

Beacon Academy

Our 'Local Offer' for Special Educational Needs and Disability (SEND)

At Beacon we believe that everyone can 'Shine Brightly'. This inclusive ethos is disseminated throughout the school and children are made to feel part of the team. We have high aspirations of all pupils, including children working within our ARB unit. We aim for our children to enjoy their school experiences with an enthusiasm for learning and making good progress. We achieve this through high quality teaching, supportive staff and a passion for supporting children to achieve their full potential.

Beacon are sensitive to the individual needs of all children within the school and lessons are tailored to meet these varying needs. Our Inclusion team work closely with outside agencies as well as provide support for our families. We have qualified and knowledgeable staff who work with children who have specific needs and ensure that children have full access to our broad and balanced curriculum.

The SEND code of practice identifies 'four broad areas of need and support'

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional and Mental Health
4. Sensory and/or physical needs.

At Beacon we have a variety of intervention and provision strategies in place to support children with each of these four areas of need. This includes interventions such as Read Write Inc intervention, IDL dyslexia support programmes, Fun fit, sensory activities and access to our sensory room/spaces. It also includes ensuring we receive support from external agencies such as Educational Psychologist, Cognition and learning teams as well as Occupational therapists and Physios.

Our vision for children with special educational needs and disabilities at Beacon is the same as for all children and young people – that they achieve well at school and lead happy and fulfilled lives.

Head Teacher - Overall responsibility for all students: Mrs Kaye Haywood

SENDCO - Special Educational Needs Coordinator: Mrs Kim Alway

Assistant SENDCO - Special Educational Needs Coordinator: Miss Charlotte Collings

Types of SEN provided for at Beacon 2022-2023

The range and number of pupils with special educational needs and disabilities changes on an annual basis. In the last academic year (2022-2023) the following types of SEND have been provided for:

- Speech, language and communication difficulties and developmental language disorder
- Autism spectrum disorder and some associated difficulties including Tourette's syndrome
- Cognition and learning difficulties
- Developmental coordination difficulty/dyspraxia
- Sensory processing and integration difficulties
- Social, emotional and mental health needs
- Physical disabilities including cerebral palsy and epilepsy

The number of children with SEND remained high during this academic year with the highest needs presenting as communication and interaction and cognition and learning. The school purchased a Speech and Language assessment and intervention program to support children with this need and were able to utilise the Trust speech and Language therapist. Over the course of the year children were also supported by the NHS therapy team including receiving advanced therapeutic support from this service. Beacon have also been supported by the cognition and learning service and Educational Psychologist to be able to set and review targets for children with cognition and learning needs.

Services and organisations we liaise with to support our pupils with SEND

Regular liaison is maintained with the following external agencies for pupils at SEN support as appropriate and pupils with EHC plans such as:

- Speech and Language therapist (NHS and Trust specialist)
- Educational Psychology service
- Cognition and learning service
- Occupational and Physiotherapy services
- Early Years Inclusion service
- Hearing and vision support services
- Autism Spectrum Disorder team
- Paediatric services

- Child and Adolescent Mental Health Care Service.
- Social care
- School Nurse Team

Admissions and Inclusion; identification and assessment of SEN; types of provision, pupil progress, staff training and expertise in supporting SEND.

Admissions and inclusion

- All teachers at Beacon are teachers of children with Special Educational Needs & Disabilities. As such, we adopt a 'whole school approach' to special educational needs & disabilities which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as essential to the policy, in line with that of Children, Schools & Families. We operate an equal opportunities policy for children with special educational needs & disabilities and medical conditions who are afforded the same rights as other children. This includes those children with Education, Health and Care Plans and all pupils with additional and different provision.
- The National Curriculum is made available for all pupils. Where pupils have special educational needs & disabilities, a graduated response is adopted. At Beacon, other than in exceptional cases, we make full use of classroom and Academy resources before drawing on external support.
- Beacon Academy makes provision for pupils with special educational needs & disabilities to match the nature of their individual needs. The class teacher and SENCo keep regular records of the pupils' special educational needs & disabilities, the action taken and the outcomes.

Identification and assessment

At Beacon we offer an adaptive, enriched curriculum which meets the needs of all pupils. When a pupil is not making expected progress from their starting point and shows signs of challenge in some of the following areas: communication and interaction; cognition and learning; social, emotional and mental health, sensory and/or physical needs, we adopt an assess, plan, do, review cycle to assess the presenting need. If the pupil requires longer term provision that is additional to and/or different from their peers, they will be placed at SEN Support. Appropriate targets will be formed, in conjunction with the parents/carers and provision will be detailed on the provision map. Additional and different provision may consist of the following range of adaptive measures to support the pupil to make progress in all areas of their development.

- Classroom organisation and management
- Targeted in-class support by teacher/support staff including pre-teaching, visual aids and manipulatives
- Specific, targeted intervention on an individual basis to meet the need e.g. 1:1 speech and language intervention for speech sound production.
- Additional nurture, emotion coaching and trauma informed schools' interventions to foster emotional well-being and self-esteem (in-class and when required, group/1:1 with trained TIS practitioners)
- Use of specialist equipment/resources
- Adaptive teaching strategies

The resources allocated to pupils who have special educational needs & disabilities will be deployed to implement these individual education plans/provision map plans at SEN Support as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage.

If a pupil does not make progress despite taking the action outlined, advice will be sought from the appropriate support services, the provision map plan and Record of Need will be amended accordingly.

If the pupil requires long-term highly specialised and intensive support to ensure they are equipped to make progress in all aspects of their development, then further assessment may be required. County criteria will be considered and with full agreement of the parents, a statutory assessment of special educational needs & disabilities under the 1996 Education Act for referral for an Education Health Care Plan will be initiated. The appropriate forms will be used for recording and referral as necessary.

Identification of special educational needs & disabilities will be undertaken by all staff through the SENDCO and the appropriate records and Children Schools & Families forms will be maintained, with adherence to the GDPR at all times. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised assessment of educational achievement administered by the class teacher or the SENDCO together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any areas requiring further support. Where necessary, pupils will be referred to the SENDCO for diagnostic assessment to construct a profile of the child's strengths and weaknesses, and further referrals may be made to appropriate external agencies.

The progress of children with special educational needs & disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. 'APDR meetings will be held termly. Additionally, the progress of children with an Education Health Care Plans will be reviewed annually (recommended 6 monthly for pupils under the age of 5), as required by legislation.

Detailed records and Education Health Care Plans will be kept for the pupils receiving additional and different provision. These may include: phonic check-lists, regular assessments of outcomes in small group provision and the results of any standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

Types of provision

- Beacon continues to provide a variety of targeted interventions which are needs led. The pupils receiving interventions are assessed and monitored by their class teachers and staff carrying out specific interventions, overseen by the SENDCO. All intervention groups are monitored and clearly defined outcomes are measured, both on a holistic basis as well as considering children’s progress in the core subjects of communication skills, numeracy and literacy.
- In the academic year 2022 – 2023 – almost all children made good progress according to their targets and academic measures. Excellent holistic outcomes were achieved in terms of targets such as: listening and attention; self-esteem; social communication; engagement and emotional presentation.

Additional provision and intervention groups 2022- 2023

RWI 1:1 tutoring	Mental Health support worker including 1:1 child and 1:1 parent sessions
1:1 Speech and Language intervention	TIS/mental health and wellbeing practitioner 1:1 sessions
Small group Language link intervention	Phonological awareness intervention
Nurture-style provision available for 10 children	Fun Fit
1:1 reading	Echo reading group intervention
Dreadnought anger management intervention	1:1 support for children with complex SEND

Pupil progress – academic year 2022 – 2023 highlights

Early identification and targeted support have ensured strong SEND provision in Nursery and Reception. Our Nursery HLTA has completed Early years SENCO training which ensures children with SEND needs are receiving high quality provision from the start of their Beacon journey.

Children continue to make good progress in KS1 through high quality teaching and targeted intervention. This shows through our PSC results during this academic year where 76% of the children on the record of need in this cohort, achieved the expected standard- including children with complex SEND needs.




Attainment for children in KS2 continues to improve with 25% of children in the year 4 cohort (with SEN needs) scoring full marks in the MTC and another 46% reaching or exceeding the national mean score. KS2 SATS results were another highlight for our SEND learners with 67% of learners reaching the expected standard in reading, 48% in reading and 71% in maths.

Training and expertise of staff supporting SEND

- The SENDCO has many years of experience working with children with a range of SEN and has undertaken the National Award in SEN Coordination. The Deputy SENDCo is the school ARB teacher and again has a wealth of knowledge and understanding of SEN and complex additional needs and disabilities. She has also completed the National Award in SEN coordination. The SEND/Inclusion team provides advice and support to all classroom staff to support pupils with SEN. They also refer to external agencies for additional advice where appropriate.
- Staff have received training in areas such as: TACPAC; intensive interaction; ASD; ADHD; working memory; phonological awareness; attachment disorders; self-esteem and emotions programmes; emotions coaching, sensory difficulties; hearing and vision impairment awareness. Our Shine class (nurture-style provision) have also received training in the nurture principles.




Levels of support and provision offered by Beacon

1. Listening to and responding to children.

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Our school has a school council made up of a child from each class. • The school council makes decisions about whole school matters and events. • The school council also work in conjunction with school council 	<ul style="list-style-type: none"> • Governors have the opportunity to speak to children in small groups and individually to ask them their opinions on lessons as well as the general running of the school. • Children understand the next steps in their learning by discussing and 	<ul style="list-style-type: none"> • Learning opportunities are planned based with the children’s interests in mind. • Children have the opportunity to evaluate the lesson as well as self-evaluate to show their learning. • Targets are set to enable children to




<p>members from other schools within the trust to ensure the children have a voice in trust wide decisions.</p> <ul style="list-style-type: none"> • Pupil views are taken seriously and children know that they are able to talk to all staff. They have access to our Inclusion team at all times. • The children complete regular questionnaires about their views and the school staff use this information to ensure children have their ideas and thoughts listened to and where possible actioned. 	<p>agreeing them with their teacher.</p> <ul style="list-style-type: none"> • SEND children are encouraged to be involved with all feedback groups. • SEND children are given additional support and guidance through adaptive teacher and TA group support. • Assess, Plan, Do, Reviews are used to set SEND children's targets and track targeted provision. • Teachers use assessment and work together to monitor the progress of our SEND children. • Provision mapping is used to track targeted support. 	<p>meet the next steps in their learning journey.</p> <ul style="list-style-type: none"> • Children are asked their opinions and these are included in Annual reviews, Early support meetings and when planning IEP targets. • The children are encouraged to talk with the SENDCo. • Support staff are available to advise and help children at all times.
---	--	--

2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • There is a close and mutually supportive partnership between school, home and other agencies, sharing information and working collaboratively in the best interests of each child and their family. • Parents/carers are invited to attend 	<ul style="list-style-type: none"> • Families are invited to attend information sessions in order to support specific needs e.g. parenting skills, behaviour support • The Inclusion team signpost courses and workshops such as family learning and support families to be 	<ul style="list-style-type: none"> • Home school communication books. • Meetings with class teacher/SENDCo/Inclusion team/Head teacher. • School liaison/Early support meetings with Inclusion team/SENDCo.




<p>parent/carer meetings once a term.</p> <ul style="list-style-type: none"> • Pupil reports are sent home during the spring term. • Newsletters, as well as information on the school website, social media pages, and text messages home to parents/carers ensure that parents have the most up to date information. • We have an Inclusion team consisting of Jackie Hawkins (Safeguarding officer) and Helen Sowden (Behaviour support). Our Inclusion team support children and their parents in order to ensure that they are ready for school. We are able to offer advice and guidance and signpost families to agencies who can offer them more support. • Beacon works with all parents/carers and we have an open-door policy. 	<p>able to attend.</p> <ul style="list-style-type: none"> • Children have the opportunity to be involved in extra-curricular clubs and activities. • Parents and Carers are invited to attend information sessions. • Parents are able to contact school at any time to address any concerns. 	<ul style="list-style-type: none"> • SENDiass – information/contact details given to parents who may need support for annual review/EHC plan meetings. • Parents and carers views are an integral part of review meetings. • All documentation is organised and available to parents and carers to read. Support is available to discuss and explain paperwork. • SENDCo is available to discuss issues concerning children with SEND.
---	--	--

3. The curriculum

<p>Whole school approaches. The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • We aim to offer a broad and balanced curriculum where children are challenged and enthusiastic about their learning. • The curriculum allows opportunities 	<ul style="list-style-type: none"> • Interventions are planned by class teachers and the school SENDCo. • Interventions are needs led and driven by the graduated response. • The progress of students taking part 	<ul style="list-style-type: none"> • Some children may need individual support to access the curriculum; they may be supported by the class teacher/Teaching assistant during the lesson.




<p>for all children to flourish and teachers to adapt their teaching style to suit a wide variety of learning styles/needs.</p> <ul style="list-style-type: none"> • Opportunities for all pupils, regardless of their ability and/or additional needs, have full access to the curriculum and learn through individual and group discussion. • Opportunities to work independently. • Effective feedback is used to move pupils on in their learning. • Classes are well supported by teaching assistants for both academic and emotional needs. • Class teachers effectively utilise teaching assistants to provide targeted support when needed and then withdraw to promote independent skills. • RWI phonics and spelling support available for all • Observations of children within the learning environments, classroom assessments (including dyslexia) are used to identify children who need specific support. 	<p>in intervention groups is measured on a regular basis.</p> <ul style="list-style-type: none"> • The intervention packages are adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> - literacy – Read write inc and spellings - handwriting - numeracy - speech and language - Working memory - motor skills • We have qualified Trauma Informed School practitioners who lead social and emotional intervention. • 1:1 and small group work 	<ul style="list-style-type: none"> • Coloured overlays • Personalised curriculum • 1:1 tuition • ASD team support • Additional sensory input • Relevant assessments e.g. dyslexia, speech and language to assess need. • Support from outside agencies e.g. Educational Psychologist, Speech and Language therapist. • Shine ‘nurture-style’ provision
--	--	--

4. Teaching and learning

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Adaptive teaching and learning is used to ensure the progress of students. • High expectations of all pupils. • Range of teaching styles are used • Quality marking with developmental feedback. • Learning is made exciting and creative using indoor and outdoor space as well as trips and ‘hooks’. • Access to learning equipment e.g. number lines, ICT equipment and manipulatives • Working walls • Read Write Inc • Talk for writing • Peer support/paired work • Trips and events to encourage and engage children. 	<ul style="list-style-type: none"> • Pre/post teach • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEN have targeted support and provision. • Time and support given before responses required • Additional RWInc intervention • Additional literacy/numeracy intervention specific to need • EAL specific intervention • Speech and Language therapy intervention • Memory intervention • Precision teaching • Motor skills intervention • ‘Funfit’ intervention/sensory circuits • Readers and scribes are put in place, where appropriate, to support children in test situations. • Provision mapping (Assess, plan, do, review) is used to monitor intervention. • TA support is targeted towards specific groups. • Task management boards are used to reinforce instructions/expectations, giving children step by step directions. 	<ul style="list-style-type: none"> • Personalised learning • Scaffolding of task • 1:1 support from Teacher/Teaching Assistant • Outreach from ARB or other Specialist provision. • 1:1 reading from HLTA • Visual timetables • Special examination access arrangements are put in place for internal and external tests and examinations (readers scribes etc) where appropriate • Shine ‘nurture-style’ provision • Specialist support and advice is available from external agencies such as: <ul style="list-style-type: none"> -Educational Psychologists -Physiotherapists -Occupational therapists -Autism Spectrum Support Team -Cognition and learning Advisory Service -Visual and Auditory specialists - Speech and language therapists




	<ul style="list-style-type: none"> Independent work is supported with technology including: Laptops, Ipads and talking tins. 	
--	---	--

5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> We aim to nurture each child's innate motivation to learn so they can become 'life-long learners.' Children are supported in taking ownership of their learning. Toolkits and resources to support children in being independent e.g. spelling logs, word banks All children are encouraged to be independent. Classes have visual timetables to support children in recognising the next lesson. Teachers plan and encourage independent learning. 	<ul style="list-style-type: none"> Teaching assistants can support children by giving them the tools and strategies that they need in order to become independent. Children have personalised equipment to aid their learning e.g. talking tins, overlays, timers. Laptops/Ipads are available to support children with extended writing or phonics practice. Teachers and TAs ensure children are confident in what needs to be done before beginning independent work. Task management boards are used to guide children through their work step by step. Teachers talk through homework tasks with children and send supporting letters to parents to help at home. 	<ul style="list-style-type: none"> Individual timetables Visual cues Now/next boards Task management boards Use of specialised equipment e.g. overlays, pencil grips, fiddle toys. Workstations Teaching assistants work with children to achieve individual targets from assess, plan, do review. Shine 'nurture-style' provision. Where 1:1 support is provided, TA's encourage independent work whenever possible. TA's use resources, questioning, and verbal prompts to help develop independent working skills. Talking Tins, recordings. photographs and other methods of alternative recording are used to record




	<ul style="list-style-type: none"> • Children taking responsibility for their own organisation in changing for PE, handing in homework, changing reading books and care of possessions is actively encouraged. 	<p>children's work.</p> <ul style="list-style-type: none"> • Resources from Physiotherapy and Occupational therapy are provided where necessary to ensure children are provided with treatment and resources needed to promote independence. • Provision is made to allow children to access out of school activities. • Social skills/nurture groups are put in place where needed.
--	---	---

6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Everyone is valued and celebrated for their individuality, uniqueness and their achievement and progress. • Whole school supportive ethos. • All children are valued • Breakfast club (free breakfast for all children) • Supportive approach adopted throughout the school. • School Inclusion team. • Whole school rewards and sanctions support wellbeing and emotional support. 	<ul style="list-style-type: none"> • Support from the school's Inclusion team. • Access to school TIS (Trauma informed schools) practitioners. • Extra-curricular sports activities and out of school competitions and events are actively encouraged to increase student's health and wellbeing. • Cooking and kitchen hygiene is included in the class timetabled activities. 	<ul style="list-style-type: none"> • TIS individual support/targets set • Access to behaviour mentor/TIS practitioner • Meet & Greet • Individual sensory breaks • Special praise books to focus on positive events in school • Visual Cues/individualised emotional support • Individual behaviour plans. • Individual safety plans. • Intimate Care plans • CAMHS support




<ul style="list-style-type: none"> • Rigorous and effective safeguarding procedures are in place and embedded into practice at all levels. • PSHE curriculum is delivered to all children. • Science curriculum includes diet and healthy eating. • Themed assemblies are used to promote important issues. • Any instances of bullying are recorded. • Additional lessons are included if specific issues have arisen. • Whole school Trauma Informed Schools (TIS) training has been completed. TIS models and strategies are being used to support pupil well-being in school. 		<ul style="list-style-type: none"> • Bereavement support from trained Pastoral staff member as well as Penhaligon's friends. • Shine 'nurture-style' provision • Additional support for children can be requested from: <ul style="list-style-type: none"> - CAMHS (Children and Adolescent Mental Health services) -Social Care and Family Support -Penhaligons friends -Family Information Services -School Nurse -CLEAR • Health care and Care plans are created to support children's physical and medical needs when appropriate. • Support and monitoring is provided for children with eating and toileting difficulties.
--	--	--

7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All children attend whole school trips/visits and shared experiences • All children have opportunity to attend whole school events 	<ul style="list-style-type: none"> • Lunch time clubs • Lunch time – ARB children are supported in order to interact with children who are in and not in their 	<ul style="list-style-type: none"> • TA support for extra-curricular activities • Individual break and lunch time support to aid social




<ul style="list-style-type: none"> • All children take part in whole school/merged theme week activities, including children from the ARB • TA support through classroom activities/questioning • Children led activities/play leaders and playground friends encourage all children to develop their social skills. • Children are actively encouraged to participate in after school clubs and we celebrate achievements for out of school activities in our celebration assembly. 	<p>class.</p> <ul style="list-style-type: none"> • Children supported, where needed at after school clubs. 	<p>interactions/support behaviour</p> <ul style="list-style-type: none"> • Staff use social stories and ‘time to talk’ to explain and discuss social situations and acceptable behaviours. • Individual planning includes adult led social activities with small groups. • 1:1 TA’s, teachers and SENDCo help the children to understand both their own feelings and those of others.
--	---	--

8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Every class has: word walls, spelling mats, visual timetables, colourful displays, number lines etc. to aid children in accessing the academic learning. • Children have access to whiteboards, digital cameras and laptops/IPADs • Working Walls in the classroom assist learning and encourage interaction. • Flexible learning – inside and outside • Areas of the playground designated for 	<ul style="list-style-type: none"> • Rooms/spaces available for intervention • Sensory room provides a quiet, safe, adult supervised place for vulnerable children to have a calm time and re-energise during a tiring week. • Resources are made available for children to support their learning and inspire confidence. • Key staff are trained to confidently 	<ul style="list-style-type: none"> • Workstations are used to support children who may suffer from sensory overload. • Specialist equipment enables children to be independent (writing slopes/adjustable chairs/adjustable tables/writing supports) • The SENDco works with specialists such as Physiotherapists and Occupational Therapists to ensure that the school/classrooms are

<p>different activities specifically during lunchtime.</p> <ul style="list-style-type: none"> • Classrooms are well-organised and clutter free. • Classrooms, playground and field are accessible for all children-ramps and handrails • Toilets are adapted accordingly-wheelchair access and changing facilities, including wet room with shower 	<p>diffuse challenging behaviour in a calm, positive manner.</p>	<p>accessible for all.</p> <ul style="list-style-type: none"> • 1:1 support is provided for all children with an EHCP to ensure they can access practical aspects of the curriculum. • The Physical Disabilities advisor supports the school in ensuring the best provision is given for children in school. • PEEP plans and risk assessments are in place to ensure safety when moving around the school. • Reasonable adjustments made to the physical environment where needed to support children with disabilities.
---	--	---

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Meetings are held between the present and the next class teacher, these meetings are also attended by a member of the Inclusion team who may be able to offer information about social/emotional needs. • Move up weeks in summer term 	<ul style="list-style-type: none"> • Visual cues/photographs to promote positive transition • Small group visits to secondary placements • SEN Record of need taster day at Secondary school • 1:1 and class TA's work with 	<ul style="list-style-type: none"> • 1-1 visits to secondary placements • Early identification of 'key worker/mentor' to help build familiarity (as required) • Identified transition in the summer term • Advice from other agencies to

<ul style="list-style-type: none"> • Good liaison with secondary schools • Secondary taster days • Transition programme for new children • Induction meeting for parents • Induction meeting for new classes • When children move from one year to another they have the opportunity to visit their new class and teacher. • Our Foundation stage 1 or 2 teachers visit pupils in their preschool settings prior to them starting at Beacon Academy. • Our nursery teachers visit each new pupil at home prior to them starting at our school. • Pupils entering our Nursery/Reception have opportunities to visit school with their parent/carer on a number of occasions for stay and play sessions. 	<p>vulnerable children to make a transition book and visit new classes and new teachers individually throughout the summer term.</p> <ul style="list-style-type: none"> • New children and their parents are welcome to visit the school for a tour prior to joining the school. • Virtual tours of the classroom • Meet the teacher events 	<p>support individual transition</p> <ul style="list-style-type: none"> • Early support meetings • Transition books created • Home/school visits by Inclusion team • The SENDCo of the new school will be invited to Annual review meetings for year 6 children. • The SENDCos of both schools meet to transfer records and information on support in place.
---	--	---

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychologists	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents and carers, and other adults who teach and support them.	Hayley Jarrett Contact through school (01208) 72773
Speech and Language Therapy	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	Jessica Millward The Speech and Language Therapy Service on: Telephone: 01208 834488 Email: cpn-tr.enquirslt@nhs.net Address:

		Children's Services Care Management Centre Truro Health Park Infirmary Hill Truro Tr1 2JA
Paediatric Occupational Therapists	Paediatric Occupational Therapists who assess the needs of children and young people with disabilities at home, school, and in respite settings. The Occupational Therapist's role is to enable children and young people to become as independent as possible in daily living activities, and help find solutions to any barriers which are preventing this.	Children, schools and families 0300 1234 101
Early Support	Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it. Through working in partnership with parents and young people.	Early Support Co-ordinator (East) 01288 353968 07968 992126 mstopher@cornwall.gov.uk
Dyslexia advisory service	<ul style="list-style-type: none"> • To ensure that children and young people on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on. • To promote the inclusion of children and young people on the dyslexic spectrum in local mainstream schools. • To be explicit about the definition of dyslexia used by Cornwall local authority. • To outline how children, schools and families are supported by the local authority. 	Toby Wilson 01579 34 56 50
Hearing support service	The Hearing Support Team provides a specialist support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people throughout the County of Cornwall who are affected temporarily or permanently by some degree of educationally significant hearing loss.	Hearing Support Team The Educational Audiology Centre, Priory Road, St Austell, PL25 5AB 01726 61004
School Nurse Team	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy	01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net Address: Children's Services Care Management Centre Truro Health Park Infirmary Hill Truro TR1 2JA

The Autism Spectrum Team	<p>The Autism Spectrum Team in Cornwall will play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families. Professionals within the Autism Spectrum Team will promote a joint problem solving approach and promote interventions that are evidence based.</p>	<p>Matthew Wilmott Autism Spectrum Advisor Telephone: 01579 341302</p>
Educational Welfare Officer (EWO)	<p>The Education Welfare Service offer support and help to pupils, parents, carers and schools who may be having problems with attendance.</p>	<p>Phil Dolbear 01208 72737 Lyndhurst 66 St Nicholas Street Bodmin, PL31 1AG</p>
Early Help Hub	<p>The Early help hub co-ordinates teams including ASD and School nurse teams</p>	<p>earlyhelphub@cornwall.gov.uk</p>

How does the school know if my child has SEND?

The SEND Code of practice 2015 states that a child has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made.
- If they have significantly greater difficulty in learning than the majority of others the same age.
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

At Beacon we know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupils' previous school.
- There is a lack of progress identified either through assessment of learning within the class, or at Pupil Progress meetings held termly.
- If a child is working below age related expectations.
- There is a change in a pupil's behaviour.
- A pupil asks for help.

What types of SEN needs does the school provide for?

We support all pupils with a range of SEN needs and disabilities, and with varying degrees of complexity. These needs can impact upon the child's capacity to learn in all areas. We support children with the following areas of need :-

Communication and Interaction

e.g. Autistic Spectrum Condition, Speech and Language difficulties

Cognition and Learning

e.g. dyslexia, dyscalculia, dyspraxia, working memory difficulties

Social, Emotional and Mental Health

e.g. attachment, anxiety, ADHD

Sensory and/or Physical

e.g. Visual or hearing impairment, physical difficulties

How can I let the school know if I have concerns about my child's progress and possible SEND?

First talk to your child's teacher about your concerns. This can be done in the morning or at the end of the day or by making an appointment through the school office or at parent's evening.

A meeting can then be arranged with the Special Educational Needs and Disabilities Coordinator (SENDCo) to discuss your child's needs and what the school can do to support.

SENDCo - Mrs Kim Alway
Deputy SENDCo - Miss Charlotte Collings

If concerns continue then a referral may be made to an outside agency, for example an Educational Psychologist, the Cognition and Learning team, the Physical Disabilities team.

Who else can I speak to about my child's SEND needs?

Our Inclusion team are here to support you and answer any questions that you may have.



Mrs Kim Alway
SENDCo



Miss Charlotte Collings
Deputy SENDCo

What are the different types of support available for children with SEND needs at Beacon?

At Beacon we believe in all children receiving high quality teaching through a broad and balanced curriculum which builds on prior learning and allows children the opportunity to explore a wide range of subjects. We recognise that this will look different for some learners and they are supported in various ways.

Some of which are:

- Additional support within the classroom, adaptive teaching and scaffolding
- Access to small groups or interventions
- Using additional practical resources
- Altering language to ensure it is accessible to all
- Personalised workstations

This additional support is tracked and monitored on Provision Map.

What interventions and resources does the school have experience of?

Some of the interventions we currently use in school:

- 1:1 reading
- Echo reading
- Colourful semantics
- Speech and Language
- Precision Teaching
- Shine nurture style provision

Some of the resources children will have access to in school:

- Pencil grips
- Coloured overlays
- writing slopes
- Ergonomic scissors
- Individual laptops
- Ear defenders
- Flexible seating
- Chews
- Sensory toys and resources

Who are the other people providing services to support children with SEND?

Educational
Psychologists

CAMHS

Speech +
Language
Therapists

Early Help Hub

Autism Team

How are teachers supported to work with children with SEND?

Training

Staff are supported through regular training opportunities throughout the academic year.

SENDCo Advice

The inclusion team is always available to support teachers to ensure they understand the needs of the children and feel equipped to support them.

Outside Agency Advice

Staff are able to seek advice from a range of outside agencies such as the advisory service, Educational Psychology team, EHH and cognition and learning service.

How are pupils supported to improve their emotional and social development?

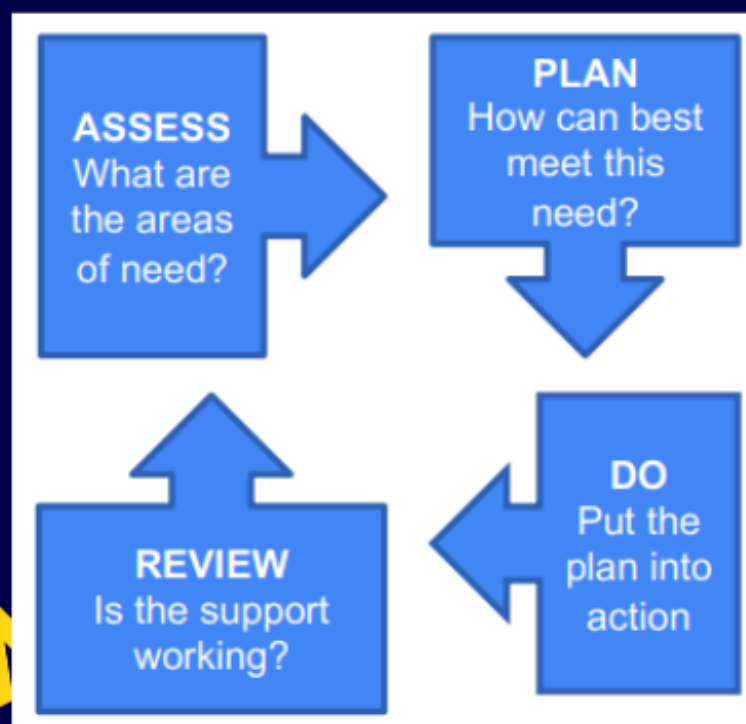
We believe that all children can and will Shine Brightly at Beacon. Our values and vision form the basis of everything we do and we understand that some learners have additional emotional and social needs which need nurturing. We offer a range of support in addition to our Personal, Social, Health and Economic Education lessons and Personal Development Programme.

- A behaviour and relationship policy which is based upon a relational approach theory and encourages a restorative approach built on trust, respect and emotional coaching.
- Worry monsters and wellbeing plaques in each classroom
- Sensory breaks throughout the day
- A positive culture to develop understanding and acceptance of neurodiversity, emotional needs, physical disabilities and learning preferences where bullying is not tolerated.

How is progress for children with SEND measured?

All children are assessed regularly as part of quality first teaching. The school tracks each child's progress and the progress of children with SEND is discussed at Pupil Progress meetings between the class teacher, senior leadership team and SENDCo. For children with SEND progress against personalised targets are reviewed.

The school uses the assess, plan, do, review model to ensure support is suitable and tailored to the needs of the child.



Each term APDR documents are shared with parents/carers. Parents/carers are invited in to discuss progress and to review existing targets and create new ones for the following term. The SENDCo is also available for consultation at these meetings if requested by the parents and/or teachers. A more detailed report at the end of the year is also provided for parents/carers.

How is the school accessible for all learners?

As a school we use a variety of resources to support children with SEND which enables them to access both academic and social activities.

All children have the opportunity to take part in trips and activities in school. If additional support or resources are required to enable a child to attend a trip or a visit then a meeting will be held with the class teacher and parents to discuss what reasonable adjustments can be made to support this. Information can be readily accessible and where needed will be adapted so that it meets individual needs.

The school is required to publish an Accessibility Plan in line with the Equality Duty 2012. The school's plan can be accessed from our website.

The SENDCo supports teachers in creating SEND support plans which outlines the strengths of the child and how best to support them. Children's voice is vital in these meetings and therefore children are invited to share their input into their support plans. The document is shared with all adults working with this child.

How will you support my child at times of transition?

On Entry

- Reception/Nursery staff visit each child in their pre-school setting.
- Home visits are attended by Nursery/reception staff.
- Staff attend annual reviews or TAC meetings in the summer term for any pupils starting.

Annual transition

- Information sharing at transition meeting between previous and new teacher
- Growth mindset week where children finish the academic year by working with their new class teacher
- Growth mindset camp
- Parental transition meeting with new teacher.

Mid-year transition

- The SENDCo endeavours to support visits with parents to specialist provisions.
- Where a child leaves our setting, the SENDCo ensures that up-to-date SEND records are sent to receiving school.
- Transition meetings with previous school where a child starts mid year at Beacon.

Secondary transition

- SENDCo made aware of placements once allocated.
- Meetings take place to discuss SEND needs of cohort and individuals.
- SEND records passed to secondary school.
- Additional transition visits arranged if deemed appropriate.
- Secondary SENDCo of receiving school is invited to statutory meetings if they occur in the summer term.

How is the effectiveness of SEND provision monitored?

Our provision for pupils with SEND is monitored termly by the SENDCo and also by the nominated SEND governor.

In addition, provision for pupils with SEND is an important aspect of monitoring by the Trust.

Teachers evaluate the effectiveness of interventions for individual and groups of pupils termly and the SENDCO meets with teachers to discuss progress for pupils on a termly basis.

The setting of SMART (Specific, Measurable, Achievable, Relevant, time-bound) targets assists pupils, teachers, teaching assistants, parents and the SENDCo in making meaningful evaluations of the provision.

An important aspect of the evaluation is the collection of pupil voice - do pupils feel supported and experience success in their learning?

What do I do if I am not happy with my child's support?

Please talk to us if you have a concern about the support your child is receiving. Speak to you child's class teacher, Mrs Alway or Miss Collings.

If after this you are still not happy then please speak with Mrs Haywood, Headteacher.

If your concerns are unresolved then the complaints policy is on our website which details the procedure you should follow.