

SEND Information Report BHA/MFS

1. *How does the school know if children/ young people need extra help and what should I do if I think my child/ young person may have special educational needs?*

All pupils attending the schools have an Education Health and Care Plan (EHCP), which identifies the school as the best provision for the pupil. This also identifies the pupil's primary and where appropriate secondary needs. The school Educational Psychologist can review pupils where there may have been a change in their needs.

The annual review of the EHC plans ensures that they reflect the pupil's current needs.

2. *How will school staff support my child/young person?*

Every child starting at Beaumont Hill and Marchbank Free School has an Education, Health, and Care Plan. This document outlines the needs of the child and recommends the resources, teaching programmes and multiagency involvement related to meeting these needs. Every child has a class teacher/tutor who co-ordinates the plan and oversee the implementation of the plan.

The class staff have regular contact with pupils throughout the day. The class staff will act as the first point of contact for parents and will be the school professionals who will directly liaise with parents through direct meetings, and telephone contact and/or the school app.

Beaumont Hill Academy and Marchbank Free School are part of a family of schools collectively known as the Education Village Academies Trust (EVAT). A board of Trustees led by Helen Radcliffe manages the whole of the EVAT provision. Working directly with the board of Trustees are the Education Standards Committee for Beaumont Hill and Marchbank Free School, (ESC). The ESC is chaired by Elizabeth Bell for Beaumont Hill Academy and Clare Devine for Marchbank Free School. They have a responsibility to hold the Principal/Head of School and other leaders to account and ensure that all procedures, school systems and policies are in place. Parents have representation on the ESC.

3. How will the curriculum be matched to my child/young person's needs? Pupils in Beaumont Hill Academy and Marchbank Free School follow a curriculum, which is personalised, to their needs.

Within lessons work and support is adapted to allow all pupils to make progress against the curriculum they are following.

Throughout the schools' pupils are grouped according to their age, needs and abilities. Levels of support are differentiated to meet the need of all pupils. Higher levels of support are given to pupils that are more complex. All work within lessons is pitched at an appropriate level so that all pupils are able to access teaching according to their specific needs. Typically, this might mean that in a lesson there would be several levels of work set for the class, this may also be individually adapted.

Pupils in KS4 and KS5, pupils follow an accreditation pathway, which is appropriate for their ability. This allows learners to engage and give them the opportunity to achieve nationally recognised qualifications.

Parents are informed of progression routes for their child during consultation evenings or annual review meetings.

In KS5, pupils follow a series of nationally recognised qualification, based around independent living, life skills or personal health and social care. The curriculum, lesson planning and progress are monitored rigorously by the Senior Leadership Team.

4. How will I know how my child/young person is doing? How will you help me to support my child's learning?

Beaumont Hill Academy and Marchbank Free School offer an open-door policy, at any point if you wish to discuss a pupil's progress, an appointment can be made to meet with the class teacher or a member of the Senior Leadership Team. Staff in school can offer advice and practical ways that you can help your child at home. Beaumont Hill academy and Marchbank Free School believe that a pupil's education is a partnership between parents and school staff, therefore we aim to keep communication channels open and communicate regularly.

Pupil progress is measured on a termly basis against the curriculum the pupil is following. Interventions are put in place for pupils not progressing through the curriculum at the rate expected.

The schools place an increased emphasis on achievement and self-evaluation and ensures that pupils are making the best progress possible. To judge that a pupil is making expected progress an analysis tool called SIMS is used to compare our pupil's progress against the curriculum they are following.

5. What support will there be for my child's overall wellbeing?

The schools are committed to multi-agency working to ensure that the needs of the whole child are met.

Pupils, where required have a care plan which identifies their care needs including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate. Professionals from other agencies including physiotherapy, occupational therapy, health and CAMHS visit the schools on a regular basis. As well as supporting individual pupils these professionals advise staff around strategies and offer training.

Some professionals hold clinics in school allowing input from school as well as from parents/ carers. Twice monthly complex needs clinics are held at Beaumont Hill Academy which allow a range of professionals to review the pupil the same morning and then for those professionals, in consultation with parents, to agree short- and longer-term goals for that child.

The pastoral teams meet regularly and ensures that the pastoral needs of pupils from across the schools are met.

Pupil voice is encouraged in all areas of the schools through regular meetings of the student council. Pupils, where appropriate, contribute to the annual review of their EHC plan through a person-centred review process. Some pupils know their targets and can describe their next steps of learning to achieve those targets.

Staff know individual pupils very well and any pupil requiring additional support will be offered it from a staff member with who they have a good relationship.

6. What specialist services and expertise are available at or accessed by the schools?

All educational staff working in Beaumont Hill Academy and Marchbank Free School have had specialist training and development. Many teachers, in addition to their teaching qualification, have a second specialist qualification which may be a diploma or a MA in special educational needs. Most support staff have a level 3 or equivalent qualification.

Both teachers and support staff have a programme of professional learning which keeps them up to date with all the specialist skills necessary for working with children with special educational needs.

In Beaumont Hill Academy and Marchbank Free School we have dedicated time from the following staff:

Speech & Language Therapist

Physiotherapist

Occupational Therapist

Educational Psychologist
Psychologist
Outdoor Education Specialists

In addition, we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of student's needs:

Consultant Psychiatrists
Social workers
PCSO
CAMHS
Orthotics specialists/wheelchair services

7. *What training have the staff supporting children and young people with SEND had or are having?*

All pupils at Beaumont Hill Academy and Marchbank Free School have SEND; staff receive training commensurate with their roles. All staff receive at least six days of professional learning per year (pro rata). Teaching staff access subject leaders Durham network meetings, support staff and middle leaders have accessed targeted programmes of professional learning to develop their skills. Many staff receive Team Teach training to develop their behaviour management skills. Staff who provide personal care receive moving and handling, eating, and drinking, and medical training as appropriate. In addition, staff have access to bespoke training which includes a range of specialist training, such as sensory integration, the use of PECS, deaf awareness and any other needs that are raised through our performance management review processes.

8. *How will my child/young person be included in activities outside of the classroom including school trips?*

Beaumont Hill is a very large generic special school catering for 368 pupils from 2-19 years of age with EHCPs for a wide range of needs. Marchbank Free School teaches Primary aged pupils with a range of learning needs including Social, Emotional and Mental health needs as well as autism. There are currently 55 pupils on roll at Marchbank.

The aims of our schools are no different from that of any mainstream organisation.

Our off-site visits are designed to: enhance curricular and recreational opportunities for all our pupils; provide a wider range of experiences for our pupils than could be provided on the school site alone; promote the independence of our pupils as learners and enable them to grow and develop in new learning environments.

We also afford students the opportunity to take part in residential activities appropriate to their individual needs.

All visits/activities are risk assessed and recorded on the EVOLVE system.

Parents /carers take an active part in discussions around residential visits, and these are discussed both formally at parent meetings/annual review meetings.

The school operates an inclusive agenda and makes every effort to make off site visits accessible for all our pupils.

9. *How accessible is the school environment?*

Beaumont Hill Academy is situated within the Education Village complex. The whole environment has been designed to be accessible to primary and secondary pupils.

The building is fully wheelchair accessible with wide corridors, ramps and lifts for pupil use. There are a full range of toilet and changing facilities and there are specialist areas available: in addition to a full-size swimming pool there is a warm water pool. Alongside the sports halls there are soft play areas. There are also two sensory rooms.

Marchbank Free School is in a Grade 2 listed building. The ground floor is accessible for all. The upper floors are accessed using stairs. There are several rooms across the school pupils can use to support self-regulation including 2 Thrive rooms. Marchbank pupils have access to the Education Village site for swimming sessions.

10. *How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?*

We work closely with the local authority to ensure that children are offered provision that meets their needs. Parents are invited to visit the school prior to the school being consulted in regard to a space being available and then at any time through the transition process.

Transition planning is a vital part of the annual review process. All pupils are taught about the world of work and careers. Older pupils meet a careers advisor regularly and many have the opportunity through year 11 to visit their chosen college: some post 16 lessons take place on the Darlington College campus in order that pupils can familiarise themselves with the setting.

Most pupils undertake experience of work opportunities to gain an understanding of the world of work.

Where pupils move on to another placement, the schools work with the next provision to ensure all relevant information is shared so that the transition can be as smooth as possible.

11. How are the school's resources allocated and matched to children's special educational needs?

A significant amount of school resources are dedicated to providing small class sizes with appropriate levels of staffing. A significant number of our pupils are entitled to receive the pupil premium, and these monies are targeted to improve outcomes, access to specific resources, access to alternative curriculum and to extend awareness through the experiential curriculum. In addition, we have been able to commission specialist input from the Family Support worker and the Family Wellbeing Team to improve attendance as well as supporting families. In addition, educational psychology services, speech and language therapy and occupational therapy all work in the school to support pupils.

All our classes are provided resources to ensure the delivery of personalised curricula to six key stages and across all special educational needs.

12. How is the decision made about what type and how much support my child will receive?

The pupils EHC plan identifies a range level which reflects the pupil's current needs. This is agreed through discussion between the school and the Local Authority and dictates the amount of funding the schools receive for that pupil. The numbers and needs of the pupils in each class determine the staffing ratios for that class of pupils. The range funding level can be reviewed at the pupil's annual review if the need arises.

13. Who can I contact for further information?

If you are considering your child joining one of the schools the first person to talk to in Beaumont Hill Academy is Adrian Lynch, Principal alynch@educationvillage.org.uk and Tess Wright, Head of School tawright@marchbankfreeschool.org.uk for Marchbank Free School.

For any other queries or concerns, contact the Executive Principal Caroline Green cgreen@educationvillage.org.uk

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