



SEN Information Report – Beaumont School **September 2014**

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 identify if students have Special Educational Needs. These include information from primary schools, baseline assessment tests as well as observations from working with children in classrooms. Students with SEN may be identified at any point during their school career. Indicators 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 also alert to the fact 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 to parents of students with SEN to discuss their progress.

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. Additional strategies aimed at supporting well-being are outlined on the provision map.

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

The school accesses a range of specialist advisory teachers from the LA to work with students with SEN and to provide advice as appropriate. These include the advisors for ASD, VI, HI and PNI.

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. We have a fully qualified SENCo and specialist SEN teachers as well as a team of TAs who all attend in-service training as appropriate.

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

All parents are invited to an annual parent information evening for their child's year group where strategies to support their child are discussed. There is information on the website regarding issues such as home learning. 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 a lift and automatic doors as well as disabled access toilets.

12. Who can I contact for further information?

Mrs D Fawcett, SENCo
Miss M McCrorie, Deputy 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 Statements. The school then prioritises support for students who have joined the school below age-related expectations in literacy.

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

This is dependent on prior attainment and levels of progress as well as any indications in Statements.

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 interventions for students who are below national expectations
- Specific 1:1 intervention programme for students who have more complex needs
- Use of Accelerated Reader and other programmes to support literacy
- Learning support in Years 8 and 9 in place of second MFL
- Use of ICT

Strategies to support numeracy development

- Targeted short term interventions for students who are below national expectations
- Specific 1:1 interventions for students with more complex needs
- Setting of Maths sets with a small group for those who need additional support

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

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

<p>Planning and assessment</p> <ul style="list-style-type: none"> • Differentiation in the classroom • Individual student targets • Access arrangements for examinations according to need
<p>Access to medical interventions</p> <ul style="list-style-type: none"> • 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
<p>Strategies to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables and checklists • Skills for Success programme • Personal targets for students • COPE programme at KS4 • Personalised curriculum
<p>Strategies to support behaviour modifications</p> <ul style="list-style-type: none"> • Use of the school behaviour policy • Behaviour or Pastoral Support Plans • Outreach support
<p>Provision to support access to the curriculum</p> <ul style="list-style-type: none"> • Teaching Assistant support in class • Differentiated materials • Specialist equipment according to need • Literacy interventions • Homework club • Personalised curriculum
<p>Liaison other stakeholders</p> <ul style="list-style-type: none"> • Liaison with a wide range of professionals • Regular contact with parents