

Beacon Ace Academy
Our 'Local Offer' for Special Educational Needs and Disability (SEND)




At Beacon Ace Academy we believe that everyone can 'Shine Brightly'. This inclusive ethos is disseminated throughout the school and children are made to feel part of the team. We have high aspirations of all pupils, including children working within our ARB unit. We aim for our children to enjoy their school experiences with an enthusiasm for learning and making good progress. We achieve this through high quality teaching, supportive staff and a passion for supporting children to achieve their full potential.

Beacon are sensitive to the individual needs of all children within the school and lessons are tailored to meet these varying needs. We work closely with outside agencies as well as supporting parents through our Pastoral team. We have qualified and knowledgeable staff who work with children who have specific needs and ensure that children have full access to our broad and balanced curriculum.

Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Kim Alway
(Kimalway@beacon.aceacademies.co.uk / (01208) 72773/ 38 Robartes Road, Bodmin PL31 1JQ)




The levels of support and provision offered by our school

1. Listening to and responding to children.

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Our school has a school council made up of a girl and boy from each class and 1 child from the ARB. • The school council makes decisions about whole school matters and events. • The school council also work in conjunction with school council members from other schools within the trust to ensure the children have a voice in trust wide decisions. • Pupil views are taken seriously and children know that they are able to talk to all staff. They have access to our pastoral team at all times. • The children complete regular questionnaires about their views and the school staff use this information to ensure children have their ideas and thoughts listened to and where 	<ul style="list-style-type: none"> • Governors have the opportunity to speak to children in small groups and individually to ask them their opinions on lessons as well as the general running of the school. • Children understand the next steps in their learning by discussing and agreeing them with their teacher. 	<ul style="list-style-type: none"> • Learning opportunities are planned based with the children's interests in mind. • Children have the opportunity to evaluate the lesson as well as self-evaluate to show their learning. • Targets are set to enable children to meet the next steps in their learning journey.




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2. Partnership with parents and carers

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • There is a close and mutually supportive partnership between school, home and other agencies, sharing information and working collaboratively in the best interests of each child and their family. • Parents/carers are invited to attend parent/carer meetings once a term. • Pupil reports are sent home during the spring term. • Newsletters, as well as information on the school website, Social media pages, and text messages home to parents/carers ensure that parents have the most up to date information. • We have a pastoral team consisting of Jackie Hawkins (Safeguarding officer) Helen Sowden (Behaviour support) and Sharon Angel (Parent support Advisor). Our pastoral team support 	<ul style="list-style-type: none"> • Families are invited to attend information sessions in order to support specific needs e.g. parenting skills, behaviour support • The pastoral team facilitate/organise courses such as family learning, story sacks and support families to be able to attend. 	<ul style="list-style-type: none"> • Home school communication books. • Meetings with class teacher/SENDco/Pastoral team/Head teacher. • School liaison/Early support meetings with Pastoral team/SENDco. • SENDiass - information/contact details given to parents who may need support for annual review/EHC plan meetings.




<p>children and their parents in order to ensure that they are ready for school. Our pastoral team are able to offer advice and guidance and sign post families to agencies who can offer them more support.</p> <ul style="list-style-type: none"> • Beacon works with all parents/carers and we have an open door policy. 		
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3. The curriculum




<p>Whole school approaches. The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • We aim to offer a broad and balanced curriculum where children are challenged and enthusiastic about their learning. • The curriculum allows opportunities for all children to flourish and teachers to adapt their teaching style to suit a wide variety of learning styles/needs. • Opportunities for all pupils, regardless of their ability and/or additional needs, have full access to the curriculum and learn through individual 	<ul style="list-style-type: none"> • Interventions are planned by class teachers and the school SENDco. • Interventions are needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> - literacy - Read write inc and spellings - handwriting - numeracy - speech and language 	<ul style="list-style-type: none"> • Some children may need individual support to access the curriculum; they may be supported by the class teacher/Teaching assistant during the lesson. • Coloured overlays • Personalise curriculum • 1:1 tuition • ASD team support • Additional sensory input • Relevant assessments e.g. dyslexia, speech and language to assess need. • Support from outside agencies e.g.

<p>and group discussion.</p> <ul style="list-style-type: none"> • Opportunities to work independently. • Effective feedback is used to move pupils on in their learning. • All classes well supported by teaching assistants for both academic and emotional needs. • Class teachers effectively utilise teaching assistants to provide targeted support when needed and then withdraw to promote independent skills. • RWI phonics and spelling • Observations of children within the learning environments, classroom assessments (including dyslexia) are used to identify children who need specific support. 	<ul style="list-style-type: none"> • Booster classes in maths and English. • We have qualified Trauma Informed School practitioners who lead social and emotional intervention. • 1:1 and small group work 	<p>Educational Psychologist, Speech and Language therapist.</p> <ul style="list-style-type: none"> • Year 2 'Shine' nurture provision
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4. Teaching and learning

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Differentiated teaching and learning outcomes are used to ensure the progress of students. • High expectations of all pupils. • Range of teaching styles are used • Quality marking with developmental feedback - children are given 'green comments' which extend their learning. • Learning is made exciting and creative using indoor and outdoor space as well as trips and 'hooks'. • Access to learning equipment e.g. number lines, ICT equipment • Working walls • Read Write Inc • Maths mastery • Talk for writing • Peer support/paired work • Trips and events to encourage and engage children. 	<ul style="list-style-type: none"> • Pre/re teach • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEN have targeted support and Provision. • Time and support given before responses required • Additional RWInc intervention • Additional literacy/numeracy intervention specific to need • EAL specific intervention • Speech and Language therapy intervention • Memory intervention • Precision teaching • Motor skills intervention • 'Funfit' intervention/sensory circuits 	<ul style="list-style-type: none"> • Personalised learning • Differentiation of task and outcome • 1:1 support from Teacher/Teaching Assistant • Outreach from ARB or other Specialist provision. • 1:1 reading from HLTA • Visual timetables • Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc) • Year 2 'Shine' nurture provision




5. Self-help skills and independence

Whole school approaches The universal offer to all children 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • We aim to nurture each child's innate motivation to learn so they can become 'life-long learners'. • Children are supported in taking ownership of their learning. • Toolkits and resources to support children in being independent e.g. spelling logs, word banks • All children are encouraged to be independent (including children within the ARB) • Classes have visual timetables to support children in recognising the next lesson. 	<ul style="list-style-type: none"> • Teaching assistants can support children by giving them the tools and strategies that they need in order to become independent. • Children have personalised equipment to aid their learning e.g. talking tins, overlays, timers. 	<ul style="list-style-type: none"> • Individual timetables • Visual cues • Now/next boards • Task management boards • Use of specialised equipment e.g. overlays, pencil grips, fiddle toys. • Workstations • Teaching assistants work with children to achieve individual targets from assess, plan, do review. • Year 2 'Shine' nurture provision




6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Everyone is valued and celebrated for their individuality, uniqueness and their achievement and progress. • Whole school supportive ethos. • All children are valued • Breakfast club (free breakfast for children in receipt of pupil premium) • Supportive approach adopted throughout the school. • School pastoral team. • Whole school rewards and sanctions support wellbeing and emotional support. • We implement rigorous and effective safeguarding procedures and embed these into practice at all levels. 	<ul style="list-style-type: none"> • Support from the school's pastoral team. • Access to school TIS (Trauma informed schools) practitioners. 	<ul style="list-style-type: none"> • TIS individual support/targets set • Access to behaviour mentor/TIS practitioner • Meet & Greet • Individual sensory breaks • Special praise books to focus on positive events in school • Visual Cues/individualised emotional support • Individual behaviour plans. • Individual safety plans. • Intimate Care plans • CAMHS support • Bereavement support from trained Pastoral staff member as well as Penhaligans friends. • Year 2 'Shine' nurture provision




7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All children attend whole school trips/visits and shared experiences • All children have opportunity to attend whole school events • All children take part in whole school/merged theme week activities, including children from the ARB • TA support through classroom activities/questioning • Children led activities/play leaders and playground friends encourage all children to develop their social skills. 	<ul style="list-style-type: none"> • Lunch time clubs • Lunch time - ARB children are supported in order to interact with children who are in and not in their class. • Children supported, where needed at after school clubs. 	<ul style="list-style-type: none"> • TA support for extra-curricular activities • Social stories • Individual break and lunch time support to aid social interactions/support behaviour

8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Every class has: word walls, spelling mats, visual timetables, colourful displays, number lines etc. to aid children in accessing the academic learning. • Children have access to whiteboards, digital cameras and laptops/IPADs • Working Walls in the classroom assist learning and encourage interaction. • Flexible learning - inside and outside • Areas of the playground designated for different activities specifically during lunchtime. • Classrooms are well-organised and clutter free. • Classrooms, playground and field are accessible for all children-ramps and handrails • Toilets are adapted accordingly-wheelchair access and changing facilities, including wet room with shower 	<ul style="list-style-type: none"> • Rooms/spaces available for intervention • Named adults are trained in Positive Handling (Team Teach) 	<ul style="list-style-type: none"> • Workstations are used to support children who may suffer from sensory overload. • Specialist equipment enables children to be independent (writing slopes/adjustable chairs/adjustable tables/writing supports) • The Senco works with specialists such as Physiotherapists and Occupational Therapists to ensure that the school/classrooms are accessible for all.

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Meetings are held between the present and the next class teacher, these meetings are also attended by a member of the pastoral team who may be able to offer information about social/emotional needs. • Move up day in summer term • Good liaison with secondary schools • Secondary taster days • Transition programme for new children • Induction meeting for parents • Induction meeting for new classes • When children move from one year to another they have the opportunity to visit their new class and teacher. • Our Foundation stage 1 or 2 teachers visit pupils in their preschool settings prior to them starting at Beacon Ace Academy. • Our nursery teachers visit each new pupil at home prior to them starting at our school. 	<ul style="list-style-type: none"> • Visual cues/photographs to promote positive transition • Small group visits to secondary placements • SEN Record of need taster day at Secondary school 	<ul style="list-style-type: none"> • 1-1 visits to secondary placements • Early identification of 'key worker/mentor' to help build familiarity (as required) • Identified transition in the summer term • Advice from other agencies to support individual transition • Early support meetings • Transition books created • Home/school visits by Pastoral team

<ul style="list-style-type: none">• Pupils entering our Nursery/Reception have opportunities to visit school with their parent/carer on a number of occasions for stay and play sessions.		
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychologists	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents and carers, and other adults who teach and support them.	Dee Hudson-Vaux, Senior Educational Psychologist, G17 Priory House Priory Road Bodmin PL31 2AD Tel: 03001 2341
Cornwall Educational Psychology Ltd	Steve is the Educational Psychologist our school works with regularly. He is a specialist in learning, behaviour and child development. He works directly with children and young people as well as providing expert advice to their parents and carers, and other adults who teach and support them.	Steve Apted 01726 76519 50 Trenance Road, St Austell, PL25 5AW
Speech and Language Therapy	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	The Speech and Language Therapy Service on: Telephone: 01208 834488 Email: cpn-tr.enquirslt@nhs.net Address: Children's Services Care Management Centre Truro Health Park Infirmary Hill Truro Tr1 2JA
Paediatric Occupational Therapists	Paediatric Occupational Therapists who assess the needs of children and young people with disabilities at home, school, and in respite settings. The Occupational	Phone: Children, schools and families 0300 1234 101

	Therapist's role is to enable children and young people to become as independent as possible in daily living activities, and help find solutions to any barriers which are preventing this.	
Early Support	Early Support is an approach that works to ensure that services for disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it. Through working in partnership with parents and young people.	Early Support Co-ordinator (East) 01288 353968 07968 992126 mstopher@cornwall.gov.uk
Dyslexia advisory service	<ul style="list-style-type: none"> • To ensure that children and young people on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on. • To promote the inclusion of children and young people on the dyslexic spectrum in local mainstream schools. • To be explicit about the definition of dyslexia used by Cornwall local authority. • To outline how children, schools and families are supported by the local authority. 	Jo Davidson/Sandra Page 01579 34 56 50
Hearing support service	The Hearing Support Team provides a specialist support service for the Local Authority, staffed and resourced to meet the needs of infants, children and young people throughout the County of Cornwall who are affected temporarily or permanently by some degree of educationally significant hearing loss.	Hearing Support Team The Educational Audiology Centre, Priory Road, St Austell, PL25 5AB 01726 61004
School Nurse Team	School nurses provide confidential advice and health information. This advice is available to young people, their parents, carers and teachers. School nurses will help ensure children and young people stay fit and healthy	01872 221400 Email: cpn-tr.ChildrensCMC@nhs.net Address: Children's Services Care Management Centre Truro Health Park Infirmary Hill Truro TR1 2JA

The Autism Spectrum Team	The Autism Spectrum Team in Cornwall will play a significant role in promoting the inclusion of young people with Autism and in supporting multi agency working to meet the needs of these young people and their families. Professionals within the Autism Spectrum Team will promote a joint problem solving approach and promote interventions that are evidence based.	Matthew Wilmott Autism Spectrum Advisor Telephone: 01579 341302
Educational Welfare Officer (EWO)	The Education Welfare Service offer support and help to pupils, parents, carers and schools who may be having problems with attendance.	Emma Brown 01208 72737 Lyndhurst 66 St Nicholas Street Bodmin PL31 1AG
Early Help Hub	The Early help hub co-ordinates teams including ASD and School nurse teams	earlyhelphub@cornwall.gov.uk

Answers to Frequently asked Questions

1 How does your school know if children/young people need extra help?

If a child is having difficulty in the classroom initially the class teacher will present their work in a different way and give them extra opportunities to practice. If they are still not making progress the class teacher will discuss any extra strategies or interventions with the SENCo, parents will then be informed either by being invited in for a meeting or at the termly parent teacher meetings. The amount of support a child receives will be proportionate to the difficulties they are having. If a child was still unable to make progress despite extra support and interventions provided by school over a couple of terms, school may ask for advice from an external agency or consider applying for an Education and Health Care Plan.

2. What should I do if I think my child may have special educational needs?

Ask to make an appointment with your child's class teacher. They will reassure you, tell you what they are doing to support your child and give you ideas for things you can do to support your child. If they are concerned they will then discuss your concerns with Mrs Alway SENCo, at this meeting further strategies or interventions will be discussed.

3. Who is responsible for the progress and success of my child in school?

You child's class teacher is responsible for their progress, with support from the SENDCo if necessary. Parents/carers also have responsibility to support their child at home e.g. listening to them read, supporting with speckling and ensuring they arrive at school on time.

4. How will the curriculum be matched to my child's needs?

The curriculum will be differentiated to meet the needs of all learners. Children may have different tasks to complete during lessons and may be supported by additional adults and resources to aid them in completing the tasks.

5. How will school staff support my child?

Depending on the need of each child they may have support through; differentiated work, additional adult support, intervention programmes to aid accelerated progress.

6. How will I know how my child is doing and how will you help me to support my child's learning?

Parents are welcome to make an appointment to speak to class teachers, the pastoral team and Mrs Alway (SENDCo) about their child's progress at any time. They will be able to discuss with you how your child is doing and how you can support them. In addition to this, parents are invited to parents evenings and will receive an annual report which shows academic progress throughout the year.

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

All staff in school work hard to ensure that your child is safe and happy. For children who are experiencing social and emotional difficulties, they may receive support from our pastoral team. The pastoral team are trained to provide support for children but can also refer to outside agencies for more specialist support e.g. bereavement support.

8. How do I know that my child is safe in school?

Your child's safety is paramount. We have a range of policies and procedures to ensure the safety of all children as well as a number of staff who are trained in first aid and delivering support for specific medical needs e.g. epilepsy, diabetes.

9. What specialist services and expertise are available at or accessed by your school?

Beacon Ace Academy have access to a wide range of support services including: Early Help hub, school nurse, dyslexia support service, Educational Psychologists. A full range can be seen in the school offer document above.

10. What SEND training have the staff at school had or are having?

Mrs Alway has completed the SEN qualification as well as attended training regarding medical needs, Autism, learning difficulties and speech and language needs. Regular training is given to teachers and teaching assistants working with children with SEND and outside agencies complete individual training where appropriate.

11. How will my child be included in activities outside the classroom including school trips?

As a fully inclusive school, all children participate in whole school, curriculum and off site activities. Children may need adaptations made, variations or additional adult support and these will be planned in and risk assessments completed.

11. How accessible is the school environment?

The school has access to all outdoor areas and classrooms are accessible from the outside. (See accessibility plan).

12. How will school prepare and support my child through the transition from key stage to key stage and beyond?

Transition days and transition books, TA support and additional visits are given where necessary. SEAL groups are run for parents and children with social and emotional needs or children who are anxious about moving schools.

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

Each child receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances. Support is allocated in relation to the child's individual needs and on the advice of external professionals. Support is monitored closely and adapted as and when necessary.

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

All children's progress is closely monitored and where concerns are highlighted, appropriate support is put into place, reviewed and evaluated regularly.

15. Who can I contact for further information?

Mrs Alway (SENCO) 01208 72773 kimalway@beacon.aceacademies.co.uk

16. What should I do if I feel that the Local Offer is not being delivered or is not meeting my child's needs?

Parents who believe their child's needs are not being met within school are asked to meet with the SENDCo to talk through their concerns in the first instance. Where concerns persist parents are asked to make an appointment with the Head teacher.

18. How is your Local Offer reviewed?

Our local offer is reviewed by the head teacher and governors on a regular basis. It will also be reviewed by Mrs Alway (SENCO) to ensure information is up to date.