



**Beacon Academy Trust**  
A COMPELLING VISION FOR SUCCESS

# **BEAL HIGH SCHOOL**

## **SEND Strategy**

# **2019-2020**



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## **1. INTENT**

### ***a. Our overarching statement of intent***

#### **Beal High School - SEND Strategy**

##### **INTENT**

- SEND is a whole school responsibility and is included in all SLT strategy and action plans
- The SEND strategy is of early intervention, support is higher in year 7 and needs to decrease over time
- Support/impact is reviewed termly – following APDR
- A broad and balanced curriculum is available for SEND students with the vast majority accessing the mainstream options
- High expectations and aspirations for students with SEND are maintained
- Students admitted to the Beacon Communication School (BCS - our on-site Autistic provision) will be those whose needs are not being met or cannot be met solely within their local mainstream school, but have the potential to access a significant number of mainstream lessons (minimum of 50%) and achieve at the level appropriate for their age.
- Ensuring a whole school responsibility for SEND: Assistant Principals with a Key Stage responsibility hold responsibility for the progress of SEND students; Individual student briefings and promotion of Inclusive practices through the SEND Teaching and Learning bulletin
- The Student Services team hold meetings in each year group once every two weeks. These are chaired by the DDSL/Wellbeing lead and provide a forum for discussing SEND and Vulnerable students, identifying needs and providing HOYs, SENDCO's, Wellbeing team with a support network and ensure early identification.

##### **IMPLEMENTATION**

**Summary:** Approximately 8% of students at Beal High School are identified as SEN Support (K). Where possible, withdrawal from mainstream lessons is avoided. High quality inclusive teaching is supported by the teaching and learning and SEND teams which includes the SENCO's and SEND DHOYs/TA's. To offer staff advice and support in teaching pupils with SEN, the SEND team lead a weekly SENDCO Surgery for all staff and share a SEND Teaching and Learning Bulletin every two weeks.

Access of SEND Support (K) students to mainstream lessons is monitored through individual departments and the SEND Quality Assurance framework procedures. The SENDCO's overview provision for EHCP students (each SENDCO is attached to a different Year group/Key Stage). SEND DHOYs overview provision for K students in their year groups and deliver interventions for their year groups, progress and inclusion in interventions.

Two of our SEND DHOYs have also received ELSA training (Emotional Literacy) delivered by the Redbridge Educational and Wellbeing team and can also support those students with Mental health difficulties.

SENDCO's use registration periods to meet mainstream teaching staff regarding EHCP students and some K students for student briefings.

In addition to high quality mainstream lessons that are accessible to all students, both K and EHCP students where necessary will be withdrawn for specific, targeted work. Teachers, instructors, teaching assistants and SEND DHOYs deliver the intervention lessons.

##### **Identification Children's additional needs:**

Beal High School identifies students who have additional educational needs in a number of ways and at a number of different times during the school year. The principle of Quality First teaching coupled with early

intervention underpins the graduated approach taken at Beal High School. All teachers and support staff play a part in identification and support of students who may need additional support. Progress of students is assessed through monitoring of academic levels, reading ages, friendship groups, behaviour in class and behaviour around the school site. All of these things are indicators that can prompt a member of staff to begin further investigation or prompt them to discuss a child with colleagues.

Termly reports for students are shared with parents. Heads of Year (HOYs) and the pastoral team may also contact parents with regard to additional needs. Each of the HOYs in years 7-13 work with a member of support staff (SEND Deputy Head of Year) who will liaise with parents of students with additional needs.

### **Transition**

SEND staff work with primary colleagues to ensure a positive transition and to ensure that the provision for students on arrival is in place and effective.

- **Primary to Secondary Transition:** at the beginning of Year 7 all students are assessed in a number of ways in order to provide a secure baseline throughout the curriculum. These assessments allow staff to identify which students may be in need of additional support and how best to support the student.
- **Transition to GCSEs:** Students are identified for additional support in exams, known as Access Arrangements at the start of their GCSEs, these are typically students who have required additional support during years 7-9.
- **Post 16:** Connexions advisors and Beal High School staff support SEND students in making the right choice at the end of year 11. Many of our students choose to stay on at Beal High School and enter the 6th form. Wherever students apply staff support with the application process, arrange visits and ensure that students are well informed so they can make the right choice. Parents are involved throughout the process.
- **Termly reviews:** Heads of Year (HOYs) meet with the Special Educational Needs Coordinator (SENCo) attached to their Key Stage once every fortnight to monitor both the wellbeing and learning of the children who have either been highlighted by colleagues as having a need or who are on the SEND List. Progress of all students is reviewed and evaluated termly and students are identified for additional support based on the academic progress they are making and how well included they are in the school community.
- **Communication with Parents/Carers:** The special needs team knows that parental support and involvement in their children's learning is important therefore communication and partnership with parents is conducted through our system where the SEND Deputy HOY will regularly contact home regarding the progress and wellbeing of the child. This establishes positive home school links.
- Where staff have concerns regarding the progress (academic or social) of students they contact the Head of Year who liaises with the SENCo.

### **Additional support:**

If students have been identified as in need of additional support or in need of further assessment, parents are informed in writing and the opportunity to discuss the nature of the support in detail is offered.

### **Further assessment:**

Where the school want the needs of a student clarified or if there is a complexity in the assessment of the student's need, the school will request an assessment by the school's Educational Psychologist (EP). In this case written consent is required from parents. Reports from the EP are sent to parents and the way forward is discussed with parents.

### **Education and Health Care Plan (EHP):**

If the school feel that an ECHP may be required they will begin the process with an assessment by the school's Educational Psychologist. Parents are invited to meet with the EP and SENCo to discuss the process and their part in the process.

### **The approach to teaching children and young people with SEND:**

Beal High School strives to ensure that all students are fully included in school life and at the end of their experience at Beal High School, students have the skills and qualifications that will allow them to progress and fulfil their ambitions. Helping students to overcome the barriers that may stand in the way is approached in a number of different ways. These include:

- In-class support
- Through a differentiated curriculum
- Withdrawal from mainstream lessons for group or individual support
- Mentoring
- After school support

A number of different factors are considered when the nature of the support is being decided including:

- The nature of the need
- The impact of withdrawal from mainstream lessons
- Support from parents
- Advice from other professionals
- The ability of a student to access lessons independently
- The number of hours of support that are likely to be needed

The principle of early intervention when removing barriers to learning is followed and as a result the majority of intervention takes place during year 7. Where this is successful and the need for support has been reduced, the level of intervention typically reduces further up the school. Beal High School recognises that students can become reliant on support as a habit rather than out of need and that as part of a student's development they must be challenged not just academically but also with regard to their approach to learning. It is of utmost importance that we are preparing students to make the next step by equipping them with the right skills and not just academic achievements. Where staff feel that in-class support is not in the best interest of a student and that the student needs to move towards becoming more independent, it will be withdrawn.

### **Deployment of Teaching Assistants<sup>1</sup>:**

- Teaching Assistants will work across the whole school – BCS and BHS
- ALL Teaching Assistants to be experts in Autism and relevant training provided – include training TA's/SEND DHOYs have attended to date.

### **Support available to children with SEND:**

- Support for students whose behaviour is challenging – SEND DHOY (Behaviour) in partnership with New Rush Hall
- Specified individual support
- Support for health needs – SEND DHOY
- Grouping of pupils
- Specialist teaching groups

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<sup>1</sup> TA Deployment Strategy and audit available

- Social and emotional support (individual and group) and support during unstructured time
- Support for students with social communication difficulties
- Mentoring
- Counselling
- Individual and group support for students with literacy difficulties
- Individual and group support for students with numeracy difficulties
- Curriculum differentiation
- Support is personalised; where groups of students have similar needs they may receive support as part of a group.
- Teaching staff are aware of the need to adapt the curriculum and differentiate schemes of work, lessons and tasks depending on the students they teach.

During break and lunch time, support is provided to not only to help students with academic work but also to help students with feeling settled in school. Help is given to them in managing any concerns that may be barriers to them enjoying and achieving during their school day.

### **SEND Deputy Head of Year:**

Each year group will have a SEND Deputy Head of Year who will overview provision for SEND students and those students with medical needs in their year groups and deliver interventions for their year groups. They will monitor the progress of SEND students by using the Assess, Plan, Do, Review (APDR) approach.

### **Assess, Plan, Do, Review:**

The APDR cycle supports a graduated approach.

- **Assess:** A starting level is established through screenings, formal assessment, observation, parental and pupil meetings, staff feedback, Team around the child meetings. Where possible more than one assessment supports the start of an action to support a student
- **Plan:** A course of action is decided including a review date being set and measures of progress that are expected to be achieved. An efficient education of others consideration is made to ensure that resources are being used effectively
- **Do:** The engagement of the pupil in a programme is recorded; Participation, attendance, completion of work, behaviour are monitored and feed into the review
- **Review:** An evaluation of the progress/impact made during the programme is made and a consideration for the next steps. Here the Efficient education of others and use of resources must be considered

### **Working with organisations and professionals outside of the School:**

Beal High School works with health and social care organisations including voluntary organisations to access services that we know benefit our students.

In line with the graduated approach, where support from the school's own staff has not had sufficient impact to make good or better progress, a referral to an external specialist teacher may be made. The school works with the following organisations:

- New Rush Hall Outreach (SEMH) – 1 day pw
- Little heath outreach(ASD/SPLD) – 1 day pw
- Local Authority Educational Psychologist – 42 hours per year
- Speech and language therapist – 1 to 2 days per term

## **BCS@BHS Specialist provision for students with ASD<sup>2</sup>:**

56 EHCP students are supported at all times, this is either shared support or 1:1. Students in KS3/KS4 are taught in BCS class bases and access a range of different subjects in mainstream. Our aim is for students to attend up to 90% of mainstream lessons by KS4. All students in KS3 access mainstream PE, Food Technology and Drama. Some students also access IT and Maths/English. Students in KS4 access GCSE's and/or level 1 courses. The main aim of BCS 6th form provision is to support students to prepare for adult life, make a successful transition into college and gain entry level, level 1 qualifications in English, maths and ICT. Approximately 30% of the curriculum focuses on accreditation and 70% on soft skills, work experience and travel training essential for the young person to be independent in adult life.

## **Support for students with medical needs: - CI to add procedures here.**

Support for students with medical needs may be short-term and long term. Those students whose medical needs lead to them developing emotional disorders will be supported by the Wellbeing team. Following long term absence, PACE DHOYs will support with reintegration back into school. With long term absences, the school will work alongside the EWO, Healthcare professionals and Redbridge Home Tuition services to ensure students are properly supported so that they fully engage with learning and do not fall behind when they are unable to attend. Some students may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. For students who have medical conditions that require EHC plans, compliance with the SEND code of practice is ensured and monitored by SENCO's and SEND DHOYs.

All other students with Health Care Plans are monitored and support provided only when necessary.

## **Mental Health and Well-being provision<sup>3</sup>**

The provision for students with mental health and well-being needs has been recognised as being at an excellent level. Beal High School has been awarded a Gold Award for Mental Health by the Carnegie School of Education (Leeds Beckett University).

The Mental Health Strategy report details the impact of interventions and examines how well the needs of the population are matched to the provision.

## **The Quality Assurance process**

Is continuous; the activities outlined in the schedule will enable us to identify risks and areas for improvement throughout the year, allowing us to implement improvements and/or interventions in place as the year progresses. There will also be an opportunity for mid-year and end of year monitoring, evaluation and action planning.

## **Self-evaluation and accountability**

Strategic responsibility for quality assurance will lie with the senior leadership team reporting through the Co-Headteachers, the Executive Principal and board. SLT will moderate quality assurance procedures and judgements to pursue our vision for excellence that is focused on high-quality provision and outcomes for all students, for example, through: the rigorous implementation of well-focused improvement plans based on robust and perceptive self-evaluation.

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<sup>2</sup> BCS curriculum intent, implementation and impact of BCS curriculum (KS3 – KS5) available

<sup>3</sup> Mental Health Strategy and Student Services on Staff Portal

Quality will be assured through internal (SLT and ML line management cycle) and external (Co-Headteachers and Executive Principal) monitoring to ensure continuous improvement and consistently high quality provision for SEND students. This will be through the QA cycle below and performance management:

Autumn Half Term 1	Autumn Half Term 2
<ul style="list-style-type: none"> <li>a. <b>Analysis of exam performance</b></li> <li>b. <b>School, departmental and pastoral evaluations</b></li> <li>c. <b>School Improvement priorities set and shared</b></li> <li>d. <b>Departmental and Pastoral improvement priorities set and shared</b></li> <li>e. <b>Performance Management targets review and setting for current cycle</b></li> <li>f. <b>Teaching over Time Cycle 1:</b> <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Lesson observations – NQTs and new staff</li> <li>• Student voice activities</li> </ul> </li> <li>g. <b>Pastoral and Progression Cycle 1:</b> <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Observation of registration periods/assemblies</li> <li>• Student voice activities</li> </ul> </li> <li>h. <b>Half-termly SLT summary</b></li> </ul>	<ul style="list-style-type: none"> <li>a. <b>Teaching over Time Cycle 2:</b> <ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Homework scrutiny</li> <li>• Lesson observation</li> </ul> </li> <li>b. <b>Data Review</b> <ul style="list-style-type: none"> <li>• Soft data capture Y7 – Y13</li> <li>• Interventions planned and implemented</li> </ul> </li> <li>c. <b>Review of progress towards Improvement priorities</b></li> <li>d. <b>Pastoral review of Behaviour Strategy</b></li> <li>e. <b>Half-termly SLT summary</b></li> <li>f. <b>Data report for Trustees/Standards and Effectiveness</b></li> <li>g. <b>CEO report</b></li> </ul>
Spring Half Term 1	Spring Half Term 2
<ul style="list-style-type: none"> <li>a. <b>Pastoral and Progression Cycle 2: Progression</b> <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Observation of registration periods/assemblies</li> <li>• Student voice activities</li> </ul> </li> <li>b. <b>Teaching over Time Cycle 3:</b> <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Lesson observation</li> <li>• Student voice activities</li> <li>• Review impact of interventions</li> </ul> </li> <li>c. <b>Data Review</b> <ul style="list-style-type: none"> <li>• Data capture 2 (Yr11, 12 &amp; 13). Progress to target analysis, by department and student micro-population.</li> <li>• Interventions monitored</li> </ul> </li> <li>d. <b>Review of progress towards improvement priorities</b></li> <li>f. <b>Performance Management targets reviewed</b></li> <li>g. <b>Half-termly SLT summary</b></li> </ul>	<ul style="list-style-type: none"> <li>b. <b>Teaching over Time Cycle 4:</b> <ul style="list-style-type: none"> <li>• Work Scrutiny</li> <li>• Homework Scrutiny</li> <li>• Lesson observation</li> <li>• Review impact of interventions</li> </ul> </li> <li>c. <b>Data Review</b> <ul style="list-style-type: none"> <li>• Data capture 2 (Yr7, 8, 9 and 10) Progress to target analysis, by department and student micro-population.</li> <li>• Data capture 3 (Yr11 and 13)</li> <li>• Progress to target analysis, by department and student micro-population.</li> <li>• Tutor academic review</li> <li>• Interventions monitored and evaluated</li> </ul> </li> <li>d. <b>Half-termly SLT summary</b></li> <li>e. <b>Data report for Trustees/Standards and Effectiveness</b></li> <li>f. <b>CEO report</b></li> </ul>



Summer Half Term 1	Summer Half Term 2
<p><b>a. Pastoral and Progression Cycle 3</b></p> <ul style="list-style-type: none"> <li>• Observation of registration periods/assemblies</li> </ul> <p><b>b. Teaching over Time Cycle 5:</b></p> <ul style="list-style-type: none"> <li>• Learning Walks</li> <li>• Lesson observation</li> </ul> <p><b>c. Review of progress towards improvement priorities</b></p> <p><b>d. Half-termly SLT summary</b></p>	<p><b>Evaluation and planning period</b></p> <p><b>a. Data Review</b></p> <ul style="list-style-type: none"> <li>• Data capture 3 (Yr7, 8, 9, 10 and 12) Progress to target analysis, by department and student micro-population</li> <li>• Tutor academic review</li> </ul> <p><b>b. Teaching over Time Cycle 6:</b></p> <ul style="list-style-type: none"> <li>• Work Scrutiny</li> <li>• Homework Scrutiny</li> </ul> <p><b>c. Teaching over Time Cycle: feasibility, workload and effectiveness. Planning next steps</b></p> <p><b>d. Pastoral and Progress Cycle: feasibility, workload and effectiveness. Planning next steps.</b></p> <p><b>e. Evaluation of progress towards improvement priorities</b></p> <p><b>f. Half-termly SLT summary</b></p> <p><b>g. Data report for Trustees/Standards and Effectiveness</b></p> <p><b>h. CEO report</b></p>

## SEND - Withdrawal interventions

<b>Provision</b>	<b>Description</b>	<b>number of students</b>	<b>hours per week</b>	<b>staffing</b>
Group Reading	small-groups reading & comprehension	52	3 hrs 20 mins	TAs
Literacy	Literacy skills and comprehension	10	1	SEND DHOYS / TA
Lexia and phonics	Phonics and literacy programme	11	1	TAs
Social Skills	Group session to develop social skills i.e. making friendships, building confidence	6	1 hr 30 mins	SENCo & SEND DHOY
Resilience Workshop	Group session discussing topics i.e. tackling bullying.	7	1	SEND DHOY
Self Esteem Workshop	Workshop on building confidence	17	20 mins	Form Tutors
Boys Mentoring	Behaviour issues	6	1	Teacher
Positive Thought Process	A mentoring strategy - To change your thought process from negative to positive.	7	9 hr 15 mins	SEND DHOY KS4
Academic Mentoring	Offering strategies in any areas of need. Encouragement to attend other academic interventions that would help in their studies.	19	10hr 10mins	SEND DHOY
Strategies for Attending Lessons		2	1 hr 30 mins	SEND DHOY
Support in Music-Mind Mapping, Note Taking and Time Management		1	2	SEND DHOY
New Rush Hall Outreach	External specialist teacher	9	4.5	Outreach Teacher
Little Heath Outreach	External specialist teacher	16	1 hour per student (fortnightly /weekly/termly)	Outreach Teacher
Newbridge Outreach	External specialist teacher	1	1 hour per half term	Outreach Teacher
SALT	External specialist teacher	10	30 mins per student termly or half termly	Speech and Language Therapist
Additional Speech and Language	Internal	1	20 mins (fortnightly)	SEND DHOY
Hearing Impairment	External specialist teacher	11	20 mins per student termly /half termly/ annually	Teacher of Deaf

Visual Impairment	External specialist teacher	1	1 hour bi-annually	Advisory Teacher for the Visually Impaired
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## EAL Department<sup>4</sup>

### INTERVENTIONS OVERVIEW

The EAL Department provides a number of interventions to support the needs of different groups of Bilingual Learners.

These include:

- ❖ WITHDRAWAL AND INTENSIVE TUITION FOR NEW ARRIVALS
- ❖ NARROWING THE GAP FOR PUPILS IN YEAR 7
- ❖ MORNING READING PROGRAMME
- ❖ NARROWING THE GAP FOR PUPILS IN OTHER YEAR GROUPS
- ❖ IN-CLASS SUPPORT
- ❖ ADDITIONAL ENGLISH OPTION
- ❖ HOME LANGUAGES

### EAL Interventions

Provision	Description	number of students	hours pw	staffing
EAL Literacy	This intervention targets mainly non-UK born bilingual learners with depressed literacy skills through two withdrawal lessons in which learners complete starter activities and a Literacy Across the Curriculum programme which develops vocabulary and knowledge about language.	27	2	EAL Team
EAL Group Reading	This intervention takes place at registration time on Wednesdays and Thursdays. Learners read a range of simplified EAL versions of Classic Literary Texts including, 'Frankenstein', 'Dracula', 'Robinson Crusoe', 'The Secret Garden', 'The Lost World', 'Dr Jekyll and Mr Hyde', 'A Christmas Carol' and discuss these to develop their vocabularies and improve literacy skills.	20	40 mins	EAL Team
New to English / Early Acquisition - EAL	This takes place in lieu of mainstream English. Early stage bilingual learners are given intensive English tuition to help them to access the curriculum.	3	9 hours Fortnightly	EAL Team

<sup>4</sup> EAL Department Handbook on Staff Portal and held within the department

1:1 tuition	Intensive English tuition	4	13 hours Fortnightly	EAL Team
1:1 Literacy programme	To develop vocabulary and knowledge about language.	6	8 hours Fortnightly	EAL Team
Additional English GCSE	Students are pre-taught aspects of Mainstream GCSE English in addition to being prepared for IGCSE English as a Second Language with Cambridge International Examinations.	14	5 hours Fortnightly	EAL Team