

Adams Drive . Berwick Upon Tweed . TD12 2JF  
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 Email: info@berwickacademy.co.uk  
 www.berwick-academy.co.uk



<b>SCHOOL NAME:</b>	<b>Berwick Academy</b>		
<b>TYPE OF SCHOOL:</b>	<b>Mainstream</b>	<b>Secondary (age range 13-19 years) (mixed)</b>	
<b>ACCESSIBILITY:</b>	<b>Wheelchair accessible</b>	<b>Lift provision where necessary.</b>	
<b>CORE OFFER:</b>	<p>Are you currently able to deliver your core offer consistently over all areas of your school? <b>YES</b></p> <p><b>We are a fully inclusive school.</b></p> <p><i>Pupils who have special educational needs or disability make at least as much progress as their classmates. Pupils who receive support to catch up make broadly average progress. The support they receive helps them with their learning.</i></p> <p style="text-align: right;"><b>OFSTED January 2016</b></p>		
<b>SEND AT BERWICK ACADEMY</b>	<p>Berwick Academy is a fully inclusive school.</p> <p>All staff and students have access to a broad and balanced curriculum appropriate and relevant to their needs.</p> <p>Staff and students have a positive attitude towards inclusion.</p> <p>Each child is supported to achieve and succeed and feel confident.</p> <p>Students are monitored and additional needs are identified, with early interventions from specialist staff.</p>		
<b>POLICIES:</b>	Are the school policies available on the website for:	SEN?	<b>YES</b>
		SAFEGUARDING?	<b>YES</b>
		BEHAVIOUR?	<b>YES</b>
		EQUALITY & DIVERSITY?	<b>YES</b>
		<b>Additional policies also available on the</b>	



	<b>website</b>	
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	<b>YES</b>
<b>TRANSITIONS FROM MIDDLE SCHOOL</b>	<p>Students are given a number of opportunities to visit Berwick Academy before joining the school in Year 9. This includes:</p> <ul style="list-style-type: none"> <li>• Open Evenings;</li> <li>• Activity Days;</li> <li>• Summer Transition days in Years 7 and 8;</li> <li>• Early Transition Group for vulnerable students;</li> <li>• Meetings for parents at the Academy in the Spring term of Year 8 with key staff;</li> <li>• Bespoke transition activities for vulnerable students.</li> </ul> <p>There is a comprehensive transition plan involving the Head of Key Stage 3 and SENDCO that begins with information gathering meetings and transition activities while children are in Year 7 of Middle School.</p> <p>Key staff are invited to attend multi-agency meetings of Year 8 pupils to ensure important information is shared and that there is a coherent transition plan for care of the child.</p>	
<b>TEACHING AND LEARNING</b>	<p>Wherever possible, students with additional needs will join in all activities at Berwick Academy with their peers and attend a full timetable of lessons.</p> <p>Suitable differentiation in learning tasks and adaptations to the learning environment to accommodate learning needs will be made.</p> <p>Staff attend regular training sessions delivered in-house by specialist school staff as well as appropriate outside agency professionals, including:</p> <ul style="list-style-type: none"> <li>• School nurse</li> <li>• Occupational Health</li> <li>• Sensory Support</li> <li>• EAL Specialists</li> </ul> <p>Information is shared with teachers regarding the needs of individuals as well as strategies to use in the classroom.</p> <p>Students with additional needs may be given targeted support inside the classroom by a teaching assistant, or work in small groups outside of the classroom with a HLTA.</p> <p>A teaching assistant may be designated to a group of students with a range of needs within a classroom to give more general support.</p>	
<b>IDENTIFYING NEEDS</b>	<p>All students are monitored regularly to ensure that they are making the expected progress in line with their developmental stage, and 3 levels of progress in attainment from Key Stage 2 to the end of Key Stage 3.</p> <p>If concerns are raised about a student's progress, all of the following sources of information can be reviewed:</p>	



	<ul style="list-style-type: none"> <li>• First school information;</li> <li>• KS1 and KS2 data;</li> <li>• Parent comments;</li> <li>• Learning Review and Forecast data;</li> <li>• Key assessment results;</li> <li>• Teacher observation;</li> <li>• Teaching assistant observation;</li> <li>• Reading tests;</li> <li>• WRATS test;</li> <li>• Spelling tests;</li> <li>• DASH tests.</li> </ul> <p>When all assessment data and information is compiled, a decision will be made regarding the next step.</p> <p>Students identified as having additional needs will be offered appropriate interventions.</p> <p>On some occasions a HUB referral could be made to gain specialist support from outside agencies.</p> <p><a href="#">HUB Referral Information</a></p>
<p><b>RANGE OF PROVISION:</b></p>	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p> <p><b>Areas of strength</b>  Specialist teachers for all subjects.  Eden Alternate Provision offering support for students with significant behavioural issues.</p> <p><b>Specialist Staff to support SEND</b></p> <ul style="list-style-type: none"> <li>• Specialist HLTAs in core departments – including Gail McFadden (Communications), Gary Brown (Maths)</li> <li>• Special Educational Needs Coordinator – Dawn Tait</li> <li>• Head of Alternative Provision – Kirsty Carr</li> <li>• ELSA support – Fiona Greenlees</li> <li>• Numeracy and Literacy Coordinator</li> <li>• Student Mentor – Paula Clegg</li> <li>• Heads of Year Pastoral Support –Sarah Stones, Alasdair Kesson, Kerensa Baird</li> <li>• Assistant Head with responsibility for Pastoral Care – Mark Wickens</li> <li>• Internal Exclusion Room, supervised by senior staff members to reintegrate students following incidents of behavior</li> </ul>



- Specialist Design Technology TA – Mike Robey
- All TAs are specially trained in Speech and Language Support, Autistic Spectrum Disorders
- Anti-Bullying Support - Sarah Stones.

### **Specialist Facilities/Equipment to support SEND**

- Disabled toilet and shower facilities
- Stair lift
- EVAC Chair

### **Input from Therapists/Advisory Teachers/other specialist support services**

If students are not making expected progress, it may be necessary refer students to other outside agencies, according to their learning needs.

Consent for a referral requires parental consent and substantial discussion with parents takes place before a referral is common practice.

Other agencies may include:

- Access to Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Sensory Support Unit
- Behaviour Support, Pupil Referral Unit
- Autism support via the local authority
- LIST (Locality Inclusion Support Team).
- Access to medical support via the school nurse and NHS
- CYPS
- EOTAS
- SORTED
- ESLAC
- Children's Services

These needs may be identified during the annual review process, following an event or incident in or outside of school, or at the request of a child, parent, or member of staff.

A HUB referral could be made, or in some cases a direct referral to the agency.

Commonly these referrals can also be made through the Early Help Assessment (EHA) process, formerly known as the Common Assessment Framework (CAF). A lead professional will coordinate meetings and discussions to plan and obtain appropriate support.

### **Breakfast, Break and Lunch time, and After School support**

- Breakfast offered in school canteen;
- Breakfast club in Eden centre;
- Break time support in dinner hall from TAs;
- TA supervised lunch table;
- After school support available through homework clubs each afternoon with



	<ul style="list-style-type: none"> <li>specialist HLTAs as TAs;</li> <li>Drop-in support two days a week from a student mentor.</li> </ul>																																																																																																																																												
<b>SPECIALIST INTERVENTIONS</b>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li><b>IDL Dyslexia Package</b></li> <li><b>Read Write Inc.</b></li> </ul>																																																																																																																																												
<b>EXAM ARRANGEMENTS</b>	<p>Some students may require additional support in an exam environment.</p> <p>This may be a reader / writer / scribe – or all three.</p> <p>Students with sensory impairments may also qualify for additional modifications, for example, enlarged exam papers.</p> <p>In order to qualify for this, students need to be screened to ensure they meet the requirements set by the Joint Qualification Council.</p>																																																																																																																																												
<b>INCLUSION:</b>	<p><b>How do you promote inclusion within the school? Including day and residential trips?</b></p> <p>All children have access to all activities and all trips, adaptations may be made with certain activities and lessons where appropriate.</p> <p><b>What proportion of children currently at the school have a SEND?</b></p> <table border="1"> <thead> <tr> <th colspan="11">Key Pastoral Factors</th> </tr> <tr> <th></th> <th colspan="2">Year 9</th> <th colspan="2">Year 10</th> <th colspan="2">Year 11</th> <th colspan="2">Year 12</th> <th colspan="2">Year 13</th> <th>All Years</th> </tr> </thead> <tbody> <tr> <td>Free School Meals</td> <td>15.00%</td> <td>24</td> <td>12.34%</td> <td>19</td> <td>7.06%</td> <td>12</td> <td>4.80%</td> <td>6</td> <td>9.84%</td> <td>6</td> <td>10.00%</td> <td>67</td> </tr> <tr> <td>English as Add'l Language</td> <td>3.75%</td> <td>6</td> <td>3.25%</td> <td>5</td> <td>1.18%</td> <td>2</td> <td>4.00%</td> <td>5</td> <td>1.64%</td> <td>1</td> <td>2.84%</td> <td>19</td> </tr> <tr> <td>Pupil Premium</td> <td>35.00%</td> <td>56</td> <td>27.27%</td> <td>42</td> <td>24.12%</td> <td>41</td> <td>11.20%</td> <td>14</td> <td></td> <td></td> <td>22.84%</td> <td>153</td> </tr> <tr> <td>Medical Condition</td> <td></td> <td></td> <td>5.19%</td> <td>8</td> <td>8.82%</td> <td>15</td> <td>1.60%</td> <td>2</td> <td>1.64%</td> <td>1</td> <td>3.88%</td> <td>26</td> </tr> <tr> <td>Service Children</td> <td></td> <td></td> <td>1.30%</td> <td>2</td> <td></td> <td></td> <td>0.80%</td> <td>1</td> <td></td> <td></td> <td>0.45%</td> <td>3</td> </tr> <tr> <td>In Care</td> <td>0.63%</td> <td>1</td> <td>0.65%</td> <td>1</td> <td>2.94%</td> <td>5</td> <td></td> <td></td> <td>3.28%</td> <td>2</td> <td>1.34%</td> <td>9</td> </tr> <tr> <td>Gifted and Talented</td> <td>35.00%</td> <td>56</td> <td>24.68%</td> <td>38</td> <td>17.65%</td> <td>30</td> <td></td> <td></td> <td>1.64%</td> <td>1</td> <td>18.66%</td> <td>125</td> </tr> <tr> <td>SEN Needs</td> <td>28.13%</td> <td>45</td> <td>27.27%</td> <td>42</td> <td>22.94%</td> <td>39</td> <td>18.40%</td> <td>23</td> <td>11.48%</td> <td>7</td> <td>23.28%</td> <td>156</td> </tr> <tr> <td>SEN Status</td> <td>25.00%</td> <td>40</td> <td>24.68%</td> <td>38</td> <td>22.35%</td> <td>38</td> <td>12.80%</td> <td>16</td> <td>9.84%</td> <td>6</td> <td>20.60%</td> <td>138</td> </tr> </tbody> </table>	Key Pastoral Factors												Year 9		Year 10		Year 11		Year 12		Year 13		All Years	Free School Meals	15.00%	24	12.34%	19	7.06%	12	4.80%	6	9.84%	6	10.00%	67	English as Add'l Language	3.75%	6	3.25%	5	1.18%	2	4.00%	5	1.64%	1	2.84%	19	Pupil Premium	35.00%	56	27.27%	42	24.12%	41	11.20%	14			22.84%	153	Medical Condition			5.19%	8	8.82%	15	1.60%	2	1.64%	1	3.88%	26	Service Children			1.30%	2			0.80%	1			0.45%	3	In Care	0.63%	1	0.65%	1	2.94%	5			3.28%	2	1.34%	9	Gifted and Talented	35.00%	56	24.68%	38	17.65%	30			1.64%	1	18.66%	125	SEN Needs	28.13%	45	27.27%	42	22.94%	39	18.40%	23	11.48%	7	23.28%	156	SEN Status	25.00%	40	24.68%	38	22.35%	38	12.80%	16	9.84%	6	20.60%	138
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<b>PARENT SUPPORT INVOLVEMENT/LIAISON:</b>	<p><b>How do you involve/support the parents of children/YP with a SEND, regarding and meeting their needs? How do you communicate the student's progress and areas of difficulty?</b></p> <ul style="list-style-type: none"> <li>Open Days for new pupils and for existing parents to view work;</li> <li>Transition Days for incoming Year 9 pupils;</li> <li>Supporting Your Child Drop-In events;</li> <li>Parents Evenings (for each year group and the intake year group);</li> <li>Half termly learning reviews and forecast reports published;</li> <li>Reports once a year at key times;</li> <li>Homework Planner to keep dialogue going between school and home;</li> <li>Texting and email service to alert parents;</li> <li>SEN annual review of statement meetings at least once a year;</li> </ul>																																																																																																																																												



	<ul style="list-style-type: none"> <li>• Agency meetings where appropriate;</li> <li>• Open door policy;</li> <li>• Publications and policies on the school website.</li> </ul> <p><b>How will school prepare children with SEND to transition to their next setting/ college/ stage of education or life?</b></p> <p>We have a carefully planned and structured Information Advice and Guidance (IAG) programme.</p> <p>Students work through an IAG programme in tutor time.</p> <p>Students are also encouraged to take up an opportunity in Years 10 and 11 to complete a work experience placement.</p> <p>An external careers guidance professional is also involved in the annual review process and EHC Plan transfer process.</p> <p>Transitions are planned through each key stage with various professionals. Professionals from other providers are invited to review meetings and transfer meetings when appropriate.</p> <p>Apprenticeship events and careers fairs are held within school and students are invited to attend externally hosted events and take part in university and college visits.</p>
<p><b>ALTERNATIVE PROVISION – EDEN CENTRE</b></p>	<p>Eden is primarily the specialist learning environment for students with significant barriers to learning, coupled with significant behavioural difficulties. Eden supports the school by offering provision for students who cannot succeed in mainstream classes. Eden helps to reduce the school’s exclusion rate by offering bespoke provision.</p> <p>Eden is a purpose-designed learning space. There are two classrooms named <i>Kindle</i> and <i>Ignite</i>, designed to have a more homely feel than a traditional classroom with mood-enhancing colours and tactile décor for an informal feel. There is a garden space with a greenhouse and poly tunnel for outdoor learning. We have three Eden pets that the children care for. There is a kitchen used for developing life skills as well as a breakfast club which offers a relaxed environment for meetings with families. The building also has its own toilet facilities. The detached building is surrounded by the school field and offers opportunities for outdoor learning and sports. There is also a base further up the school field that is used as an outdoor classroom where students have completed bush craft and field work skills.</p> <p>Students are taught in small groups by specialist subject teachers to ensure high quality teaching and learning, as well as additional support from TAs.</p> <p>Often these students will have bespoke timetables to suit their needs, although their curriculum remains broad and balanced. Where possible alternative qualifications are sought, which suit the needs of individual students, for example the ASDAN CoPE course and ECDL ICT course. In the past, we have also delivered entry level Maths and English qualifications.</p> <p>Many of our Eden students straddle mainstream options subjects of their choice, alongside their core offer in Eden, and complete a minimum of five GCSEs or</p>



	<p>equivalent qualifications.</p> <p>There is a focus on core subjects with a range of vocational courses on offer to suit the needs of an individual. Where low reading ages have been identified, intensive literacy intervention is delivered to allow students to access the courses on offer.</p> <p>Eden is dual purpose and also offers a third room that is more multi-functional. This room is called <i>Glow</i> and is furnished with a sofa, as well as a dining table and flexible desk spaces. This room is used primarily by part-time Eden students, who have a reduced mainstream timetable, and for interventions. <i>Glow</i> offers a space to study or respite for those who also need some emotional support.</p> <p>Eden offers support for up to 25 students at a time, with a combination of full-time and part-time Eden students, including lower school and sixth form students.</p> <p>Eden was positively praised in the last Ofsted inspection:</p> <p><i>'Pupils who spend much of their time in the Eden Centre make good progress. The caring environment and well-matched programmes help them prepare well for the next stages in their education, employment or training.'</i></p> <p><i>Exclusions from the school are below national averages. The school works well with those whose behaviour is challenging.'</i></p> <p style="text-align: right;"><i>OFSTED January 2016</i></p>
<p><b>TRANSITION TO EDUCATION AND HEALTH CARE (EHC) PLANS</b></p>	<p>In the academic year, all students with a Statement of Special Educational Needs will transfer to an Education and Health Care Plan. Most have already transferred to EHC plans with the support of the local authority.</p> <p>This will be lead by the SEN Advisors from Northumberland County Council; the SENCO and Head of Alternative Provision will be in touch with parents at the relevant times.</p>
<p><b>COMPLETED BY: (Name and position)</b></p>	<p><b>Dawn Tait (SENCO)</b></p>
<p><b>DATE COMPLETED:</b></p>	<p><b>June 2016</b></p>
<p><b>REVIEW DUE:</b></p>	<p><b>June 2017</b></p>

