



Special Educational Needs

Aims

1. This policy aims to meet the requirements of legislation including the 2001 Education Act and to have regard to the associated Code of Practice.
2. Beacon Hill is designated as a school for pupils with severe learning difficulties; some pupils may exhibit additional physical, sensory, emotional and / or behavioural difficulties and this policy details in general terms how the school meets the needs of those pupils.
3. Beacon Hill is an innovative, creative and enterprising community:
 - that has ambitious expectations for individual improvement to achieve excellence for all.
 - in which all partners include, involve and inform each other.
 - that actively develops parental partnerships for the benefit of the pupils
 - that develops pupils' independence and self advocacy, and confidence to make informed choices.
 - that values communication and provides the time and opportunity to make it effective.
 - that develops high quality inclusion within and beyond Beacon Hill.
 - that promotes an happy, healthy atmosphere of security, trust and respect.
 - That enables us all to understand and take action on local, national and global sustainability issues.
 - That empowers all individuals equally and so meets diverse needs.
 - that celebrates achievement for everyone.

These aims were written and agreed by parents, staff, governors, members of the multi disciplinary team and pupils in 2009

4. Further relevant details can be found in the School Prospectus, School Profile, on the school website www.beaconhill.n-tyneside.sch.uk/ and in the other policies produced by the school.

Resources

1. The school has 21 teachers including the Headteacher, 41 Teaching Assistants (the majority of whom are qualified nursery nurses), 2 Public Health nurses and 2 nursing assistants.
2. The majority of the teaching staff have specialist qualifications in special educational needs, some at an advanced level. The majority of the teaching assistants have nursery nurse qualifications and some also have the advanced

nursery nurse qualification. In addition a detailed Inset policy co-ordinated by the Deputy arranges funding for all staff in three areas.

- Training needs aimed at meeting School Development Plan Targets.
 - Individual needs identified by staff.
 - Funding to pay for needs identified during the staff and to take account of new staff who may join us during the year.
3. Staff supplied by the local education authority also work in school to meet the needs of the pupils. These include an educational psychologist, Teacher for the hearing impaired and teacher for the visually impaired. A Connexions Advisor to help with transition plans for older pupils is also supplied by the Connexions Service.
 4. North Tyneside Health Care Trust funds two nurses who are full time in school, and a community doctor, physiotherapist and speech therapist who work on individual programmes with identified pupils or give advice and support to staff and parents.
 5. The building was purpose built in 2007 and designed to meet the needs of the pupils. The building is on one level and all areas can be accessed by people in wheelchairs. Bathrooms are adapted to meet the intimate care needs of pupils. The building is divided into distinct areas to provide progression through the school. Currently one is designated for the Primary (2- 11) Department, one for the Secondary (11- 16) department. There are also 3 specialist classrooms for pupils who have severe learning difficulties associated with ASD. There is a learner / hydrotherapy pool, large hall with apparatus, interactive Sound and Light Room, a Parents room and specialist teaching rooms for Food Technology, Business and Enterprise, Art, Music and Drama and Science.

The 6th form group is based at Queen Alexandra College for the full week although they return to Beacon Hill to use our specialist facilities.

6. Resources are allocated each year through the school development plan. This plan is discussed and agreed by the relevant parties in school also allows for some contingencies to meet changing needs of pupils. In addition school fund is used to enrich the education provided for the pupils.
7. Beacon Hill is committed to ensuring that it meets the needs of all its pupils including those in vulnerable groups .These groups include pupils with different disabilities egg SLD/PMLD/ASD; pupils Looked After by the Local Authority Pupils for whom English is an additional Language; Pupils who have Free Schools Meals. It also works to ensure equality between boys and girls. All school systems are analysed in relation to vulnerable groups to ensure clarity of focus and challenge.

8. The expenditure of the school's budget for 2010 -2011 as detailed in the Consistent Financial Report is as follows.

REVENUE INCOME	£
Funds Delegated by the Local Authority	2,751,648
Headroom Allocation	4,646
Fuel4Kids	5,522
Standards Fund	152,901
Other Grants and Payments	60,557
Income from Catering	0
Receipts from other insurance	33,840
Donations and/or voluntary funds	12,998
Community Focused Extended School Facilities Income	27,814
Funding for Sixth form students	68,000
SEN (Extra District)	100,243
Other Government grants (Inc School Sports)	100,133
Income from other facilities and services (Inc Marden Sla)	260,598
Receipts from supply teacher insurance claims	11,970
Income from contributions to visits etc	3,949
SSG & SSG (P) pupil focused	49,561
Community focussed extended school funding and/or grants	7,152
REVENUE EXPENDITURE	
Teaching Staff	1,457,160
NTC Supply Teaching Staff	9,626
Education support staff	1,129,552
Administrative and Clerical Staff	111,393
Cost of other staff	58,207
Development and Training	25,076
Staff related insurance	38,203
Water and Sewage	11,912
Learning Resources (not IT equipment)	69,429
Exam Fee	1,428
Other insurance premiums	13,361
Catering supplies	49,242
Bought in Professional services - curriculum	132,449
Bought in professional services - other	24,111
Community focussed extended school staff	25,346
Community focused extended school costs	4,551
Agency Supply teaching staff	9,027
Premises staff	25,538
Indirect employee expenses	37,877
Supply teacher insurance	18,466

Building maintenance and improvement	9,916
Grounds Maintenance	4,087
Cleaning and caretaking	63,084
energy	41,815
Other occupation costs (Inc Tyne Met Sla)	54,124
ICT Learning Resources	9,621
Administrative supplies	22,412
Special facilities (LEAPS / Pool)	68,655
Agency supply teaching staff	9,027
Capital Income (Inc Disability grant SST)	35,960
Capital Expenditure (Inc Disability grant SST)	36,644

Admission Arrangements

Pupils may be admitted to Beacon Hill from the age of two. Usually these initial placements are on a part time basis with the pupils' time being increased gradually until they are of statutory school age. These decisions are always made in co-operation with parents and aim to meet the individual needs of the young person concerned. Most pupils of this age are admitted on an assessment place whilst the local Authority undertakes a statutory assessment under the 2001 Education Act. Pupils may be admitted at any time in their school life or at any time of the school year. Further details can be found in the relevant policy available from school.

Assessment

The purposes of assessment in Beacon Hill are four fold -

- to provide staff with information to aid in their planning to meet individual needs
- to provide school and parents with information about the pupils achievements at a particular time.
- where appropriate to meet the needs of the National Curriculum.
- to provide evidence that the curriculum on offer is of high quality and has breadth and balance.

Pupils at Beacon Hill will have access to the National Curriculum Programmes of Study which are assessed by teachers. For some pupils end of key stage tests will also be carried out if this is appropriate.

Other means of assessment are used depending on individual needs.

1. Individual school based recording and assessment closely linked to the pupils curriculum.
2. Commercial schemes of assessment used as and when appropriate.
3. Pupils in the Leavers group have an individual action plan and leave school with a record of achievement.

4. Pupil's achievement will be recorded and reported in detail to parents at the Annual Review.
5. Each pupil will have an Individual Education Plan composed of detailed individual targets agreed at review and reported to parents termly.
6. Older pupils also have access to accredited assessments through ASDAN, AQA units and other appropriate and challenging accreditation..
7. Pupils achievements are also recorded annually in a progress file and through a school designed pro forma. The school is also part of the P scale pilot project and is using the Pivots system to record and target pupils' progress.

Throughout school but especially in the Secondary and Post 16 Departments pupils are encouraged to be involved in their own assessment. Further details can be found in the relevant policy available from school

Curriculum

The curriculum at Beacon Hill School is vital to the achievement of all it's aims. It is the product of all the school's resources, organisation and endeavours. The curriculum is the means by which the school empowers all its students to enable them to take their optimum place in the world after school.

It is important that the curriculum meets the individual needs of all students whilst protecting their entitlement to a full range of educational experiences. Beacon Hill actively seeks therefore to deliver the curriculum to each pupil in a way which meets their individual learning needs and which constantly examines teaching styles together with the context and climate in which teaching and learning can take place.

Access

Access is created for all our young people by the teachers devising imaginative and innovative learning programmes so that no student whatever their level of difficulty is denied access to the curriculum. Where possible technology is used to ensure the curricular access of pupils who would otherwise have difficulty accessing particular areas of work.

It is an important principle at Beacon Hill that pupils have the right to equal access to the curriculum whatever their gender, race or disability. The Equal Opportunities Policy details ways in which this equality of opportunity is ensured and monitored. This is particularly important in relation to pupils with Profound and Multiple learning difficulties as the practicalities of the difficulties often makes it harder to include them in the full range of opportunities and events. Teachers ensure that they have equal access to special occasions in school, visits and residential experiences.

Features of the Curriculum.

Beacon Hill's curriculum has five main elements

1. The National Curriculum and Religious Education.
2. The Enhanced Curriculum
3. The Ethos or Hidden Curriculum.
4. Specialist curriculum emphasis for Business and Enterprise.
5. The specific curricular for pupils Post 16 and the Foundation Stage.

1. The National Curriculum and Religious Education

All pupils at Beacon Hill have access to National Curriculum Programmes of study at a level appropriate to their ability. Curriculum content from all Key Stages is assessed for its appropriateness to the pupils and many of them will for most of the time be working on content designed for pupils at an earlier Key Stage. Pupils with profound and multiple learning difficulties will also use the National Curriculum as a context in which to learn the early developmental work essential for them. This work will be delivered through schemes working towards Level One of the National Curriculum and through specialist curriculum content. No subject or area of the National Curriculum is ignored however the depth to which each subject or area is studied varies due to the pupil's needs, ability, aspirations, interests and aptitudes.

Emphasis is given to particular skills to reflect the individual priorities set out in the pupil's statement of Special Educational Needs. Throughout the Primary Department a topic approach is used with care being taken with the choice of topic and the materials used to ensure coverage of the National Curriculum areas. The topic is formally evaluated each term to ensure it continues to meet the needs of all pupils. Pupils at Key Stage 4 also take advantage of the additional flexibility now offered and have work related curriculum activities one morning a week and an options sessions. This flexibility is agreed by parents at review.

Religious Education is taught according to the school's agreed policy as part of the topic although with specific time set aside for it.. These are adapted to ensure they meet the needs of the pupils.

2. The Enhanced Curriculum

This element of the curriculum is vital to ensure that individual needs are met and that pupils can in future function with the greatest degree of independence possible. This element obviously links to the National Curriculum and includes

- specialist therapies for those who need them
- specific individual programmes where appropriate.
- personal, social and health education.
- life skills.
- pre-vocational and vocational studies.
- careers guidance and education
- a specific Home Economics allocation.

- work on social skills delivered through Inclusion placements in other schools and colleges.

The emphasis given to each of these areas is different for each Key Stage and is decided annually by staff and governors. This emphasis changes as the student's progress through school.

3. The Ethos or Hidden Curriculum

This is the most difficult part of the curriculum to define but in a sense helps to decide and define the other areas. It is this part of the curriculum which helps us to meet all our aims but not in a specific way. It seeks to develop the students socially so that they know right from wrong and can take responsibility for themselves. It is this part of the curriculum which can only succeed if staff, parents and governors work together towards agreed aims. Indeed this "ethos" was an important feature in the decision about the school aims. The Hidden Curriculum is demonstrated by every reaction or statement of every member of staff, parent or governor to any situation and its impact on students should never be underestimated. This part of the curriculum is underpinned by direct teaching in all areas of the curriculum but especially in Personal, Social and Health Education, Religious Education, Self Advocacy and Social Skills work.

The departmental system in school also develops this hidden curriculum by endeavouring to prepare pupils for change and for life after school. It does this by creating categorically different experiences for pupils at different times in their school life.

4. Specialist emphasis for Business and Enterprise

As a specialist college for Business and Enterprise Beacon Hill has a specific Business and Enterprise focus. This includes additional enterprise education sessions at KS3/4 and 6th Form and particular enhanced curriculum sessions. Much of this work takes place at Burnside College.

5. Foundation Stage and Post 16 Curriculum

Pupils attend Beacon Hill both before and after statutory school age. For both of these groups a specific curriculum is set. At Early Years this includes the Foundation Stage Curriculum, Language and Literacy, Creative Development, Mathematics, knowledge and understanding of the World and Physical Development. as well as appropriate content from the enhanced curriculum detailed above is also delivered. At post 16 level work is based on the Vocational work specifically the ASDAN Towards Independence Scheme, Core and Complimentary Studies again with appropriate elements of the enhanced curriculum.

It is seen as vital that these two curricular offer a progression into and extending out from the statutory curricular and that individual targets remain important

Key Features of the Curriculum.

All elements of the curriculum are planned to show breadth, balance, relevance and differentiation. It also shows progression in all subjects and aspects of the curriculum and coherence and continuity between subjects, year groups and Key Stages.

1. Breadth and coverage of the curriculum offered is seen at Beacon Hill as a valuable result of the National Curriculum as severe learning difficulties is not a reason for a narrowness of curriculum experience.

2. Balance in the curriculum is ensured by the careful attention to individual needs and the careful discussions which take place every year for every Key Stage. Decisions about balance at each Key Stage are taken by governors in consultation with staff. Beacon Hill devises a curriculum that is balanced in terms of curricular elements but which also responds to the student's needs as outlined in their statement. These individualised aims are specifically reported on at each student's annual review.

3. Relevance in the curriculum is ensured at Beacon Hill by offering age appropriate curricular which are suited to each pupil's needs ability, interests and aptitudes. Relevance is particularly important as most pupils remain at the early stages of the National Curriculum for all of their school life. The departmental system in Beacon Hill ensures that these pupils as they progress through the school are not taught through methods and approaches more suitable to younger children.

4. Differentiation is the key to the Beacon Hill curriculum and a young persons need

for such detailed differentiation is a prime reason for their attending Beacon Hill School. The school fosters the ability to respond to each individual young person, observe, assess and identify learning needs and hence to plan individual learning programmes accordingly. For some pupils including those on the autistic continuum the school is developing the use of appropriate elements of the T.E.A.C.C.H. approach and other specialist approaches for pupils with autistic spectrum disorder. These approaches are available for pupils through the school but specifically for those in the Class 2, Class 6 and 7NM specialist provision . The school has detailed information related to each student, where he or she is at, and what his/her learning goals are. It is this information that ensures that, within a broad outline, each pupil has an individualised timetable designed to meet their own needs. Each pupil also has an Individual Education Plan which details Aims of Provision, Yearly and Termly targets. Progress towards these is recorded and the information shared with parents.

5. Progression and continuity is ensured by careful planning in all areas of the curriculum. Work is currently ongoing to ensure that schemes of work will be in

place to embed this principle firmly in our planning and practice. However, flexibility is also seen as important to respond to our students' needs in terms of pace depth and final career path. The school works closely with the Careers Service and Tyneside training and Enterprise council to match the skills of our pupils to their future after school.

6. Inclusion is very important to Beacon Hill School and we are always actively seeking extra places for our pupils in appropriate mainstream environments. The aims of this Inclusion are to provide our pupils with age appropriate role models, to allow them to learn to work within larger groups than is normally possible and enable them to develop their social and communication skills in an integrated setting. For some older pupils such placements also allow them to have access to specialist teaching and facilities not available in Beacon Hill.

Evaluation

Evaluation by the governing body is undertaken in several ways.

- Governors agree a range of targets for the work of the school including pupil's progress in IEP's and in a specific range of subjects. They also include statutory targets at the end of Key Stages and for attendance.
- Each Governor is linked to a specific target on the School Improvement Plan and they visit the school to see its work in that area.
- Targets in the School Development Plan are evaluated every six months.
- Governors receive reports on a wide variety of topics at their regular committee and full governor meetings.
- all policies have a built in review and evaluation cycle which involves governors
- Governors visit the school to be involved in its work.
- The School Improvement Policy has established a system of termly evaluation of three areas involving the Headteacher, members of the Senior Management Team and the school advisor.
- The schools developing systems of data collection and analysis based on the Progression Guidance allow individual targets to be set for pupils in Core subjects. Pupils progress against these targets is analysed in terms of pupils in vulnerable groups and with specific disabilities to help ensure that all pupils have appropriate challenge and make very good progress.

Other evaluations take place on a regular basis, usually annually and details are reported to Governors. Currently these include an evaluation of the curriculum topic, of the Home to School agreement, of the number and reason for accidents reported in school, the annual review process and the destination of ex students.

Complaints

The governing body has agreed its own Complaints Policy and this is monitored termly and reviewed annually. A system of committees and appeals has also been put in place to hear any formal complaints. This policy is monitored termly and

reviewed annually. Further details can be found in the relevant policy available from school.

Community Links and Links with Local Schools

Beacon Hill School is committed to extending its links with the community in a variety of ways. These links are felt to be of vital importance to the abilities of the pupils and to society's perception of them.

- Students and volunteers from a wide variety of disciplines are welcomed into school to enhance their abilities and also to increase the range of opportunities we can offer.
- Community facilities swimming baths, sports centre, toy library etc. are used on a regular basis.
- The school makes use of the support services provided by the local authority i.e. school's library service.

Parental Involvement

The co-operation and involvement of parents is vital to a young person's educational progress. A senior teacher in school has responsibility for developing and enhancing this involvement that is maintained in many ways

- Many pupils have a Home School book that enables parents to be kept up to date with their child's progress and to become aware of school events.
- Each department holds a parental event each term. These can be social in character such as a summer picnic or more formal such as a parents evening, but have the common aim of helping communication and understanding between home and school.
- Each term a more formal evening Parents event is held where parents are given a time to talk to the teacher on the mainstream model. Where possible members of the multidisciplinary also attend this event.
- A parents forum with parent representatives from every class in school meets monthly and discusses new school policies, current issues and any concerns parents may have. This is chaired by a parent governor.
- Parents are welcome into school at any time to work in class or to see the staff.
- A comfortably furnished parents room is newly available for parents too meet each other informally or to talk to staff.
- A friends of Beacon Hill group has been established which works to support the school and its parents in a variety of ways.
- More formal appointments are made for Annual Reviews and medical or other consultations.
- The weekly newsletter aims to include information for parents about interesting and useful events or resources and also information from parents themselves that they feel others will find helpful.
- The school is currently piloting a system of communication with parents through email rather than home/school books.

- The school is looking at the use of text messages to communicate with parents in emergencies.
- The school is aware of the recommendations of the Lamb Enquiry and will be working on Parental Engagement as part of its School Progress Plan 2010/11 and 2011/12.
- The school includes in its weekly newsletter suggestions for home learning activities.

Parents also have access to a range of other facilities provided by the local authority. These include respite care, a holiday relief scheme and a 16+ Leisure companion scheme for older pupils. Further details can be found in the relevant policy available from school

Inclusion Opportunities

Although formal assessment has indicated that all the pupils at Beacon Hill are appropriately placed in a special school the school places great importance on allowing our pupils to have the best of both worlds by giving them carefully planned opportunities for Inclusion. Most of these opportunities are staffed by Beacon Hill staff and take place in local schools such as Burnside and St Bernadette's.

New placements are continually being sought to extend the range of pupils to whom they can be offered. The opportunities range from daily Inclusion for lunch and playtime at St Bernadette's School to Inclusion for specialist lessons i.e. P.E and Technology at Burnside School.

Older pupils spend a day a week at a local High School. They are members of a form group and also join in age appropriate Creative Arts, PE and ICT lessons. The 6th Form is based at Queen Alexandra College site and has full access to the facilities and resources available.

Inclusion is also two way in that pupils from other schools and settings use our facilities and older ones often join us on work experience. Further details can be found in the relevant policy available from school.