

Barr Beacon School

Special Educational Needs and Disability (SEND) Information Report

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Guiding Principles:

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs and disabilities (SEND), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Admission arrangements for SEND pupils:

Barr Beacon provides a broad and balanced curriculum for pupils of all abilities. Whatever their ability, each child is encouraged to reach their potential. Recognising that some pupils may require extra support, there is a range of support on offer to match each child's needs.

Pupils are admitted to Barr Beacon School at the age of 11 without reference to ability, aptitude, race or religion. The school's admission criteria (as set out in the Barr Beacon School's Prospectus) is applied to applications from the parents of pupils with special educational needs and/or disability.

SEND Specialisms:

Barr Beacon School does not specialise in making provision for any particular special educational need or disability and does not have specialist units. The school aims to provide a flexible and inclusive curriculum for all of its pupils.

Facilities for SEND pupils:

Barr Beacon School has disabled toilets and ramps to assist access to the ground floor of some buildings. There is a lift in C block, B Block and E block. However, there are no other lifts on the school site. Lessons are taught on three floors in some buildings. The school site is on different levels.

Roles and Responsibilities:

Provision for pupils with special educational needs and disability is a matter for the school as a whole. All members of staff have important responsibilities in this process:

The **Governing Body**, in co-operation with the Headteacher, determines the school's policy and approach to provision for children with SEND, establishes the appropriate staffing and funding arrangements and has oversight of the school's work.

The **Headteacher** has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher keeps the Governing Body fully informed and also works closely with the school's SEND team.

The **Special Educational Needs and Disabilities Co-ordinator** (SENDCO) works closely with the **SEND team**, Leadership and fellow teachers to plan the strategic development of the SEND policy and provision. The **SEND team** has responsibility for the day-to-day operation of the school's SEND policy and for coordinating provision for pupils with SEND, particularly through *the Wave 2 and 3 provisions* (see appendix). The SEND policy is available on the school's website.

All teaching and support staff are fully aware of the school's procedures for identifying, assessing, and making provision for pupils with SEND. All teachers are responsible for planning an inclusive curriculum and acting as the primary source of support for pupils with SEND. All teaching staff and **Learning Support Assistants** (LSAs) have training throughout the year on how to provide a wide curriculum and how to meet the learning and social needs of SEND pupils.

Arrangements for coordinating the provision of education for SEND pupils:

The SENDCO co-ordinates the work of the SEND team and that of external support services. The SENDCO takes the lead in the strategic development of the school's SEND policy and provision to meet the needs of SEND pupils. The SEND Team undertakes the co-ordination of provision for SEND pupils.

The identification and assessment of SEND pupils:

Barr Beacon School will admit pupils who have already been identified as having special educational needs and or a disability. A pupil may have been identified by their primary school as having SEND. The SENDCO will facilitate liaison between a pupil's primary school and the SEND team so that the pupil's SEND can be identified and discussed. This allows for early intervention to be planned for in order to achieve a smooth and successful transition for SEND pupils.

Barr Beacon School is aware that any pupil admitted to Year 7 may have unidentified special educational needs and/or a disability, that children's special educational needs and disability may change over time and that the period of transfer and adjustment to a new school, which is crucial to all pupils, may hold a particular challenge for a pupil with special educational needs and or disability. To assist in the identification of SEND pupils, the school will assess all pupils' current levels of attainment on entry, using screening test results.

The process of transition between key stages is supported by the SEND team. From year 9 onwards, the school's career advisor is invited to review meetings to support pupils in the decisions that they make towards their future careers. All pupils are provided with a careers interview. All pupils are given the opportunity to attend a university. Where appropriate, at the point of transition from key stage 4 to 5 or beyond to Further Education, the SEND team takes an active role in liaising with the learning establishment to which a SEND pupil moves.

At each transition point, pupils are guided by the SEND Department to support their academic progression and ambitions and prepare them for adulthood.

Assessment occurs throughout a pupil's time at Barr Beacon School, with their progress being measured by reference to:

- evidence from teacher observation and assessment
- a pupil's performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools.

All teachers are responsible for referring a pupil to the SEND Team if they are concerned about a lack of progress. Intervention must first be made within departments. This is called *Wave 1 intervention* (see appendix)

Barr Beacon School is also responsive to expressions of concern about progress from parents, pupils and other professionals and will investigate all such referrals.

Individual Education Plans (IEPs):

Pupils on *Wave 3* in Years 7 to 13 *will* have meetings twice a year, to which parents and pupils are invited to submit their opinions about a pupil's progress. Barr Beacon School will then draw up an Individual Education Plan (IEP).

The IEP includes:

- up to 4 short-term targets set for or by the pupil
- recommended teaching strategies
- the provision to be put in place
- expected date of next review
- success and exit criteria for an IEP
- outcomes (to be recorded when the IEP is reviewed)

The IEP will be discussed with the pupil and a copy will be sent to parents. IEPs are devised from an overall yearly plan produced in consultation with parents and pupil.

Monitoring and Reviewing IEPs:

The IEP will normally be reviewed twice a year in consultation with the pupil and parents. There will be a yearly review to evaluate the pupil's progress and the success of an IEP. At this time a decision will be made about any future action required; plans for further intervention will also be made.

Working IEPs are continually kept 'under review'. It is likely that some targets will be achieved more quickly than others hence the IEP may alter to reflect these changes.

Consultation with parents on working IEPs will normally be in the form of a written report, sent home after the IEP review date. In this way, the school is constantly reviewing the progress of its pupils. The progress of pupils will be monitored through our rigorous data tracking system.

Pupil Profiles:

Pupils on *Wave 2 and 3* in Year 7 - 11 will have meetings at least twice a year with parents/carers, pupil and the SENDCO to work together to create a comprehensive picture of the pupils needs and to set targets that will impact positively on the pupil's progress. Barr Beacon School will then complete the child's pupil profile and a copy shared with all interested parties. This will be reviewed at the end of the academic year. Teachers will set subject specific targets to focus pupils on their progress in lesson.

The curriculum for SEND pupils:

Barr Beacon School recognises its responsibility to provide all pupils with a broad and balanced curriculum by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Support for improving a child's emotional and social development:

At Barr Beacon School, all pupils are placed in a House to ensure their pastoral care. Within this pastoral care system, pupils receive support and guidance from a Form Tutor, whom they see each day, and a Head of House, who oversees their holistic care and academic progress. All children, including those with SEND, have the opportunity to join the school council and undertake a range of ambassadorial roles in and around school. Extra pastoral support programmes are available for pupils to improve social and emotional development which are provided under Wave 2 (see appendix).

Barr Beacon School is a 'telling school' where all pupils are expected, encouraged and supported to report any incidents of bullying.

A graduated response to SEND:

The special educational needs and disability provision at Barr Beacon School is designed to help pupils to become independent learners. The school has adopted the model described in the Special Educational Needs and Disability Code of Practice 0-25 (January 2015). There are three levels of intervention *Waves 1, 2 and 3* (see appendix).

Wave 1:

These pupils are supported within lessons and departments. Interventions that may be used are provided in the appendix.

If it is thought that a pupil may need further support to help them progress, then a teacher should inform their Director of Learning and the SEND Team. The SEND Team will then undertake a further assessment of the pupil's individual learning needs and consult parents. If it is concluded that the pupil does require additional support to help his/her progress, then they will have opportunities for specific interventions, which may result in the pupil being moved to Wave 2.

Wave 2:

Wave 2 will be suitable for pupils who are still not progressing at Wave 1 or who have had intervention from agencies outside of school. Pupils at Wave 2 will have an IEP.

Although developed with the help of outside specialists, the strategies specified in the IEP will be implemented as far as possible in the normal classroom setting. Please see the appendix for the interventions available at this stage.

Wave 3 Educational, Health and Care Plan (EHCP)

Pupils may not make adequate progress despite the help given through Wave 1 and 2. In these circumstances, the SENDCO, in consultation with the pupil, parents and any external agencies already involved, will consider whether to ask the Local Authority to initiate an assessment for an Education Health and Care Plan (EHCP).

Annual review of an EHC Plan:

Pupils will have an annual review of their EHC Plan. Pupils will be monitored through data tracking and an interim meeting throughout each year.

Complaints Procedures:

Barr Beacon School aims to work in partnership with parents of children with special educational needs and/or disability and thereby avoid disputes. All complaints from parents of pupils with special educational needs and/or disability concerning the provision made at the school will be taken seriously and we will seek to resolve them amicably.

SENDCO Contact Details:

The points of contact for SEND for Barr Beacon School are Miss Beards (Deputy Headteacher SEND) or Mrs Trainor (SENDCO). They can be contacted at Barr Beacon School, Old Hall Lane, Walsall, WS9 0RF.

Helpful Information:

The Local Authority offer can be found on the Walsall Local Authority website:
<https://www.walsall.gov.uk/>

