

# SEND Information Report

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OCTOBER 2020

## THE BERWICK WAY

*Work hard, with humility, diligence and attention to detail*

ON TIME

ON SIDE

ON TASK



# SEND Information Report October 2020

## Introduction

Welcome to our Special Educational Needs and Disabilities (SEND) Information Report. We hope that you will find this information useful. We aim to describe the support available for your child in order that they are able to reach their full potential.

Berwick Academy is committed to a policy of including all children, where the teaching and learning achievements, attitudes and well-being of all, matter.

All children, regardless of ability and behaviour, are valued equally. Children with SEND are part of the whole school and individual children's needs are recognised and met through varied and flexible provision. The provision for students with special educational needs at our school is good. Teachers plan carefully for their learning and they are given high quality support in lessons. This means that students with special educational needs make similar progress to that of other groups.

<b>Special Educational Needs Coordinator</b>	Judith Birnie
<b>Special Educational Needs Coordinator</b>	Dawn Tait
<b>SEND Trustee</b>	John Reed

## What kinds of special educational needs and disabilities are provided for at Berwick Academy?

Provision and support exists throughout the school for students with special educational needs and disabilities. The kinds of SEND for which provision is made include:

- ❖ 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)

## How does the school identify students with special educational needs?

When a student first comes to Berwick Academy, we use information from a range of sources to help identify SEN and other needs. This includes information from parents/carers, middle school liaison with SENCOs and Heads of Year, end of key stage data and recent testing of reading and spelling.

During their time at school, our class teachers, Heads of Department and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEN. This continuous monitoring of students allows us to further identify students with a special educational need. Any member of staff is able to refer a student to Pastoral Leads and the SENDCo if they have concerns. We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. If appropriate we seek the advice or intervention of external support professionals, such as an Educational Psychologist or Speech and Language Therapist.

## **What is the school's approach to teaching students with special educational needs?**

For the most part, students with SEN are taught in the classroom alongside their peers. Teaching techniques and strategies, including differentiated resources and learning tasks, accommodate those of differing abilities. This enables individual learning needs to be met and allows students to maximise their potential in all areas of the curriculum. The teaching arrangements for those pupils with an Education, Health and Care Plan (EHC) will be determined by their EHC.

## **How is the curriculum and learning environment adapted for students with special educational needs?**

### **Quality First Teaching**

It is a guiding principle of all our schools that children with Special Educational Needs and Disabilities (SEND) are valued and their needs are recognised and met through a varied and flexible provision, which begins with high-quality teaching.

At Berwick Academy we believe every person should be treated equally and with respect. As long as this school is the best place to meet the needs of an individual, he/she will be admitted and every care will be taken to ensure appropriate access to the full curriculum. However, a small number of students have a more personalised curriculum to match their individual needs and abilities. This may include option choices, additional literacy and numeracy, intervention groups and number of qualifications studied.

All staff and adults are aware of those children who need additional support for any reason. Work is carefully differentiated as appropriate by the subject/class teacher to meet the students' needs, ensuring progress. Due to highly focused interventions delivered by our Pastoral team and SEND team and with an understanding of specific needs, we endeavour to give students the very best possible chance to maximise their potential and raise their self-esteem.

As far as practicably possible the physical needs of every student will be catered for. The school provides fully accessible toilet facilities for students and adults and there is a platform lift which make O Block fully accessible. There is a lift available to make access to the tower block, N block and M block possible. We adjust the timetable and rooming to give wheelchair users access to the full curriculum. It is important that prospective students with physical difficulties visit our site to ensure it is appropriate. A risk assessment will be undertaken as necessary.

Our Accessibility Plan and Admissions Policy can be found on the school website.

There are members of staff within school who are first aid trained and trained in administering prescribed medication to students. All medication is stored in a locked cupboard away from students. The school endeavours, where practically possible, to cater for all medical needs and will request any additional training or expert advice as required. Students with additional medical needs may have a care plan.

## What support for learning (and for improving emotional, mental and social development) is available for students with special educational needs?

The SENDCO co-ordinates support and interventions for students with SEND, this may include:

- ❖ In class support where an additional adult will help students to access the curriculum (see below for further info)
- ❖ 1-2-1 or small group support as appropriate where the additional adult works with students either individually or with other student
- ❖ Homework club where staff who know the expectations for the subject are available to help students to complete homework
- ❖ Social club where staff encourage social skills development and the building of relationships between peers and have fun
- ❖ Medical – in the school reception there is a person with overview of all medical difficulties. Provision for pupils with physical disabilities is made as appropriate and First Aiders are available.
- ❖ In-Class Support

To make the most effective use of additional support staff in our lessons, Teachers and Teaching Assistants (TA's) plan together and work together as a team. Support may be provided by a TA or a member of our teaching staff.

Our high quality support in class can include:

- ❖ Working with small groups of students
- ❖ Observing student behaviour and keeping records
- ❖ Ensuring students have understood the task given
- ❖ Helping to mark work
- ❖ Preparing adapted materials (with the teacher's guidance)
- ❖ Working with a larger group so that the teacher can work on specific tasks with a small group
- ❖ Being an extra pair of eyes and ears
- ❖ Praising and encouraging (the teacher and the students!)
- ❖ Supporting individuals with reading and written work
- ❖ Recording in student's planners where appropriate
- ❖ Maintaining a sense of humour – laughing at jokes
- ❖ Helping with off-site visits
- ❖ Sharing ideas, helping to plan work – CSAs know the students very well and can give valuable insight

## How does the school check the progress of students with special educational needs?

The progress of children with SEND is monitored carefully and further support is put into place if necessary. Rigorous tracking systems inform us of any student who is falling behind and who may need further help. We aim to keep Parents fully involved in the process and you will be informed of any support which we feel would benefit your child. The SENDCO will work closely with the subject/class teacher to offer further advice if necessary.

## How does the school evaluate the effectiveness of its provision students with special educational needs?

The school rigorously monitors the effectiveness of Teaching and Learning for all students, including those with SEND through the analysis of student progress and attainment data.

The outcomes of these evaluations are used to create and implement development plans for all aspects of school life.

## **What areas of expertise do staff have in relation to special educational needs and what training do staff receive?**

We have a SEND Department which is made up of two SENDCOs, five teaching assistants and a specialist Higher Level Teaching Assistant. Within this team we have staff who have a range of experience, training and qualifications covering various special educational needs. Training is provided to all staff, including teachers and TAs, as the need arises. There is on-going training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEN.

## **How does the school involve parents and the students themselves in their education?**

When a student receives additional support in school (an intervention), we identify specific targets linked to that support and the intended outcomes. We review progress and share this information with parents and students at appropriate intervals depending on the length and nature of the intervention. For students with more complex needs, we may create an Individual Education Plan (IEP) which describes and evaluates the work we are doing with a student. Sometimes it is helpful to meet in school to evaluate and plan the next steps. At others, a phone call or written communication is more appropriate. For students with a Statement of Special Education Needs or Education or Health and Care Plan there will be an Annual Review Meeting (usually held in school) in which parents, professionals who work with the student and (if appropriate) the student will be involved.

It is vitally important that both parents and students know what the student's targets are and how they are doing. Parent and student views and opinions are always sought. We report to parents three times a year about their child's attainment, targets and progress in each curriculum area. Parents' Evenings are held each term for parents to meet teachers. Parents can make an appointment to meet a member of our team at Parents Evenings.

We endeavour to have a supportive relationship with our parents and be available to them to discuss things as they arise. We recognise the importance of this communication and accessibility to parents, their child and school.

## **What are the school's Transition Arrangements?**

In addition to the expected transition day visits to Berwick Academy by Year 8 students, an extensive transition programme is run by a senior member of our team and the Mental Health Lead which aims to help vulnerable students with a variety of needs to cope with any stresses or practical problems associated with changing schools. Transition activities for Year 8 include 'Bridge Building' sessions which help to forge relationships with support staff at Berwick Academy. Further visits for those children who are particularly anxious about the move from middle to high can be arranged.

## **How might a student with special educational needs be supported after GCSE's?**

All students with special educational needs in Year 11 all have meetings with a careers advisor to discuss possible options post 16. Students can request additional meetings to explore in more detail how their needs can be met post 16 and what providers there are available. The planning for those students with an Education Health Care Plan will start in Year 9 at the annual review. This can involve:

- ❖ Visits to local colleges
- ❖ Providing college prospectuses
- ❖ Visits to other providers
- ❖ Support with Modern Apprenticeship applications

- ❖ Links to local colleges:
  - Northumberland College
  - Newcastle College
  - Tyne Metropolitan College
  - Gateshead College
- ❖ Apprenticeship website

## What special exam arrangement can pupils with special educational needs receive?

There are a small number of students who require special arrangements for exams due to their additional needs. To be eligible for these special arrangements the pupils must meet criteria set out by the JCQ – The Joint Council for Qualifications.

Special arrangements include:

- ❖ Reader
- ❖ Scribe/laptop
- ❖ Extra time
- ❖ Prompter
- ❖ Rest break
- ❖ Modified / enlarged papers

This is not an exhaustive list.

For a pupil to meet the JCQ criteria not only must standardised assessments show their needs but there must be evidence that they have required that particular arrangement regularly in lessons in order for them to make expected progress. If a pupil makes expected progress in class without special arrangements then they do not meet the criteria.

Applications are made during the first year of the exam course and will cover the full two year course.

NOTE: Whilst reports from agencies outside of those used by the school are useful as evidence the pupils must also meet the criteria as described above in school.

## How does the school include students with special educational needs in school activities?

Wherever possible all students with SEN will join in all activities of the school with students who do not have special educational needs, although there may be occasions where this may not be appropriate. This includes all areas of the curriculum, acts of worship, school visits (including residential trips), sporting activities, social activities, lunch times and break times and all other school events. This inclusion may be facilitated through the use of a classroom assistant, or another member of the teaching staff.

## How does the school involve outside agencies in meeting the needs of students with special educational needs?

The school is able to make referrals to a number of outside agencies including the Local Inclusion Support Team. Where necessary, the school will refer a student to an external specialist, after consultation with parents. The school also has contacts with health professionals, such as the school nurse, speech and language therapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. If a student requires specialist equipment we liaise with the appropriate local service to establish what is necessary.

## What is the Local Authority’s local offer?

The Children’s and Families Bill 2014 and the SEN Code of Practice 2014 require Local authorities to produce a ‘Local Offer’. The Local Authority Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available
- To make provision more responsive to local need and aspirations by directly involving young people with SEND, parents and carers and service providers in its development and review.

The Northumberland Local Offer can be found on the Northumberland County Council website.

## What is the name of the Special Educational Needs Coordinator (SENDCo) at Berwick Academy and what is her role?

Special Educational Needs and Disabilities Coordinators (SENDCOs)	
Dawn Tait	Judith Birnie
<a href="mailto:taitd@berwickacademy.co.uk">taitd@berwickacademy.co.uk</a>	<a href="mailto:birniej@berwickacademy.co.uk">birniej@berwickacademy.co.uk</a>
01289 305083	01289 305083

### The SENDCos are responsible for:

- Overseeing the provision for your child and ensuring that plans and progress are regularly reviewed and targets reset
- Supporting class teachers and support staff in meeting the needs of children in their care so that they make the best possible progress
- Co-ordinating all the support for children with special educational needs or disabilities (SEND) and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- ❖ Involved in supporting your child’s learning
- ❖ Kept informed about the support your child is getting
- ❖ Involved in reviewing how they are doing

Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc

Updating the school’s SEND register termly, and making sure that there are excellent records of your child’s needs, programmes followed, and progress made.

If you have any concerns regarding provision for students with special educational needs please contact Miss Judith Birnie or Mrs Dawn Tait, as above, in the first instance. Please provide details of your concerns and who you have discussed these concerns with and what the outcomes were. You will receive acknowledgement within 24 hours.

If you feel that the issue has not been addressed appropriately please contact the Headteacher – Mrs Tracy Hush email: [husht@berwickacademy.co.uk](mailto:husht@berwickacademy.co.uk) Telephone 01289 305083

The school’s Complaints Policy can be found on the Policies page of the school website.

## What support is available for parents of students with special educational needs?

The Northumberland SEND information and Advice Service offers impartial information, advice and support to families of children and young people with special educational needs or disabilities. The service is free and confidential. They also support children and young people with special educational needs or disabilities up to the age of 25.

## What are Education, Health and Care Plans?

These were introduced in September 2014. Students with existing Statements of Special Education Need will have them updated to EHC Plans on a rolling programme.

The SEND Code of Practice 2014 states that:

“The majority of children and young people with SEN will have their needs met within local mainstream early years providers, schools or colleges.

A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This is likely to be where the special education provision required to meet the child or young person’s needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post 16 institutions. This statutory assessment should not be the first step in the process; rather it should follow on from planning already undertaken with parent and young people in conjunction with an early years provider, school, post-16 institution or other provider.

EHC plans must be focused on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child or young person’s needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

Statutory assessment will not always lead to an EHC plan. The information gathered during an assessment may indicate ways in which the school, college or other provider can meet the child or young person’s needs from within available resources.”

If an application for an EHC plan is made, this process will take 20 weeks to complete before a final EHC plan is agreed. More information about EHC plans can be accessed via the Northumberland County Council website.

## What is STAR Funding?

The school can request Short Term Additional Resource (STAR) for students who are receiving school SEN support but who might need extra interventions temporarily (for a maximum of two terms). This will typically be as a result of a sudden or significant change in the student’s circumstances.