

SEN Information Report

1. The kinds of special educational needs for which provision is made at the school

Beverley High School welcomes Children and Young People with Special Educational Needs. Our aim is to enable all Children and Young People to participate in the life and work of the school to the best of their abilities, whatever their individual needs. Children and Young People with a SEN are fully integrated in mainstream classes and follow the full National Curriculum, except where there is an overriding reason for disapplication. All Children and Young People are encouraged to play a full part in the extra-curricular life of the school, including clubs, visits, trips, performances and pupil voice. Every teacher is a teacher of every Child and Young Person including those with SEN and it is recognised that any Child and Young Person at any time may have difficulties which present barriers to learning and achievement.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Whole-year screening is carried out to identify Cognition and Learning needs and these are supplemented by further diagnostic testing where necessary. Comprehensive and detailed information is collected from feeder schools. Parents can alert staff to a potential need. Staff can refer Children and Young People with learning or literacy difficulties to the SEND team for assessment.

Class teachers are responsible for the assessment and progress review of all Children and Young People within their classes. Professional discussions take place between class teachers and Teaching Assistants as appropriate. Progress is reviewed in line with the whole school assessment and monitoring policy and is published for parents and Children and Young People three times a year. Heads of Department analyse whole department data and report back to the Assistant Head in-charge (Progress and Intervention). Year Leaders analyse year group data and report back to the Assistant Head (Student Engagement). Feedback on Children and Young People with SEND is passed to the Assistant Head (Inclusion, SENCO) for analysis and discussion with Learning Support Manager. Analysis of the progress of specific groups, including SEND, is undertaken at all levels.

Comprehensive and detailed information is collected from feeder schools related to Sensory and Physical, Communication and Interaction needs and Social, Emotional and Mental Health concerns. Parents can alert staff to a potential need. Staff can refer Children and Young People who they are concerned about to the SEND or Wellbeing Team.

There are strong links between the school and outside agencies including the York Education Support Service (YESS) and Education Inclusion Service (EIS).

Where Children and Young People have specific needs additional support and guidance is available through liaison with Speech and Language Therapists (SALT), Child and Adolescent Mental Health Service (CAMHS), Physiotherapists,

Occupational Therapists (OT), Sensory Therapists – Barnardos, Sensory and Physical Teaching Service (SaPTS) as appropriate.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

The effectiveness of the provision for all Children and Young People is evaluated through the whole school Quality Assurance schedule, including lesson observations and work scrutiny that have clear differentiation foci within them.

Evidence based interventions are utilised by appropriately trained staff in consultation with the Special Educational Needs Advisory Teacher for Cognition and Learning needs. Targets are set for a specific time period and are reviewed to assess effectiveness.

Physiotherapy sessions are facilitated in school and appropriate adaptive equipment and resources are utilised and reviewed in consultation with relevant external agencies for physical and sensory needs as necessary.

Interventions for CI and SEMH needs focus on pupil specific targets that are set and are reviewed every 6 weeks to assess effectiveness.

SEND updates are given to all governors at the Curriculum and Quality Assurance Subcommittee meetings. All policies are discussed by Governors and their approval sought before adoption.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Class teachers are responsible for the assessment and progress review of all Children and Young People within their classes. Professional discussions take place between class teachers and Teaching Assistants as appropriate. Progress is reviewed in line with the whole school assessment and monitoring policy and is published for parents and Children and Young People three times a year. Heads of Department analyse whole department data and report back to the Assistant Head in-charge (Progress and Intervention). Year Leaders analyse year group data and report back to the Assistant Head (Student Engagement). Feedback on Children and Young People with SEND is passed to the Assistant Head (Inclusion, SENCO) for analysis and discussion with Learning Support Manager. Analysis of the progress of specific groups, including SEND, is undertaken at all levels.

Interventions are assessed and reviewed by the delivering member of staff, in consultation with SENCO, Learning Support Manager and Special Educational Needs Advisory Teacher. Children and young people are supported to complete a Pupil Passport and a copy of this is sent to parents/carers along with a review of any previous intervention and further planned intervention.

Children and Young People with an EHC Plan review their planned outcomes three times a year, with a member of the Learning Support Department. Person Centred Annual Reviews are held in line with Statutory Guidance, to which parents/carers are invited to contribute and attend.

(c) the school's approach to teaching pupils with special educational needs;

Class teachers are responsible for ensuring that lessons are organised and well planned, yet are flexible and adaptable. The classroom environment is well-managed with a positive classroom atmosphere. Lessons provide a safe haven with good behaviour so that Children and Young People are confident to experiment and enquire. There are shared Learning Objectives and Differentiated Outcomes that the Children and Young People understand. Lessons have effective plenaries within and at the conclusion of the lesson to ensure that Children and Young People make measurable progress during the lesson. A range of teaching and learning activities ensures challenge for all and individual needs are met. Lessons are active and provide opportunities for pupil led teaching and learning. Activities involve and engage Children and Young People from the outset and have challenge and rigour.

The majority of Children and Young People will have their needs met through normal classroom arrangements and appropriate differentiation. Teaching Assistant support is allocated to Children and Young People with an Education Health and Care (EHC) Plan and to some core curriculum areas with high numbers of Children and Young People requiring SEN Support. For some Children and Young People with special educational needs there may be a necessity, when, to maximise learning, Children and Young People are withdrawn to work in small groups or on individual learning programmes away from the classroom.

The Special Needs Team currently comprises of;

- Mrs Rebecca Calcutt Assistant Head (Inclusion, SENCO) who is responsible for ensuring inclusion is integral to the life of the school.
- Mrs Helen Butler, Learning Support Manager, who co-ordinates the provision and support for Children and Young People with special educational needs which is the responsibility of all members of staff.
- Five level two Teaching Assistants
- Eight level one Teaching Assistants.

All Children and Young People with a special educational need have a Pupil Passport that is available to all staff through live documentation and details their area of need along with support available and assessment access arrangements. Pupil Passports are reviewed between the Child or Young Person and a Teaching Assistant three times per academic year. Class teachers are responsible for utilising the information in the Pupil Passport to support the Child or Young Person's access to the curriculum.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

The pathways and routes around the school site are logical and well signed. There are emergency and evacuation procedures to alert all Children and Young People and Personal Emergency Evacuation Plans (PEEPs) for those with a physical need. Furniture and equipment provided is appropriate to meet the needs of individual Children and Young People. Furniture layouts allow easy movement for Children and Young People with disabilities. There is an accessibility bay for disabled people near the main entrance. There are no barriers to easy movement around the site or to the main entrance. All corridors have a clear unobstructed width of 1.2m. There are five wheelchair accessible toilets. There are changing rooms and shower facilities. There is a continuous handrail on each internal stair flight. One block has lift access with the facility of an Evacuation Chair in case of fire. It is possible for a wheelchair user to use all fire exits from areas to which they have access. There is a Soundfield system in all areas of the school site. Some external steps have contrast colour edgings along with some external features e.g. netball posts. Automatic door access to 3 buildings and push pad access to 2 buildings.

A small number of Children and Young People have personalised timetables. This may involve;

- a reduction in the number of curriculum areas studied to allow additional time for consolidation and support of the core subjects
- a reduction in the number of curriculum areas studied to give time for curriculum support to allow consolidation of learning
- a reduction in the number of curriculum areas studied to give time for interventions to support primary need
- a reduction in the length of the school day where physical need shows deterioration of curriculum access with fatigue

(e) Additional support for learning that is available to pupils with special educational needs;

We also support pupils with;

- Communication and Interaction need via Speech and Language intervention
- Cognition and Learning need via Literacy intervention, Numeracy intervention
- Social, emotional and mental health issues via Emotional Literacy Support, Pastoral Manager intervention
- Sensory and/or physical needs via Motor skills intervention, Sensory therapy, Physiotherapy

Following whole-year screening and any supplementary further diagnostic testing, the Special Educational Needs Advisory Teacher will analyse the data for Children and Young People whose results show significantly below age related expectation, and will carry out further diagnostic testing. Recommendations will be made regarding

- Additional and type of support required
- Assessment for exams access arrangements available to the Child or Young Person (e.g. Extra time, reader, scribe, laptop)

Parents are informed in writing of any Special Educational Need identified and the assessment access arrangements available to their child. They are actively encouraged to contact the Learning Support Manager to discuss the interventions being put in place.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

The Learning Resource Centre is available to all Children and Young People before school, at break, lunchtime and after school. All Children and Young People are encouraged to attend extra-curricular activities at lunchtime and after school. Children and Young People with Education, Health and Care Plans may be supported to attend extra-curricular activities at lunchtime and after school.

Additional curriculum opportunities, such as school trips and residential visits, are open to all Children and Young People. Parents and carers may be involved in the planning and support if their Child or Young Person has a SEN.

(g) support that is available for improving the emotional and social development of pupils with special educational needs.

The school has a caring staff which supports the whole child. There is an effective tutor system in place where tutors meet with Children and Young People on a daily basis. Tutors are supported by the collaborative work of a designated Year Leader and Assistant Year Leader. Further support is available through the school's Wellbeing and Learning Support Teams. Intervention can be implemented where appropriate to support social, emotional and mental health concerns.

All Children and Young People can contribute to student voice within school as an elected Form Captain, member of the Pupil Forum or via surveys.

All Children and Young People with a Special Educational Need contribute to the production and updates of their Pupil Passport.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

Mrs R.Calcutt, Assistant Head (Inclusion, SENCO)
Email address: r.calcutt@beverleyhigh.net

5. 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.

Training includes termly reminders on safeguarding and all staff complete whole school staff safeguarding training. Departmental and Pastoral based CPD sessions including sharing good practice.

Learning Support Department Training; EAA training, First Aid, Manual Handling, Diabetes training, splint removal, ASC and Anxiety training, Social Stories training, Nurture training, Mental Health Awareness training, No Knives training

For Children and Young People transferring into the school with needs that have not previously been supported the school aims to secure effective transition through meetings with all relevant professionals and parents, sharing of best practice, observations and discussions with the Child or Young Person and accessing relevant training as needed.

Mrs R.Calcutt Assistant Head (Inclusion, SENCO) PgCert Special Educational Needs Coordination. Special Educational Needs Advisory Teacher holds PGC Certificate for Teachers of Learners with Specific Learning Difficulties, RSA.

Specialist Services accessed by the school:

- Communications and Interaction
 - Speech and Language Therapists (SALT)
 - Education Inclusion Service (EIS) e.g. Inclusion Practitioner
- Cognition and Learning
 - Education Inclusion Service (EIS) e.g. Educational Psychologist
 - York Education Support Service (YESS)
- Social, emotional and mental health issues
 - Education Inclusion Service (EIS) e.g. Educational Psychologist
 - Child and Adolescent Mental Health Service (CAMHS)
 - Education Welfare Service (EWS)
 - Children's Social Care
 - School Nursing Service – NHS
 - Youth and Family Support Service (YFSS)
- Sensory and/or physical needs
 - Physiotherapists
 - Occupational Therapists (OT)
 - Sensory Therapists – Barnardos
 - Sensory and Physical Teaching Service (SaPTS)
 - Wheelchair Services
 - Transport Services
 - Disability Support Team

All staff maintain up to date Safeguarding training.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The pathways and routes around the school site are logical and well signed. There are emergency and evacuation procedures to alert all Children and Young People and Personal Emergency Evacuation Plans (PEEPs) for those with a physical need/additional needs as appropriate. Furniture and equipment provided is appropriate to meet the needs of individual Children and Young People. Furniture layouts allow easy movement for Children and Young People with disabilities. There is an accessibility bay for disabled people near the main entrance. There are no barriers to easy movement around the site or to the main entrance. All corridors have a clear unobstructed width of 1.2m. There are five wheelchair accessible toilets. There are changing rooms and shower facilities. There is a continuous handrail on each internal stair flight. One block has lift access with the facility of an Evacuation Chair in case of fire. It is possible for a wheelchair user to use all fire exits from areas to which they have access. There is a Soundfield system in all areas of the school site. Some external steps have contrast colour edgings along with some external features e.g. netball posts. Automatic door access to 3 buildings and push pad access to 2 buildings.

The school's equipment and facilities are reviewed by Occupational Therapists (OT), Sensory and Physical Teaching Service (SaPTS) to ensure they are appropriate. Recommendations can be made for changes and adaptations to suit new or changing needs.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents/carers with Children or Young People with an Education, Health and Care Plan are invited to contribute to and attend Annual Reviews. Regular letters are sent to all parents/carers of Children and Young People with a Special Educational Need and they are invited to contact the Learning Support Manager as appropriate.

Parents Evenings are held once every academic year, for each year group. Parents are encouraged to give their views through Parents Evening feedback surveys and can contact the school at any time. The Friends of Beverley High School are always willing to accept new members and Parents are invited to stand for Parent Governor as vacancies become available.

Visits are arranged for all in-year transfers and these are supported by an appropriate member of the Wellbeing Team.

Parents/Carers are invited to attend open days and induction events in Year 6 and 11, with the Child or Young Person.

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

All Children and Young People with a Special Educational Need contribute to the production and updates of their Pupil Passport. This ensures 'Real Participation'

as the Passports are 'child initiated whilst directed by the adult, decisions are shared.'

All Children and Young People with a special educational need have a Pupil Passport that is available to all staff through SIMS system and details their area of need along with support available and assessment access arrangements. Class teachers are responsible for utilising the information in the Pupil Passport to support the Child or Young Person's access to the curriculum.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

The school has a complaints policy that is accessible through the school website and prospectus.

Parents/carers can contact class teachers if they have a concern about a specific subject area. Form Tutors or the Wellbeing Team can be contacted if there is a Pastoral concern. Year Leaders are available to discuss progress and achievement concerns across the curriculum. Concerns relating to access to the curriculum or school site, or a Child or Young Person's educational need, should be directed to the Learning Support Manager or SENCO.

Concerns will be investigated with all relevant parties and information will be fed back to the parent/carer with any planned actions required to address the concern.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Safeguarding and Pupil Wellbeing subcommittee of the Governing Body meet half termly. There is a standing agenda item which updates governors on safeguarding concerns. The governors will engage with other bodies in order to meet the needs of Children and Young People and to support families. They have a good awareness of outside agency involvement.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Concerns relating to access to the curriculum or school site, or a Child or Young Person's educational need, should be directed to the Learning Support Manager or SENCO (Mrs R.Calcutt, Assistant Head Inclusion).

Through telephone discussions, meetings and consultations the Learning Support Manager or SENCO can signpost parents/carers to appropriate organisations and services who can provide additional support. Examples include; Parent

Partnership, Family Information Service Hub (FISH), Local Authority, Children's Participation and Rights Team.

The East Riding Local Offer is also available through the school website

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

In year transfers are supported through the joint work of the Wellbeing Team and the Year Leader. A buddy system is often used to help support Children and Young People in the first days in school.

There is effective transition from Key Stage 2 (Primary School) to Key Stage 3 (Secondary School). The Learning Support Manager and Year 7 Year Leader visit all feeder Primary Schools, for information sharing and introductions to pupils, as well as receiving information from other Primary Schools Children and young People are transitioning from. For Children and Young People with a Special Educational Need or Disability the support for transition can involve sharing best practice with key staff at both schools. Bespoke packages are implemented where applicable for example early transition visits and involvement from as early as Year 4 for Children and Young People with an Education Health and Care Plan.

Children and Young People with SEND receive Information Advice and Guidance in line with the whole school CEIAG and the SEND 0-25 come into school to support pupils with a high level EHCP as appropriate. Where Children and Young People are transitioning to the Beverley Joint Sixth Form information is shared with Beverley Grammar School and induction days may be supported. Where Children and Young People are transitioning to an external provider information is shared and taster sessions may be supported.

13. Information on where the local authority's local offer is published.

The East Riding Local Offer is available through the school website