

# **Beauchamps High School**



## **Special Education Needs and Disabilities (SEND) Information Report**

**September  
2019**

## **Beauchamps High School (SEND) Information Report**

### **School Vision:**

**The Beauchamps community is a family, in which everyone aspires to achieve their best and beyond.**

We welcome the contributions made by all students, professionals and parents/carers to help enhance and maintain our inclusive school community where everyone feels welcome and valued.

### **Our vision is;**

Every student has the potential to achieve far reaching goals. They need the right teaching and learning conditions with understanding of all needs, but above all, they need the inspiration to succeed.

Beauchamps High School takes a whole school inclusive approach to students with special educational needs and disabilities, recognising that the aims of the school are the same for all students, whatever their abilities.

We welcome parents/carers and prospective parents/carers to visit our school meet our SENCO, SEND Manager and the Learning Support Team.

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.

As defined in the SEND Code of Practice (2014), the school recognises that a young person has a learning difficulty or disability if 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 accessing educational facilities 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 [2015], the SEN and Disability Act [amended 2015], The Equalities Act [2015]; The Statutory Guidance for Supporting Pupils at School with Medical Conditions Index for Inclusion [updated 2017] the Discrimination and Disability Act [Dec.2010]. Our school Offer and our practice aim to reflect these principles.

### **1. The kinds of special educational needs that are provided for:**

Parents will know that special educational needs and provision are categorised in four broad areas

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

The school will work closely with the young person and their parents to identify what support is needed to access the curriculum and environment, what the specific barriers to learning are 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 or small group support groups for literacy, numeracy and personal and social development
- Advice and recommendations from specialist teachers / educational psychologists
- Specific equipment requirements

All interventions are monitored and evaluated for the effectiveness of their impact by the SENCO and SEND Manager.

## **2. Information about the school's policies for the identification and assessment of students with special educational needs, including the name and contacting details of the SEND Manager**

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, SEND Manager/Senior LSA/CP officer
- SEND Manager/Senior LSA observe student in subject area
- Whole school reading tests yearly [Year 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.
- Students with disabilities are assessed according to their needs including health and safety considerations

Suggested strategies are then put in place by the SENCO and SEND Manager.

Senior Leadership Team (SLT), Subject Leaders, Heads of Year and SEND Manager will track students after every report cycle and then review students' progress in their subject.

If there is no improvement the SEND Manager will meet with parents to discuss concerns/possible next steps. If further action is required the student will be placed on the Special Educational Needs register and a One Plan is drawn up with parents / carers, young people and SEND team. This is reviewed together termly. If progress is still not made then the SENCO / SEND Manager will contact appropriate outside agencies and seek further advice and support for the student.

Some students with social, emotional and mental health needs may access support more urgently depending on need.

Heather Clarkson is the school SENCO. She is contactable by telephone [01268 735466] or [email senco@beauchamps.essex.sch.uk](mailto:senco@beauchamps.essex.sch.uk).

## **3. The arrangements for consulting parents of children with special educational needs.**

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 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 or Deputy SEND Manager is present

## **4. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Young people are central to the planning for, and the review and evaluation of their special educational needs. We operate a person centered approach to support for students with SEND. All students with SEND have a One Plan to inform teachers of their needs and requirements and to record and monitor targets set towards agreed outcomes.

Students and parents 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
- Guided Tours for Year 6 parents/carers
- Year 5 Activity Day
- Staff Training
- Student Mentoring

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

#### **5. Arrangements for assessing and reviewing children and young people towards outcomes, including opportunities to work with parents and young people as part of this assessment and review.**

Formal meetings are planned termly as part of the cycle of Assess, Plan, Do, Review cycle. We meet with parents and students to review the young person's progress towards planned outcomes and to look at their attainment over the previous term. Where areas of development are identified or new needs come to light, this is an opportunity to plan what support and intervention might look like over the coming year.

Other opportunities to discuss this include:

- Correspondence via email or telephone
- Information sent by text about achievements
- Termly mentoring session with students
- Ad-hoc meetings with parents to discuss progress
- SENco and SEND Manager availability on Parents' Evenings
- Transfer review information evening

#### **6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.**

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

- Close liaison with primary feeders to ensure successful transition into secondary school
- Working with the Transition Pathways Service (Yr9-KS4/KS5)
- School's PHSE programme & careers guidance/education
- Organising travel or mobility training
- Facilitating transfer onto appropriate Post 16 college courses
- Alternate KS4 curriculum provision with focus on confidence, team and life skills
- Personalised KS4 programmes
- Additional transition meetings
- Professionals' meetings

Where appropriate we ensure that we are facilitating additional transition visits to Universities to make sure that opportunities for support are presented to students and that they are comfortable and confident in making the transition to University.

We would do the same for employment via apprenticeship or supported internship so that we know the young people who are leaving Beauchamps High School for another setting have all the tools they will need to have for the appropriate environment.

## **7. Approach to teaching children and young people with SEND.**

In order to fulfil its commitment to fully support every child to succeed, the school already has in place a range of specialist interventions and continues always to seek new ways of providing support. Examples of the kind of support we can provide will be found in the table in appendix A.

The school 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 majority of children and young people. Beauchamps High School aims to ensure that:

- All staff provide high quality first teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum
- Members of staff understand that they are all teachers of students with special educational needs
- 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

Details of provision can be found in appendix A.

### **Graduated Provision – Assess, Plan, Do, Review**

The agreed One Plan records the needs and strategies for how to best support each student with SEND. They also include 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 SENco and SEND Manager meet with the parents/carers and student for a review meeting to discuss progress and next steps. An amended / new One Plan is created.

## **8. How adaptations are made to the curriculum and the learning environment of children and young people with SEND**

Beauchamps High School works hard to ensure that no student is disadvantaged in terms of access to 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

Planned lessons take in to account the differing needs of the students, using advice and guidance from the One Plan or from one of the SEND team to ensure learning is fully accessible by all students. This may mean that work is differentiated or that there are specific resources which are used to ensure that all reasonable adjustments to overcome barriers to learning have been made.

**9. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

All staff at the school follow a regular programme of continuous professional development, including training on special educational needs internally by the SENCo and other external agencies. Staff also attend external courses on meeting the needs of students with special educational needs and disseminate this information on their return to school.

**10. Evaluating the effectiveness of the provision made for children and young people with SEND.**

All specialist provisions eg, Speech and Language, Occupational Therapy, Social Groups and Counsellors collect data using personal targets and, or standardised scores to identify where progress is made and what this looks like; even if this is 'soft' data which relates to less quantifiable areas such as resilience or emotional literacy.

In addition, teacher generated progress data is reviewed each half term and this helps evaluate to some extent the impact of in class support. Where good progress is being made, practice is examined and shared with other staff to ensure there is consistency in delivery.

**11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND**

If a young person who has additional needs wishes to participate in any school based or extra-curricular activity then reasonable adjustments are made to accommodate this.

**12. Support for improving emotional and social development including pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.**

The young person is central to the planning for, and the review and evaluation of their special educational needs. All students with SEND have a One Plan to inform teachers of their targets, needs and requirements; Students and parents / carers are actively involved in the writing of these documents. In addition to student ambassadors there is a Student Council, which meets regularly.

Students attend Transfer Review meetings and Annual Reviews about their progress and their views are actively sought. They help to establish their 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. Beauchamp's lead on Social, Emotional and Mental Health (SEMH) provision is Mrs Hannah Tippler (Deputy SENCo).

**13. How the school involves other bodies, including health and social care, local authority support services and voluntary sector organisations.**

Beauchamps High School is strongly committed to working in partnership with colleagues from outside agencies to address the needs of students.

The school has strong working relationships with a number of external agencies including:

- The School Nurse Team,
- The Educational Welfare Service
- Transition Pathway Service
- Child Support Services
- Police Liaison,
- The Educational Psychology Service
- The Specialist Teacher Team,
- The Ethnic Minority and Traveller Achievement Service

Professionals from these and other services are regularly in school to work with students either individually or in small groups and provide advice to school staff. When their involvement is specifically to address the needs of individual students parents/carers will be contacted in advance and permission requested. Parents/carers may be invited in at the request of the outside agency professional.

#### **14. Arrangements for handling complaints from parents and carers of children and young people with SEND about the provision made at the school.**

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 and SEND Manager has been unable to reassure them that their child's needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school's attention.

#### **15. How the school celebrates success of those students with SEND**

Students with SEND have their successes celebrated alongside their peers using the schools rewards system. Students are selected for end of year awards and there are discreet awards for young people who have overcome particular difficulties. We regularly celebrate the achievements of students who make excellent progress in lessons with texts and postcards home. Many students are celebrated for significant achievements by a photograph with the Headteacher which goes into the school newsletter. The SEND department has a designated page in the school newsletter, this is coordinated by the SEND ambassadors.

#### **16. The contact details of support services for the parents of students with special educational needs**

If you are a parent or carer to a child or young person with special educational needs/disabilities, the Essex SENDIASS service can help. They offer information and support over the telephone or in person.

To make a referral call 03330 138913 email [SEND.IASS@essex.gov.uk](mailto:SEND.IASS@essex.gov.uk)

Further information can be found on the local authority's website:  
<http://www.essex.gov.uk/Education-Schools/Schools/Pages/Default.aspx>

SEND: guide for parents and carers on  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The local authority's Local Offer can be found on their website:  
<http://www.essexlocaloffer.org.uk/categories/education> and outlines their responsibilities in relation to students with special educational needs and disabilities and the support available

## 17. Impact of Intervention

All Intervention is monitored and evaluated to measure impact and cost effectiveness. Whenever possible, training is given to staff to ensure that the intervention is sustainable and replicable and therefore is more widely available.

We monitor and evaluate the impact of all interventions including specific phonics program we have delivered

### Outcomes for students in year 11 and 13 with SEND

All students who have special or additional needs have made a positive transition to education or employment at Post 16, some of whom gained enough points to remain at Beauchamps and study 'A' levels. Most students with additional needs leave the school at 16 and join appropriate courses at one of our local colleges.

### Current Data

#### Number of students on SEND register - 137

	Send support	EHCP	Total students in year group	Percentage of year group
Year 7	25	1	248	10.4%
Year 8	26	6	248	12.9%
Year 9	16	8	253	9.3%
Year 10	25	5	237	12.6%
Year 11	20	5	235	10.6%
Year 12	1	0	108	0.9%
Year 13	4	0	64	6.2%
Total SEND percentage – lower school			1226	11.1%
Total SEND percentage – Sixth Form			172	2.9%
Total SEND percentage lower school and Sixth Form			1398	10%

### SEND Categories of need

	Communication and interaction	SEMH	Cognition and learning	Sensory and/or physical
Year 7	5	3	16	3
Year 8	8	9	16	1
Year 9	9	4	10	1
Year 10	11	8	11	0
Year 11	7	5	12	1
	40	29	65	6

### Categories of need for lower school

Communication and interaction	SEMH	Cognition and learning	Sensory and/or physical
29%	21%	47%	3%

Children diagnosed on the Autism Spectrum = 33 / 24% of SEND students.  
2.6% of the lower school population.



## P8 Analysis

Value	SEND EHCP	SEND Support	NSEND
%Positive P8 En	25%	22%	50%
%Positive P8 Ma	0%	55%	51%
%Positive P8 Ebacc	0%	22%	56%
%Positive P8 Open	25%	16%	42%

## English and Maths Combined

Value	SEND EHCP	SEND Support	NSEND
9-7 EM	0%	0%	14%
9-5 EM	0%	16%	51%
9-4 EM	25%	32%	75%

## Additional Data

Value	SEND EHCP	SEND Support	NSEND
Science 44+	25%	32%	69%
At least 1 qualification	100%	100%	100%

## English

Value	SEND EHCP	SEND Support	NSEND
APS English	3.5	3.42	5.73
%4+	50%	53%	90%
%5+	25%	26%	77%

## Maths

Value	SEND EHCP	SEND Support	NSEND
APS Maths	1.25	3.05	4.98
%4+	25%	32%	77%
%5+	0%	21%	55%

## Appendix A

The table below identifies examples of the provision to support students with special educational needs and disabilities. The table provides a detailed but not exhaustive list of the support provided at Beauchamps High School

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. The effectiveness of this support is reviewed termly by SEND Manager, SLT and Governor in charge of SEND. 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"> <li>• In class support</li> <li>• Information for teaching staff on SEND</li> <li>• Student One Plan</li> <li>• Access to Learning Support Department at break and lunch time</li> <li>• 1:1/small group speech and language</li> <li>• CoPE/ASDAN/Employability Course</li> <li>• Advice from external Speech and Language Therapist</li> <li>• 1:1/small group Social Skills workshops</li> <li>• Specialist Teacher Advice</li> <li>• Social Interaction</li> <li>• Transition Pathways</li> <li>• Travel Training</li> <li>• Alternative Provision for KS4 identified students</li> <li>• Anger Management intervention</li> </ul>	<ul style="list-style-type: none"> <li>• In class support</li> <li>• Information for teaching staff on SEND</li> <li>• Student Learning Plan</li> <li>• HLTA Dyslexia Specialism</li> <li>• Reading Intervention</li> <li>• Spelling Intervention</li> <li>• CoPE/ASDAN/Employability Course</li> <li>• Access Arrangements</li> <li>• Small group Literacy work</li> <li>• Accelerated Reading Transition Pathways</li> <li>• Travel Training</li> <li>• Alternative Provision for KS4 identified students</li> <li>• Cashless cafeteria</li> <li>• Alternative pathways for a small selection of students with high levels of need.</li> <li>• Examination training</li> </ul> <p><b>Clubs Include:</b></p> <ul style="list-style-type: none"> <li>- Homework</li> <li>- Lexia</li> </ul>	<ul style="list-style-type: none"> <li>• In class support</li> <li>• Student One Plan</li> <li>• Information for teaching staff on SEND</li> <li>• CoPE/ASDAN</li> <li>• Mentors</li> <li>• Access to Learning Support Department at break and lunch time</li> <li>• 1:1/small group Social Skills</li> <li>• St Luke's Bereavement Counselling</li> <li>• On site counsellor</li> <li>• Anxiety workshops</li> <li>• Emotional Literacy/ Behavior workshops</li> <li>• Specialist Teacher advice</li> <li>• Advice from medical professionals</li> <li>• Transition Pathways</li> <li>• Travel Training</li> <li>• Alternative Provision for KS4 identified students</li> <li>• YOTS</li> <li>• ECM team</li> <li>• Wellbeing Mentor</li> <li>• Cognitive Behaviour Therapy (CBT) Sessions facilitated in school by Mrs Tippler.</li> </ul>	<ul style="list-style-type: none"> <li>• In class support</li> <li>• Student Learning Plan Information for teaching staff on SEND</li> <li>• Input from specialist teacher</li> <li>• Specific equipment</li> <li>• Input from Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Support from OT and Specialist Teacher Team</li> <li>• Transition Pathways</li> <li>• Travel Training</li> <li>• Alternative Provision for KS4 identified students</li> <li>• Lifts and ramps</li> <li>• Yellow stripes on stairs</li> <li>• Disabled Toilets</li> <li>• Quiet lunch club</li> <li>• Timeout passes for selected students</li> <li>• Leave lesson early passes for selected students</li> </ul>