



# BEACON BUSINESS INNOVATION HUB (BBIH)

## Special Educational Needs and Disability (SEND) Report Spring 2019

Welcome to our SEND Information Report which forms part of the Redbridge Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice. The information published will be updated annually. BBIH is also referred to by students, staff and professionals as 'The Hub'.

This report was reviewed: Spring 2019, next review due Spring 2020.

This document has been framed using questions and answers that can be useful for parents. If you have any other questions please contact BBIH directly on 020 8418 4760 or email us [admin@bbih.org](mailto:admin@bbih.org)

Click [HERE](#) to access the Redbridge SEND Local Offer.

Answers to these frequently asked questions are below.

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## What is the Special Educational Needs and Disabilities (SEND) information report?

This report provides information for parents on how students with Special Educational Needs and Disabilities are provided for at BBIH.

When we talk about what is provided or “provision”, we are talking about what we provide in order to meet the needs of a child and help them make progress that is appropriate to their age at school.

## What is SEN?

SEN refers to Special Educational Needs. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age, or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school or post-16 mainstream institution.

If a learner is identified as having SEN, we will make provision which is “additional to” or “different from” that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

Many of the learners that come to us may have previously been identified as having SEN.

## What is a disability?

A person has a disability if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities (Equality Act 2010).

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there can be a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

## What kinds of SEND are provided for at BBIH?

A student may have had an education interrupted by illness or have a physical or mental health need that requires a smaller, more personalised environment. Many of the students that the Hub is an appropriate provision for can be identified as having a SEN relating to **Social, Emotional or Mental Health** (including ADHD, anxiety and depression). It is however not a provision established to support students who present with challenging behaviour.



Students with **medical needs**, which have resulted in access to mainstream education not being possible, may also be supported; in these cases a consultation with the Principal and appropriate medical professionals may be necessary.

It may be the case that students who require smaller group sizes and a more personalised environment will also have **Specific Learning Difficulties** (such as dyslexia) or **Communication and Interaction** needs that will be supported but is not the primary reason for them attending the Hub.

Students with a diagnosis of Asperger's Syndrome currently attend the Hub but again this is not a specialist provision for students on the Autistic spectrum (**ASD students**). Students who have **moderate learning difficulties** that are able access at least some level 2 courses can also be considered for places.

Attending a smaller more personalised environment may be suitable for some students for a range of reasons.

## How do you identify students' needs?

Students often come to the Hub with their needs already identified. However, it is also the case that in the new environment the need for SEN intervention becomes more apparent.

The Hub identifies students who have additional needs in a number of ways and at any time during the year. The principle of **early intervention** underpins the approach taken at The Hub to ensure the student gets the most out of his or her time here.

Identification of SEN is through:

- initial assessment on entry of literacy and numeracy abilities is undertaken
- Speech and Language assessment
- student focused meetings
- staff link management meetings
- analysis of student work and progress (academic levels)
- analysis of behaviour records
- observations made by staff including the Senior Leadership Team
- reading ages
- social integration - friendship groups
- behaviour in class and behaviour around the school site

All of these indicators can prompt a member of staff to begin further investigation. This can include assessments carried out by the school staff or outside agencies that support the school including the school's educational psychologist which could lead to a request for an Education and Health Care Plan (EHCP) assessment being requested by the local authority.

If you think your child may have a SEN that has not been identified please contact your child's tutor directly or you can email [admin@bbih.org](mailto:admin@bbih.org) which will then be referred to the lead SEN teacher who works closely with the SENCo and Vice Principals. Identification of SEN is by a number of staff and rarely undertaken in isolation.

## **How are parents of children with SEN involved in their child's education?**

We recognise that co-production (parents, child and school working together) is an important part of any child's education. Parents/carers are asked to consider any possible SEN identification and are involved in any decision making regarding assessments. The impact on the young person and family is discussed sensitively and openly so that all involved understand the process and implications of any assessment. Parents/carers support for a young person identified as having an additional need is vital in helping the young person navigate the assessment process with confidence. It is also important that parents and carers understand the nature of the possible SEN need so that they can support their child to succeed.

All students have a tutor who is in regular contact with parents, some students will have a link worker, this is a member of staff who can offer greater availability to students with a high level of need. We believe the involvement of parents/carers (Including those of children who have identified SEND) is very important for their child's progress.

If an EHCP assessment is agreed by the Local Authority to access appropriate support for your child then parents are required to engage with a number of professionals throughout the assessment process.

If a parent or carer wishes to discuss their child's progress or is concerned that their child may have a form of SEN they should contact their child's tutor, any staff member with whom they are comfortable communicating with or email the school [admin@bbih.org](mailto:admin@bbih.org). The email will then be forwarded to the Principal. The parent may also make direct contact the Principal directly.

## **How are students with SEN involved in decisions about their education?**

The tutors and senior manager provide excellent support for all students (including those with SEN) in making decisions about their education. As our students are 14 at youngest, preparing students for adulthood (using the Preparing for Adulthood themes) is an important focus throughout their time at BBIH.

Students meet with their tutors daily, their Link Worker weekly and reviews of academic progress with staff happen each term in line with progress reports from subject teachers. Parents are also invited to attend meetings with staff to discuss student progress.

All students will have targets that they work with their tutors on achieving; the nature of the target will require a greater or lesser involvement from parents. Where students have Education and Health Care Plans (or Statements of SEN) these documents are reviewed at least twice a year and once through the formal annual review process. We recognise that co-production is an important part of student's success and the involvement of parents/carers is crucial in supporting our students with making progress towards their aspirations.



## **How are students helped when joining The Hub, in Preparing for Adulthood and Moving On from The Hub?**

With support from their tutors, link workers and teachers students are supported in joining the school community, it may be that students join us during the year and staff at The Hub support students with making friends and understanding routines. The student's tutor is a vital link during the integration period and they provide a high level of support during this time. The Preparing for Adulthood themes of Employment, Independent Living, Community Inclusion and Health are considered in the work of the tutors. All students have IEPs, this ensures that all staff are aware of not just the academic targets but also the wider targets that students want to achieve and they are in a position to help them make progress in many forms.

When a student is used to receiving a high level of support it is sometimes hard for them to feel confident without it. Often the support will remain with the student into college or an apprenticeship but it is important that we assist students to develop their independence.

Developing independence and reducing the need for support is an important part of young people's development. We help students to develop the skills necessary that will enable them to request and access support independently.

Communicating the needs they may have is an essential skill for young people with SEN. This is part of ensuring that their needs can be met in the wider world. Staff work on this with students throughout their time at BBIH.

Depending on their level of need and local authority, students have access to the Connexions service which can advise students of appropriate college and work placements. Connexions staff are able to work with parents and care givers as well as providing advice and support for students.

In school the students' tutors and link workers will assist them with preparing applications for colleges or further education.

## **What is the approach to teaching students with SEN?**

The level of support will depend on the level of need the young person has. If the student has have an Education, Health and Care Plan the school will work with the student and parents/carers to achieve the outcomes. The plans will be reviewed at least twice a year (with one formal annual review) and the Individual Education Plans (which are prepared in school) are reviewed termly. All reviews are carried out with a person centred approach where the views of the young person are at the heart of the review and future planning.

The lead SEN teacher and Vice Principals work with all Class Teachers, Link Workers, Teaching Assistants, Curriculum Leaders and Outreach teachers to ensure that the young person's needs are met and targets in their Individual Education Plan remain relevant and challenging. The nature of the support your child receives will depend on their level of need. The level of support will be agreed and discussed at the beginning of each academic year or when an assessment of SEN is made and reviewed regularly depending on the nature of the need and progression.



The school will involve parents in all support plans for the student. School staff will measure the impact of the support given to the student and the progress he or she is making.

BBIH will provide specific interventions to meet each young person's needs. This will take a variety of forms:

- differentiation within the curriculum
- general support in class from an additional adult
- targeted and specific support outside of lessons by the class teacher or teaching assistant
- withdrawal from lessons or an adapted timetable may be provided
- Access to the school's counselling/therapy service
- Individual or group work with our Speech and Language Therapist

Advice of experts is sought by the school as to the best way to support your child where this is necessary. BBIH take a flexible, personalised and thorough approach to meeting your child's learning needs.

## **How are adaptations made to the curriculum and the learning environment of children and young people with SEN?**

Students applying to BBIH must be suitable for the range of courses that are available and have the potential to achieve in these subjects within reasonable time frames. Students are able to select from level 2 or level 3 depending on their ability and potential achievement level.

BBIH is a physically accessible site so all students can participate in all curriculum options available on site.

The curriculum offers a range of academic and vocational courses allowing flexibility to suit students' needs. Assessment also takes varied form, not relying entirely on end of course exams.

## **What staff training has taken place to support student with SEN?**

As we are a small provision with a personalised approach staff training takes place when specific areas of need are identified. The lead SEN teacher and Vice Principals provide support for all teachers and teaching assistants and administration staff when appropriate by providing advice, and strategies for working with our SEND students. Various members of staff from across the Trust have areas of SEND expertise and support colleagues at BBIH. The school's Educational Psychologist also provides training for staff. Two members of staff have completed Mental Health First Aid training.

The school employs its own Speech and Language Therapist one day a week.

Most recent all staff training included:

- Planning for success
- Mental health awareness training



- Behaviour for life
- Understanding data
- Reading, literacy and oracy
- Numeracy
- Teacher and Teaching Assistant partnerships
- SALT Strategies

How is the effectiveness of provision evaluated?

The Assess, Plan, Do, Review model is used to monitor provision with students' tutors being the primary monitor for students progression and the impact of provision. The effectiveness of provision is overseen by the Vice Principals, SENCo and Principal.

We believe the goal of supporting students to become independent in their learning, having the skills for independent living, social integration and being able to work successfully towards achieving their aspirations are supported by academic achievement.

The monitoring of the progress of a student will depend on their SEND and their starting point. It may be that students will not immediately be showing academic progress if their primary barrier to learning is not directly related to learning but the environment or working with peers for example.

The tutor and/or link worker plays a key role in helping students identify goals and achieve these goals. Progress (and the effectiveness of the provision) is evaluated with parents and students. Tutors and senior managers monitor students' progress and effectiveness of the provision is evaluated with line managers on a regular basis.

## **Will my child's SEND mean that they are not able to participate fully in school activities?**

BBIH aims for all students attending BBIH to be offered the chance to participate in school activities where there is a clear purpose relating to the students course. Where activities are advised against by medical professionals or it is not possible to ensure the health and safety requirements can be met will students not be offered places on activities. In this case the school will look at how partial participation may be possible. Inclusion of particular students must not create an inefficient use of resources that will impact on the efficient education of others.

The wishes of the student and whether participation will be a positive experience for them is also considered.

## **What support for improving emotional and social development of students with SEND is in place at BBIH?**

BBIH is an inclusive and supportive environment where all students with SEND are completely integrated into the school.

Lunchtime is shared by most students and staff in the common area and is a time when staff will actively encourage students to participate in socialising. A range of clubs is also offered at lunchtime.



Access to other activities which might support a young person with SEND such as work experience, life skills or physical activity is provided on a student by student basis. Students are supported by their tutors and link workers in reflecting upon their personal and academic progress. Our young people may be vulnerable and as such staff will discuss any concerns and be alert to potential bullying that may arise. A drama therapist is also part of the school's support team, students can self-refer or can be referred by staff or parents.

## **How does the school work with Specialist Services such as Health and social care?**

Specialist services are matched directly with the needs of a young person. BBIH works with health and social care organisations including voluntary organisations to access services that we feel can be of benefit to our students. We recognise that parents know their children best but also that professionals outside of the school can provide expertise in different contexts and that it is important to involve people with this experience. Students who are looked after by the local authority are given specific consideration and support.

The school nurse spends a morning a week in school working with students. Students will also receive dedicated educational advice, monitoring and support for their SEND if appropriate. This is provided by outside agencies such as the Joseph Clarke Service for visually impaired students, the Speech and Language Therapy service and specialist CAMHS support or local authority funded services. In addition services such as Barnardos work with young people in the school.

## **Who can I contact at the school if I have questions about SEND?**

The school's Vice Principal with responsibility for SEN (Ryan Stores, [admin@bbih.org](mailto:admin@bbih.org)) oversees the SEND provision at BBIH. Ryan works alongside the SEND Lead (Phil McDermott) to ensure that assessment, implementation and reviewing of provision is effective. Ryan can be contacted directly by parents/carers or through your child's tutor.

If I have a complaint or concern relating to SEND provision who can I contact?  
Any complaints or concerns can be emailed to [admin@bbih.org](mailto:admin@bbih.org) for the attention of the Principal.

A link to the Redbridge local offer is below link.

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>