

BEACON BUSINESS INNOVATION HUB (BBIH)

Special Educational Needs and Disabilities Information Report

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. 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

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

Answers to these frequently asked questions are below:

- How will the school know if my child needs additional help and how will the school share information with me?
- Who should I contact if I have any questions or concerns about my child's SEND?
- How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?
- What different kinds of support are available to children with SEND?
- How will the school know how well my child is doing and how will they inform me about this?
- How accessible is the school to children with SEND?
- How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?
- How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?
- What support and training within the school is available to parents and carers?

An overview of the school

BBIH is a mixed, Alternative Provision for students aged 12-19. We are a small setting school with approximately 70 students each year. Our setting provides educational for those students at risk of social exclusion as a result of disengagement with education.

Identifying children's additional needs

How will the school know if my child needs additional help and how will the school share information with me?

BBIH identifies students who have additional educational needs in a number of ways and at a number of different times during the school year. The principle of Quality First teaching coupled with early intervention underpins the graduated approach taken at BBIH. All teachers and support staff play a part in identification and support of students who may need additional support.

Progress of students is assessed through monitoring of academic levels, reading ages, friendship groups, behaviour in class and behaviour around the school site. All of these things are indicators that can prompt a member of staff to begin further investigation or prompt them to discuss a child with colleagues. Termly reports for students are shared with parents. Senior Leaders or teaching staff may also contact parents with regard to additional needs.

Our SENCO and TAs work with a student network to ensure a positive transition and to ensure that the provision for students on arrival is in place and effective. All students are assessed in a number of ways in order to provide a secure baseline throughout the curriculum. These assessments allow staff to identify which students may be in need of additional support and how best to support the student. Students are identified for additional support in exams, known as Access Arrangements at the start of their GCSEs, these are typically students who have required additional support.

If parents have questions or concerns they can speak to tutors by emailing or calling the school on Tel: 020 8418 4760 or emailing admin@bbih.org who will forward your concern to the relevant member of staff.

Additional support

If students have been identified as in need of additional support or in need of further assessment, parents are informed in writing and the opportunity to discuss the nature of the support in detail is offered.

Further assessment

Where the school want the needs of a student clarified or if there is a complexity in the assessment of the student's need, the school will request an assessment by the school's Educational Psychologist (EP). In this case written consent is required from parents. Reports from the EP are sent to parents and the way forward is discussed with parents.

Education and Health Care Plan (EHP)

If the school feel that an EHP may be required they will begin the process with an assessment by the school's Educational Psychologist. Parents are invited to meet with the EP and SENCo to discuss the process and their part in the process. Parents have the right to request statutory assessment directly by contacting the local authority.

The approach to teaching children and young people with SEND

BBIH strives to ensure that all students are fully included in school life and at the end of their experience, students have the skills and qualifications that will allow them to progress and fulfil their ambitions. Helping students to overcome the barriers that may stand in the way is approached in a number of different ways. These include:

- In-class support
- Mentoring
- Before or after school support with interventions – reading, writing, maths, Speech and Language support (SaLT)
- Through a differentiated curriculum

A number of different factors are considered when the nature of the support is being decided including:

- The nature of the need
- The impact of withdrawal from mainstream lessons
- Support from parents
- Advice from other professionals
- The ability of a student to access lessons independently
- The number of hours of support that are likely to be needed

The principle of early intervention when removing barriers to learning is followed, where this is successful and the need for support has been reduced, the level of intervention typically reduces. BBIH recognises that students can become reliant on support as a habit rather than out of need and that as part of a student's development they must be challenged not just academically but also with regard to their approach to learning. It is of utmost importance that we are preparing students to make the next step by equipping them with the right skills and not just academic achievements. Where staff feel that in-class support is not in the best interest of a student and that the student needs to move towards becoming more independent, it will be withdrawn.

Dedicated contacts at the school

Who should I contact if I have any questions or concerns about my child's SEND?

Parents can contact the school by using the main school telephone contact number 0208 418 4760. Parents can also contact the SENCO via email on: admin@bbih.org

Involving pupils and parents/carers in planning support

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

Involvement of parents is key in the success of your child at school. The following are important part of how we support, communicate with and involve parents.

- Attending planning and review meetings
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/ school book, email or text
- Individual pupil/ teacher conversations
- Mentor, e.g. adult or peer mentoring
- Parent Support Advisor

Range of support available to my child and range of SEND that we currently support

What different kinds of support are available to children with SEND?

- Support for students whose behaviour is challenging
- Specified individual support
- Support for health needs
- Grouping of pupils
- Specialist teaching groups
- Social and emotional support (individual and group) and support during unstructured time

Support for students with social communication difficulties

- Mentoring
- Counselling

- Individual and group support for students with literacy difficulties
- Individual and group support for students with numeracy difficulties
- Curriculum adaptations/differentiation

Support is personalised; where groups of students have similar needs they may receive support as part of a group. Teaching staff are aware of the need to adapt the curriculum and differentiate schemes of work, lessons and tasks depending on the students they teach. In exceptional circumstances, a new curriculum may be considered where this is key for the students in reducing their barriers to learning and progressing successfully. Parents should consider whether the curriculum on offer is correct for their child before deciding on a school. During break and lunch time, support is provided not only to help students with academic work but also to help students with feeling settled in school. Help is given to them in managing any concerns that may be barriers to them enjoying and achieving during their school day.

Working with organisations and professionals outside of the School

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.

Measuring children's progress and the effectiveness of support

How will the school know how well my child is doing and how will they inform me about this?

Progress of all students is measured against their starting point and compared to the progress of students nationally. In additional support lessons the indicators used will depend on needs of the student. All students will have levels of progress and reading ages, where reading is a concern, monitored by the SENCo. If reading is a concern an assessment that allows staff to pinpoint where the specific need is will be administered allowing staff to identify what type of additional support is required. All assessments used will allow standardised scores to be obtained and progress to be monitored. Feedback from students is also used to monitor the effectiveness of additional support. If emotional or social development is the purpose of the additional support, standard assessments are used where these can be administered (the Boxall profile for example) and supported with reports from staff and the student's opinion gathered.

Extracurricular activities and clubs are usually available to all students. For students attending lunchtime and after school clubs, this is supported by the staff running the extracurricular activity. Regular communication with parents and pupils also provides information with regard to how well the support is being received and how parents and pupils feel about the way that support is provided. This information is gathered through formal and informal meetings with parents and pupils, questionnaires and group discussions. Staff strive to ensure that open and regular communication with parents and pupils takes place. Through this we can identify any difficulties (including potential bullying), reduce anxieties, communicate how well your child is doing at school (including achievements and progress in many forms) and ensure that the focus is on enjoying their learning.

Support and training for school staff

SEND staff support all colleagues across the school by providing advice, strategies and working with teachers in the classroom. The SENCo has completed the national qualification for SEND coordinators. All staff have completed the following training in the last 12 months:

- Supporting specific students in the class
- Autistic Spectrum Disorder training
- SALT training
- Quality Assurance Cycle and the EHCP process
- SEATSS Training

Accessibility of the school

How is the school accessible to children with SEND?

The school site is fully accessible for wheel chair users and is specifically designed to meet the needs of all the students (e.g. wide corridors, disabled toilets and changing facilities, lift access, ramps and disabled parking bays).

Inclusion

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

BBIH ensures that all students attending School can participate in school activities. Only where activities are advised against by medical professionals or the attendance of the child presents a health and safety risk that cannot be adequately managed will students not be offered places on activities. In this case the school will look at how partial participation may be possible.

Starting or changing schools (Transitions)

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

Each student's transition to BBIH is very important to us. The work begins with the SENCO meeting the student and their support network to discuss a personalised transition plan. This is reviewed on a regular basis with the student, family and any other professionals involved with the young person.

Life after BBIH

Connexions advisors and our Careers Coordinator supports SEND students in making the right choice at the end of their time with us. Wherever students apply, staff will support with the application process, arrange visits and ensure that students are well informed so they can make the right choice. Parents are involved throughout the process. At the end of students' school experiences whether students want to enter the world of full time work, study or other types of training, we work with students to ensure that they are prepared for the next step. For some SEND students (and non-SEND students) preparation for this may have included life skills or employability qualifications that will have set them up to make the next step.

The long term goal we have for our SEND students is for them to become independent adults with the skills and confidence necessary to make a positive contribution to their community and the ability to succeed in the workplace.

Support and training for parents/carers

What support and training within the school is available to parents and carers?

- Parent Evenings and regular meetings
- Our staff and SENCO are well informed and the barriers to learning that students experience are reduced, removed or managed.

Our SENCO can provide contact details for organisations that can support students with a wide variety of needs. Please contact the school using the contact details below.

Further information for families and practitioners

To contact BBIH please email admin@bbih.org or call the school at Tel: 020 8418 4760 to speak to a member of the office staff who can help you with your inquiry.