

Updated January 2023

Updated by: Mrs Claire Hodge and Alison Strevens

Approved by Full Governing Body: 11/01/23

SEN & Disability Information Report

Full-time SENDCO from June 2022: Claire Hodge

Full-time Specialist Teacher of the Deaf in charge of the Resource Base: Alison Strevens

1. What types of SEND do we cater for?

At The Henry Beaufort School we are committed to giving all our students equal opportunity to achieve the highest of standards and become fully equipped for life. We constantly strive to promote our inclusive culture by actively seeking to remove the barriers to learning and finding the unique qualities and skills within each individual young person. Our broad and balanced curriculum is designed to inspire and engage all students and demonstrate our high aspirations for all young people who attend our school. We recognise and celebrate achievements, promote positive attitudes, and actively support the wellbeing of all our students.

Students who have special educational needs or disabilities will have access to a full and broad curriculum and will be educated alongside their peers with inclusion in all aspects of school life. The majority of needs can be met in the classroom with the provision of High Quality Inclusive teaching (HIQUIT). Those students who have more complex needs will be given additional support for their learning with carefully considered in-class support or interventions that complement the work undertaken in lessons.

2. Identification, assessment and review of students with SEND

A student is identified as having SEND where their learning difficulty or disability calls for special educational provision that is provision different from or additional to that normally available to students of the same age (SEND Code of Practice, 2015).

The SEND Department provides support for young people across the four areas of need as identified in the SEND Code of Practice 2015:

- **Communication & Interaction** – for example, autistic spectrum condition (ASC)
- **Cognition & Learning** – for example, dyslexia
- **Social, emotional & mental health** – for example attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs** – for example, hearing impairment

When your child first joins The Henry Beaufort School we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 tests base line testing; reading age tests; application form information; subject teachers; specialist colleagues and external agencies.

We liaise closely with Primary Schools prior to transition and students are given several opportunities to come to The Henry Beaufort School before starting school in September. Our class teachers, Academic Leaders and Heads of Department closely monitor the progress and attainment of all students, including those who have, or may have, SEND. The continuous monitoring of students during their time with us will further identify students with a special educational need. This identification may come from tutors, subject teachers, support colleagues, outside agencies, parents/carers or the students themselves.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. If a student still does not make the expected progress despite receiving differentiated learning opportunities, evidence of barriers to learning and progress will be collected, parents will be informed, and further investigations will be carried out. Once a student is identified as having a special educational need, they will be added to the SEND register. This register is accessible to all staff and has linked documents called student passports for those students with more complex needs. Staff use this information to inform their lesson planning, teaching and student learning activities. Student passports will contain 2-3 SMART targets. These are small, achievable and time framed targets that are informed by the broader EHCP outcomes, teacher feedback and progress data. Keyworkers liaise with teachers, parents and the student and the targets are reviewed half termly. We aim to ensure that key stakeholders are included in this inclusive approach to supporting the progress of our SEND students.

Targeted interventions are planned and delivered where appropriate, and this may include small group or individual work across a broad range of activities. Students with more complex needs will have a keyworker who will keep in regular contact with parents to ensure that they are fully included in the development of personalised support. If a student has particularly complex needs, then the school may request for external agencies to become involved.

All students, including those with SEND, are assessed on a regular basis, in accordance with the School Assessment Policy. Teachers formally assess and review progress and attainment several times a year which is communicated to parents/carers by a report that is sent home. Additionally, progress evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. The SENDCO is available at progress evening to discuss the progress of SEND students. Progress and attainment data for students is regularly analysed for effectiveness and value for money allowing for early identification of needs and the evaluation of provision.

3. The provision available to students based on need

How The Henry Beaufort School can ensure equality of access to learning and participation for SEND students:

All teachers are able to cater for a wide range of needs within their lessons through High Quality Inclusive Teaching and can carefully differentiate work to allow all students to reach their potential. Where additional support or specialist differentiation or adaptation is needed, the SENDCO or LSPs can adapt work for the class teacher. The SEND team work closely with teachers, students and external specialists to ensure work is accessible. Available support options include:

- Access to morning drop-in
- Access to supported home learning club
- ELSA

- Access to lunch club
- Access to The Link
- LSP in class support (prioritised for students with EHCP)
- CSA in class support ((Communication Support Assistants)
- Access arrangements for assessments
- External agencies
- Key workers
- Interventions
- Curriculum support
- Autism Ambassadors
- Social skills group
- IDL

The school learning environment is accessible for students. The school site has some wheelchair accessibility, with ramps and access to all buildings. Some buildings have additional floors, and these are not accessible to wheelchair users.

For more information, our accessibility plan is available on the school website.

For more information on Access Arrangements please follow this link to the school website:

[The Henry Beaufort School - Access Arrangement Information](#)

How The Henry Beaufort School ensures all students can access exams:

- The Assess, Plan, Do, Review process will identify those students who are not making expected progress and who struggle to access assessments
- Students are screened for speed of working in year 9
- Class teachers are consulted on students' needs in class and provide supporting evidence
- Students who have been identified by teacher and screening evidence will be seen by the school educational psychologist who will confirm if they meet JCQ requirements for access arrangements
- Students who have diagnosed medical conditions can also be considered for access arrangements if the condition creates a significant barrier to the students' ability to access their exams and assessments

Please note that while private assessments can provide us with useful information about the needs of a student, they cannot be used as evidence for access arrangements. This evidence can only be collated by the school.

How The Henry Beaufort School supports the social, emotional and mental health of young people with SEND:

- PSHE Curriculum is delivered in tutor time during the week and in drop down days throughout the academic year.
- Key workers

- The Link
- ELSA
- Support groups such as the LGBTQ+/bereavement/young carers clubs
- Morning drop-in
- Lunch club
- Optimal Learning Centre (OLC)
- 1:1 support from the Student Support and Guidance officer (Ms B Bowick)

Resource Base for D/deaf* and/or Hard of Hearing Students:

The Henry Beaufort School has a resourced provision for students who are D/deaf and/or Hard of Hearing with an Education, Health and Care Plan (EHCP). Led by a Teacher of the Deaf, support is tailored to meet the individual needs of each student. This may include specialist in- class support (provided by Learning Support Practitioners and Communication Support Assistants) and/or individual specialist teaching in the Resource Base. Our staff are experienced in working with both oral and signing students.

- The Resource Base is a purpose built facility which was specially designed and acoustically treated to enable students to work in a quiet area and develop their speech and listening skills. This comprises of a suite of seven rooms including three tutorial rooms and an audiology room.
- The Resource Base is led by a qualified Teacher of the Deaf, Mrs Alison Strevens. The Team is comprised of experienced Learning Support Practitioners and Communication Support Assistants (minimum BSL Level 3). All staff within the team receive professional updates from organisations such as the local Implant Service as well as joint training with SEND colleagues within the school, depending on the students' individual needs.
- All staff at the school are trained in teaching and working with D/deaf students, with updates at Induction and INSET days.
- Every D/deaf student within the Resource Base has a personal up-to- date radio aid system to provide maximum access to the curriculum and to enhance their listening experience in mainstream classes.
- Admission to the Resource Base is determined by Hampshire County Council using specific admission criteria.

** The capitalised version of "Deaf" is widely used for those who are Deaf and use BSL. They define themselves as culturally Deaf, with their own language. Where "deaf" with a small "d" is used, it is typically for students who consider they have a hearing problem and whose first language is English.*

Accessible and differentiated learning for D/deaf students:

- In-class student support is reviewed half termly by class teachers and the Resource Base team. LSPs, CSAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- The specially designed tutorial rooms within the Resource Base are used for withdrawal from mainstream lessons for individual D/deaf students or groups of students, when applicable. One-to-one tutorials allow for preparation and

reinforcement of the curriculum as well as the development of literacy, vocabulary and communication skills.

- Home learning can be worked on after school, supported by LSPs and CSAs within the team.
- Students have at least one formal meeting each year (the Annual Review) of their EHCP. This is organised by the Teacher of the Deaf and is attended by parents/carers, teachers and outside agencies involved in the student's education. The purpose of the review is to identify how well the outcomes in the student's EHCP are being achieved and to set new targets for the following year.
- The Teacher of the Deaf will use letters, phone-calls, emails or meetings to keep parents/carers updated on their child's progress and to discuss support in more detail, if required.
- The Resource Base has an Annual Schedule of Quality Assurance initiatives including Learning Walks and Student Voice, which cover interventions such as in-class support, curriculum support and the use of audiological equipment.

Support and wellbeing for D/deaf students:

- The Resource Base supports students' personal, social and emotional wellbeing, led by the Teacher of the Deaf who sees all students on a daily basis.
- Students have fortnightly sessions with a Deaf Instructor from the Specialist Teacher Advisory Service.
- The Resource Base has close working relations with the University of Southampton Auditory Implant Service.
- Where required, students can access NHS speech and language, Occupational Therapy and Physiotherapy therapy sessions delivered within the Resource Base.

Supporting the transition of D/deaf students:

- Primary: Prior to joining The Henry Beaufort School, the Teacher of the Deaf will visit individual students within their primary school, to obtain further information from teachers/support staff and to see students in more familiar surroundings. There will be extensive liaison with the students' current Teacher of the Deaf.
- Post-16: The Resource Base team liaise closely with local colleges about individual students. This liaison is arranged in accordance with the student's needs, but typically can include: support with applications and/or interviews, extra visits or tours, opportunities to 'shadow' a year 12 student; meetings with college support staff or guidance, advice on meeting the student's needs for college staff and facilitating meeting the Specialist Teacher Advisor (HI) who will support the student in college.

How the school enables D/deaf students to engage in events and activities:

- Students are encouraged to take part in a range of events organised by the school. Resource Base has close links with both local and national deaf organisations.
- There is a daily afterschool programme delivered in the Resource Base to support literacy, social development and self-esteem.
- Risk assessments are carried out prior to any off-site activity to ensure everyone's health and safety is not be compromised. This may include specialist advice from the Teacher of the Deaf. In the unlikely event that it is considered unsafe for a student to

take part in an activity, then alternative activities which cover the same curriculum areas will be provided in school.

Further information:

For further information or to arrange a visit to the Resource Base please contact the Teacher of the Deaf, Mrs Alison Strevens:

Tel: 01962 880073

Email: alison.strevens@staff.beaufort.hants.sch.uk

4. Key members of staff:

SENDCO Mrs Claire Hodge
Email: Claire.Hodge@staff.beaufort.hants.sch.uk

Teacher of the Deaf Mrs Alison Strevens
Email: Alison.Strevens@staff.beaufort.hants.sch.uk

Assistant SENDCO Miss Zoe Price-Harper
Email: Zoe.price-harper@staff.beaufort.hants.sch.uk

SEND Administrator Mrs Angela Long
Email: A.Long@staff.beaufort.hants.sch.uk

Senior Deputy Headteacher Mrs Joanna Scott
Email: Joanna.scott@staff.beaufort.hants.sch.uk

Governor: Ms Louise Henderson
Email: Louise.Henderson@staff.beaufort.hants.sch.uk

5. What training do staff have in SEND?

- SENDCO has completed and passed the 'National Award for SENDCO' qualification
- Regular briefing of staff regarding students with SEND
- SEND INSET for all staff in INSET 1 September 2022
- SENDCO delivers key information during every staff meeting
- SEND training for all new staff and trainees
- Mid-year SEND training for all staff during staff meeting
- Specialist expertise from external services including CAMHS, Hampshire EP Service, Occupational Therapy, Communication & Language Team

Temporary Staff:

- Temporary staff will have access to the class list which would identify those students with SEND, and if there were any issues, they had a member of staff who

they could seek advice, normally in the class next door. The SENDCO would pass on as much information as practical, however long-term cover, and cover supervisors would be briefed as permanent staff.

6. How will we secure specialist expertise, equipment and facilities to support students with SEND and their families?

As a school we can access a range of services including Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment, or other facilities, please contact the SENDCO or discuss the issue at the next review/parents evening. The school works closely with Hampshire County Council and as a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Careers advice; Speech and Language Service; Occupational Therapy and Physiotherapy Services. These services are contacted when necessary, according to your child's needs. If you believe your child needs support from a specialist, please contact the SENDCO or discuss your concerns at the next review/parents evening

7. How do we consult parents of students with SEND and their children, and involve them in their child's education?

We are committed to working co-operatively and effectively with parents and carers because we know that this is the best way to effectively meet the needs of young people. We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (including bringing the right equipment and books)
- Full attendance and good punctuality
- Completion of home learning
- Checking and signing the handbook each week
- Attending progress meetings
- Attending any meetings specifically arranged for your child

We will support you through regular communication, and all students with an EHCP will also have a named Keyworker who will work with your child and liaise with you regularly. Students are encouraged to take part in Student Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing documents with their buddy prior to reviews.

8. How do we support students moving between different phases of education and preparing for adulthood?

How we support young people transferring to The Henry Beaufort School:

- The SENDCO attends Year 6 Annual Review of Students with EHCPs
- The SENDCO meets with primary school SENDCOs
- Staff from the Transition Team at The Henry Beaufort School meet with staff at primary schools

- Students with SEND as identified by primary schools will be offered extra transition visits to The Henry Beaufort School as necessary and appropriate

How The Henry Beaufort School supports young people with SEND transferring to college:

- Taster days at college
- Appointments with careers advisor
- College SENDCOs attend annual reviews along with the HB SENDCO, parents and the student so that support required and available can be discussed
- Transfer of documents to DSL/SENDCO to ensure colleges have the information they need to create a support plan for the transferring student

9. School Admissions

For information about our admissions processes, the arrangements for the admission of students with disabilities and the steps we take to prevent students with disabilities being treated less favourably than other students please refer to our admissions policy on the school website by clicking the link below:

<https://www.beaufort.hants.sch.uk/attachments/download.asp?file=2609>

10. Support Services and Multi Agency Working

Our SENDCO, Heads of Year, class teachers & other members of the Student Support Team liaise with many specialist outside agencies ensuring the appropriateness of students' provision and that clear guidance to meet their needs is conveyed to all colleagues. This will be to support students with identified SEND needs and also to develop strategies within our inclusive quality teaching to reduce need for SEN provision. As the agencies are external to The Henry Beaufort School, referral processes are in place; parental consent will be sought as will student consent where appropriate. The outside agencies with whom we regularly liaise with and deploy the guidance from include:

- Educational Psychologists
- Specialist Teacher Advisory team for students with identified hearing impairment, visual impairment, physical disabilities, language and communication needs
- The Virtual School (students who are, or who have been, "looked after")
- National Health Service specialists: school nurses & specialist nurses, GPs, clinical psychologists and psychiatrists e.g. CAMHs, speech and language therapists, occupational therapists, physiotherapists, paediatricians, health visitors and sexual health specialists
- Applied Behavioural Analyst consultants (when specified on an individual EHCP)
- Ethnic Minority and Traveller Service
- Children's Services, Locality Teams, social workers, family support workers, early help hub
- Parenting professionals e.g. Barnardo's
- Young Carers organisation
- Education Inclusion Service

We understand that parents seek private consultants at times e.g. dyslexia diagnosis, private psychiatrist, private occupational therapy. We ask that final reports are shared with the SENDCO as these can enhance the inclusive provision within class; though we cannot guarantee that all recommendations are employed. (NB external private reports may not be used for Access Arrangements for exams, other than as additional evidence.)

What support services are available to parents and the local offer?

Local offer has detail of all of the support within Hampshire to support parents of students with SEND. The SENDCO can offer also offer advice and signpost support.

The Local Offer is published on the following website:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

11. Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. Please don't hesitate to contact the SENDCO by telephone or email:

A.Long@staff.beaufort.hants.sch.uk

01962 880073

The Complaints Policy is published on the school website.

<https://www.beaufort.hants.sch.uk/attachments/download.asp?file=2633&type=pdf>