



## **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 observation or assessment. Any parent who is concerned that their child may have special educational needs should contact the SEN team 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 adaptations 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 regular updates on their child's progress and will also have the opportunity to discuss their child's progress with school staff at the Tutor Review Day and the annual Parent Consultation Meeting. Additional meetings may be arranged for parents of students with SEN to discuss their progress; these will include annual EHCP (Educational Health Care Plan) reviews where applicable.



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### 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.

Beaumont has a dedicated Teaching and Learning team and there are regular training opportunities for staff to improve their knowledge of different educational needs. Student profiles are prepared for each student with SEN to ensure that teachers are aware of the best strategies to use in the classroom and these are shared with parents and students who help shape these profiles. We also use Provision Mapping as a tool to record and track our students.

### 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 Key Stage and The Head of Year works in conjunction with form tutors, SLT (Senior Leadership Team), the SENCo (Special Educational Needs Co-ordinator) and other staff and professionals to ensure wellbeing. When required external agencies are used to support wellbeing. We also have an ASD support worker and trained ELSA (Emotional Literacy Support Assistant) as part of our team.

### 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. This is through the ISL Team (Integrated Services for Learning) and this includes specialist advisors for Communication and Autism (CAT team), Visual Impairment, Hearing Impairment and Physical and Neurological Impairment (PNI Team) and ESMA. The school also works closely with health professionals such as Occupational Therapy, Physiotherapy, Speech and Language Therapy and medical practitioners.

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



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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. Recent staff training has included Autism Education Trust Tier 1 and Hertfordshire STEPS therapeutic response to behaviour. Our TA's are attending a variety of online learning courses that are mostly based around Autism, ADHD, Executive Functioning, PDA and dyslexia.

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

All parents and carers are invited to an 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 areas such as home learning. Students all have access to Google Classroom which allows them to access information for their lessons and home learning from any device. 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 staff aim to make reasonable adjustments to do so.

There is a range of extra-curricular clubs in which we encourage all our students to participate.

### **11. How accessible is the school environment?**

Beaumont's aim is to include all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and emotional needs. Beaumont is committed to challenging negative attitudes about disability and



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accessibility and to developing a culture of awareness, tolerance and inclusion.

Access covers reasonable adjustments within teaching and learning, specialist aids and equipment and the wider curriculum, such as after school clubs, visits etc..

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. We have hoisting facilities. In the new buildings such as A and G block, classrooms have the appropriate sound proofing. All lines are marked in either white paint or yellow and all signage is clear.

Please refer to the accessibility plan on the website for further details.

### **12. Who can I contact for further information?**

Mr P Baker, SENCo

### **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. There is a transition welcome evening and day and there is a summer school which is invite only. SEN students are also allocated a TA who will check in with them at least once a term. In terms of moving on, the school has excellent links with YC Herts who are involved in supporting students in their transition to further education 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 into account any requirements of provision outlined in EHCPs. For students without EHCPs the school then prioritises support for students who have a diagnosed condition and those with literacy and numeracy levels significantly below age expected levels.



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

The amount of support in place for each child with SEN, is dependent upon the need of each individual child. For students with an EHCP the school aims to put in place TA support for English, Maths and Science. Further support is then discussed based on individual need. All other students with SEN are assessed dependent upon need. The SENCo reviews support regularly and bases interventions upon research and through discussion with external agencies and parents.

### 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?

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

The following range of provision may be offered to support students with SEN, 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 for example That Reading Thing (TRT) intervention.
- 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.
- Online learning resources such as Bedrock and Sparx Maths.



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### **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.
- ASD support worker
- Mentors

### **Strategies to support emotional well-being ●**

PSHCE programme and pastoral system.

- Social skills groups.
- Neurodiverse lunch club.
- Peer mentoring.
- Staff mentoring.
- Access to counselling.
- Protective Behaviours sessions.
- STEPS
- ELSA (Emotional Literacy support)
- Social, emotional communication development resources, recommended by Educational Psychologist.

### **Planning and assessment**

- Adaption in the classroom.
- Individual student targets.
- Regular communication between teachers and the SEN team to build up a 'picture of need'.
- Access arrangements for examinations according to need. Note that formal access arrangements are not put in place until KS4.
- Assessment by ISL teams, as required.

### **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 ESMA where appropriate.
- Access to specialist advice as required.



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### Strategies to develop independent learning

- Use of visual timetables and checklists.
- Skills for Success programme.
- Working memory interventions.
- Revision and study skills support prior to exams week.
- Access to Read, Write, Gold (computer reader and study aid) on every school computer.
- ICT support.
- Mentors.
- Targeted Reading.
- Bedrock.
- TRT
- Personal targets for students.
- COPE ASDAN programme at KS4.
- EHCP support sessions.
- Executive Functioning training.

### Strategies to support behaviour modifications

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



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- Social stories/social behaviour mapping to increase understanding of behaviour requirements.
- ELSA sessions
- Hertfordshire Steps (Therapeutic Response to Behaviour).
- Outreach support.

### **Provision to support access to the curriculum**

- Adapted materials.
- Specialist equipment according to need.
- Teaching Assistant support in class may be put in place.
- Literacy interventions.
- Extended learning club.

### **Liaison with other stakeholders**

- Liaison with a wide range of professionals.
- Regular contact with parents.
- Liaison with the designated teacher for CLA (Mrs D Irving).
- Liaison with the Virtual School for any students that are under local authority care (CLA).
- Liaison with School Governor link.