



Beaufort Co-operative Academy SEN Local Offer and Information Report 2017-18

The academy upholds the values and principles of the Schools Co-operative Society and is proud to be an inclusive school that is open to all. We are committed to providing high-quality support for students with special educational needs so that they achieve their full potential.

How does our school know/identify that children have special educational needs (SEN)?

Students who need SEN Support are identified through the academy's transition process that includes liaison with key staff at their previous school. Where your child has involvement from the Advisory Teaching Service, we will always participate in transition conferences to plan for their needs. If an Education, Health and Care Plan (EHCP) is in place, the local authority will be involved in ensuring we are aware of your child's special educational needs and the support they require.

Many children need support with learning at some point in their school life, so in some cases a special educational need is identified during a student's time at Beaufort through teacher feedback, assessment data, intervention/testing from the SEN Department or information received from other agencies (e.g. health professionals).

Staff at Beaufort know who has SEN as this is reflected in the SEN code assigned to every student on the academy's computer system. The codes reflect whether a student has an EHCP or is at **SEN Support** as outlined in the SEN Code of Practice.

The academy is able to highlight students who have difficulties that staff need to be aware of, but do not require any specific support or interventions outside of quality teaching and learning. These students are placed in the **School Support** category to ensure they are flagged up.

The SENCO ensures all students at SEN Support have a My Plan that is available to staff on the school system so they can plan for students' individual needs.

What should parents/carers do if they think their child has SEN? How can they raise concerns?

Parents who are concerned about their child's progress or feel that they are struggling should, in the first instance, contact the relevant class teacher or a member of staff such as the child's tutor or Head of Year.

If, following feedback from teachers, parents feel that a student may have a persistent difficulty, require further advice and guidance can be sought from the school's Special Educational Needs Co-ordinator (SENCO), Mrs Emma Price.

How does our school teach and support children with SEN?

In addition to quality first teaching, some students may require the curriculum to be slightly adapted or differentiated so that it is more accessible. Teachers will refer to the EHCPs and My Plans for students and use these as a basis for considering the best ways to help them make progress.

Where setting is used by subjects, students are placed in teaching groups that recognise where the student is currently performing and use approaches to teaching and learning that encourage progress. Many students benefit from being able to access support in lessons from Learning Support Assistants. Where a student is working below expected levels in English and/or Maths, a short-term intervention may be provided, with the aim of boosting their skills.

Students who have difficulties that may impact on their learning from time to time will be identified as **School Support**. Students who require a differentiated curriculum on a regular basis as their usual way of working will be identified as **SEN Support** in line with criteria outlined in the SEN Code of Practice and the Gloucestershire Guidance Booklet for SEND. In addition to the provision described above, these students may require interventions and small-group teaching delivered by SEN staff and more targeted in-class support from Learning Support Assistants. There may also be support provided, where appropriate, through other agencies and professionals (for example, Advisory Teaching Service, CYPS).

How do we support children with an EHC Plan?

Students who need more intensive and long-term support to make progress will have an Education, Health and Care Plan which sets out clearly what provision the student needs to achieve at school. All students with an EHCP have one or more key LSAs who work with them and maintain close contact with parents and carers to ensure students are fully supported in their learning. We work closely with students and parents to ensure the resources are in place to fulfil the requirements of the EHCP. These students are also supported by the Local Authority through the SEN Monitoring Team and the SEN Monitoring Officer who attends annual reviews and the Advisory Teaching Service.

Students with EHCPs may require highly specialised or modified approaches and these are devised with the SENCO according to need.

How does our school plan the support for SEN students? How are our resources allocated and matched to needs?

The academy is developing the use of provision mapping to plan the interventions for each academic year. The academy aims to anticipate the most effective means of supporting students to reach their target grades through detailed analysis of assessment data. Resources are targeted on literacy (e.g. reading) and numeracy so that as many students as possible benefit from boosting their skills in these areas.

The SENCO deploys a team of Higher Level Teaching Assistants and Teaching Assistants so that the needs of students with statements/EHCPs are met. General in-class support is allocated as much as possible to teaching groups in all areas of the curriculum, but particularly Maths and English. Small-group SEN interventions are planned to ensure the appropriate curriculum modifications can be made for students with high needs.

Subject Leaders, in conjunction with Directors of Faculty, use specialist TAs/HLTAs in English, Maths and Science to deliver targeted support to groups of learners with the aim of boosting student performance in those subjects.

How is the decision made about the support your child will receive?

Decisions about support can be made in various ways and can involve different staff within the academy, depending on the student's needs. Help for your child could come from one or more of the following:

- Subject teacher
- Tutor
- Head of Year
- Subject Leader
- Head of House
- SENCO
- Higher Level Teaching Assistant
- Specialist Learning Support Assistant
- Learning Support Assistant
- Other Support Staff (e.g. Behaviour Support, Attendance Team)

Support is given to students where academic assessment or pastoral data shows it to be appropriate and where the intended outcome of an intervention matches their needs.

Who will be working with your child?

Students have the opportunity to receive input from many different adults at Beaufort. Subject teachers are responsible for assessing and reviewing your child's progress and determining whether subject-specific interventions are appropriate. Where students require SEN Support or have a statement/EHCP, the SENCO will also monitor and review their progress. Learning Support Assistants may work with your child in the course of a lesson or through small-group support. Students can also be supported by tutors and their LOLC where pastoral support is required and they are able to have an overview of how students are working across the curriculum. Behaviour Support staff will work with students who regularly require support from the Behaviour Support Centre. Other staff have designated responsibilities for monitoring Progress Leaders focus on outcomes for Looked After Children, Pupil Premium students and Post-16 students. The academy's Attendance Team has involvement with students whose attendance falls significantly below the expected level and can support families to ensure their children are in school as much as possible.

How does our school ensure that the information about a child's SEN or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

All students with a special educational need have an SEN My Plan or My Plan+ that is produced by the SENCO and available to all staff on the school system. The profile outlines needs and other important information, as well as strategies to support the student. Other key documents may be shared too, such as Educational Psychology Reports or reports. Staff will be aware of students at School Support and will know of any learning needs they should consider when planning for them. Learning Support

Assistants and teaching staff are encouraged to plan together so that needs are continually recognised and understood.

Subject Leaders and Heads of Year play a key role in encouraging the teams they lead to know their SEN students well so that good attendance, positive behaviour and academic progress are maximised.

What role will the child's teachers play?

Your child's teachers are key to supporting their learning and meeting their needs in the classroom through Quality First Teaching. Teachers have a vital role in enabling students to understand how they can improve their skills and knowledge further as well as encouraging the development of our co-operative values. Teachers are able to work with Teaching Assistants to ensure support is deployed effectively. The feedback from all the various teachers involved with your child will be combined to determine where they are making progress and the areas where further support may be required. Most queries about your child's learning and progress should be put to subject teachers in the first instance as they are often in the best position to respond.

What expertise does our school and our staff have in relation to SEN?

Many staff at Beaufort Co-operative Academy have experience of working with students with a range of additional needs.

Emma Price (SENCO) - Postgraduate Diploma in Inclusive Education and Chair of the G15 Inclusion Group.

Hannah Daniell (Deputy SENCO) - Postgraduate Certificate in Difficulties in Literacy.

Joni Connelly and Julie Lockett (Teachers of SEN)

The academy has two **Higher Level Teaching Assistants**, one of whom supports English. All **Specialist Learning Support Assistants** and **Learning Support Assistants** hold a recognised qualification relevant to their post.

Some staff within the academy have particular experience and expertise in the following areas:

- Working with children on the autistic spectrum
- Working with children with cognition and learning difficulties
- Working with children with physical disabilities
- Working with children with behaviour, emotional and social difficulties
- Working with children with hearing impairment.

What intervention programmes does our school run for children with SEN and how are they delivered?

The SEN Department runs the following intervention programmes specifically for SEN students:

- **Year 7 Transition Groups.** These groups offer a modified curriculum for students with significant literacy difficulties who might otherwise struggle to access the Key Stage 3 curriculum. Students receive small-group teaching in place of timetabled lessons in French, IT and Catering. The main focus of the intervention is boosting basic literacy skills through the Read, Write, Inc synthetic phonics programme. ICT skills and cooking activities are also included so that students can still experience these subject areas.

Inclusion in the Transition Group is usually discussed with parents ahead of students starting Year 7 as part of the process of primary liaison.

- **SEN Literacy Groups** in Years 8. An intervention for students previously in the Transition Group as well as additional students identified as requiring this intervention. This continues to build on the phonics and literacy skills learned in Year 7 and is taught in place of French.
- **Foundation Studies.** This is a modified Key Stage 4 curriculum for SEN students that enables them to follow units of work as part of the AQA Unit Award Scheme and also a Prince's Trust qualification.
- **Break/Lunch Club.** A club that all students are welcome to join but run with the needs of SEN students in mind, especially those who find social times a little overwhelming and would prefer a safe, supported indoor environment.
- **The Hub.** A small Break and Lunchtime Club that is for students with social and emotional difficulties that cause them to have difficulty regulating their own behaviour at social times.
- The Maths Department runs **SEN Maths groups** across Key Stage 3 and there is a Specialist Learning Support Assistant for Maths.

What teaching strategies does our school use for children with various learning difficulties?

Teachers are encouraged to develop a range of approaches that meet the needs of SEN students:

- **Cognition and Learning:** Staff at Beaufort plan an appropriate level of challenge for students with learning difficulties and use multi-sensory approaches to learning where possible. Reasonable adjustments are made to the resources, tasks and delivery of lessons to ensure students have fair and equitable access. Students are encouraged to take as much responsibility as possible for improving their own learning through their responses to How To Improve comments.
- **Autistic spectrum disorder:** ASD students are all different, so we use personalised approaches to supporting their needs. This might involve arrangements for avoiding crowded corridors, modified approaches to PE and the use of social stories or comic-strip conversations to talk through anxieties.
- **Speech and language difficulties:** Students with speech and language difficulties can benefit from more visual methods of communication and the academy has the Communicate in Print software that can be utilised.
- **Physical Difficulties:** The academy has an SLSA who oversees the care and support of students with physical disabilities. The academy can accommodate the storing of power chairs and has a rest room facility that can be used for physiotherapy if required.

What support does our school put in place for children and young people who have social, mental and emotional health (SMEH) difficulties and how do we support children and young people to avoid exclusion?

Students with behavioural difficulties are mostly supported by the pastoral system within the academy as well as the Behaviour Support Centre. Students are supported by tutors and Heads of Year through the report system. Where required, Behaviour Support Plans and Pastoral Support Plans are used to help students moderate their behaviour. Where appropriate, students are also supported with anger management and behaviour support groups, and may be invited to attend the Hub during social times.

The academy can use the Gloucestershire Early Help approach for potentially vulnerable students.

Where students have behavioural difficulties in addition to other special educational needs or are receiving outside agency support, they may be supported by a My Plan.

Which other services do we use to provide for and support our students?

We work closely with health professionals to develop clear understanding of a student's needs and the most appropriate strategies for them. Referrals to health services such as Speech and Language Therapy or the Children and Young People Service (CYPS) are made by the academy if this is appropriate. It is sometimes necessary for the school nurse to get involved and advise on whether referrals within health are appropriate. Where SEN students have involvement from Social Care, we liaise with social workers and family workers to achieve positive outcomes for students on Child in Need Plans or Child Protection Plans.

We involve the Advisory Teaching Service (ATS) with students where appropriate (for example, the Communication and Interaction Team, Visual Impairment Team and the Physical Disabilities Team) and students already referred in primary school continue to be monitored by the ATS when they start at Beaufort.

The School Nursing Service can help with making referrals to Health.

Students on a My Plan+ may be referred to an Educational Psychologist if statutory assessment for an EHCP is being considered.

The academy works with Social Care and the Virtual School when SEN students are placed in care.

How does our school provide support to improve the emotional and social developments of our SEN students?

SEN students benefit from a supportive tutor group system that encourages friendly competition between the four Houses (Northgate, Southgate, Eastgate, Westgate). Each morning, students register with their tutor at the start of a 25 minute session. A tutor programme encourages the development of co-operative values and supports emotional and social development through a variety of tasks that encourage discussion and collaboration. Heads of Year, in addition to tutors, are vital to ensuring the wellbeing of SEN students and provide a daily point of contact where students can talk through any difficulties or anxieties they may have. The academy's Learning Support Assistants are also attached to year groups each morning, offering another way for students to be supported with any barriers to learning that they may have.

The academy's Welfare Assistants (based in the Medical Room) can encourage students to attend drop-ins run by the School Nurse.

How does our school manage the administration of medications?

The school endeavours to support any student with a medical condition where medication needs to be taken during the school day. Our Medical Room staff are fully trained in first aid and the use of a defibrillator.

If a student is required to take prescribed medication during the day, they must bring a signed permission form with the medication detailing administration dosage and timings to the Medical Room. The medication will be placed in a locked cabinet and the Permission Form filed in the Medical Room. The keys will be kept by Medical Room Staff. The student will be able to have the prescribed amount of medication at the times directed. If the medication is for emergency use, e.g. inhaler, Epi-pen, the medication will be placed in an unlocked cabinet in the Medical Room. This is immediately accessible by the student/staff member if required. Healthcare Plans should be provided with information about these types of emergency medications. Parents/carers are responsible for disposal of medications that are no longer required/out-of-date.

Medical Room staff would always make contact with parents if there are concerns about a change in the student's condition or the effectiveness of the medication that has been administered.

How does our school help with personal care where this is needed?

Students who need help with personal care are supported by appropriately trained staff. The school has several toilets suitable for students with disabilities situated around the site that can be accessed if required. Medical Room staff may be involved where toileting needs are linked to a medical condition. Care Plans can be drawn up and implemented where appropriate. Support for other aspects of personal care, such as eating or getting changed for PE, can be discussed and planned with the SENCO on an individual basis.

What is our policy on trips/off site visits for SEN students?

Beaufort Co-operative Academy is committed to providing a range of trips and activities to support the academic, cultural and social development of all students. All our guidance is taken from the Gloucestershire Local Authority Off Site Visits Handbook and in line with this we make every effort to ensure that offsite visits are available and accessible to all, irrespective of special educational or medical needs, disability, ethnic origin, gender or religion. If a visit needs to cater for young people with special educational needs (SEN) or disabilities, every reasonable effort will be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Appropriate risk and accessibility assessments are undertaken by staff organising trips so that the needs of SEN students are planned for.

What access do our SEN students have to facilities and extra-curricular activities available to all children?

Extra-curricular activities at Beaufort are open to all. Where a student's SEN presents a barrier to them accessing facilities and equipment, the academy would always look to find suitable alternatives or make appropriate adjustments.

Who will be talking to and keeping in touch with the parents/carers of SEN students?

Teaching staff will maintain a dialogue with parents about progress, particularly through Parents Evenings and student reports.

The SENCO will work with the parents/carers of statemented/EHCP students and students at SEN Support to review support arrangements.

Tutors and Heads of Year may also update parents and feed back on academic mentoring and other aspects of school.

The academy's Progress Leader for Looked After Children will liaise with carers and other agencies to ensure appropriate support is in place.

How will parents/carers know how well their child is doing? When and at what interval will this happen?

Teachers will report on the progress of students with SEN in line with the academy's Assessment and Reporting Policy. Additional feedback from targeted SEN interventions will also be given to parents/carers during the school year.

How does our school measure outcomes and impact of the support provided to the student?

The effectiveness of support is evaluated against the intended outcomes of the provision. This may be linked to data about the progress made with attainment, but may also involve an assessment of the skills that have been developed that are not represented by the data. Student views on the interventions they have received are also sought and considered when reviewing impact, as well as their attitude to learning.

Who will explain and discuss progress with young people with SEN?

Class teachers will discuss day-to-day progress in relation to minimum expected grades (MEGs) with the SEN students they teach. Staff leading interventions will usually discuss the impact with students through an ongoing dialogue about progress and next steps. It may also be appropriate for the SENCO to discuss support and progress with an SEN student (e.g. in the context of recording students' views prior to an annual review) and tutors or Heads of Year may also discuss progress in relation to targets, particularly after up to date teacher assessments have been recorded on the school system.

How will our school involve young people with SEN in their education?

Students with SEN have an opportunity to become involved in their education at key points such as Y6 Transition, Y8 Transition (as part of the options process) and when deciding on Post-16 courses.

Teachers involve students in their learning through marking and feedback in their books. Students are encouraged to engage with How To Improve comments.

Students may be involved in deciding whether a particular intervention is put in place.

SEN students are able to have input into their SEN My Plan.

Students with statements/EHCPs are actively involved in their Annual Reviews and they are able to contribute their thoughts and views through the annual review form and through their presence at the meeting.

What accredited and non-accredited courses do we offer for young people with SEN?

Students with SEN are offered a range of GCSE and BTEC courses at Key Stage 4. Where students would benefit from a reduced amount of mainstream courses and greater emphasis on life skills and vocational skills, they are encouraged to follow our Foundation Pathway. This replaces an option block with a Foundation Studies course that delivers AQA and Prince's Trust qualifications.

How do we prepare our school to welcome and support SEN students and how do we arrange and support a transfer to another school/educational establishment?

The SENCO has an established system of primary liaison that encourages primary schools to share information about students' needs in advance of their transfer so that appropriate provision can be planned. We encourage primary schools to hold transition meetings where a student has educational needs that need to be clearly understood on entry to Beaufort.

The academy has a July induction process for new students that is well supported by Learning Support Assistants to ensure SEN students are helped to settle.

Additional visits by Year 6 SEN students are welcomed in Term 6 so that potential anxieties when they start in September are minimised. This is usually arranged in conjunction with primary schools.

For SEN students transferring from other secondary schools, we liaise with the previous establishment to ensure SEN records are passed to us. Where the academy is aware of needs upon application, the SENCO would be involved in the admissions process.

Support for transferring from the academy to another school can be through the annual review of a student's statement/EHCP. Sometimes, this is to facilitate a move to specialist provision and where possible the relevant special school would be involved. The academy supports the sharing of information required when SEN students approach another school for a place.

SEN students may be helped to move to other schools through a 'managed move' arrangement that enables them to have a trial at the new school for up to 16 weeks.

The SEN staff at Beaufort have excellent links with the Foundation Studies co-ordinators at GLOSCOL and can support students in moving to courses within that faculty. We can liaise with any post-16 establishment where the transfer of SEN information is required.

What special arrangements are made for exams?

Students receive access arrangements (such as a reader or extra time) where the nature of their special educational needs is such that these are necessary to provide students with fair access to the examination process.

Students are identified for exam access arrangements in the following ways:

- A documented difficulty/disability (e.g statement or EHCP);

- SEN students receiving targeted interventions that highlight needs in assessment situations;
- Evidence from assessment data
- Concerns raised by subject teachers, parents and students

Some access arrangements for exams require formal approval by JCQ at Key Stage 4 and the necessary evidence must be submitted. E.g. assessment by a Specialist Assessor. The academy follows the regulations as set out in the JCQ handbook.

The SEN Department makes special arrangements at Key Stage 3 where there is evidence it is appropriate.

What resources and equipment do we provide for children with SEN?

The SEN Department has two well-resourced classrooms that include IT facilities, although a new SEN area is being created as part of the current building work to expand the academy's capacity.

We incorporate the Read, Write Inc and Rapid Reading materials into taught SEN lessons.

Students with dyslexia can be provided with an ACE spelling dictionary.

In Year 7, students in the Transition Groups have access to a Food room for their cooking lessons.

Modified, specialist equipment can be provided for students with visual or physical difficulties in practical subjects such as DT and Science.

The academy has a designated Rest Room for students with physical disabilities who may require hoisting or physiotherapy.

Students with social and behavioural difficulties can access The Hub at breaks and lunchtimes so that they can socialise in a secure, supervised environment.

Other specialist resources and equipment can be acquired through the Advisory Teaching Service, Occupational Therapy and the NHS.

Where can you find our SEN policy?

Our SEN Policy is available on the school website. Copies can also be obtained from the academy on request.

What role do the governors have in supporting SEN?

The academy's SEN and LAC Governor is Mrs. Margaret Fendall.
The academy's Pupil Premium Governor is Mrs. Beth Williams

The role of the Governors is to ensure provision for SEN/LAC students is effective and they must report at least annually to the Local Governing Body on the implementation of policies that relate to SEN and LAC students.

What can you do if you are not happy with the support or provision for your child?

Every student is important to us and we strive to support their individual needs. Most issues can be easily resolved by contacting the class teacher, tutor or Learning Support Assistant in the first instance. If the matter is not resolved satisfactorily, Heads of Year or the SENCO can be contacted. Occasionally it may be appropriate for issues to be taken up with the school's Senior Leadership Team and/or the Governing Body.

How can parents/carers arrange a visit to our school?

The academy welcomes visits from parents and carers. These can be arranged at any time by contacting the school office. Please indicate if you are particularly interested in finding out about our SEN provision so that the SENCO can be available to talk to you if required. Details of Open Mornings/Evenings and other events for parents and carers can be found on the school website.

Who can you contact for more information?

If you would like further information about SEN provision at Beaufort Co-operative Academy, please contact Mrs. Emma Price (SENCO) on 01452 301381. Email enquiries are welcome to be sent to e.price@beaufort.coop

When was the information contained in this Local Offer updated?

The information in the SEN Information Report is correct as of 1st September 2017. The details within it will be fully reviewed and updated annually ahead of each new academic year. It may be necessary for Information to be changed, added or updated during the school year.

Where can I find information on SEN Provision in Gloucestershire?

Details of support available to children and young people can be found in the GlosFamilies Directory www.glosfamiliesdirectory.org.uk

Information can also be found on the Gloucestershire County Council website www.gloucestershire.gov.uk