Beaumont Hill Academy Pupils and Students

All pupils and students at Beaumont Hill Academy have a Statement of Educational Needs or an Education, Health and Care Plan. Pupils have special educational needs in all of the four main areas of special educational need: Cognition and Learning, Social and Communication, Physical and/or Sensory and Social, Emotional and Mental Health.

The Statement /EHC Plan details the pupil’s needs and long term objectives to be met by school and other stakeholders. The school draws up an Individual Education Plan (IEP) termly that details short term objectives for the child/young person and how these will be met. We employ the Quality First Teaching principles of Assess, Plan, Do, Review for all teaching sessions in order to ensure that each pupil’s individual needs are met and that their long term targets are achieved.

Beaumont Hill Academy Facilities

Beaumont Hill Academy occupies purpose built facilities that were designed with the needs of disabled pupils in mind. Most classrooms are on the ground floor, including all Primary Department and Stephenson Centre classes. Disabled pupils access upper floor classrooms via lifts. Where appropriate secondary age pupils are issued with their own lift key so they can access the upper floor independently.

Some classrooms are adapted to the needs of pupils with Communication and Social Difficulties. They have individual work stations and / group rooms that are accessed directly from the classroom. Other classrooms, including specialist subject teaching rooms, are adapted to the needs of pupils with Physical or Sensory Needs. These classrooms have rise and fall desks and work stations. There are ample accessible toilets and changing rooms, including facilities for pupils who require changing on a bed, for all pupils who need this. These changing rooms are located close to teaching areas and we employ a number of support staff who support pupils’ toileting needs.
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<th>Focus - Target</th>
<th>Current provision</th>
<th>Impact</th>
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| The physical environment of BHA is accessible to pupils with disabilities. | • Equipment failure is reported to Jill Scott (H+S) immediately.  
• Emergency evacuation procedures in place.  
• All pupils have PEEPs as appropriate | • All specialist equipment is safe and available for use.  
• Safe egress for all building users.  
• Groups of all stages / abilities access forest school. |
| The curriculum is accessible to and meets the needs of pupils with disabilities. | • Curriculum pathways designed to meet the needs of all learners.  
• Outdoor-education is accessed by groups.  
• Accessible residential trips are available.  
• Pupils with proprioceptive needs access horse riding.  
• Disability sports (boccia, table cricket, rebound) are a regular part of PE lessons.  
• Physiotherapy plans delivered by trained staff in school.  
• Occupational Therapy plans delivered in school.  
• Speech and Language therapy programmes delivered in 1:1 session or in class.  
• SMSC Theme Days are planned to include activities accessible to all pupils.  
• Pupils have access to lunch-time and after-school clubs.  
• Audit undertaken to find out which pupils and groups of pupils are accessing leisure activities.  
• Accessible mini-buses are hired when needed.  
• Accredited PECS training delivered to staff working with children who use PECS. | • Enhanced provision for disabled learners.  
• Equal access for disabled pupil.  
• Improved independence, communication and self-esteem.  
• Improved independence skills.  
• Improved self-esteem, communication skills, alertness and core strength.  
• PE/Sports options available for all.  
• Individual PT targets met.  
• Individual OT targets met.  
• Individual SALT targets met.  
• Improves PSD / SMSC outcomes.  
• Disabled pupils are able to join in all clubs.  
• Disabled pupils are able to participate in leisure and cultural visits.  
• Disabled pupils access off-site visits.  
• 25 trained staff now working in BHA. |
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| Written information is accessible to pupils with disabilities.                  | • Secondary and Primary department pupils access regular learning to improve literacy.  
• Pupils access focussed literacy development programmes.  
• Targeted interventions programmes for identified pupils.  
• LAMP used with pupils with social and communication difficulties.  
• Communicate in print used where appropriate throughout school.  
• Makaton sign, symbol and Canaan-Barrie on-body signed support used where appropriate. | • Improved literacy outcomes.  
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• Improved social skills, communication and engagement.  
• Curriculum is more accessible to early readers.  
• More effective communication in appropriate mode. |
| Identifying and removing barriers to learning.                                 | • Regular assessment of pupils' progress.  
• Interventions where pupils are not on target.  
• Pupil premium funds used to commission Educational Psychology, Occupational Therapy, Speech and Language Therapy, Attendance Support workers and Family Liaison Workers. All have referral, assessment, action and impact protocols.  
• Sensory assessments available. | • Identification of pupils not making sufficient progress.  
• Closing the gap for these pupils.  
• Pupils are enabled to access the curriculum better through sharply focussed educational provision and improved physical and communication interventions.  
• Greater understanding of pupils' sensory needs. |
| Parental contact – parents and families are able to contact key staff          | • Annual survey available in print and Communicate in Print versions.  
• Interpreters used in annual review meetings.  
• Frog used across the school to communicate with parents  
• Tapestry used with children at an early developmental stage and their families.  
• Key staff return calls very quickly. | • Greater response from parents / carers.  
• Parents take part in their preferred language.  
• Day-to-day contact maintained. |
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| The physical environment of BHA is accessible to pupils with disabilities. | • Wheelchair accessible bus is available  
• Accessible minibus – fund raising currently for a new bus. | • On-going |
| The curriculum is accessible to and meets the needs of pupils with disabilities. | • Each pupil follows a curriculum pathway appropriate to their level of development.  
• Audit undertaken in order to find out which pupils and groups of pupils are accessing lunch-time and after-school clubs.  
• Audit undertaken to find out which pupils and groups of pupils are accessing leisure activities. | • Enhanced provision for disabled learners.  
• Disabled pupils are able to join in all clubs.  
• Disabled pupils are able to participate in leisure and cultural visits. |
| Written information is accessible to pupils with disabilities. | • Eye gaze system available, currently in transition between classrooms. | • Improved literacy outcomes for that pupil |
| Identifying and removing barriers to learning. | • Equipment bought and sensory programmes delivered in school, on-going programme of assess, plan, do and review in conjunction with therapists. | • Sensory needs met through providing pupils with appropriate sensory diets. |
| Parental contact – parents and families are able to contact key staff | • FROG app allows parents to contact staff  
• Audit parent/care views on current contact provision and how we can improve this.  
• Family Support Worker works with identified pupils and families  
• Parents attend training across the year | • Improved parental engagement. |