

Curriculum Overview 2019-2020

SEND

Intent:

Beacon High is committed to meeting the needs of all students, including those with special educational needs and disabilities (SEND). Our intention is that all students with SEND will receive targeted support with their learning to enable them to make progress, so that they can:

- Achieve their best and reach their full potential
- Become confident individuals leading fulfilling and independent lives
- Make a successful transition into adulthood, whether into employment, further/higher education or training

We endeavour to ensure that all students with SEND get the support they need to achieve these objectives by delivering high-quality interventions.

Beacon High is a mainstream secondary school and welcomes children with SEND in one or more of the following areas:

- **Communication and Interaction** – e.g. speech, language and communication needs (SLCN), Autistic Spectrum Disorder (ASD), Asperger’s Syndrome.
- **Cognition and Learning** – e.g. specific learning difficulties (SpLD), dyslexia, dyscalculia, dyspraxia, moderate learning difficulties (MLD), global developmental delay.
- **Sensory and/or Physical Needs** – e.g. visual impairment (VI), hearing impairment (HI), cerebral palsy.
- **Social, Emotional and Mental Health Difficulties** – e.g. attention deficit/hyperactivity disorder (ADHD), anxiety, depression, attachment disorder.
- **Medical Needs** - where students have medical needs and SEND, we will plan and deliver education provision in a coordinated way, with their healthcare plan if they have one.

Implementation

The main SEND interventions offered by the SEND department are:

- **Year 7 SEND Maths and English Withdrawal Groups** – a small number of students, who are struggling with basic skills, may be withdrawn from all English and/or Maths lessons to work in a small group with an SEND teacher. The aim of this intervention is to boost literacy and numeracy skills, with a view to them returning to mainstream English and Maths lessons by the start of Year 8.
- **Reading Intervention Groups (RIGs)** – students with low reading ages, affecting their access to the curriculum, may be withdrawn from one lesson per week to work on reading skills in a small group with SEND teachers.

- **Maths Intervention Groups (MIGs)** – students struggling with basic numeracy skills may be withdrawn from one lesson per week to work in a small group with SEND teachers.
 - **Targeted Support for Students with Dyslexia** – this could include full screening and assessment, 1:1 withdrawal lessons and access to LEXIA, a computer-based literacy programme, developed for students with specific learning difficulties/dyslexia.
 - **Study Skills Support Lessons** – usually on a half-termly rotation, this intervention is aimed at Key Stage 4 students who need support with revision techniques, independent study skills, self-help strategies etc.
 - **SMEH/ADHD support groups** – usually run on a carousel basis, this intervention gives 1:1 and/or small group support for students, enabling them to manage their emotional and behavioural difficulties in school.
 - **Land-Based Studies/Horticulture** – an option subject for Key Stage 4 students with SEND who have shown an interest in the school’s SEND gardening club.
 - **In-Class Support** – our Teaching Assistant Team can support groups and individuals across all year groups in their mainstream lessons. SEND teachers may also do some in- class support in core subjects.
 - **External Agencies** - The SEND department also facilitates intervention groups or individual sessions run by:
 - CAMHS
 - Educational Psychology Service
 - Speech and Language Therapy Service
- Islington’s Outreach Services:
- Richard Cloudesley (Visual/Hearing Impairment)
 - The Bridge (Autistic Spectrum Condition)
 - New River College (SEMH)
 - Samuel Rhodes (Moderate Learning Difficulties)