



# LORD LAWSON OF BEAMISH ACADEMY

## SEND INFORMATION REPORT

**Originator: Nadine McCarthy and Janey Stubbs**

**Revision: 002**

**Reviewed by Governing Body:**

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**The objectives of Lord Lawson of Beamish Academy's SEND provision are to:**

- Maintain and develop an inclusive ethos in which every student can grow to personal fulfilment and realise their full potential and character
- Ensure access to a broad, balanced and relevant curriculum for all students
- Identify students with significant additional needs and disabilities and to implement appropriate programmes/strategies to meet those needs as far as resources will allow
- Make suitable provision for all students with SEND through quality classroom provision
- Raise the self-esteem of students with additional needs and disabilities and to assist them to be autonomous learners
- Work with students to develop their independence
- Work in partnership with parents
- Create an environment where school, parents/carers and outside agencies work together for the benefit of SEND students
- Contribute to happiness and wellbeing in all areas of school life
- Ensure teaching and support staff are equipped to meet the needs of SEND students
- Raise awareness of all staff of the strengths and needs of students with SEND
- Contact and work with outside agencies who may be involved with individual students
- Provide staff training and information on a number of issues relevant to students with SEND.
- Provide opportunities for students with SEND to learn and to progress and to have their progress assessed and celebrated.

**Provision for students with special educational needs**

Provision for students with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's principal, SENDCo and the supported learning team, all other members of staff have important responsibilities.

All teachers are teachers of students with special educational needs and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012). Class teachers retain responsibility for the progress of individuals and are at the center of planning SEND provision with the SENDCo and specialist staff involved with the young person.

Quality first teaching is the first step in providing appropriately differentiated, personalised and an inclusive curriculum. Students with additional needs are supported through differentiated teaching and learning and intervention strategies. For students with special educational needs there may be a need to provide an



enhanced level of provision that supports and enhances their learning abilities. If a student's needs cannot be met through quality teaching alone, then, after assessing the student's needs, additional support or interventions will be put into place in consultation with the staff, parents/carers and the student.

### Supporting SEND students at Lord Lawson of Beamish Academy

At Lord Lawson of Beamish Academy, we aim to support students with SEND in partnership with their parents/carers so that they can achieve their potential and increase their life chances. Provision is allocated according to need and follows the 'Assess Plan Do and Review' process as laid down in the revised Code of Practice 2014.

Provision and support exists throughout the school for students with special educational needs and disabilities. The kind of SEND for which provision can be made includes:

<b>Overview of Provision for Students with Special Educational Needs with or without Educational Health Care Plan (EHCP) related to each area of need</b>	
<b>Categories of Need</b>	<b>Possible Additional Support Available within the Academy</b>
<p><b>Communication and Interaction:</b> <b>Including-</b></p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder (ASD)</li> <li>• Speech, Language and Communication Needs</li> <li>• Social Communication difficulties</li> </ul>	<p>All students are included fully within the mainstream teaching timetable with carefully differentiated lessons guided from their SEND Student Passport, where appropriate:</p> <ul style="list-style-type: none"> <li>• Provision may include withdrawal work in smaller groups or 1:1 work.</li> <li>• Visual timetables</li> <li>• Supervised area during unstructured times (break and lunchtimes) in Student Support</li> <li>• Social skills programme/group</li> <li>• Friendship Group</li> <li>• Strategies to develop self esteem</li> <li>• Allocated Mentor</li> <li>• Alpha smart support for written communication</li> <li>• Quiet breaks when required</li> <li>• Strategies to reduce anxiety</li> <li>• Assessment for Access Arrangements in line with Joint Council for Qualifications (JCQ) guidelines</li> <li>• Graduated approach to identification and development of strategies. This may result in:               <ol style="list-style-type: none"> <li>a. Referral to Gateshead HINT team when necessary</li> </ol> </li> </ul>



	<p>b. Referral to Educational Psychologist when necessary</p> <ul style="list-style-type: none"><li>• Collaboration with parents to provide the most effective combination of support</li></ul>
<p><b>Cognition and Learning: Including-</b></p> <ul style="list-style-type: none"><li>• Moderate Learning Difficulties (MLD)</li><li>• Specific Learning Difficulty (SpLd)</li></ul>	<p>All students are included fully within the mainstream teaching timetable with carefully differentiated lessons guided from their SEND Student Passport, in addition where appropriate:</p> <ul style="list-style-type: none"><li>• Provision may include withdrawal work in smaller groups or 1:1 work</li><li>• Small group focus to target Literacy skills, comprehension and reading and Numeracy</li><li>• Supported Homework Club</li><li>• Use of ICT programmes to develop working memory capacity and phonic recognition</li><li>• Appropriate writing aids – writing slopes and specialist pens to support dyspraxia</li><li>• Specific support to develop strategies for dyslexia</li><li>• Support to access the curriculum and develop independent learning</li><li>• Access to sixth form reading mentor</li><li>• Collaboration with parents to provide the most effective combination of support</li><li>• GCSE supported curriculum</li><li>• Supplementary qualifications in English and maths</li><li>• Assessment for Access Arrangements in line with Joint Council for Qualifications (JCQ) guidelines</li><li>• Graduated approach to identification and development of strategies. This may result in:<ul style="list-style-type: none"><li>a. Referral to Gateshead HINT team when necessary</li><li>b. Referral to Educational Psychologist when necessary</li></ul></li></ul>
<p><b>Social, Emotional and Mental Health: Including-</b></p> <ul style="list-style-type: none"><li>• Social needs</li><li>• Mental health support</li><li>• Wellbeing and emotional health</li><li>• Behaviour support</li></ul>	<p>All students are included fully within the mainstream teaching timetable with carefully differentiated lessons guided from their SEND Student Passport, where appropriate additional support could include:</p> <ul style="list-style-type: none"><li>• Integrated support from the pastoral team, Educational Welfare Officer and Year leaders and Deputy year leaders</li><li>• Specifically trained staff to support and recognise mental health issues (whole school approach)</li></ul>



	<ul style="list-style-type: none"><li>• Specialist intervention from a mental health practitioner</li><li>• Provision may include withdrawal work in smaller groups or 1:1 work</li><li>• Referral to School Counsellor</li><li>• Specialist Autism mentor</li><li>• School First Aiders</li><li>• Personal Tutor and adapted timetable</li><li>• Young Carers drop in sessions and access to Young Carers Coordinator</li><li>• Referral to Gateshead Young Women's Project</li><li>• Alternative Provision / Work Placement supported by New Leaf</li><li>• Assessment for Access Arrangements in line with Joint Council for Qualifications (JCQ) guidelines</li><li>• Graduated approach to identification and development of strategies. This may result in a referral to Educational Psychologist when necessary</li><li>• Collaboration with parents/carers to provide the most effective combination of support</li></ul>
<p><b>Sensory and Physical Needs:</b> <b>Including-</b></p> <ul style="list-style-type: none"><li>• Hearing Impairment</li><li>• Visual Impairment</li><li>• Multisensory impairment</li><li>• Physical needs</li><li>• Medical needs<ul style="list-style-type: none"><li>○ Cerebral Palsy</li><li>○ Diabetes</li><li>○ Epilepsy</li></ul></li></ul> <p>(Students with health conditions do not necessarily have SEN, in some cases this will overlap, but not all)</p>	<p>All students are included fully within the mainstream teaching timetable with carefully differentiated lessons guided from their SEND Student Passport or daily Health Plan, where appropriate:</p> <ul style="list-style-type: none"><li>• Disabled access throughout the Academy</li><li>• Information shared for VI/HI students across all staff</li><li>• Adapted classroom layout</li><li>• Differentiated teaching resources</li><li>• Provision may include access to the Health Unit at specific times of the day</li><li>• Hearing Induction Loop facility in specified rooms</li><li>• Staff training regarding specific student needs</li><li>• Information and strategy sheet disseminated to all staff via a sensory key worker</li><li>• Assessment for all Access Arrangements are in line with Joint Council for Qualifications (JCQ) guidelines. Reasonable adjustments will be made in line with the Equality Act 2010.</li></ul>



### Additional support available to students with special educational needs

- In-class support
- Small Intervention Groups, using specialist assessments and recognised programmes specific to individual needs
- Lexia reading programme
- Support for Exams (access arrangements/ concessions applied for public exams KS4)
- Internal assessments – teaching staff have the flexibility to make arrangements appropriate for the students in their classes, the supported learning department will help out whenever possible
- 1:1 before school, lunchtime and after school clubs
- TA and HLTA availability before school to help with difficulties and organisational skills
- Specialist resources are made available
- Specialist assessments used to identify specific needs and inform teacher planning

### Break down of students' with SEND needs across year groups

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
EHCP	1	3	3	6	1	0	0
K	29	33	43	18	30	4	6
Total	30	36	46	24	31	4	6
SpLD	7	9	11	6	7	0	2
SLCN	9	9	6	2	5	1	0
MLD	3	7	8	1	3	1	2
VI	0	1	0	0	1	0	0
SEMH	5	5	8	5	8	1	0
HI	0	1	2	0	1	0	1
ASD	2	4	7	8	4	0	1
PD	1	0	3	1	1	1	0



NSA	0	0	1	1	0	0	0
OTH	3	0	0	0	1	0	0
Total	30	36	46	24	31	4	6

Lord Lawson of Beamish Academy is an inclusive school; students attend with a range of ability and range of SEND in each year group. The SEND support is accessible across the 11 – 18 age range, working closely with other departments to personalise their learning and maximise learning opportunities. The Academy’s SEN policy reflects current best practice in line with the Code of Practice for Special Educational Needs and other relevant legislation.

**Provision in place for SEN students and the expertise and training for staff to support students within SEN including how specialist expertise will be secured academic year 2021 - 2022.**

SEND provision is an integral part of our overall school provision. Teachers use the SEND data collected from primary schools, outside agencies and our own assessments to plan lessons and differentiate provision for students with SEND. Information is collated on a ‘Student Passport’, which all staff have access to through Bromcom and Office 365. Sometimes, additional provision may be in the form of extra classes, specifically designed extension opportunities, specific support or self-supported study, literacy enhancement programmes, one to one tuition or mentoring.

We aim to be quick at identifying under-achievement and addressing it at individual or group level. Likewise, we sometimes offer in-class support with a team of highly dedicated staff. This academic year supported learning staff will benefit from specific teaching assistant and higher-level teaching assistant training leading to formal qualifications for these job roles. Whole school CPD will be delivered by the SENDCo and staff with specialist expertise with the aim of developing neurodiverse classrooms rooted in robust educational research, including the effective integration of teaching assistants within classroom. In addition to this bespoke professional development will be provided for subject leaders to further develop the quality of education (Intent, Implementation and Impact) for students with SEND. Underpinned by regular robust monitoring and evaluation cycle by subject leaders, SENDCo and SLT to assess the quality of education provided.

All staff have completed the schools safeguarding and child protection training.

**Identification of SEND students’ and assessing their need.**

Students are identified as having SEND in the following ways:

- Information gathered from meetings, assessments and shared concerns





- Parental or self-referral
- Use of outside agencies' advice from, for example, the Educational Psychology Service, ASC Service, CAMHS and Medical Services
- Staff referral – at any time within the school year any student thought to have SEND, and not yet identified, should be brought to the attention of the SENDCo/Student Support Coordinator by concerned staff
- Liaison with partner primary schools who identify the students before they join Lord Lawson of Beamish Academy. This involves transfer of records between schools, use of Key Stage 2 SATs results, review meetings and discussion with parents at the year 6 Parents' Evening
- Results of baseline reading tests for year 7 students set by the school
- The up to date SEND Policy can be viewed on the school's website.

Referrals can be made to these agencies as and when the need arises:

- Educational Psychologist (EP)
- Children and Young People's Service (CYPS)
- Emotional Well-Being Team
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- School Nurse Service
- Social Services - parents can contact via phone number
- SENDIAS – advice service in Gateshead to support parents with children who have special educational needs.
- High Incidence Needs Team (HINT) Gateshead
- Low Incidence Needs Team (LINT) Gateshead
- Autism Hub Gateshead

### **Arrangements for involving and consulting parents/carers in their children's education.**

Lord Lawson of Beamish Academy provides a graduated approach to meeting the needs of students with SEND as detailed in the new SEN Code of Practice (2014). The Academy works in partnership with parents/carers as well as other agencies for additional assessments and advice if necessary. It is vital that a partnership with parents/carers is consolidated as this plays a primary role in enabling young people with SEND to achieve their potential. Parents and Carers are regularly updated on their child's progress within school.

Parents/carers have key information, knowledge and experience to contribute to the shared view of a child's needs and are encouraged to participate fully in supporting their child. Parents/carers who are concerned about their child's SEND and are able to contact their child's tutor, Year or Deputy Year leader or SENDCo directly.



Parents/carers of SEND students who receive SEND intervention are invited to attend Parents' Evenings in line with their subject teachers. SEND staff are located away from the main hall on the evenings to ensure personal conversations regarding the student's needs. If a concern is raised regarding a SEND student's progress, the SENDCo will contact home and share this information with parents/carers. A meeting to discuss the formation of a Support Plan can be arranged to address the highlighted need.

Parents and Carers can request a meeting at any time and have direct access to the SENDCo via telephone, email or by making an appointment via the school reception.

### **Arrangements for consulting young people with SEND and involving them in their education.**

Young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of help will assist them the most will be sort. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

- Students' views are gathered for all reviews, Education Health care Plan or otherwise.
- Students regularly work with tutors to review progress across subject areas and to set targets.
- Students who are accessing intervention are routinely consulted at the start, during and at the end of the intervention.
- Pupil voice is used to gain views of students with SEND.

### **Monitoring Progress and the effectiveness of the school's provision for SEND students is evaluated through:**

- All students on the register have their reading and spelling age formally assessed termly using standardised tests.
- All relevant teaching staff are asked for feedback on students due for a review.
- SEN review meetings.
- Students are encouraged to contribute where possible in the decision-making process including target setting.
- Annual reviews for Educational Health Care Plans. Parents, carers and professionals are invited to attend the annual review meeting to discuss progress and to be involved in target setting and agreeing appropriate intervention strategies to help the student both in school and at home. Every student is offered the opportunity to express their opinion and their views are taken into consideration and given due weight according to their age.



- Assessment data, lesson observations, case studies, book scrutiny, staff liaison and marking to measure progress in the classroom is used to monitor progress.
- Teachers, tutors, SENDCo, Subject Leaders and Year Leaders work in partnership with students and parents/carers to discuss progress and identify successes and areas for improvement.
- Senior leadership (SLT) monitoring and evaluation procedures across all departments
- Departmental rapid action plans (RAP's)

Underachievement is addressed through appropriate support and enhancement programmes/intervention activities. These are reviewed regularly to ensure that support is matched to need and to evaluate their effectiveness. Assessments may be carried out before the intervention and again at the end to measure the impact of the intervention.

### **Involving young people in their transition across Key Stages**

At Lord Lawson of Beamish Academy we recognise how important a successful transition is to our students with additional needs.

At KS2-3 new starters are provided with the following opportunities:

- Visits with parents to the school during autumn term (year 6) prior to/during the admissions process
- Opportunities for year 5 to attend an Open Evening - April (many SEND students and parents attend this evening to speak to the SENDCo and to familiarise their child with the school building and staff)
- Parent Information Evenings during summer term, before starting school
- Prospective year 7 transition event (days allocated) in summer term which includes taster lessons and meeting tutors
- Transition booklet/visual tours for prospective year 7 students
- Weekly visits to feeder primary schools by the transition worker who engages students in a programme of activities relating to transition
- Additional arrangements may also be made to ease students' anxieties during the transition process
- All students in all cluster feeder schools have the additional opportunities to attend sports events, Performing Arts productions and receive a welcome letter from Mr Fowler (Principal).
- Working closely in partnership with our primary schools also provides the opportunity for an enhanced level of transition for those with a special educational need whom we feel would benefit. The period of transition depends on the individual needs of the child. The SENDCo or transition teacher will attend meetings or annual reviews to meet the current class teacher, parents/carers and the student.



### **Enhanced transition for students with SEND**

- During the transition process primary school staff provide information and names of students who are on the SEND register and who would benefit from an additional morning visit. This visit allows students to meet SEND and Student Support staff.
- In addition, small groups of students visit the school with their class teacher to meet the transition coordinator.
- In particular cases, parent meetings have been held with key staff, so any anxieties and concerns can be dealt with before transition. Sometimes these meetings are organised by the primary school or alternatively by the Academy.
- The SENDCo attends all EHCP meetings prior to the student's arrival at Lord Lawson to ensure all needs can be met and are clearly understood. In addition, the SENDCo will attend the final review of SEN students who have received additional support throughout year 6 and thought, by professionals, to be in the student's best interests. The SENDCo will draft, with parents and the primary school SENDCo, a 'Passport' to inform Lord Lawson staff of specific needs.
- The Transition Coordinator and SENDCo work together to organise tours of the school for SEN parents and discuss curriculum provision.
- The SENDCo and Student Support Manager arrange for all SEND passports to be written once all information is received from primaries and SEND staff have met with the SEND student.
- Year leaders and Deputy year leaders attend meetings for LAC students.
- The Education Welfare Officer contacts families where attendance needs are identified or there are any concerns.

#### **At KS3-4**

- Transitional Annual Reviews are held for those who have an EHCP to plan steps into adulthood.
- Guidance is given for subject information from staff and the SENDCo to ensure option choices are suitable
- Exam access is discussed with some students who may be eligible for this and relevant assessments take place.

#### **At KS4-5**

- Sixth form open evenings give guidance on courses and subject choice.
- Careers guidance is organised within Lord Lawson Academy to identify the next steps for either college courses or opportunities in the Lord Lawson of Beamish Academy Sixth Form.



- Small groups are arranged for visits to the Sixth form and other post sixteen providers
- SEND information is shared with Head of Sixth Form.

### **The approach to reaching students with SEND.**

Lord Lawson of Beamish Academy remains committed to:

- High aspirations for all students
- A range of teaching and learning styles
- Differentiated learning materials
- Access to ICT
- Additional in class support where needed
- Flexible groupings including small group work
- A supportive curriculum including a literacy based curriculum at Key Stage 3, including in class support used to support the QFT of students with SEND.
- An appropriately adjusted timetable or work based curriculum at Key Stage 4 where needed
- Up to date staff training on SEND developments
- The appropriate use of rewards and sanctions
- Assessment procedures that emphasise students' strengths and achievements
- A broad range of extra-curricular activities
- Use of ICT to allow virtual tours of the school environment (adapting to the challenges the National Health situation regarding Coronavirus).

### **Approach to teaching students with special educational needs**

- All students are taught in mainstream classes, in years 7 and 8 the classes are mixed ability except for Mathematics and Science. The class size for lower ability classes which may include SEND are smaller and some withdrawal sessions are available.
- Where timetabling allows specialist literacy reading interventions are provided by the supported learning team during English timetabled library lessons or other during other non-core subject areas.
- All subject teachers differentiate work to match the needs of the students based upon a student's 'student passport'.
- When a student is identified as having SEND, action is taken to remove barriers to learning and effective provision put in place. Recommendations and strategies to enable access to the curriculum are made by the SENDCo.
- Information on individual students and their needs is available in BROMCOM and Office 365, it is held securely and regularly updated for all staff.



- A range of literacy and numeracy interventions and other intervention programmes are delivered.

### **Adaptations to the curriculum and the learning environment of students with SEND.**

- **Teaching** - differentiation of resources and learning materials by the subject teacher with the support from SENDCo/TA/HLTA according to information on the 'Student Passport'.
- **In class support** - Teaching Assistants recognise and use different teaching styles, resources, and plan different levels of work in the classroom to cater for the various ways SEND students learn.
- **One-to-one and small group intervention** – literacy and numeracy programmes designed to support student progress are specifically aimed at students who are working below the expected level for their age.
- **Specialist equipment** – any appropriate specialist equipment may be provided for the student for example, handwriting pen, sloping writing board, coloured overlays etc.
- **Assistive technology** – accessed through the relevant agency, students in school with a hearing impairment that impacts on day to day life and education have equipment such as microphones and transmitters. Students with a visual impairment may have access to iPad, Pebble viewer, reading pen etc.
- **Physical environment** – disabled toilets are available on each floor of the school building. Lifts are available to allow access to each floor.
- **First Aid Unit** – is responsible for overseeing the administration of medicines throughout the school day.
- **Participation in all activities** – students with SEND are enabled to engage in all activities in line with the Equality Act of 2010.

### **Arrangements for Children and Adults with Physical Disabilities**

At Lord Lawson of Beamish Academy we believe every person should be treated equally and with respect. Providing that this Academy is the best place to meet the needs of an individual student, he/she will be admitted and every care taken to ensure appropriate access to the full curriculum. The Academy also has several disabled parking bays close to the main entrance to ensure ease of access. As far as practicably possible the physical needs of every child and adult will be catered for. The Academy provides fully accessible toilet facilities for children and adults and there is a passenger lift which provides access to all floors. Classrooms are



accessible for wheelchair users; seating plans and timetable timings are adapted accordingly.

There are members of staff within the Academy who are first aid trained and at least two members of staff are trained in administering prescribed medication to children. All medication is stored in a locked cupboard in the Health Unit away from children and there is a private room for administration of medication. Students with additional medical needs may have a care plan written in conjunction with appropriate agencies and nurses. The Academy endeavours, where practically possible, to cater for all medical needs and will request any additional training or expert advice as required. The Academy will provide a signer for any parent/carer during school events. A risk assessment can be carried out and a personal evacuation plan will be drawn up and used for all students with physical difficulties.

### **Support for improving emotional and social development (Pastoral Support).**

Lord Lawson of Beamish Academy is a successful, vibrant and exciting place to learn with highly developed and embedded pastoral support procedures.

All SEND students are placed in appropriate tutor groups within one of five Year groups with comprehensive information passed on to their form tutor so that he/she has a holistic, in-depth knowledge of all members of their tutor group. Parents/carers will receive an academic report twice a year and the opportunity to discuss this with the tutor, class teachers and/or SEND/Student Support Staff.

The Year Leader may also intervene both in a proactive and reactive way when required. They have full access to data and track all identified groups through Classcharts/e-portal. Regular communication/contact with the SENDCo and Student Support Coordinator ensures all situations are dealt with promptly.

There is a full-time permanent Deputy year leader based in each of year groups base. These members of staff are available to students and parents/carers throughout the school day. They are able to deal with attendance, punctuality, uniform, behaviour and any concerns which students and/or their families may have.

Students' are encouraged to tell us if they are being bullied. We do not accept any form of bullying and there are a range of sanctions available to staff to deal with any concerns raised.

As part of the Student Support area students can access the school counselling service, health unit, provision before and after school, social skills group interventions including friendship groups for those with autism.



## Agencies and Partnerships

Lord Lawson of Beamish Academy works with the following professionals, across a range of Local Authorities, this could be as the result of a direct referral or in an advisory capacity in order to provide the highest level of support for students with SEND:

- Educational Psychology Services
- Special Educational Needs Improvement Team (SENIT)
- Health Agencies including School Nurse Service
- Children and Young People's Services (CYPS)
- Speech and Language Therapy Service (SALT)
- Higher Incidents Needs Team (HINT) including ASC support and development
- SENDIAS (formally Barnardos)
- Newcastle University Literacy Clinic
- Emotional Well Being Team
- Sensory Support Service
- Social Services
- Looked After Children Team
- Occupational Therapy
- Medical Practitioners

## Compliments and Complaints

The education of all students who attend Lord Lawson of Beamish Academy is very important to us and we welcome any feedback you can give us. Compliments are always gratefully received and can be passed on either directly to staff or to: SENDCo - Mrs N McCarthy, Assistant Principal – Mrs J Stubbs, or to the Principal - Mr A Fowler.

Complaints about SEND provision at Lord Lawson of Beamish Academy should be addressed to the SENDCo - Mrs N McCarthy, Assistant Principal – Mrs J Stubbs, or to the Principal - Mr A Fowler, at the following address:

*Lord Lawson of Beamish Academy, Birtley Lane, Birtley, Co Durham. DH3 2LP  
Tel: 0191 4334026 / email: lordlawson@lordlawson.academy*





**Named contacts within the school for when young people or parents have concerns.**

**SENDCo**

Mrs N McCarthy

**Year Leaders/Deputy Year Leaders**

Year 11: Mr J McConway – Mrs C Turnbull

Year 10: Mr D Cave - Mrs D Smith

Year 9: Mr S Earl - Mrs J Clarke/Mr C Sturrock

Year 8: Mrs V Liddle - Miss K Milburn

Year 7: Mrs A Jacobson - Mrs K Coates

**Student Supported Learning Manager**

Mrs K Maynard

**Transition Coordinator KS2-3**

Mrs A Jacobson

**Head of Sixth Form - KS5**

Mrs A Jordan

**Additional Help for Parents**

Parents of children with SEND can also obtain impartial advice and support from the Special Educational Needs and Disability Information and Advice Service which is run by Barnardos in Gateshead (Tel: 0191 4784667). This organisation provides confidential information, advice and support through a range of services. This includes home visits, attending school meetings and liaison with all services working with children and young people. Training and guidance for parents and schools on SEND issues are also provided.

**Gateshead's Local Offer**

The schools contribution to the local offer and where the LA's local offer is published. Gateshead Local Offer can be found on the Gateshead website:

<https://gateshead-localoffer.org/information-advice-services-and-support/>

**Gateshead Special Educational Needs Information Advice Service (SENDIAS)**

<https://barnardossendiass.org.uk/gateshead-sendiass/>