

Beauchamps High School (SEND School Offer) - September 2019

In accordance with the Local Authority SEND offer

Introduction

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, 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 (SEN) 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 taken into account 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, SEND Manager and the Learning Support Team. Our Website has useful information and you may want to read our policy documents.

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, SEND Manager or other appropriate member of staff;
- ✓ Statutory meetings and reviews.
- ✓ Response to a request from parents for a meeting by email or telephone.
- ✓ Email conversation
- ✓ Telephone conversation
- ✓ Parents' Evening when the SEND Manager is present.

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 Learning 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 6 students
- ✓ Open Evening

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- ✓ Guided Tours for Year 6 parents/carers
- ✓ Year 5 Activity Day

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.

The name and contact details of the SEN Co-ordinator

SENCO - Heather Clarkson

Elaine Long is the school SEND Manager. She is contactable by telephone [01268 735466] or

Email: senco@beauchamps.essex.sch.uk. She plays a key role in the life of the school and regularly meets with senior staff, teachers, Learning Support Assistants, families and Mr Geoff Flowers [Chair of Governors].

Heather Clarkson, with the Headteacher and Bursar, is responsible for managing the SEND budget and, with the Headteacher and Governors, determining the strategic development of SEND policy and provision.

Sandra Ingram is the Deputy SEND Manager and is contactable by telephone [01268 735466] and email senco@beauchamps.essex.sch.uk

Our Special Needs Team are:

SENCO - Heather Clarkson

Deputy SENco – Hannah Tippler

SEND Manager – Elaine Long,

Deputy SEND Manager – Sandra Ingram

HLTAs (Senior Team):

Jill Flowers and Pauline Saunders

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9 Learning Support Assistants and 2 apprentices. 1 x Wellbeing Mentor, Mrs Wybrow (Senior Team)

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 / SEND Manager 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.

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 SEND Manager/Deputy SEND Manager/Senior LSA/CP officer
- ✓ SENCO / SEND Manager/Deputy SEND Manager/Senior LSA observe student in subject area
- ✓ 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.
- ✓ Speech and Language screening of lowest readers to explore language issues and suggest interventions.
- ✓ 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 external examinations are put in place 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, mental and emotional health
4. Sensory and/or physical

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
- Input from specialist teachers may be available in specific cases
- Specific equipment requirements or modified resources
- Daily phonological development programme to support students accelerating progress.

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 Student Learning 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:

Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
<ul style="list-style-type: none"> ✓ In class support ✓ Information for teaching staff on SEND ✓ Student One Plan ✓ Access to Learning Support Department at break and lunch time ✓ 1:1/small group speech and language ✓ CoPE/ASDAN/ ✓ Advice from external Speech and Language Therapist ✓ 1:1/small group Social Skills workshops ✓ Behaviour workshops ✓ Specialist Teacher Advice ✓ Anger Management intervention 	<ul style="list-style-type: none"> ✓ In class support ✓ Information for teaching staff on SEND ✓ Student One Plan ✓ HLTA Dyslexia Specialism ✓ Reading Intervention ✓ Spelling Intervention ✓ CoPE/ASDAN ✓ Access Arrangements ✓ Small group Literacy work ✓ Accelerated Reading ✓ Transition Pathways ✓ Travel Training ✓ Alternative Provision for KS4 identified students ✓ Cashless cafeteria ✓ Alternative pathways for a small selection of students with a high level of need 	<ul style="list-style-type: none"> ✓ In class support ✓ Student One Plan ✓ Information for teaching staff on SEND ✓ CoPE/ASDAN ✓ Mentors/Coach ✓ Access to Learning Support Department at break and lunch time ✓ 1:1/small group Social Skills ✓ St Luke's Bereavement Counselling ✓ On site counsellor ✓ Anxiety workshops ✓ Emotional Literacy/behaviour workshops ✓ Wellbeing mentor ✓ Cognitive Behaviour Therapy (CBT) sessions delivered by Mrs Tippler 	<ul style="list-style-type: none"> ✓ In class support ✓ Student One Plan ✓ Information for teaching staff on SEND ✓ Input from specialist teacher ✓ Specific equipment ✓ Input from Occupational Therapy ✓ Physiotherapy ✓ Support from OT and Specialist Teacher Team ✓ Quiet lunch club ✓ Timeout pass for selected students ✓ Leave lesson early pass for selected students

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<ul style="list-style-type: none"> ✓ Social Interaction ✓ Transition Pathways ✓ Travel Training ✓ Alternative Provision for KS4 identified students 	<p>Clubs Include:</p> <ul style="list-style-type: none"> ✓ Homework ✓ Lexia ✓ Handwriting club 	<ul style="list-style-type: none"> ✓ Specialist Teacher advice ✓ Advice from medical professionals ✓ Transition Pathways ✓ Travel Training ✓ Alternative Provision for KS4 identified students ✓ YOTS ✓ ECM team 	<ul style="list-style-type: none"> ✓ Transition Pathways ✓ Travel Training ✓ Alternative Provision for KS4 identified students ✓ Lifts and ramps ✓ Yellow stripes on stairs ✓ Disabled toilets
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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, SEND Manager, Senior Staff and Governors are committed to providing necessary support and training. The SENCO and SEND Manager runs regular training sessions.

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

include: Dyslexia

Fine and Gross Motor Skills

Physiotherapy

Autism

Speech and Language

Behaviour Management

PE

Languages

Emotional Wellbeing

Counselling

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

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The Learning Support Department has regular weekly 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 SEND Manager and Deputy SEND Manager and senior team deliver SEND information at Staff Briefing in September for New Intake.

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

SENco and SEND Manager attends:

- ✓ Parents' Evenings with an open door policy to discuss progress
- ✓ ECM Meetings weekly with Headteacher and fortnightly ECM team meetings

The SENco tracks all students on the SEND Register after every report cycle and initially raises concerns with subject leaders. He leads weekly meetings with LS Department to monitor progress, wellbeing and achievements. The use of Specialist Teacher reports, consultant visit notes, reading and spelling monitoring and observations are used to ensure all students achieve their full potential and interventions are assessed termly to track levels of progress.

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 / SEND Manager/Deputy SEND Manager/Student Support Manager (CP officer). The SEND Manager/Deputy SEND Manager may observe the student in the subject area.

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

The SEND Manager meets 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 specialist teachers, 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 SEN SDP which identifies focus/needs
- ✓ The SEND Governor visiting and reporting to the Governing Body and Headteacher

The following may provide support:

- ✓ The SENco
- ✓ The SEND Manager
- ✓ SENCAN (Local Authority)
- ✓ The School Nurse
- ✓ Occupational Therapy

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- ✓ An optometrist
- ✓ GP Surgeries
- ✓ The school's PHSE/ Citizenship programme and CEIAG
- ✓ Personalised KS4 Programmes
- ✓ Transition arrangements KS2-KS3 SENCo/Assistant SENCo attend meetings at feeder school prior to transition
- ✓ The Transition Pathways service (Yr 9-KS4/KS5)
- ✓ Travel Training
- ✓ Professionals meetings
- ✓ SEMH 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
- ✓ Facilitating transfer to appropriate Post 16 education or apprenticeships supported where appropriate by the LA Information Advice and Guidance officer for SEND