The HENRY BEAUFORT School

SEND Policy 2026 - 27

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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 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.

Statutory expectations from 2015 SEND Code of Practice:

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best.
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Definitions

The SEND code of Practice states that:
'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

• Has a significantly greater difficulty in learning than the majority of others of the same age, or

• Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided to others of the same age in mainstream schools or mainstream post-16 institutions.'

SEND: Special Educational Needs and Disabilities

SENDCo: Special Educational Needs and Disabilities Co-Ordinator

SEND leadership team: SENDCOs, and Assistant SENDCO

Aims of this policy

The Henry Beaufort School is a mainstream comprehensive school. 'Pride, Happiness and Ambition' is our vision for all our students. This policy is designed to meet statutory requirements.

We aim to ensure that:

- Students with learning difficulties can access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.

- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.

- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.

- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2015) and the Assess, Plan, Do, Review approach (APDR). ADPR is part of the Graduated Approach, a framework that is used to make a decision about the level of support and provision that a young person requires and which code they are assigned on the SEN register.

- We aim to include parents/carers and students in the planning and provision of support for students with SEND. Parents/carers are kept informed of any developments or changes to provision for the SEND student.

- We strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.

- We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, and by the most efficient use of all available resources.

- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

Identifying Needs

According to the 2015 SEND Code of Practice, identification of students with SEND should be built into the whole school system for assessment and progress. A school's provision for SEND is defined as support which is *additional to* or *different from* that which is available to all students. Students are monitored within the graduated response framework, the full version can be found on the school website here:

SEND might be identified through a lack of progress or where students do not reach age-related expectations. The first response to such progress should be high quality inclusive teaching (HQIT) targeted at their areas of difficulty. High quality teaching is part of the universal provision for all students, an initiative launched by Hampshire in 2025/6 and called OAP (Ordinarily Available Provision). [insert link to Hampshire doc here] Where progress continues to be less than expected the class or subject teacher concerns should be shared with the SEND team. This should be undertaken using the APDR (Assess, Plan, Do Review) approach. Ordinarily Available Provision (OAP) is the use of high-quality inclusive teaching and classroom adaptations that are universal and available to all students. All teachers are teachers of children and young people with SEND. A teacher will make adaptations within the classroom in response to a young person not making the expected progress. Adaptations will be reviewed and adjusted, and this process should be followed through two assessment cycles. If the young person is still unable to make the expected progress, then the teacher would complete a SEND concern and inform the SEND team. The SEND team would engage in evidence gathering and decide about the appropriate additional support that young person will need. If assessments indicate that a young person needs long term provision beyond OAP, the next level is SEN Support (K).

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop, or as they begin to be assessed in more formal ways. Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability. A child who has struggled in Primary school and required additional support, may catch up and be able to make expected progress during their secondary school journey. As progress is regularly reviewed, a young person who has a K code but is making expected progress and coping well with school could be re-coded. They would be classified as IN: Identified Need which means that their need is recognized, but that it can be met within ordinarily available provision (IN code is classified as Monitoring in Arbor).

At The Henry Beaufort School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The student performing significantly below expected levels.
- Concerns raised by parent/carer.
- Concerns raised by teacher.
- Liaison with external agencies, e.g., physical health diagnosis from pediatrician
- Year 9 access arrangements screening

If a student is identified as having SEND by the SEND leadership team, then their name will be added to the SEND register, as requiring SEND support, but we recognise that students' needs

may change over time; auditing of provision must reflect this. The aim of any additional provision is for the child to achieve age-related expectations, so once they reach this threshold, they may be removed from the school SEND support register. If they fall behind again at any point, then they may be added to the register again. Students with EHCP's will always remain on the register.

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.

Types of need

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education. If a student has SEND, then their needs will fit into one or more of these broad categories:

1. Communication and interaction (C&I)
2. Cognition and learning (C&L)
3. Social, emotional, and mental health (SEMH)
4. Sensory or physical need (SPN)

How we code these needs

We use three codes in our internal data management system (Arbor) for identifying Special Educational Needs and Disabilities:

E: Students with an Education Health and Care Plan (EHC) Plan. This is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. It is reviewed annually. These students make up the smallest proportion of our SEND register, as typically their needs are the most complex.

SEN Support (K): Students with identified SEND that are currently receiving academic support either in or out of class.

Identified Need (IN), also known as Monitoring (Arbor coding). Students who have identified SEND but their needs can be adequately met in class with high quality inclusive teaching (HQIT).

Teachers can use Arbor to easily view the student's SEND need and full details of the SEND register where students are coded with their broad category and further details of their specific needs. This information is replicated in SISRA [the school's data analysis system] to allow in-depth analysis following data drops on student attainment and progress.

How we teach students with SEND

The 2015 SEND Code of Practice states:
"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good

quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered."

At The Henry Beaufort School, subject teachers are responsible for the progress of all students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

The SEND leadership team is responsible for ensuring that:

- Teachers understand a students' needs.
- Teachers are trained in meeting those needs.
- Teachers have support in planning to meet students' needs.
- High quality provision across the school is efficiently managed.
- Teachers understand how to effectively use LSPs in the classroom.

Adapting the Curriculum and Curriculum Support

In March 2025 Hampshire LA released new guidance for SEN support in schools which they have called 'Ordinarily Available Provision (OAP)'. OAP relates to the underlying principles of inclusion, namely that when an inclusive learning environment is established, every young person is able to succeed. Their 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. Inclusion is only ever achieved through consistency of approach and when a culture and ethos is shared.'* The SEND team at Henry Beaufort have launched training on OAP principles and will be ensuring that they are embedded within the school as part of our commitment to maintaining a strong inclusive culture.

Subject teachers are responsible for planning lessons that are adapted in a way that meets the needs of every student. In some curriculum areas (English, Maths, and Science) students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum, and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- Varied activities
- Small group or 1-1 learning with an LSA.
- Pre-teaching content or vocabulary
- Over-learning topics
- To set alternative activities for home learning
- To provide specially targeted texts and resources appropriate for students' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties.

Sometimes students require additional support to make progress across the curriculum. When this happens the SENDCO or a Senior LSP may organise a provision for an individual or small group of students, which might include one of the following:

- ***Additional adult support in the classroom*** – Learning Support Practitioners (LSPs) are timetabled by the Assistant SENDCO, prioritising the needs of students with an EHCP.

LSP's work alongside the teacher to support the student's engagement in lessons and ability to access the work.

- ***1-1 or Small group intervention*** – when students come out of all or part of a lesson for a fixed number of pre-arranged sessions, for example, handwriting, reading, numeracy, study skills, organisation skills, social skills, *Autism Ambassadors*.

- ***Curriculum Support*** – if long-term intervention is needed, a student can sometimes be dis-applied from a subject on the national curriculum and offered 1-1 or small group sessions led by a member of teaching staff or senior LSP, to allow time for guided support with learning.

- ***Tier 3 Literacy Intervention*** – students identified as having a reading age of lower than 9 are entered into a Tier 3 Literacy intervention which is over seen by the Whole School Literacy Coordinator.

- ***Timeout Card*** – If a student is struggling with anxiety and managing the classroom environment, they may be issued a timeout card to enable them to remove themselves from some of the lesson. Each student with a timeout card will have an individual agreement which will be forwarded to their teachers.

Assessing and Review the Progress of Students with SEND

As per the 2015 SEND Code of Practice, monitoring students with SEND is built into the whole school system for assessment and progress. Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at the Henry Beaufort School includes:

- Regular data collection from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.

- In the case of intervention programmes, progress is reviewed every term, which might include testing or screening. These are reviewed by the SENDCO who uses the information to plan the next term's intervention programmes.

- In-class additional support is reviewed fortnightly at the Additional Learning Team meetings (and by the Resource Base Team). LSPs, CSAs, and teachers work together on a day-to-day basis, planning and reviewing lessons.

- Teachers are observed by senior leaders and line managers as part of the DITL process deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured. The Deputy Head Teacher (Curriculum) is responsible for the whole school data and tracks the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.

- In Year 9 all students are formally screened to assess whether they will require access arrangements for exams in Years 10 and 11.

- If a child has an Education, Health, and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCO (or Teacher of the Deaf if relevant) and attended by parents/carers, teachers, and outside

agencies involved in the student's education.

Accessibility in the school environment

- The school site is positioned on a hill, which means there are many steps. Additionally, two of the teaching blocks (Warsaw – science, and Berlin/Luxembourg – humanities/languages) have stairs but no lift. The Beacon Arts Centre also has stairs to the first floor but does have lift access.

- The site has been adapted so that all areas can be reached via permanent ramps, meaning that the ground floors of all buildings are accessible for wheelchair users or those with impaired mobility.

- The site has three disabled toilets and a gender-neutral toilet large enough to accommodate changing in the Prague block. These are located in the English block, and on the ground floor of the Beacon Arts Centre.

- There are two car parks on site – one at the top of the hill and one at the bottom. Both car parks have parking bays for disabled badge holders, marked clearly in yellow paint.

- We liaise with HEMTAS (Hampshire Ethnic Minority and Traveller Advisory Service) who assist us in supporting families with English as an additional language or with a Traveller background.

Support for social, emotional, mental and social health (SEMH):

We employ an ELSA (Emotional Literacy Support Assistant) who has been trained and receives regular supervision support from Hampshire Educational Psychology Service. The SENDCO and assistant SENDCO arrange this provision and Heads of Year can request this support for their students, when they consider it to be suitable. The areas of emotional difficulties that ELSAs provide for are specified social skills; friendships and relationships; anger management; loss and change; self-organization. There is also a social skills and drop-in group specifically for students with Autism who often struggle with anxiety in school.

Students who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school, where they are supported by LSPs to manage unstructured social time.

SEND training for staff

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year:

- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, or other staff with relevant expertise.

- The school works closely with other local schools, especially our feeder primary schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.

- SEND training forms part of the continuing professional development of all teachers and LSPs and is organised in accordance with the needs of our students. All staff at the school are trained in teaching and working with hearing impaired students, with updates at Induction and INSET days.

- The Resource Base for hearing impaired students with an EHCP is led by a Teacher of the Deaf (0.5 post). There is a Communication Support Assistant. 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.

Responsibilities for SEND

The Head teacher is responsible for the provision and progress of all students with SEND and can discharge this duty through the deployment of teachers and support staff. The Head Teacher is responsible for the daily management of all aspects of SEND, and part of the Head Teacher's role is to monitor and evaluate the effectiveness of the SEND Policy. All mainstream schools have a statutory duty to employ a qualified Special Educational Needs and Disabilities Coordinator (SENDCO), who is responsible for the day-to-day operation of the school SEND policy. The Resource Base is run by the Teacher of the Deaf, who also reports to the local authority.

Universal high quality inclusive teaching (HQIT) is a priority for all classroom teachers, who are responsible for the progress of all their students, including those with SEND at the Henry Beaufort School.

The Governing body, in cooperation with the Head teacher, determines the school's general policy and approach to provision for children with SEND.

- The SENDCO and the Teacher of the Deaf are each line managed by a member of the Senior Leadership Team. Regular meetings are held to review student progress and plan strategic development.

- The SENDCO and Teacher of the Deaf report to the governors annually to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is always maintained.

Specific responsibilities are as follows:

- The SEND leadership team has overall responsibility for the provision and monitoring of progress of all students with SEND. The SEND leadership team have responsibility for the deployment of LSPs, the provision of Curriculum Support and also planning, delivery and assessing a wide range of intervention programmes.

- A team of LSPs support students with EHCPs in lessons and where possible students with other
identified needs.

- We have ELSAs (Emotional Literacy Support Assistants) who have been trained by and receive regular supervision support from Hampshire Educational Psychology Service.

- All staff have a responsibility for differentiating their lessons appropriately to enable all students to access the curriculum.

Budget resources

We ensure that all students with SEND have their needs met to the best of the school's ability, within
the funds available.

The budget is allocated on a need's basis. The students who have the most complex needs are

given the most support.

SEND provision in the school is funded from:

1. SEND staffing allocation within the school's Budget share.
2. Funding attached to statements or EHCPs.
3. National SEND Budget including
    - That contained within Main Per Pupil element line.
    - SEND funding formula.

Resource Base for students who are D/deaf and/or Hard of Hearing

- The school has a resourced provision for students who are D/deaf and/or Hard of Hearing. Hampshire County Council determines admission.

- The Resource Base comprises of a suite of rooms including three tutorial rooms and an audiology room. It 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.

- The Resource Base supports the students' personal, social and emotional wellbeing, led by the Teacher of the Deaf.

- Support is tailored to meet the individual needs of each student which may include some specialist in class support (provided by the Communication Support Worker and/or Learning Support Practitioner) and/or individual specialist teaching in the Resource Base. One to one tutorials allow for preparation and reinforcement of the curriculum as well as the development of literacy, vocabulary and communication skills.

- Every 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.

- There are opportunities to take part in a range of events organised by both local and national deaf organisations and there is an annual school celebration of Deaf Awareness Week.

- Staff receive induction training in teaching and working with D/deaf students.

Resource Base Funding

The Resource Base is funded by the local authority and admits students on specific admission criteria with all students having an EHCP with a primary need relating to their hearing loss. The Budget is funded by the local authority according to:

a) the number of students on roll within the Resource Base and
b) any additional support required for individual

students. This income is used to fund:

1. The TOD (Teacher of the Deaf) in charge of the Resource Base.
2. A CSW (Communication Support Worker) and LSP (Learning Support Practitioner).
3. Administrative support attached to the Base.
4. The purchase and maintenance of Audiological and Specialist equipment.
5. Teaching resources and staff training.

Complaints

The school will seek to deal with any complaints both quickly and effectively, and this may involve the SENDCO or the head teacher. If the complaint involves the local authority, then the school will follow the complaints procedure as laid down by the local authority's policy for SEND.

Complaints procedure.pdf (beaufort.hants.sch.uk)

This policy links to the following documents available on our school website:

- SEND information report
- Accessibility Plan
- Anti Bullying Policy
- Access Arrangement policy
- Graduated Response Framework
- Positive Behaviour Policy
- Restrictive Physical Intervention Policy
- Single Equality Policy
- Medical conditions 2023
- Attendance Policy
- Safeguarding Policy
- Child Protection Policy
- Positive Mental Health Policy
- The SEND Code of Practice
- Teaching and Learning Policy