



SEN Information Report – Beaumont School

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

We use a variety of methods to assess the individual needs of students. These include information from primary schools, baseline assessment tests as well as classroom observations.

Indicators of Special Educational Needs (SEN) may include students who are making slower progress than their peers or students who 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 them to the SEN department, (through the SEN review process) 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.

2. How will school staff support my child?

The best support for all students, including those with SEN, is First Quality Teaching with appropriate adaptations to support all levels of attainment. However, some students require specific support to enable them to access the curriculum. This can range from using a coloured overlay to support students with dyslexia, to a plan for a student with complex learning and medical needs. The range of support strategies available can be found at the end of this report. The school will work with parents to identify the most appropriate strategy for each student. The student voice is also a key component in order to determine what support is relevant to their individual needs.

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

Parents will receive updates on their child's progress and will also have the opportunity to discuss this 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.

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



SEN Information Report – Beaumont School

The school will use information from class teachers as well as baseline assessment data to match provision to needs. Where appropriate, advice from external professionals will be sought and implemented. We have 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. 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 work in conjunction with form tutors, SLT (Senior Leadership Team), the SENCo (Special Educational Needs Co-ordinator) and other staff and professionals to support wellbeing.

When required, external agencies are also used to provide support. Beaumont employs an ASD/ADHD support worker and a 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. 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 staff supporting students with SEN had?

All staff are aware of the requirements of the SEN Code of Practice. They receive regular training to ensure they are aware of current best practice. Recent staff training has included Trauma Informed Practice and Hertfordshire therapeutic thinking.



SEN Information Report – Beaumont School

Recent training attended by Teaching Assistants (TAs) include: Autism, ADHD, Executive Functioning, PDA and dyslexia. We have two Higher Level TA's. We also have specialist SEN teachers in English, Maths and Science.

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

Each year, 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 home learning and revision. The Google Classroom allows students 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 students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and emotional needs. We are committed to challenging negative attitudes about disability and 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.



SEN Information Report – Beaumont School

The school has a high level of accessibility with only a few areas unable to be accessed by a wheelchair. We have lifts, automatic doors and disabled access toilets. We also have hoisting facilities. In the newer blocks, classrooms have the appropriate sound proofing. All lines are marked in either white paint or yellow paint and all signage is clear. Please refer to the Accessibility Plan for further details.

The School Rebuilding programme will further improve wheelchair accessibility, once complete.

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 joining from primary school who may need additional help. All students are visited at their primary school and additional visits to the school site may be arranged, if needed. There is a transition welcome evening and day. SEN students are also allocated a TA who will check in with them at least once a term. In the first term of Year 7 students attend a PGL trip which helps them to bond and get to know some staff as well.

In terms of moving on after Year 11, the school has excellent links with Services for Young People who are involved in supporting students in their transition to further education. We also have long-established working relationships with local colleges and other providers.

14. How are the school's resources allocated and matched to students' 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 prioritises support for students whose literacy and numeracy levels fall significantly below age expected levels and those whose physical disability requires considerable support.

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



SEN Information Report – Beaumont School

The amount of support in place for each student with SEN, is dependent upon the level of need.

For students with an EHCP the school aims to provide 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, parents and the student.

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. Speech and Language groups.
- Specific 1:1 intervention programme for students who have more complex needs, for example That Reading Thing (TRT) intervention, Step Up to English.
- Use of Accelerated Reader in years 7 & 8.
- Intervention support in Years 8 and 9 in place of a second Modern Foreign Language.
- Intervention support offered to some as an option in Year 10 & 11.
- Use of ICT.
- Interventions with Higher Level TA in Core subjects.

Strategies to support numeracy development

- Specific 1:1 / small group interventions for students with more complex needs.
- Setting of Maths groups with a smaller group size and a TA for lower attaining sets.
- Online learning resources such as Bedrock and Sparx Maths.



SEN Information Report – Beaumont School

Access to a supportive environment

- Supportive transition process with effective communication with primary schools.
- 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/ADHD 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.
- Herts Therapeutic Approach to Learning
- ELSA (Emotional Literacy support)
- Exploring Executive Functioning.
- Protective Behaviours.
- 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' through the SEN review.
- 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.



SEN Information Report – Beaumont School

Strategies to develop independent learning

- Use of visual timetables and checklists.
- Working memory interventions.
- Organisational support sessions.
- 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, Pastoral and Attendance Support Plans.

--



SEN Information Report – Beaumont School

- Social stories/anxiety mapping to increase understanding of behaviour requirements.
- ELSA sessions
- Hertfordshire Therapeutic Response to Behaviour.
- Outreach support.
- IRRP (Individual Risk Reduction Plan) for most vulnerable students.

Provision to support access to the curriculum

- Adapted materials.
- Specialist equipment according to need.
- Teaching Assistant support in class may be put in place.
- Higher Level TA's in core subjects.
- Extended learning club.

Liaison with other stakeholders

- Liaison with a wide range of professionals.
- Regular contact with parents.
- Liaison with the designated teacher for Children Looked After (CLA)
- Liaison with the Virtual School for any students that are CLA.
- Liaison with SEN Link Trustee