

Beauchamps High School (SEND School Offer)

In accordance with the Local Authority SEND offer

SCHOOL ETHOS

To be the best you can be

We value the contributions made by all children, professionals and parents / carers to help enhance and maintain our inclusive school community.

Our vision is

Every student has the potential to achieve far reaching goals. They need the right teaching and learning conditions, but above all, they need the inspiration to succeed. Beauchamps High School is committed to ensuring that everyone within the school community – staff, students, parents, carers, governors – plays a valued and trusted role in the life of the school; we are members of a wide and inclusive family. Every member of this family is an integral part of day to day life here and plays an equally important role in the success and wellbeing of the students.

Caring for the individual at Beauchamps High School is a high priority, EVERY CHILD MATTERS. All students are valued for their talents and achievements both in school and in the community. We provide a caring environment in which staff are supportive of individual needs, with a focus on abilities not disabilities.

The school recognises that a child or young person has Special Educational Needs or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the SEND Code of Practice (2014), they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The school makes provision in accordance with the SEND Code of Practice [2014], the SEN and Disability Act [amended 2001], The Equalities Act [2010]; The Statutory Guidance for Supporting pupils at School with Medical Conditions Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.2006]. Our school Offer and our practice aim to reflect these principles.

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Special Educational Needs are categorized as difficulties with cognition and learning; communication and interaction, and social, emotional and mental health; physical and sensory needs.

The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion considered in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents/carers and outside agencies to identify needs, provide support for them and monitor the progress of all students. We plan provision and set outcomes together in a person-centered approach.

We welcome parents/carers and prospective parents/carers to visit our school meet our SENCO and other key people in the Learning Support Department and Social, Emotional and Mental Health Team.

SEND Statement

Here at Beauchamps we expect **ALL** children to make progress appropriate to their abilities. We push all of our children to try to exceed targets both in and out of the classroom. We expect our children with Special Educational Needs and Disabilities to try hard in lessons. They should expect the same from us;

We promise to support our SEND students by planning differentiated, engaging and accessible lessons so they can reach their goals.

We recognise their abilities are different and our aim as educators is to help them realise their potential by removing any barriers which may prevent them from doing this.



"Nobody rises to low expectations."

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The arrangements for consulting parents of students with special educational needs

We work hard to include parents/carers in their children's education. From making an application for a place and throughout their child's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:

- Meetings to agree transition arrangements and support;
- Regular meetings to discuss progress with the SENCO, Preparing for Adulthood Curriculum Leader, Mental Health Lead and other appropriate member of staff;
- Statutory meetings and reviews.
- Response to a request from parents for a meeting by email or telephone.
- Email conversations
- Telephone conversations
- Parents' Evening where the SENCo is available

Beauchamps High School has a Governor, Mr Paul Strange, responsible for Special Educational Needs

The arrangements for consulting young people with special educational needs and involving them in, their education

The young person is central to the planning for, and the review and evaluation of their special educational needs. Students have a One Page Profile or One Plan to inform teachers of their needs and requirements; students are actively involved in the writing of these documents. The school has Student Ambassadors for SEND who are involved in:

- Transition Days for Year 5 and 6 students
- Open Evenings
- Guided Tours for Year 6 parents/carers
- Year 5 Activity Day
- Nurture Group sessions

There is a Student Council, which meets regularly.

Students participating in Transfer Review meetings and Annual Reviews about their progress and help decide on outcomes for the future. Students with particular medical/sensory needs are supported to prepare presentations for their peers and teachers about their condition, if they so wish.

The Curriculum Support Department operate an open door policy for all students regardless of identified need, we aim to support all students who require additional support or reasonable adjustments.























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The name and contact details of the SENCo

SENCO - Heather Clarkson as of 22.4.19 – contactable on 01268 735466 / hclarkson@beauchamps.essex.sch.uk

Other members of the Learning Support Department are:

<p>Miss Clarkson - SENCo / Assistant Head Teacher</p> 			
<p>Mrs Allan - Mental Health Lead</p> 		<p>Mr Adkin - LSA</p> 	
<p>Mrs Long - Preparing for Adulthood Curriculum Leader</p> 		<p>Miss Day - LSA</p> 	<p>Mrs Trower - LSA</p> 
<p>Mrs Ingram - Senior SEND Coordinator</p> 	<p>Mr Souter - Bespoke Provision Coordinator</p> 		
<p>Mrs Edwards - Nurture Group Facilitator</p> 	<p>Mrs Stephens - Preparing for Adulthood Facilitator</p> 	<p>Mrs Wybrow - Wellbeing Mentor</p> 	
<p>Mrs Johnson - LSA</p> 	<p>Miss Pinnock - LSA</p> 	<p>Mrs Summerfield - LSA</p> 	
<p>Miss Maker - LSA</p> 	<p>Mrs Dawson - LSA</p> 	<p>Miss Snape - LSA</p> 	<p>Miss Cubbit - LSA</p> 
<p>Mrs Thompson - Anxious School Refuser Lead</p> 	<p>Miss Langston - SEMH</p> 	<p>Miss Anderson - LSA</p> 	
<p>Mrs Bourne - LSA</p> 	<p>Interventions Lead</p>		

Complaints Procedures

As a school, we work hard to be in effective communication with children and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with collaboratively.

If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCO has been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available by request – sets out clearly what the steps are to draw these concerns to the school's attention.

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Information on where the Local Authority's local offer is published

For information regarding The Essex Local Offer please see ECC website.

<http://www.essexlocaloffer.org.uk/>

Identification and Early Intervention

Our method of identification for SEND follows a graduated approach and will include:

- Liaison with primary feeder schools to discuss current level of support upon transition
- On entry, all students undertake reading and spelling tests
- On entry, all students undertake SATS and CATS testing
- Mid-year transfers use information from the previous school and internal testing
- Subject teacher raises a concern with SENCo or other key members from the Learning Support Department
- SENCO or other key members from the Learning Support Department observe student in subject area and collect feedback
- Whole school reading tests yearly [Yr 7 to 11]
- A range of assessments are used to identify specific low frequency needs and appropriate interventions to be put in place.
- Liaison with parents and carers

Early Intervention

- Suggested strategies are put in place by subject teacher and reviewed after next assessment date
- Curriculum Leaders also track students after every report cycle and are responsible for delivering subject specific interventions.
- Access Arrangements for examinations and assessments are implemented following appropriate assessments as required.

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Special educational needs and disabilities can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Disabilities

The school will work closely with the student and their parents/carers to identify what support is needed, what are the specific barriers to learning and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:

- 1-2-1 small group intervention with a literacy and numeracy focus
- Nurture Groups
- Specific equipment requirements or modified resources
- Daily phonological development programme to support students accelerating progress.
- Thrive Therapeutic Approach

All interventions are monitored and evaluated for the effectiveness of their impact.

Provision beyond the universal differentiated classroom approach and learning arrangements take the form of high quality first teaching and learning. Schools have funding identified within their overall budget to provide high quality, appropriate support. Where there is significant need additional core funding may be sought and the Local Authority requested to carry out an assessment and an Education Health Care Plan [EHCP] developed, this should take no more than 20 weeks.

A student with an EHCP has a One Plan which is developed in collaboration with the student and family, staff and other professionals, as appropriate.

Progress is reviewed regularly and adaptations to the provision are modified appropriately. The quality, appropriateness and impact of provision will be reviewed regularly.

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Provision

In order to fulfil our commitment to fully support every student to achieve their full potential, we have in place a range of specialist interventions and continue to seek new ways of providing support. Individual, personalised programmes/timetables may be created in exceptional circumstances after consultation with the student and parent/carer. Examples of the kind of support we can provide are:

Wave One – In class, First Quality Teaching	Wave Two – additional in school support away from the mainstream classroom mostly	Wave Three – High level of intervention, maybe involving external agencies
<p>Quality first teaching to include differentiations such as;</p> <ul style="list-style-type: none"> - Smaller tasks - Check lists - Modelling - Sentence starters - Specific coloured paper - Printed worksheets - Extra time to complete work - Word definitions - Differentiated tasks both in class and for homework - Differentiated assessments for very low ability students - Specific seating plans - Brain breaks - Dyslexia friendly fonts and backgrounds on PP - CPD training regarding specific areas of SEND - Use of a laptop - Writing frames - Scaffolding - Exam access arrangements - Chunking instructions - Doodle pad use - Mini whiteboard use 	<p>Support which is likely to occur mostly outside the mainstream classroom but still on school site;</p> <ul style="list-style-type: none"> - Wellbeing mentor - Literacy intervention - Numeracy intervention - Social stories and skills intervention - Anger management - Lunch and break clubs - Homework club - Zones of regulation - Key worker check ins - One Plan meetings - EHCP reviews - Students mentoring - ASDAN - COPE Pathway - Preparing for Adulthood Pathway - Hand writing - Early start for regulation time - Lexia - Reading intervention - LSA support in lessons - Travel training - Dyslexia intervention - Examination access arrangements - Examination training - Early lunch card 	<p>Support which is likely to occur using services external to school staff and may occur off school site;</p> <ul style="list-style-type: none"> - Cognitive behaviour Therapy (in school) - Alternative Provision Plan - Bespoke Timetable - EMHP counselling - Educational Psychologist - Speech and Language Therapist - Inclusion Partner - Engagement Facilitator - Occupational Health service - Young carers - SENDIASS - School nurse - CAMHS - St Luke’s bereavement counselling - CSS mentoring service and referral process - Reach – Nurture Group Programme - BEP - Targeted Youth Worker Mentoring - West Ham mentoring

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Training and Expertise

There is a clear expectation that all members of staff make a significant contribution to raising standards of achievement. There is a clear expectation for Quality First Teaching as the first step in a graduated response. The SENCO, Mental Health Lead, Senior Staff and Governors are committed to providing necessary support and training. The SENCO and Mental Health Lead run regular training sessions.

The Curriculum Support Department have wide ranging qualifications, skills and expertise in SEND. Specialisms include:

- Dyslexia
- Occupational Therapy
- Competence in Educational Testing
- Thrive Therapeutic Approach
- TPP – Trauma Perceptive Practice
- Autism
- Speech and Language
- Behaviour Management
- Emotional Wellbeing
- Counselling

The CPD Plan for SEND is part of the overall School Strategic Development Plan which is reviewed termly by SLT and Governors. The SENCO and Senior SEND Coordinator makes contact with any additional services required and facilitates their involvement to increase the knowledge base of staff.

The Learning Support Department has regular meetings to disseminate information and advice. The Senior Team provide in-house training for LSAs. All newly appointed LSAs have a fully inclusive induction programme in place. At Performance Management Reviews, training requirements are discussed. The SENCO holds regular training sessions for all staff in Twilight Meetings, Weekly Briefings and SEND Workshops.

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Quality First Teaching and Personalisation

Beauchamps is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of the student.

- All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies is required
- All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs
- Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be

The SENCo attends:

- Parents' Evenings to discuss progress
- ECM Meetings weekly with Headteacher, Safeguarding Leads and Mental Health Lead

The SENCo tracks all students on the SEND Register after every report cycle and initially raises concerns with subject leaders and then helps make purposeful plans for improvement, involving the child and parents/carers at every stage.

Graduated Provision – Assess, Plan, Do, Review

The agreed Individual One Plan records the outcomes and targets for the forthcoming term. These are shared with subject leaders and support staff as appropriate as well as copies for students and parents. Suggested strategies are put in place by the subject teacher and reviewed after the next assessment

Each term, the subject teacher reports on progress towards next step targets. Any concerns and achievements are shared with the SENCo / PFA Curriculum Lead, Senior SEND Coordinator and Mental Health Lead.

Subject Leaders track students' progress closely after every report cycle and also have access to their own interventions.

Key members of the Learning Support Department meet with the parents/carers and student for a review meeting to discuss progress and next steps. An amended / new Individual One Plan is created.

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Equipment and Facilities for SEND

Beauchamps works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as educational psychologist, occupational therapy and specialist nursing team. Our broad approach here is captured in our school policies which are available on our website or on request.

- Disabled toilets
- Ramps
- Lifts
- Modified furniture
- Travel Training
- Mobility training
- Access to specialist teacher input i.e. PNI, HI, VI
- Coloured overlays
- Access to laptop & tablet technology
- Physiotherapy equipment
- Specialist PE equipment
- Access Arrangements for exams

Early Intervention and the Education Health and Care Plan

The Governing Body is committed to meeting the aims of the school. Its mission statement is explicit and it manages the schools budget to ensure best value and effective use of resources by:

- Publishing policies on the website or making them available on request
- Demonstrating good financial management
- Ensuring resources are fit for purpose and fully inclusive
- The SENCo signposting, recommending and instigating links to services to meet identified needs
- The SENCo and Headteacher completing an Annual SEND SDP which identifies focus/needs
- The SEND Governor visiting and reporting to the Governing Body and Headteacher

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The following may provide support:

- The SENco
- Any member of the Learning Support department
- SENCAN (Local Authority)
- The School Nurse
- Occupational Therapy
- An optometrist
- GP Surgeries
- The school's PHSE/ Citizenship programme and CEIAG
- The school's RSE programme
- Personalised KS4 Programmes to include the pathway – Preparing for Adulthood
- Transition arrangements KS2-KS3 SENCo/Senior SEND Coordinator to attend annual review and transition meetings
- The Transition Pathways service (Yr 9-KS4/KS5)
- Travel Training
- Professionals meetings
- Mental Health Lead

Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult. This includes:

- Close liaison with Primary feeder schools to ensure successful transition into secondary school
- Working with the Transition Pathways Service (Yr9-KS4/KS5)
- The school's PHSE/ Citizenship programme and Careers Education and Information Advice and Guidance
- Travel Training
- Personalised KS4 Programmes to include the pathway – Preparing for Adulthood
- Facilitating transfer to appropriate Post 16 education or apprenticeships supported where appropriate by the LA Information Advice and Guidance officer for SEND