

## **Special Educational Needs & Disabilities (SEND) Local Offer** *September 2016 – August 2017*

### **1. Introduction**

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the 'Local Offer'.

At Lord Lawson of Beamish Academy we are committed to the equal inclusion of all students in all areas of school life. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those children with Special Educational Needs and Disabilities. We aim to ensure that every student will fulfil their potential no matter what his/her background or personal circumstances may be.

The Special Educational Needs Coordinator (SENCO) is Mrs N McCarthy. The Academy can confirm that Mrs N McCarthy holds MA Education/Special Educational Needs and Inclusion and will complete the National Award for SENCO in the Academic Year 2017 - 2018.

### **2. SEND Funding**

The school funding formula is generated to include financial provision to specifically support students with SEND. This funding is prioritised to tailor learning to ensure progress is continually made by all children with SEND. Any additional funding secured by the school to support individual children is devolved carefully. This is used in a variety of ways including in-class additional support (either 1-1 or small group), additional interventions, procurement of equipment and resources and staff training.

### **3. Definition of Special Educational Needs**

In line with the Code of Practice 2014, the Academy believes that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

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

Difficulties related solely to limitations in English as an additional language are not SEN.

#### **4. The objectives of Lord Lawson's SEND provision are to:**

- Maintain and develop an inclusive ethos in which every student can grow to personal fulfilment and realise their full potential and character
- Ensure access to a broad, balanced and relevant curriculum for all students
- Identify students with significant additional needs and disabilities and to implement appropriate programmes/strategies to meet those needs as far as resources will allow
- Make suitable provision for all students with SEN through quality classroom provision
- Raise the self-esteem of students with additional needs and disabilities and to assist them to be autonomous learners
- Work with students to develop their independence
- Work in partnership with parents
- Create an environment where school, parents/carers and outside agencies work together for the benefit of SEND students
- Upskill teaching staff in curriculum areas
- Contribute to happiness and wellbeing in all areas of school life
- Ensure teaching and support staff are equipped to meet the needs of SEND students
- Raise awareness of all staff of the strengths and needs of students with SEND
- Contact and work with outside agencies who may be involved with the students
- Provide staff training and information on a number of issues relevant to students with SEN
- Provide opportunities for students with SEN to learn and to progress and to have their progress assessed and celebrated.

#### **5. Supporting SEND students at Lord Lawson of Beamish Academy**

We aim to support our students with SEND and their parents and carers so that they can achieve their potential and increase their life chances.

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

*Autistic Spectrum Condition*

*Asperger's Syndrome*

*Dyscalculia*

*Speech and language difficulties*

*ADHD*

*Dyslexia*

*Dyspraxia*

*Cerebral Palsy*

*Diabetes*

*Epilepsy*

*Hearing Impairment/ visual impairment*

*Moderate Learning Difficulties*

SEND provision is an integral part of our overall school provision. Teachers use the SEND data we collect from primary schools and our own information and assessments to plan lessons and differentiate provision for students with SEND. Sometimes, the provision may be in the form of extra classes, specifically designed extension opportunities, specific support or self-supported study, literacy enhancement programmes, one to one tuition or mentoring.

We aim to be quick at identifying under-achievement and addressing it at individual or group level. Likewise, we sometimes offer in-class support with a team of highly dedicated Teaching Assistants.

We are an inclusive school and have students with a range of SEND in our year groups. The SEN/Student Support Team support students across the 11 – 18 age range, working closely with other departments to personalise their learning and maximise learning opportunities. The department policy reflects current best practice in line with the Code of Practice for Special Educational Needs and other relevant legislation.

## **6. Structures**

### **6.1 The role of the SENCO and Student Support Coordinator**

The SENCO (Special Educational Needs Coordinator) and Student Support Coordinator, in collaboration with the Headteacher and Governing Body, play a key role in helping to determine the SEND provision within school. The key responsibilities of the SENCO include:

- Overseeing the day to day operation of SEN policy
- Advising on the graduated approach to providing SEN support
- Liaising with and advising staff
- Managing the SEN/Student Support team
- Co-ordinating provision for students with SEND
- Ensuring that records are kept up to date and available as needed
- Ensuring that systems for the early identification of students with SEND are used effectively
- Liaising with parents/carers
- Liaising with a variety of external agencies including the Local Authority's support services, Educational Psychology Services, School Health; Social Services and voluntary bodies
- Managing the SEN/Student Support budget
- Contributing to in-service training of staff
- Organising review meetings and ensuring the subsequent cascading of information as required
- Attending meetings, which may involve external agencies
- Providing information to external agencies when necessary
- Liaising with primary schools, other schools and potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned

- Working with the Headteacher and Governing Body to ensure that the school meets responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

## **6.2 The SEN/Student Support Team's work includes:**

- Providing focused, in-class support, tuition and mentoring as far as available resources will allow.
- Responding to requests for advice and support from teaching staff
- Monitoring, assessing and observing students teachers with view to providing expertise around individual student's needs and strategies for supporting them
- Partnership work with our primary feeder schools
- Preparing reports in relation to students' needs for outside agencies
- Managing any SEND referrals to outside agencies or specialists
- Working in multi-disciplinary teams to support vulnerable SEND students or those with complex needs
- Delivering Literacy and numeracy enhancement programmes
- Providing Access arrangements for examinations
- School Counselling service
- Provision before and after school
- Social skills/nurture group interventions

## **7. Process**

### **7.1 Admission Arrangements**

Lord Lawson of Beamish Academy takes students from a number of partner primary schools, as well as students from outside the normal catchment area. All partner primary schools share information on SEND students with the SENCO and transition teacher to gain information about Year 6 students with SEND. Some of the primary schools also invite the SENCO to Year 5 and Year 6 annual review meetings.

### **7.2 Identification of SEND**

Students are identified as having SEND in the following ways:

- Liaison with partner primary schools who identify the students before they join Lord Lawson of Beamish Academy. This involves transfer of records between schools, use of Key Stage 2 SATs results, review meetings and discussion with parents at the Year 6 Parent's Evening
- Results of baseline reading tests for Year 7 students set by the school
- Information gathered from annual review meetings by invitation from primary schools
- Parental or Self -referral
- Use of outside agencies' advice from, for example, the Educational Psychology Service, ASC Service, CAMHS and Medical Services

- Staff referral – at any time within the school year any student thought to have SEND, and not yet identified, should be brought to the attention of the SENCO/Student Support Coordinator by concerned staff

## **8. Provision**

### **8.1 SEND and Teaching, Learning and the Curriculum**

To successfully match student ability to the curriculum, Lord Lawson of Beamish remains committed to:

- High aspirations for all students
- A range of teaching and learning styles
- Differentiated learning materials
- Access to ICT
- Additional in class support
- Flexible groupings including small group work
- An innovative and supportive curriculum including a literacy based curriculum at Key Stage 3 and an appropriate work based curriculum at Key Stage 4 where needed
- Up to date staff training on SEND developments
- The appropriate use of rewards and sanctions
- Assessment procedures that emphasise students' strengths and achievements
- A broad range of extra-curricular activities

Practically, this means that we understand that children learn and develop in different ways. Teachers and Teaching Assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, some children, at some time in their school life, may need extra help and support in a variety of ways. Initially, students' needs are met through quality teaching provided by the subject teacher; all teachers at Lord Lawson of Beamish take responsibility for meeting the needs of students with SEN within their curriculum area. If a student's needs cannot be met through quality teaching alone, then, after assessing the student's needs, additional support or interventions will be put into place in consultation with the staff, parents/carers and the student. The type of support will be matched to meet the specific needs of the student and may include an additional adult working alongside the student or their group, the student taking part in intervention or enhancement programmes outside of the classroom, additional tuition, departmental led interventions, outside agency involvement if necessary. These approaches support us in a cycle of assessing the needs of students, planning to meet their needs, implementing strategies and reviewing their impact.

If the student does not make progress with support that has been suggested by specialist staff, we can make a referral to the Local Authority (LA), for an assessment for an Education, Health and Care Plan (called a Single Plan in Gateshead). This is a legal process, which is carried out by the LA which sets out the amount of support that will be provided for the student.

Lord Lawson of Beamish Academy provides a graduated approach to meeting the needs of students with SEND as detailed in the new SEN Code of Practice (2014). The school works in partnership with parents/carers as well as other agencies for additional assessments and advice if necessary. It is vital that a partnership with parents/carers is consolidated as this plays a primary role in enabling young people with SEND to achieve their potential. Parents/carers have key information, knowledge and experience to contribute to the shared view of a child's needs. Parents will be encouraged to participate fully in supporting their child.

## **8.2 Monitoring Progress**

The progress of all SEND students is monitored closely through continuous, formative assessment and termly summative assessment. Teachers, tutors, SENCO, Subject Leaders and Head of House work in partnership with students and parents/carers to discuss progress and identify successes and areas for improvement. Underachievement is addressed through appropriate support and enhancement programmes/intervention activities. These are reviewed regularly to ensure that support is matched to need and to evaluate their effectiveness. Assessments may be carried out before the intervention and again at the end to measure the impact of the intervention.

## **8.3 Agencies & Partnerships**

Lord Lawson of Beamish Academy works with the following professionals, across a range of Local Authorities, in order to provide the highest level of support for students with SEND:

- Educational Psychology Services
- Special Educational Needs Improvement Team (SENIT)
- Health Agencies including School Nurse Service.
- Children and Young People's Services
- Speech and Language Therapy Service
- ASC Support and Development Team
- Parent Partnership (Barnardos)
- Newcastle University Literacy Clinic
- Emotional Well Being Team
- Sensory Support Service
- Social Services
- Looked After Children Team
- Occupational Therapy
- Medical Practitioners

## **8.4 Arrangements for Children and Adults with Disabilities**

At Lord Lawson of Beamish Academy we believe every person should be treated equally and with respect. As long as this Academy is the best place to meet the needs of an individual child, he/she will be admitted and every care taken to ensure appropriate access to the full curriculum. As far as practicably possible the physical needs of every child and adult will be

catered for. The school provides fully accessible toilet facilities for children and adults and there is a passenger lift which provides access to all floors. The school also have several disabled parking bays. There are members of staff within school who are first aid trained and at least two members of staff are trained in administering prescribed medication to children. All medication is stored in a locked cupboard in the Health Unit away from children and there is a private room for administration of medication. Children with additional medical needs may have a care plan written in conjunction with the school nurse. The school endeavours, where practically possible, to cater for all medical need and will request any additional training or expert advice as required. The Academy will provide a signer for any parent/carer during school events.

A risk assessment will be carried out and a personal evacuation plan will be drawn up for all students with physical difficulties.

## **8.5 Transition**

At Lord Lawson of Beamish Academy we recognise how important a successful transition is to our students with additional needs.

New starters are provided with the following opportunities (September 2014):

- Visits for parents to the school during autumn term prior to/during the admissions process
- Parent Information Evenings during summer term, before starting school
- Lord Lawson transition teacher and other teachers visit children in their primary setting
- Prospective Year 7 transition event (3 days) in summer term which includes taster lessons and meeting tutors
- Transition booklet for prospective Year 7 students
- Weekly visits to feeder primary schools by the transition worker who engages students in a programme of activities relating to transition
- Additional arrangements may also be made to ease student's anxieties during the transition process
- Some students attend our Summer School

We work in close partnership with our primary schools to provide an enhanced level of transition for those whom we feel would benefit from this. This may take the form of additional visits for students, one to one or small group working with secondary school staff. A transition worker visits the Y6 children weekly throughout the spring and summer term and then continues transition during the autumn term when the children are at Lord Lawson of Beamish Academy.

The period of transition depends on the individual needs of the child. If it is felt appropriate, the SENCO or transition teacher will attend meetings or annual reviews to meet the current class teacher, parents/carers and the student. We have found this strategy particularly useful in easing any worries or concerns parents /carers and children may have. We are keen to involve parents/carers as much as possible in their child's transition to secondary

school. The SENCO will also meet with Year 5 and Year 6 parents of SEND students in advance of secondary placement applications being submitted to the Local Authority. This ensures that parents can make the most informed placement decision for their child.

### **8.6 Project Based Learning (PBL)**

The aim of PBL is to maximise learning and provide effective and supported transition from primary to secondary education. Prior to Year 7, the 40 students most in need of support in Year 6 are identified by the transition worker, SEN/Student Support Department and Year 6 teachers in primary schools. In the academic year 2016-2017 these students are taught the PSHE, literacy, numeracy, history, R.E. and geography curriculum in a small group context, with an additional focus upon learning skills, confidence building, the 5R's + 1 and the 21<sup>st</sup> Century Skills necessary to take students from learners in an educational environment, to the wider World of Work. Subject specialists in English, maths, science, art, performing arts, ICT and sport continue to deliver their areas within the curriculum. Assessments are delivered in line with those followed by the rest of the year group. The PBL groups have a dedicated learning space and are taught by 4 specialist project teachers. The PBL group embraces students from the start of Year 7 until the end of Year 8. However, the aim is for students to make the transition back into larger classes as soon as they are able to do so. This is determined through discussion between the student, class teacher, SENCO, Head of House and parent/carer.

### **8.7 Pastoral Support**

Lord Lawson of Beamish Academy is a successful, vibrant and exciting place to learn with highly developed and embedded pastoral support procedures.

All SEND students are placed in appropriate tutor groups within one of four House blocks with comprehensive information passed on to their form tutor so that he/she has an holistic, in-depth knowledge of all members of their tutor group. During the academic year tutors will hold six 1:1 interviews with each of their tutees to discuss their progress and attitude towards learning. These conversations are recorded on e-portal including any targets which have been set. Parents/carers receive a personal login so they can access data on their son/daughter via e-portal. Students receive rewards based around the academy's learning behaviours of resilience, resourcefulness, responsibility, reasoning, reflection and respect (5R's + 1). Twice a year parents/carers will receive an academic report and the opportunity to discuss this with the tutor, class teachers and/or SEN/Student Support Staff.

The Head of House may also intervene both in a pro-active and reactive way when required. They have full access to data and track all identified groups through CMIS/e-portal. Regular communication/contact with the SENCO and Student Support Coordinator ensures all situations are dealt with promptly.

There is a full time permanent Student Welfare and Family Liaison Officer based in each House block. These members of staff are available to students and parents/carers



throughout the school day. They are able to deal with attendance, punctuality, uniform, behaviour and any concerns which students and/or their families may have.

Students are encouraged to tell us if they are being bullied. We do not accept any form of bullying and there are a range of sanctions available to staff to deal with any concerns raised.

### **8.8 Compliments & Complaints**

The education of all students who attend Lord Lawson of Beamish Academy is very important to us and we welcome any feedback you can give us. Compliments are always gratefully received and can be passed on either directly to staff or to the SENCO, Mrs N McCarthy, to Deputy Principle, Mr J Diamond, or to the Principal, Mr Lovatt. Complaints about SEND provision at Lord Lawson of Beamish Academy should be addressed to the SENCO, Mrs N McCarthy, to Deputy Principle, Mr J Diamond, or the Principal, Mr Lovatt at the following address:

*Lord Lawson of Beamish Academy, Birtley Lane, Birtley, Co Durham. DH3 2LP*  
Tel: 0191 4334026 / email: [lordlawson@lordlawson.org.uk](mailto:lordlawson@lordlawson.org.uk)

### **8.9 Additional Help**

Parents of children with SEND can also obtain impartial advice and support from the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (Tel: 01914784667). This organisation provides confidential information, advice and support through a range of services. This includes home visits, attending school meetings and liaison with all services working with children and young people. Training and guidance for parents and schools on SEND issues are also provided.

If you would like more information about events, activities and support in and around Gateshead for families with children with Special Education Needs and Disabilities (SEND) please visit the Gateshead Local Offer Facebook page by clicking on the link below:

<https://www.facebook.com/Gateshead-Local-Offer-248410268973880/>