

SEN Information Report – Beaumont School

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The school uses a variety of methods to assess the individual needs of the students. These include information from primary schools, baseline assessment tests as well as observations from working with children in classrooms. Indicators of Special Educational Needs (SEN) could be where students are making slower progress than their peers or where they do not make the social development necessary to make a successful transition to adult life. Any member of staff who has concerns about a student will refer him or her to the SEN department who may undertake further screening or assessment with parental permission. Any parent who is concerned that their child may have special educational needs should contact the SENCo for further advice. Students may also speak to any member of staff if they have concerns. However, the school is aware that some behavioural or learning difficulties can be caused by a variety of circumstances and do not necessarily mean that a student has SEN.

2. How will school staff support my child?

It is clear from all the evidence that the best support for all students, including those with SEN, is high quality classroom teaching with appropriate differentiation to support children of all abilities. However, we do understand that some students require specific support to enable them to access the curriculum. This can be something as simple as using a coloured overlay to support children with dyslexia, to a full plan for a student with complex learning and medical needs. The range of support strategies available is detailed on the next page and school staff will work with parents to identify the most appropriate strategies for each student.

3. How will I know how my child is doing?

Parents will get a termly update on their child's progress and will also have the opportunity to discuss their child's progress with school staff at the annual Parent Consultation Meeting. Additional meetings will be arranged for parents of students with SEN to discuss their progress; these will include annual EHCP reviews where applicable.

4. How will the learning and development provision be matched to my child's needs?

The school will use information from teachers as well as baseline assessment data to match provision to needs. Where appropriate, advice from external

professionals will be sought and implemented.

5. What support will there be for my child's overall wellbeing?

All students have a form tutor who is the first point of contact for parents and who oversees the well-being of all students in their form. The Head of Year works in conjunction with form tutors, SLT, the SENCo and other staff and professionals to ensure wellbeing.

6. What specialist services and expertise are available at or accessed by the school?

The school accesses a range of specialist advice from Hertfordshire County Council when supporting students with SEN and to provide advice as appropriate. These may include specialist advisors for ASD, VI, HI and PNI. The school also works closely health professional such as OT, PT and medical practitioners.

7. What training have the staff, supporting children and young people with SEND, had or are having?

All staff are aware of the requirements of the SEN Code of Practice. Staff both within the SEN department and the wider school community receive regular training regarding a range of SEN and current best practice.

8. How will you help me to support my child's learning?

All parents are invited to a parent information evening every year for their child's year group where strategies to support their child are discussed. There is information on the website regarding issues such as homework. Further individual advice is available via the school meetings outlined in point 3.

9. How will I be involved in discussions about and planning for my child's education?

Via the programme of meetings outlined in point 3.

10. How will my child be included in activities outside the classroom including school trips?

Beaumont is committed to including students with SEN in activities outside the classroom, including school trips, and will make all reasonable adjustments to do so.

11. How accessible is the school environment?

The school has a high level of accessibility with only a few areas unable to be accessed by a wheelchair. We have lifts and automatic doors as well as disabled access toilets.

12. Who can I contact for further information?

Mrs L Hawkins, SENCo
Mrs Y Powdrell, Assistant Head

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The school uses transition plans to support students coming from primary school who may need additional help. All students are visited and additional visits to the site may be arranged if needed. In terms of moving forward, the school has excellent links with Connexions who are involved in supporting students in their transition to FE and we have long-established working relationships with local colleges and other providers.

14. How are the school's resources allocated and matched to children's special educational needs?

The school receives a nominal budget allocation for SEN which is allocated according to need, taking in to account any requirements of provision outlined in EHCPs / statements. For students without EHCPs or statements the school then prioritises support for students who have a diagnosed condition and those with literacy levels significantly below age expected levels.

15. How is the decision made about how much support my child will receive?

The amount of support in place for each child with SEND, is dependent upon the need of each individual child. For Students with an EHCP support is in place for English, Maths, Science and languages (or language withdrawal). Further support is then discussed on an individual need. All other students with SEND are assessed dependent upon need.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

The following range of provision may be offered to support students with SEND, depending on individual need

Strategies to support literacy development

- Targeted small group intervention programme for students who are below national expectations in literacy.
- Specific 1:1 intervention programme for students who have more complex needs.
- Use of Accelerated Reader across the year group in years 7 & 8.
- Learning support in years 8 and 9 in place of second MFL
- Learning support offered to some as an option in year 10 & 11.
- Use of ICT

Strategies to support numeracy development

- Specific 1:1 interventions for students with more complex needs
- Setting of Maths groups with a smaller group size and a TA for the weakest students.

Access to a supportive environment

- Supportive transition process with effective communication with primary schools
- Transition summer school and additional visits arranged as required
- Use of own devices as appropriate
- Access to specialist equipment as needed
- Support from form tutor and SEN staff
- Accessible site

Strategies to support emotional well-being

- PSHCE programme and pastoral system
- Socials skills groups
- Peer mentoring
- Staff mentoring
- Access to counselling

Planning and assessment

- Differentiation in the classroom
- Individual student targets
- Access arrangements for examinations according to need

Access to medical interventions

- Strategies for the use of personal medication
- Access to First Aid trained staff on site
- Individual health Plans for students with significant medical needs
- Liaison and collaboration with ESTMA where appropriate

- Access to specialist advice as required

Strategies to develop independent learning

- Use of visual timetables and checklists
- Skills for Success programme
- Personal targets for students
- COPE programme at KS4
- Personalised curriculum

Strategies to support behaviour modifications

- Use of the school behaviour policy
- Behaviour or Pastoral Support Plans
- Outreach support

Provision to support access to the curriculum

- Teaching Assistant support in class
- Differentiated materials
- Specialist equipment according to need
- Literacy interventions
- Homework club
- Personalised curriculum

Liaison other stakeholders

- Liaison with a wide range of professionals
- Regular contact with parents

