

Updated July 2023

Updated by: Mrs Claire Hodge

Approved by Full Governing Body:

## 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:

### 1. What types of SEND do we cater for?

At the Henry Beaufort school we have students whose needs range from those that can be met within the classroom to those that need a high level of additional support and intervention. There are 3 categories on our SEND register:

EHCP (E)	For students with very complex needs who need a high level of additional support
SEN Support (K)	For students who need a moderate level of additional support
Identified Need (IN)	For students who have learning needs that can be met within the classroom with high quality inclusive teaching

### 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).*

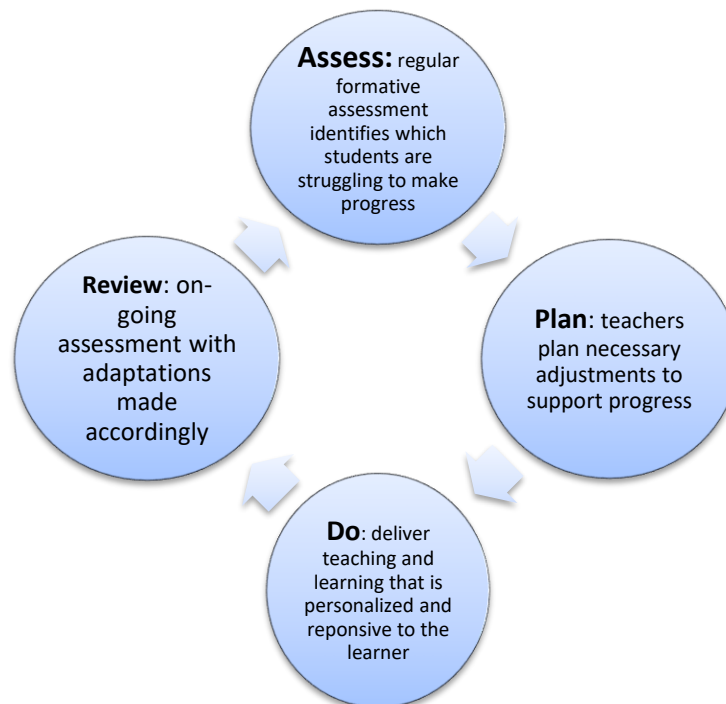
The SEND Department provides support for young people across the four areas of need as identified in the SEND Code of Practice 2015:

Broad area of need	Example
Communication & Interaction (C&I)	Autistic spectrum condition (ASC)
Cognition & Learning (C&L)	Dyslexia
Sensory and/or physical needs (SPN)	Deaf
Social, emotional & mental health (SEMH)	Attention deficit hyperactivity disorder (ADHD)

During transition from Primary school we collect a range of information from teachers/SENDCOs and reports from specialists and this is used to determine how the student will be coded on the SEND register.

Class teachers are responsible and accountable for the progress and development of all the students in their class.

We will follow the 'graduated approach' to meeting a young person's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assessments should seek to identify students making less than expected progress given their age and individual circumstances.

Teachers should undergo two rounds of APDR before raising concerns with the SEND department. A period of evidence collection will take place before a decision is made as to whether to add the student to the SEND register under SEN Support (K). Additional interventions will then be put in place.

A child with a diagnosis will not necessarily be coded as needing SEN Support (K). This is because some young people with SEND will be able to access their learning with high quality inclusive teaching within the classroom. A child without a diagnosis may be coded at SEN Support (K) because their needs require additional support outside the classroom.

### 3. How we make provisions for young people with SEND

High-quality inclusive teaching is our first step in responding to a student's needs. We make sure that every student has access to a broad and balanced curriculum in every year they are at The Henry Beaufort School.

Teachers will differentiate (or adapt) how they teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to each individual student.

**Within the classroom adaptations could take the form of:**

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.

**Additional interventions outside the classroom could take the form of:**

Communication and interaction	Autism	Autism ambassadors Social skills
Cognition and learning	MLD Dyslexia	Curriculum support IDL early birds
Sensory and/or physical	Sensory processing disorder	Sensory garden access
SEMH	Anxiety ADHD	ELSA Timeout space

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.  
<https://www.henrybeaufortschool.org.uk/attachments/download.asp?file=2494>

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:**

Staff from the SEND department and the pastoral team meet regularly to discuss students who are experiencing difficulties with their mental health and wellbeing. Careful consideration is taken to decide which form of support the young person requires. Staff will work closely with parents/carers to keep them informed about the support available to their child.

#### **4. 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
- Checking and signing the handbook each week
- Attending progress meetings
- Attending any meetings specifically arranged for your child

All students with an EHCP, and some high needs K students, will have a named keyworker who will work with your child and liaise with you regularly. If you have concerns about your child you can contact the keyworker in the first instance. If they do not have a keyworker the first point of contact will be with the class teacher for learning needs and tutor for pastoral needs.

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.

#### **Recommended websites for parents/carers:**

Hampshire Parent/carer network: [Hampshire Parent and Carer Network \(hpcn.org.uk\)](http://hpcn.org.uk)

Ask About Autism: [Ask About Autism | Instagram, Facebook | Linktree](#)

Anna Freud: [Parents and Carers | Advice and Guidance | Anna Freud Centre](#)

Hampshire CAHMS: [Parents & Carers – CAMHS \(hampshirecamhs.nhs.uk\)](http://hampshirecamhs.nhs.uk)

#### **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.
- 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.
- 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**

**Tel: 01962 880073**

**Email:**

### **5. Key members of staff:**

**SENDCO**

**Mrs Claire Hodge**

**Email: Claire.Hodge@staff.beaufort.hants.sch.uk**

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<b>Teacher of the Deaf</b>	Ms Donna Sandford
<b>Assistant SENDCO</b> Email: <a href="mailto:Zoe.price-harper@staff.beaufort.hants.sch.uk">Zoe.price-harper@staff.beaufort.hants.sch.uk</a>	Miss Zoe Price-Harper
<b>Assistant SENDCO</b> Email: <a href="mailto:Lauren.Webb@staff.beaufort.hants.sch.uk">Lauren.Webb@staff.beaufort.hants.sch.uk</a>	Miss Lauren Webb
<b>SEND Administrator</b> Email: <a href="mailto:A.Long@staff.beaufort.hants.sch.uk">A.Long@staff.beaufort.hants.sch.uk</a>	Mrs Angela Long

### 6. 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 2023
- 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.

### 7. 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.

### 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
- Information meeting for parents of year 5 students from SEND team to support making the decision about which school to name on the EHCP

**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

We understand that parents seek private consultants at times e.g. dyslexia diagnosis, private psychiatrist, private occupational therapy. **We cannot accommodate recommendations from private reports unless there is evidence from school that the young person requires additional intervention.**

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](mailto: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>