SEND Information Report 2026/27

Updated by: Mrs Claire Hodge September 2026

Approved by Full Governing Body: September 2026

SEN & Disability Information Report

SEND Coordinator (Named SENDCO Mon, Tues, Thurs, Fri) from June 2022: Claire Hodge

SEND Coordinator (Named SENDCO Wed) from September 2024: Matt Coe

Specialist Teacher of the Deaf in charge of the Resource Base: Donna Sandford

Our values

At the Henry Beaufort school we are committed to ensuring that all young people become part of a community that is both supportive and aspirational. We take a strength-based approach, building on what the young people can do and working alongside them to face challenges and learn from them. Young people with Special Educational Needs and Disabilities (SEND) face additional challenges in their educational journey, but they also have a great deal to offer a school community. We are dedicated to helping these young people develop a sense of self-worth, self-efficacy and a belief that they can be successful and achieve their dreams and aspirations.

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
Monitoring (IN)	For students who have an identified learning need 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 and/or hard of hearing
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 identify and assess students with SEND using the revised Code of Practice (2015) and the Graduated approach. Student move through 4 tiers of support and provision based on the Graduated Approach, which is underpinned by the assess, plan, do review approach (ADPR). Decisions are made about a young persons SEN code using this framework:

Stage	Support and provision	Assessment, recording and monitoring systems
4 - EHCP	EHCP students require specialist provision which includes: • Education, Health and Care Plan (EHCP) reviewed annually • Implementation of EHCP outcomes and provision • Key Worker Provision • Access to SEND Lunchtime/Break Club • Transition planning for post-16 education or training from SEND Team	• EHCP • Annual Review Meeting and Report • Pupil Passport • APDR and Data Drops using Progress Data
3- SEN Support (K)	SEN Support students require provision over an above that which is available to all students. To qualify as SEN K they must demonstrate the need for consistent intervention for more than 2 terms. This could include: • Bespoke Curriculum arranged in conjunction with SEND Leadership Team (e.g. Learning Hub) • Scheduled LSPs within Lessons • Enhanced home-school communication from Inclusion Team • School request for external agency assessment and embedding relevant guidance • Multi-professional support – Counselling/MHST • Keyworker and Pupil Passport	• SEN Register • Pupil Passport and keyworker • APDR and at Data Drops using Progress Data
2 - Monitoring	In addition to OAP a student with an identified need may access: • Support within class through small groups and individual support (e.g. cut away, workshops) • Tier 2/3 reading intervention and differentiated resources to match reading age • Additional group or individual programmes based on need. Examples include but not limited to ADHD/ASD Interventions Dyslexia/Literacy Group ELSA Garden Intervention • Pinned Arbor notes to share learning needs to class teachers	• Reviewed at Data Drop meetings with Leadership Team • Progress data • Reading age tests • AA Screening • Intervention records reviewed Termly • SEND concern forms from teachers reviewed by SEN leadership • Interventions started in consultation with student and parents/carers
1 - Universal	• OAP Strategies - OAP and SEND support - March 2025 1.docx • Carefully planned adapted teaching • Assessment for learning • Lifestyle Audit	• Reviewed at Data Drop meetings with Leadership Teams • Progress data • Concerns via SEND Concern Form/Handwriting Concern

For the full document please see main website: www.beaufort.hants.sch.uk/Send

Teachers should undergo two rounds of assess, plan, do, review (APDR) and if the student continues to make less than expected progress given their age and individual circumstances concerns should be raised with the SEND department via a SEND concern form. These forms are reviewed alongside data drop information and information from the pastoral team before a decision is made as to whether to add the student to the SEND register under SEN Support (K). Once they are SEN Support a keyworker will assigned and a passport created.

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.

When there is an in-year transfer of a SEND student, then a member of the SEND leadership team will attend the admissions meeting. Information about the young person's needs can be discussed with the student and parent, and this can be combined with information from their previous school to make a support plan going forward. The school now has a fully qualified level 7 access arrangement assessor which means that any testing required can be undertaken even if they have arrived later than the start of the regular process of testing that begins in year 9.

3. How we make provisions for young people with SEND

We are an inclusive school and we endeavour to embed the principles of inclusion by ensuring that all students have access to a high quality inclusive education that meets their needs. The school is implementing new Hampshire SEND guidance on the implementation of 'Ordinarily Available Provision (OAP)' in our school. This guidance states: '*Research shows that inclusive environments can be achieved when consideration is given to: physical environments, systems and processes, curriculum design and when there is a prevailing culture relating to coproduction, parental engagement, relational approaches and strengths-based language use.*' This means that when we work together to create inclusive educational environments, there is less need for doing different things for different students because what works for young people with SEND, works for all learners, and as such we can ensure that effective support is universal.

Teachers will 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. Our focus is always on meeting the needs of the students that we have, directing support to where it is most needed at the right time, and helping our young people be aware of their strengths and supporting them to build their resilience and independence as learners.

How the curriculum is adapted to meet the needs of young people with SEND:

- Adaptations can be made to the content, delivery, materials and pacing of lessons as a way of meeting the needs of the students. Teachers and support staff will build on the strengths of a young person as a starting point and then identify weaknesses as a way of directing support where it is needed.
- Adapting teaching can take the form of for example, giving longer processing times, pre-teaching and over-learning of key vocabulary and concepts, reading texts aloud, or chunking instructions into smaller parts.
- Adapting our resources and staffing in a flexible way to direct support to where it is most needed at the right time. Curriculum Support (CS) lessons that focus on individual outcomes, prior learning and gaps in knowledge and understanding, and the consolidation of skills.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, or writing frames.

Accessibility

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. Appropriate confidential questionnaires are sent to prospective parents, students and staff at key times (admissions, recruitment, events) to enable staff to support stakeholders with their access needs.

For more information, our accessibility plan is available on the school website.
School Accessibility Plan for website.pdf (beaufort.hants.sch.uk)

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 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.

The school has implemented a 'call it out' system whereby students can report any bullying that they are subjected to These alerts are dealt with quickly by the pastoral team. SEND students are encouraged and supported to use this system. Keyworkers of SEND students and tutors are there as trusted adults who can work together to support the young person.

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 Education, Health and Care Plan (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.

There will be a programme of parent engagement events throughout the academic year which will increase opportunities for meeting with the SEND team. These events will include information meetings and workshops aimed at raising awareness of issues that affect young people and particularly those with additional needs, opportunities to liaise on support plans, sharing ideas, meeting key staff and other parents and signposting to further sources of support.

Recommended websites for parents/carers:

Hampshire Parent/carer network: **Hampshire Parent and Carer Network (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)
HCC Specialist Teacher Advisory Service Moodle page: https://sta.mylearningapp.com/

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 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 Communication Support Workers and Learning Support Practitioners) 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 Teacher of the Deaf, Mrs Donna Sandford. The Team is comprised of experienced Communication Support Workers (minimum BSL Level 3) and Learning Support Practitioners (minimum BSL Level 1). All staff within the team receive professional updates and work with organisations such as the HCC Specialist Teacher Advisory Service, HCC Resource Provision Network, Children's Hearing Services Working Groups (CHSWGs) 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 focused on the outcomes and provision for individual EHCPs and is reviewed half termly by class teachers, the Teacher of the Deaf and the Resource Base team. Communication Support Workers and/or Learning Support Practitioners and teachers work together on a day-to-day basis, planning and reviewing lessons.
- The Teacher of the Deaf together with curriculum subject leaders provide planning overviews, key vocabulary and resources for termly teaching used for day-to-day in-class support and Curriculum Support 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 focus on the outcomes and provisions of EHCPs, 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 Communication Support Workers and/or Learning Support Practitioners within the team.
- Students have at least one formal meeting each year (the Annual Review) of their EHCP.
- The Teacher of the Deaf and/ or Resource Base team 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, which is supported by the Resource Base team who see all students daily.
- Students have fortnightly sessions with a Deaf Instructor from the HCC 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 and/or the Qualified Teacher of the Deaf (QTOD) from the HCC Specialist Teacher Advisory Service.
- Post-16: The Teacher of the Deaf will 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 HCC Specialist Teacher Advisor (HL) 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. The Resource Base has close links with both local and national deaf organisations.
- Daily afterschool programme delivered in the Resource Base to support literacy, BSL, social development and self-esteem.
- Risk assessments are carried out prior to any off-site activity to ensure health and safety is not 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: D.Sandford@staff.beaufort.hants.sch.uk

5. Key members of staff:

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

SENDCO Mr Matt Coe
Email: Matt.Coe@staff.beaufort.hants.sch.uk

Teacher of the Deaf Ms Donna Sandford
Email: D.Sandford@staff.beaufort.hants.sch.uk

Assistant SENDCO Miss Lauren Webb
Email: Lauren.Webb@staff.beaufort.hants.sch.uk

SEND Administrator Mrs Angela Long

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

6. What training do staff have in SEND?

- SENDCO and ANCO have 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 2024
- SEND leadership team 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 have a member of staff who they could seek advice from, 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 SEND leadership team 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 and Transition Planning Meetings for some high needs K students
- 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 4/5 students from SEND team to support making the decision about which school to name on the EHCP
- Head of year and a member of the SEND leadership team carry out transition meetings for in-year transfer SEND students to ensure that information on how best to support the young person's needs is gathered and used to prepare a support plan
- SEND students who are also PP have access to a mentor who becomes part of the transition support team for young people with complex needs and socioeconomic challenges

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

- Assistant SENDCO to have oversight of support for transition planning which includes work experience support, study skills, exam anxiety intervention, help with college applications and extra transition visits to college.
- Taster days at college
- Appointments with careers advisor
- College SENDCOs invited to attend year 11 annual reviews
- 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:

download.asp (beaufort.hants.sch.uk)

10. Support Services and Multi Agency Working

Our SENDCO, Heads of Year, class teachers and 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 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?

The Local Offer has details of all the support within Hampshire to support parents of students with SEND. The SEND leadership team can 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 do not hesitate to contact the SEND leadership team by telephone or email:

A.Long@staff.beaufort.hants.sch.uk
01962 880073

The Complaints Policy is published on the school website.
Complaints procedure.pdf (beaufort.hants.sch.uk)