



East Riding Local Offer

Beverley High School

1. What are the following contact details for your setting/school/academy/college?

(Please provide contact name, telephone number and email address)

	Special Educational Needs Coordinator (SENCO)	Special Educational Needs (SEN) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?
Name	Mrs Rebecca Calcutt	Mrs Sue Collins	Ms Sharon Japp
Contact number	01482 881658	01482 881658	01482 881658
Contact email	r.calcutt@beverleyhigh.net	admin@beverleyhigh.net	s.japp@beverleyhigh.net
Address	Beverley High School Norwood Beverley High School HU17 9EX	Beverley High School Norwood Beverley High School HU17 9EX	Beverley High School Norwood Beverley High School HU17 9EX

2. What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?

Beverley High School welcomes Children and Young People with Special Educational Needs (SEN). 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.

3. Provide the link to the following policies on the website of the school

SEND Policy

[http://www.beverleyhigh.net/beverleyhigh-cms/uploads/Policies/DRAFT%20SEN%20policy%20June%202017%20\(awaiting%20FGB%20approval\).pdf](http://www.beverleyhigh.net/beverleyhigh-cms/uploads/Policies/DRAFT%20SEN%20policy%20June%202017%20(awaiting%20FGB%20approval).pdf)

Anti-bullying Policy

<http://www.beverleyhigh.net/beverleyhigh-cms/uploads/Policies/Antibullying%20Policy%20-%20March%202016.pdf>

Health and Safety Policy

<http://www.beverleyhigh.net/beverleyhigh-cms/uploads/Policies/Health%20and%20Safety%20Policy%20November%202016.pdf>

Safeguarding Policy

[http://www.beverleyhigh.net/beverleyhigh-cms/uploads/Policies/Strategic%20Child%20Protection%20and%20Safeguarding%20Policy%20November%202016%20\(January%202017%20update\).pdf](http://www.beverleyhigh.net/beverleyhigh-cms/uploads/Policies/Strategic%20Child%20Protection%20and%20Safeguarding%20Policy%20November%202016%20(January%202017%20update).pdf)

4. What is the standard admissions number?

150

How many Children and Young People do you have on roll?

727 Year 7 to 11 (10/7/17)

92 girls Years 12 to 13 (10/7/17)

How many Children and Young People have SEND?

19 Year 7 to 10 (10/7/17)

6 girls Years 12 to 13 (4/7/17)

How many Children and Young People have an EHCP/statement ?

5 Year 7 to 10 (10/7/17)

0 girls Years 12 to 13 (10/7/17)

5. How does the setting/ school/ academy /college:

- **Identify and assess Children and Young People with SEND?**

Whole-year screening is carried out and supplemented by further diagnostic testing where necessary. Comprehensive and detailed information is collected from feeder schools. Parents and pupils 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.

- **Evaluate the effectiveness of provision for Children and Young People with SEND?**

Evidence based interventions are utilised by appropriately trained staff in consultation with the Special Educational Needs Advisory Teacher. All Children and Young People have pre and post testing to establish progress and appropriateness of provision. Pupil voice is integral to reviewing monitoring and planning interventions.

- **Assess and review progress of Children and Young People with SEND?**

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 (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.

6. Who are the best people to talk to in your setting/ school/ academy /college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?

- Mrs Rebecca Calcutt, Assistant Head (Inclusion, SENCO)
- Mrs Helen Butler, Learning Support Manager

7. What are the different types of support available for Children and Young People with SEND in setting/ school/ academy /college?

Good pastoral support is available in school for all Children and Young People. A small number of Children and Young People have personalised timetables.

We also support pupils with

- Communications and Interaction need via Speech and Language intervention
- Cognition and Learning need via Literacy intervention, Numeracy intervention, Accelerated Reader
- Social, Emotional and Mental health issues via Emotional Literacy Support, Social group, Pastoral Manager intervention
- Sensory and/or Physical needs via Motor skills intervention, Sensory therapy, Physiotherapy

8. How will the setting/ school/ academy /college ensure ALL staff are aware and understand a Child or Young Person's SEND?

Whole staff training at the start of each academic year with regular updates as appropriate via staff briefings and email. Maintenance and availability of 'live' documents including information on specific Children and Young People's need and interventions.

9. How will the setting/ school/ academy /college let a parent/ carer know if they have any concerns about their Child or Young Person's learning?

In the first instance the class teacher or Year Leader makes contact with parent/carer via telephone, email, letter or at Parents Evening as appropriate. Additional contact maybe through SENCO or Learning Support Manager in connection with any Special Educational Need or Disability.

10. How is support allocated to Children and Young People?

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.

11. How does support move between the key stages? (See section 18 for transitions)

Within school, between Key Stage 3 and 4 we aim for consistency in support from Teaching Assistants. Class teachers share best practice and proven support mechanisms for effective teaching and learning. Children and Young People are supported through the option choice process and the suitability of these choices and curriculum mapping are discussed. Between Key Stage 4 and 5 we share information with future providers and may support additional transition visits and taster days as required. Children and Young People are supported through the course choice process and induction days may be supported.

12. Which other people and organisations provide services to Children and Young People with SEND in your setting/ school/ academy /college?

- 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)
 - Transport Services
 - Disability Support Team

13. What training have staff received to support Children and Young People with SEND?

Termly reminders on safeguarding and all staff complete whole school staff safeguarding training.

Departmental and Pastoral based CPD sessions including sharing good practice.

Individual staff training is disseminated to the team and beyond as necessary; Designated Teacher Training 'Understanding Attachment', ERYC Education Inclusion Service CYGNET: Practitioner 1 and Practitioner 2 Programme Autistic Spectrum Condition. Accelerated Reader Training, Epipen training, 'Understanding Teenagers' YFS, LA training on Person Centred Reviews, Mental Health First Aid training, LA How to write SMART Outcomes, Child Sexual Exploitation, ERSCB Working with children who have been sexually abused, Safeguarding Children with Disabilities, ERSCB Hidden Sentence, ERSCB Safeguarding children from neglect, Raise awareness training, safer recruitment training, EAA training, Diabetes training, Health and Safety online course, Breeze Champion training, 'Wake up happy' meditation course.

14. How will teaching be adapted for a Child or Young Person with SEND?

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.

15. What support is available for parents/ carers of a Child or Young Person with SEND?

The school works collaboratively with parents/carers of all Children and Young People, including those with SEND. Parents/carers are actively encouraged to contact the school with any concerns in order for the holistic needs of the Child or Young Person to be met in school.

Parents are kept informed of their child's needs, support and provision and are given the opportunity to be involved in the support of their child's development towards desired outcomes.

16. How is the setting/ school/ academy /college's physical environment accessible to Children and Young People with SEND?

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.

17. What facilities are available for Children and Young People with SEND on the setting/ school/ academy /college site e.g. special quiet room, lunchtime club?

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.

18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the setting/ school/ college)

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 can receive Information Advice and Guidance from Year 8, in preparation for transition from Key Stage 3 to 4 and into Key Stage 5. 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.