sought from outside agencies to support pupils where appropriate</li> <li>✓ Small class sizes</li> <li>✓ Small group / independent online programmes to improve social skills and help pupils deal more effectively with stressful situations</li> <li>✓ Outdoor learning is used to offer different approaches to the curriculum</li> <li>✓ A reward system is in place to reward those who have earned them</li> <li>✓ Special arrangements are put in place for exams to minimise anxiety for pupils</li> <li>✓ Information and support is available within school for behavioural, emotional and social needs<br/>Close liaison with CAMHS to share strategies for Mental Health</li> <li>✓ Dedicated member of the Leadership Team with responsibility for Personal Development, Behaviour and Welfare</li> </ul> |
| <p><b>Sensory and Physical Needs e.g.</b></p> <ul style="list-style-type: none"> <li>• Hearing / Visual impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> </ul>                        | <ul style="list-style-type: none"> <li>✓ Support and advice is sought from outside agencies to support pupils where appropriate</li> <li>✓ ICT is used to increase access to the curriculum and develop independent learning</li> <li>✓ Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs</li> <li>✓ Access to Medical interventions</li> <li>✓ Adapted materials / exam papers for students with visual impairment</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>✓ Support with personal care if and when needed</li><li>✓ Staff receive training to ensure they understand the impact of sensory need upon teaching and learning</li><li>✓ Specific staff administer medicines in school</li><li>✓ All staff understand the medicine administration policy</li><li>✓ The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils</li><li>✓ Both sites are wheel chair accessible</li><li>✓ The school has disabled toilets which are also gender neutral</li><li>✓ Short term Medical Home Tuition (MHT) approx. 6 weeks for pupils unable to access school</li><li>✓ Concise Early Help Plans are devised to help support MHT students to return to school</li><li>✓ Strong links with agencies such as Young People Services, Attendance Team, Connexions, GP's, School Nurse, CYP's and college to support pupils</li></ul> |
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**How will I know my child is making progress?**

Every term parents / carers will receive a report informing them of their child's progress, comparing their current attainment with age related expectations (Key Stage 3) and grade related expectations (Key Stage 4). At Key Stage 1 and 2 pupils are 'baseline-assessed' on entry using the Primary Impact Assessment Framework according to their school year. Pupils are then reassessed half termly by their class teacher against national age related expectations to demonstrate progress made for each of the core subjects.

Regular opportunities are given for parents / carers to discuss their child's progress on an appointment basis or during Parents Evenings which take place every term. Parents and carers are also provided with weekly progress from their child's tutor / key worker through meetings or phone calls.

**How are pupils' medical needs supported?**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by in partnership with medical practitioners, parents / carers and if appropriate, the pupil themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within "Supporting pupils at school with medical conditions" (DfE, 2014).

The Beacon Centre continues to be commissioned by the Local Authority to implement and monitor Medical Home Tuition (MHT) as well as monitoring those children whose parents choose to educate their children at home (Elective Home Education – EHE).

**What support is there for my child's overall well-being?**

We recognise that students with SEN often experience difficulties with Mental Health. To support pupils with this we offer the following:

- We have a robust safeguarding policy and protocol in place. Pupils' health and mental well being are a paramount concern

- A Personal, Social and Health Education (PSHE), Ologies and Behaviour 4 Learning curriculum is taught across school that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well being
- All pupils have access to pastoral care, provided by their tutor and key worker
- When appropriate, the school secures additional support for pupils from other agencies
- There is a qualified and experienced Counsellor onsite available for all students
- All staff have received intensive Mental Health First Aid, we are one of the first schools to introduce Mental Health Champions in South Tyneside
- We have a robust anti-bullying policy and procedures to address any incidents
- The school employs a number of qualified First Aiders
- Where appropriate we initiate Early Help Plans and work closely with Social Care and Health practitioners to ensure pupils are provided with coordinated support
- Pupil and parent voice mechanisms are in place to ensure their views can be expressed (termly)
- We have a lunch time / break time nurture group for pupils who require extra support

#### **What training do the staff supporting children and young people with SEN undertake?**

- At the Beacon Centre, ALL teachers are teachers of SEN. Our provision is based on the philosophy that, regardless of ability, all pupils deserve access to a broad and balanced curriculum which is differentiated to their own needs. As well as special provision for SEN, we realise that all children learn in different ways. Therefore, teachers try to incorporate different learning styles into their lessons. Many of our pupils are kinaesthetic learners (prefer to learn whilst moving about) and enjoy hands-on learning with regular movement breaks
- All staff receives a comprehensive CPD programme over the school year, delivered in house or as part of the School Workforce Development scheme (South Tyneside Council) with special needs as a key focus. Recent training has included areas such as positive mental well being, Autism, Dyspraxia and Dyscalculia
- There is ongoing sharing of good practice through regular staff meetings and feedback by the Senior Management Team
- The SENCO attends termly SENCO updates and is currently completing the SEN Coordination award delivered by the University of Sunderland
- The school has regular access to advice from specialist teachers, the Autism Outreach Team or the Educational Psychologist

#### **How will my child be included in activities outside the classroom including school trips?**

Reasonable adjustments are made to curricular and extra-curricular activities to allow all pupils with SEN to play a full part in all aspects of school life. We are extremely committed to equality of all kinds, therefore all school trips / activities and extra-curricular activities are open to all eligible pupils unless a risk assessment has identified that a child's participation would cause a Health and Safety risk to themselves, other students or staff.

#### **How accessible is the school environment?**

- Car parking is available very close to the entrance of both sites
- There are disabled toilets available for pupils, staff and visitors
- Both sites are wheel chair accessible (additionally Beacon Centre Secondary has a lift installed as well as Wheelchair Refuge Points)

### **How will the school prepare and support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupils' transition:

- Parent / carers are invited to a series of meetings at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- Induction programme personalised to the needs of the child
- Accompanied transition days to a new school will take place
- For SEN pupils transferring to or from other schools, the SENCO's of both schools will liaise in order to ensure a smooth transition
- Information shared through CPOMS
- Post 16 Provision is discussed at reviews from an early age. We encourage all our students to have aspirations for the future and set appropriate learning goals.

### **How does the school allocate and match resources to children's special educational needs?**

Where the school receives funding to respond to the needs of pupils with SEN or where it might allocate part of its own budget the funding is used to provide:

- In class support from teaching assistants
- Specialist support from staff, e.g. 1:1 tuition
- Bought in support from external agencies, e.g. Autism Outreach or the Educational Psychologist
- Provision of specialist resources, e.g. assessment software
- Staff training relating to SEN
- Specialist equipment

### **How is the decision made about how much support a pupil will receive?**

For pupils with SEN but without an Education, Health and Care Plan (EHCP), the decision regarding the support required will be taken at joint meetings which may involve the Head Teacher, SENCO, teacher and parent / carer. For pupils with an EHCP, this decision will be reached when the plan is being produced or at the annual review.

The school implements **SEND Range Descriptors** (South Tyneside 2018) as a tool to assess and identify pupil's needs and to put into place the appropriate support. The Ranges are from Range 1 through to at least Ranges 5 and 6 whilst some go beyond. They describe the pupil's needs and suggestions for the types of interventions that will be required. They are based on the four areas of the SEND Code of Practice (2014) and determines the funding that will be allocated to ensure that pupils needs are met in the most effective and efficient way. Therefore, it is a 'needs led approach' rather than purely allocating provision.

### **How are parents / carers of children with SEN involved in the education of their child?**

- Working effectively with all other agencies supporting children and their families
- Giving parents / carers opportunities to play an active and valued role in their child's education e.g. termly Parent / Carer Questionnaires
- Encouraging parents /carers to inform school of any difficulties they perceive their child may be behaving or other needs the child may have which needs addressing
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents / carers opportunities to discuss ways in which they and the school can help their child e.g. through review meetings, weekly phone calls or via the home school diary (primary)

- Keeping parents and carers informed and giving support during assessment and any related decision-making process

### **How is SEN provision evaluated?**

The Beacon Centre undertakes regular monitoring and evaluation of policy and practice for special educational needs through the following approaches:

- Joint classroom observations by Senior Leaders
- Monitoring of teachers' planning and assessment records
- Analysis of summative assessment outcomes
- Monitoring of special educational needs records including: individual action plans and individual action plan reviews
- Monitoring of the progress of pupils with special educational needs in meeting individual action plan targets
- Monitoring of parental / carer views about the quality of special educational needs provision
- Informal feedback from all staff during weekly meetings
- Attendance records analysis
- Learning walks
- The Head Teacher's reports to the Governing body
- Professional Development Plan systems in place

The information collected through monitoring and evaluation is discussed during leadership group meetings and team meetings with all staff.

### **Complaints, further advice and information**

Any parent (or in the case of Looked After Children – designated carer) who wishes to make a complaint about SEN provision at the Beacon Centre should, in the first instance, make an appointment to meet with the SENCO, Dominick Gray. We will make every effort to resolve issues informally and accommodate parental / carer wishes. If a parent / carer feels that the issue has not been resolved to their satisfaction they should approach the Head Teacher and / or the Chair of the Governing Body; Counselor Alan Kerr.

Parents / carers can contact SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) for impartial information, advice and support in relation to their child's SEN and / or disability

Phone: 0191 424 6345

Email: [SENDIASS@southtyneside.gov.uk](mailto:SENDIASS@southtyneside.gov.uk)

More information about South Tyneside's Local Offer for pupils with SEN can be found at:

<https://www.southtyneside.gov.uk/article/37973/Our-Local-Offer>

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