



**Welcome to Berwick Academy's SEND Information Report.
 This will outline how we support children in our school with additional needs.**

SCHOOL NAME:	Berwick Academy	
TYPE OF SCHOOL:	Mainstream	Secondary (age range 13-19 years) (mixed)
ACCESSIBILITY:	Wheelchair accessible	Lift provision where necessary.
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school? YES</p> <p>We are a fully inclusive school.</p> <p><i>Pupils who have special educational needs or disability make at least as much progress as their classmates. Pupils who receive support to catch up make broadly average progress. The support they receive helps them with their learning.</i></p> <p>OFSTED January 2016</p>	
SEND AT BERWICK ACADEMY	<p>Berwick Academy is a fully inclusive school.</p> <p>All staff and students have access to a broad and balanced curriculum appropriate and relevant to their needs.</p> <p>Staff and students have a positive attitude towards inclusion.</p> <p>Each child is supported to achieve and succeed and feel confident.</p> <p>Students are monitored and additional needs are identified, with early interventions from specialist staff.</p> <p>The kinds of SEND for which provision is made include:</p>	



	<ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD) • Asperger Syndrome • Autistic Spectrum Disorder (ASD) • Cerebral Palsy • Dyslexia • Dyspraxia • Hearing Impairment (HI) • Moderate Learning Difficulties (MLD) • Social, Emotional and Mental Health issues (SEMH) • Speech Language and Communication Needs (SLCN) • Visual Impairment (VI). 		
POLICIES:	Are the school policies available on the website for:	SEN	YES
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		EQUALITY & DIVERSITY	YES
		Additional policies also available on the website	
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	YES	
TRANSITIONS FROM MIDDLE SCHOOL	<p>Students are given a number of opportunities to visit Berwick Academy before joining the school in year 9. This includes;</p> <ul style="list-style-type: none"> • Open Evenings • Activity Days • Summer Transition days in year 7 and 8 • Early Transition Group for vulnerable students • Meetings for parents at the academy in the spring term of year 8 with key staff • Bespoke transition activities for vulnerable students <p>There is a comprehensive transition plan involving the Head of Key Stage 3 and SENDCO that begins with information gathering meetings and transition activities while children are in year 7 of their middle school.</p> <p>Key staff are invited to attend multi agency meetings of year 8 pupils to ensure important information is shared and that there is a coherent transition plan for care of the child.</p>		
TEACHING AND LEARNING	<p>Wherever possible students with additional needs will join in all activities at Berwick Academy with their peers and attend a full timetable of lessons.</p> <p>Suitable differentiation in learning tasks and adaptations to the learning environment to accommodate learning needs will be made.</p> <p>Staff attend regular training sessions delivered in house by specialist school staff as well as appropriate outside agency professionals, including-</p>		



	<ul style="list-style-type: none"> • School nurse • Occupational Health • Sensory Support • EAL Specialists <p>Information is shared with teachers regarding the needs of individuals as well as strategies to use in the classroom.</p> <p>Students with additional needs may be given targeted support inside the classroom by a teaching assistant, or work in small groups outside of the classroom with a HLTA.</p> <p>A teaching assistant may be designated to a group of students with a range of needs within a classroom to give more general support.</p>
<p>IDENTIFYING NEEDS</p>	<p>All students are monitored regularly to ensure they are making the expected progress in line with their developmental stage, and 3 levels of progress in attainment from key stage 2 to the end of key stage 3.</p> <p>If concerns are raised about a student’s progress all of the following sources of information could be reviewed:</p> <ul style="list-style-type: none"> • First school information • KS1 and KS2 data • Parent comments • Learning Review and Forecast data • Key assessment results • Teacher observation • Teaching assistant observation • Reading tests • WRATS test • Spelling tests • DASH tests • Dyslexia Screening Tests <p>When all assessments data and information are compiled a decision will be made regarding the next step.</p> <p>Students identified as having additional needs will be offered appropriate interventions.</p> <p>On some occasions a HUB referral could be made to gain specialist support from outside agencies or an Early Help Assessment (EHA) might be opened.</p>



	<p>HUB Referral Information</p> <p>If you have concerns about your child's progress and suspect they may have an additional need you should contact Dawn Tait, SENDCO.</p>
RANGE OF PROVISION:	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p> <p>Areas of strength Specialist teachers for all subjects. Eden Alternate Provision offering for students with significant behavioural issues.</p> <p>Specialist Staff to support SEND</p> <ul style="list-style-type: none"> • Specialist HLTAs in core departments – including Gail MacFadden (Communications), Gary Brown (Maths) • Special Educational Needs Coordinator – Dawn Tait • ELSA support – Fiona Greenlees • Numeracy and Literacy CO-Coordinator • Student Mentor – Paula Clegg • Heads of Year Pastoral Support –Sarah Stones, Alasdair Kesson, Kerensa Baird • Assistant Head with responsibility for Pastoral Care – Mark Wickens • Internal Exclusion Room, supervised by senior staff members to reintegrate students following incidents of behavior • Specialist Design Technology TA – Mike Robey • All TAs are specially trained in Speech and Language Support, Autistic Spectrum Disorders • Anti-Bullying Support - Sarah Stones • EAL support – Susan Virtue • Yoga and Mindfulness (Feb 2018 onwards) – Dawn Tait <p>Specialist Facilities/Equipment to support SEND</p> <ul style="list-style-type: none"> • Disabled toilet and shower facilities • Stair lift • EVAC Chair <p>Specialist ICT Facilities</p> <ul style="list-style-type: none"> • Laptops • Microsoft Surface Pro • Dragon Voice Speech Recognition Software • Graphics Tablet <p>All students have access to</p> <ul style="list-style-type: none"> • GCSE Pod • Kerboodle • Show My Homework •



Input from Therapists/Advisory Teachers/other specialist support services

If students are not making expected progress it may be necessary to identify a need for students to be referred to other outside agencies.

Consent for a referral requires parental consent and substantial discussion with parents before a referral is common practice.

Other agencies may include;

- Occupational Therapy
- Physiotherapy
- Sensory Support Unit
- SEND Support from the local authority that may include; Speech and Language Therapy, ASD specialist teaching, Literacy Support and Behaviour Support
- Access to medical support via the school nurse and NHS
- CYPS
- EOTAS
- SORTED
- ESLAC
- Children's Services

These needs may be identified during the annual review process, following an event or incident in or outside of school, or at the request of a child, parent, or member of staff.

A HUB referral could be made, or in some cases a direct referral to the agency.

Commonly these referrals can also be made through the Early Help Assessment (EHA) process, formerly known as the Common Assessment Framework (CAF). A lead professional will coordinate meetings and discussions to plan and obtain appropriate support.

Breakfast, Break and Lunch time, and After School support

- Breakfast offered in school canteen
- Breakfast club in Eden centre
- Break time support in dinner hall from TAs
- TA supervised lunch table
- After school support available through homework clubs each afternoon with specialist HLTAs an TAs
- Drop in support 2 days a week from a student mentor



	<p>In class support</p> <ul style="list-style-type: none"> • Teaching assistants may be attached to a child or class, or department. • Usually a teaching assistant will be working with a small group within the class or sometimes withdrawing a small group to another area. • Teaching assistants may be asked to observe behaviour and support the teacher in a class to mark work or write work in planners. • Teaching assistant may be working closely with 2 or 3 students to break down tasks, scribe, read and helping to organise thoughts or words before starting a writing task. • Teaching assistants support on school trips and extra-curricular activities also. • Teaching assistants may provide emotional support and encouragement.
<p>SPECIALIST INTERVENTIONS</p>	<p>Literacy</p> <ul style="list-style-type: none"> • IDL Dyslexia Package • Read Write Inc • Toe By Toe • Phonographix <p>Boxall Profile</p> <p>Thrive</p>
<p>EXAM ARRANGEMENTS</p>	<p>How do you support students to achieve in their exams?</p> <p>Some students may require additional support in an exam environment.</p> <p>This may be a reader / writer / scribe – or all 3.</p> <p>Students with sensory impairments may also qualify for additional modifications, for example, enlarged exam papers.</p> <p>On some occasions a laptop may be the appropriate access arrangement.</p> <p>In order to qualify for this students need to be screened to ensure they meet the requirements set by the Joint Qualification Council. A specialist assessor comes into school 3 times a year to assess students and produce a report. You will be told that your child is going to undertake this assessments and you will receive a follow up letter if they qualify and have been successful in the online application process to formally apply based on the results of the assessments.</p> <p>Please note – access arrangements should be the student's normal way of working in the classroom. Also, arrangements should be made before November of year 11 to fit with JCQ deadlines.</p> <p>Additional emergency arrangements can be applied for in the case of emergency or illness during an exam period.</p> <p>If you think your child should qualify for access arrangements please contact Dawn Tait, SENDCO</p>



<p>INCLUSION:</p>	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>All children have access to all activities and all trips, adaptations may be made with certain activities and lessons where appropriate.</p> <p>SEN Accessibility Plan</p> <hr/> <p>What proportion of children currently at the school have an SEND?</p>
<p>HOW DO WE ENSURE THAT OUR PROVISION IS CHILD CENTERED</p>	<p>How do you involve children/YP with SEND regarding and meeting their needs?</p> <p>We discuss all aspects of provision with the students that we work with. Students give their views and complete their own pen portrait. If a child asks for more provision or is unhappy with their provision they have we also discuss this with their parents before coming to a decision.</p> <p>All students will know why they are being asked to complete assessments and parents contacted prior to the assessments taking place.</p> <p>Students have been invited to be part of a SEND Student Voice Panel, being established in January 2018. We will be looking at encouraging our SEND Student Panel to raise issues and bring new ideas to the school. We would like to engage the SEND panel in interviews for new staff, develop training resources for staff and peer mentors. We will also looking for the SEND Student Panel to take the lead on suggesting and organising trips and aspirational activities for SEND students in particular.</p> <p>The SEND panel will be overseen by the SENDCO, as well as trained teaching assistants and Peer mentors.</p>
<p>PARENT SUPPORT INVOLVEMENT/LIAISON:</p>	<p>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <ul style="list-style-type: none"> • Open Days for new pupils and for existing parents to view work • Transition Days for incoming year 9 pupils • Supporting Your Child Drop In events • Parents Evenings (for each year group and the intake year group) • Half termly learning reviews and forecast reports published • Full reports once a year at key times • Homework Planner to keep dialogue going between school and home • Texting and email service to alert parents • SEN annual review of EHCP meetings at least once a year • Agency meetings where appropriate • Open door policy • Publications and policies on the school website



	<p>For those parents without EHA or formal review meetings already, parents are invited to be involved in the plan do review cycle of interventions at drop in sessions at parents and supporting your child evenings.</p> <p>A SEND Parent forum will be established in early 2018. Please contact Dawn Tait, SENDCO if you wish to be included in this.</p> <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>We have carefully planned and structured Information Advice and Guidance (IAG) program.</p> <p>Students have an IAG program in tutor time.</p> <p>Students are also encouraged to take up an opportunity in year 10 to complete a work experience placement.</p> <p>An external careers guidance professional is also involved in the annual review process and EHC Plan transfer process.</p> <p>Transitions planned through each key stage with various professionals. Professionals from other providers are invited to review and transfer meetings when appropriate.</p> <p>Apprenticeships events and careers fairs are held within school and students are invited to attend externally hosted events and take part in university and college visits.</p> <p>Berwick Academy CEIAG Policy</p>
<p>ALTERNATIVE PROVISION – EDEN CENTRE</p>	<p>Eden is primarily the specialist learning environment for students with significant barriers to learning coupled with significant behavioural difficulties. Eden supports the school by offering provision for students that cannot succeed in mainstream classes. Eden helps to reduce the school’s exclusion rate by offering bespoke provision.</p> <p>Eden is a purpose designed learning space. There are 2 classrooms named <i>Kindle</i> and <i>Ignite</i>, designed to have a more homely feel than a traditional classroom with mood enhancing colours and tactile décor for an informal feel. There is a garden space with a greenhouse and poly tunnel for outdoor learning. We have 3 Eden pets that the children care for. There is a kitchen used for developing life skills as well as a breakfast club and offers a relaxed environment for meetings with families. The building also has its own toilet facilities. The detached building is surrounded by the school field and offers opportunities for outdoor learning and sports. There is also a base further up the school field that is used as an outdoor classroom and students have completed bush craft and field work skills.</p> <p>Students are taught in small groups by specialist subject teachers to ensure high quality teaching and learning, as well as additional support from TAs.</p> <p>Often these students will have bespoke timetables to suit their needs, although their curriculum remains broad and balanced. Where possible alternative qualifications are sought that suit the needs of individual students.</p>



	<p>Many of our Eden students straddle mainstream options subjects of their choice alongside their core offer in Eden and complete a minimum of 8 GCSE or equivalent qualifications.</p> <p>There is a focus on core subjects with a range of vocational courses on offer to suit the needs of an individual. Where low reading ages have been identified intensive literacy intervention is delivered to allow students to access the courses on offer.</p> <p>Eden is dual purpose and also offers a third room that is more multi-functional. This room is called Glow and hosts a sofa as well as a dining table and flexible desk spaces. This room is used primarily by part time Eden students who have a reduced mainstream timetable and for interventions. Glow offers a space to study or respite for those who need some emotional support also.</p> <p>Eden offers support for up to 25 at a time with a combination of full time Eden students and part time students. Students are lower school and sixth form students.</p> <p>Currently students are also studying with Oak Training 2 days a week.</p> <p>Eden was received positively in the last Ofsted inspection</p> <p><i>Pupils who spend much of their time in the Eden Centre make good progress. The caring environment and well-matched programmes help them prepare well for the next stages in their education, employment or training.</i></p> <p><i>Exclusions from the school are below national averages. The school works well with those whose behaviour is challenging.</i></p> <p style="text-align: right;"><i>OFSTED January 2016</i></p>
<p>QUALITY ASSURANCE</p>	<p>How do we check the quality of our SEND provision?</p> <p>The school rigorously checks the quality of teaching and learning with a program of activities throughout the school year, of which SEND is always a key focus. These include;</p> <p>Lesson Observations Learning Walks Book Trawls Faculty Reviews Performance Management of Staff Half Termly Data Reviews Faculty Improvement Plans School Improvement Plans</p> <p>You can see the last Faculty Review here.</p>
<p>TRANSITION TO EDUCATION AND HEALTH CARE (EHC) PLANS</p>	<p>All students at the school have now transferred to EHCPs.</p>



<p>TOP UP FUNDING AND EDUCATION AND HEALTH CARE (EHC) PLANS</p>	<p>If a student requires sustained additional provision the school may decide to apply for additional funding for the local authority. This is known locally as top up funding and is usually time limited. This is usually considered by the panel within 6 weeks of submission of the application.</p> <p>If a student will need support beyond the age of 16 or have complex needs and require significant support to fulfil their potential the school may make an application for the student to have an Education Health and Care Plan, formerly known as a statement. This is a longer 20 week process that requires input from an Educational Psychologist.</p> <p>Both applications require input and consent from parents, and a views from the child. Both applications require the school to have put in significant support and interventions which have been reviewed for at least 2 terms. Also, it is a requirement that additional support has been sought from other specialist agencies, such as the SEND support team or CYPS. It is beneficial if an EHA has been opened.</p> <p>For more information on the process for Northumberland please click here.</p>
<p>STUDENTS WITH COMPLEX MEDICAL CONDITIONS</p>	<p>We have a number of trained first aiders and staff trained to administer medication. Please contact the school if you have medication for your child that needs to be administered during the school day. Parental consent needs to be obtained and a plan of care needs to be completed.</p> <p>We have a number of children with asthma, diabetes, allergies etc and staff undergo specific training at the start of each year from the appropriate medical professionals about the child's specific needs.</p> <p>We are a nut free school.</p>
<p>COMPLAINTS PROCEDURE</p>	<p>If you have concerns about SEND provision at the academy please see our Complaints Policy.</p> <p>If you have complaints about a decision about an EHCP or Top Up or any other decision made by the local authority please see the What I Don't Agree leaflet.</p> <p>Support for parents and guardians can be found at In It Together.</p>
<p>MORE USEFUL INFORMATION</p>	<p>Berwick Academy SEN Policy</p> <p>Berwick Academy Numeracy and Literacy Policy</p> <p>Northumberland Local Authority SEND Website</p> <p>The Toby Henderson Trust – ASD Support</p>



COMPLETED BY: (Name and position)	Dawn Tait (SENCO)
DATE COMPLETED:	November 2017
REVIEW DUE:	November 2018

[Click here for the link to the Northumberland Local Authority Local Offer Website](#)

