



# Beal High School

## Special Educational Needs and Disabilities Information Report

**Non-negotiable:** You must wear your ID badge at ALL times. You will be sent home if you are not wearing it.

Frequently Asked Questions that are answered in this document

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## An overview of the school

Beal High School is a mixed, community comprehensive for students aged 11-18 (including a small number of 19 year olds in year 13). We are a large school with over 2500 students on roll including a large 6<sup>th</sup> form. Students are divided into 12 forms on entry.

## Identifying children's additional needs

### How will the school know if my child needs additional help and how will the school share information with me?

Beal High School identifies students who have additional educational needs in a number of ways and at a number of different times during the school year. The principle of Quality First teaching coupled with early intervention underpins the graduated approach taken at Beal High School. All teachers and support staff play a part in identification and support of students who may need additional support.

Progress of students is assessed through monitoring of academic levels, reading ages, friendship groups, behaviour in class and behaviour around the school site. All of these things are indicators that can prompt a member of staff to begin further investigation or prompt them to discuss a child with colleagues. Termly reports for students are shared with parents. Heads of Year (HoYs) and the pastoral team for your child's year group may also contact parents with regard to additional needs. Each of the HoYs in years 7-11 work with a member of support staff (SEND Deputy Head of Year) who will liaise with parents of students with additional needs.

### Transition

SEND staff work with primary colleagues to ensure a positive transition and to ensure that the provision for students on arrival is in place and effective.

#### The beginning of year 7

All students are assessed in a number of ways in order to provide a secure baseline throughout the curriculum. These assessments allow staff to identify which students may be in need of additional support and how best to support the student.

#### Transition to GCSEs

Students are identified for additional support in exams, known as Access Arrangements at the start of their GCSEs, these are typically students who have required additional support during years 7-9.

### Termly reviews

Heads of Year (HoYs) meet with the Special Educational Needs Coordinator (SENCo) every fortnight to monitor both the wellbeing and learning of the children who have either been highlighted by colleagues as having a need or who are on the SEND List.

Progress of all students is reviewed and evaluated termly and students are identified for additional support based on the academic progress they are making and how well included they are in the school community. The special needs team knows that parental support and involvement in their children's learning is important therefore communication and partnership with parents is conducted through our system where the SEND Deputy HoY will regularly contact home regarding the progress and wellbeing of the child. This establishes positive home school links.

Where staff have concerns regarding the progress (academic or social) of students they contact the Heads of Year (HoYs) who liaises with the SENCo. If parents have questions or concerns they can speak to tutors or their child's Director of Assessment and Progress by emailing or calling the school on Tel: 020 8551 4954 or emailing [admin@bealhighschool.co.uk](mailto:admin@bealhighschool.co.uk) who will forward your concern to the relevant member of staff.



### **Additional support**

If students have been identified as in need of additional support or in need of further assessment, parents are informed in writing and the opportunity to discuss the nature of the support in detail is offered.

### **Further assessment**

Where the school want the needs of a student clarified or if there is a complexity in the assessment of the student's need, the school will request an assessment by the school's Educational Psychologist (EP). In this case written consent is required from parents. Reports from the EP are sent to parents and the way forward is discussed with parents.

### **Education and Health Care Plan (EHP)**

If the school feel that an EHP may be required they will begin the process with an assessment by the school's Educational Psychologist. Parents are invited to meet with the EP and SENCo to discuss the process and their part in the process. Parents have the right to request statutory assessment directly by contacting the local authority.

## **The approach to teaching children and young people with SEND**

Beal High School strives to ensure that all students are fully included in school life and at the end of their experience at Beal High School, students have the skills and qualifications that will allow them to progress and fulfil their ambitions. Helping students to overcome the barriers that may stand in the way is approached in a number of different ways. These include:

- Withdrawal from mainstream lessons for group or individual support
- In-class support
- Mentoring
- After school support
- Through a differentiated curriculum

A number of different factors are considered when the nature of the support is being decided including:

- The nature of the need
- The impact of withdrawal from mainstream lessons
- Support from parents
- Advice from other professionals
- The ability of a student to access lessons independently
- The number of hours of support that are likely to be needed

The principle of early intervention when removing barriers to learning is followed and as a result the majority of intervention takes place during year 7. Where this is successful and the need for support has been reduced, the level of intervention typically reduces further up the school.

Beal High School recognises that students can become reliant on support as a habit rather than out of need and that as part of a student's development they must be challenged not just academically but also with regard to their approach to learning. It is of utmost importance that we are preparing students to make the next step by equipping them with the right skills and not just academic



achievements. Where staff feel that in-class support is not in the best interest of a student and that the student needs to move towards becoming more independent, it will be withdrawn.

## Dedicated contacts at the school

### Who should I contact if I have any questions or concerns about my child's SEND?

Parents can contact their children's tutor or Deputy Head of Year at the school by using the main school telephone contact number 0208 551 4954. Parents can also contact their child's SEND Deputy Head of Year via email or phone call:

- Jon Sydney-Smith - Year 7
- Adele Mulcare - Year 8
- Eileen Tyler - Year 9
- Alise Lewis - Year 10
- Smita Solanki - Year 11
- Sonia Tardetti - Year 12
- Sue Colliss - Year 13
- Polly Basar – across the years

Alternatively they can contact any of the following people; the SEND Administrator - Charmaine Wijesinghe-Gibbs, The SENCo Team – Angela Horgan (Years 7 and 8), Julia Morgan (Year 9), Amanda Clifton-Jones (Years 10 – 13) or the Co-Head teacher - Yvonne Andress by emailing [admin@bealhighschool.co.uk](mailto:admin@bealhighschool.co.uk) with details of the concern so that the appropriate member of staff can be identified and respond most effectively.

## Involving pupils and parents/carers in planning support

### How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

Involvement of parents is key in the success of your child at school. The following are important part of how we support, communicate with and involve parents.

- Attending planning and review meetings
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/ school book, email or text
- Individual pupil/ teacher conversations
- Mentor, e.g. adult or peer mentoring
- Parent Support Advisor

## Range of support available to my child and range of SEND that we currently support

### What different kinds of support are available to children with SEND?

- Support for students whose behaviour is challenging
- Specified individual support
- Support for health needs
- Grouping of pupils
- Specialist teaching groups



- Social and emotional support (individual and group) and support during unstructured time
- Support for students with social communication difficulties
- Mentoring
- Counselling
- Individual and group support for students with literacy difficulties
- Individual and group support for students with numeracy difficulties
- Curriculum adaptations/differentiation

Support is personalised; where groups of students have similar needs they may receive support as part of a group.

Teaching staff are aware of the need to adapt the curriculum and differentiate schemes of work, lessons and tasks depending on the students they teach. In exceptional circumstances, a new curriculum may be considered where this is key for the students in reducing their barriers to learning and progressing successfully. Parents should consider whether the curriculum on offer is correct for their child before deciding on a school.

During break and lunch time, support is provided not only to help students with academic work but also to help students with feeling settled in school. Help is given to them in managing any concerns that may be barriers to them enjoying and achieving during their school day.

## **Working with organisations and professionals outside of the School**

Beal High School works with health and social care organisations including voluntary organisations to access services that we feel can be of benefit to our students. We recognise that parents know their children best but also that professionals outside of the school can provide expertise in different contexts and that it is important to involve people with this experience. Students who are looked after by the local authority are given specific consideration and support.

## **Measuring children's progress and the effectiveness of support** **How will the school know how well my child is doing and how will they inform me about this?**

Progress of all students is measured against their starting point and compared to the progress of students nationally. In additional support lessons the indicators used will depend on needs of the student. All students will have levels of progress and reading ages, where reading is a concern, monitored by the SENCo. If reading is a concern an assessment that allows staff to pinpoint where the specific need is will be administered allowing staff to identify what type of additional support is required. All assessments used will allow standardised scores to be obtained and progress to be monitored. Feedback from students is also used to monitor the effectiveness of additional support. If emotional or social development is the purpose of the additional support, standard assessments are used where these can be administered (the Boxall profile for example) and supported with reports from staff and the student's opinion gathered.



Extracurricular activities and clubs are usually available to all students however due to COVID-19 these are not currently running. For students attending lunchtime and after school clubs, this is supported by the staff running the extracurricular activity. Regular communication with parents and pupils also provides information with regard to how well the support is being received and how parents and pupils feel about the way that support is provided. This information is gathered through formal and informal meetings with parents and pupils, questionnaires and group discussions. Staff strive to ensure that open and regular communication with parents and pupils takes place. Through this we can identify any difficulties (including potential bullying), reduce anxieties, communicate how well your child is doing at school (including achievements and progress in many forms) and ensure that the focus is on enjoying their learning.

## Support and training for school staff

SEND staff support all colleagues across the school by providing advice, strategies and working with teachers in the classroom. The SENCo has completed the national qualification for SEND coordinators. Different members of the SEND team have been involved in the following training over the last 12 months:

- Supporting specific students in the class
- Autistic Spectrum Disorder training
- 5P Approach – Linda Miller
- The hearing impaired child in the mainstream class
- Level 1 Award in British Sign Language
- How Children Learn – SEND Focus
- Quality Assurance Cycle and the EHCP process
- SEATSS Training - handwriting skills, deaf awareness, Maths, Autism, Social Stories and Comic Book Conversations.
- Positive Handling
- Online Training – **Show My Homework**

## Accessibility of the school

### How is the school accessible to children with SEND?

The school site is not fully accessible for wheel chair users. However, our newest buildings are specifically designed to meet the needs of all the students (e.g. wide corridors, disabled toilets and changing facilities, lift access, ramps and disabled parking bays). Where students have temporary mobility needs, arrangements are made to ensure that they do not miss the work from lessons that they are not able to attend. For further information regarding accessibility around the school please follow the link - [https://www.beaconacademytrust.co.uk/wp-content/uploads/2018/05/SINGLE-EQUALITY-SCHEME\\_BHS-BBIH-TFA-030518.pdf](https://www.beaconacademytrust.co.uk/wp-content/uploads/2018/05/SINGLE-EQUALITY-SCHEME_BHS-BBIH-TFA-030518.pdf)

## Inclusion

### How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

Beal High School ensures that all students attending Beal High School can participate in school activities. Only where activities are advised against by medical professionals or the attendance of the child presents a health and safety risk that cannot be adequately managed will students not be



offered places on activities. In this case the school will look at how partial participation may be possible.

## Starting or changing schools (Transitions)

### How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

#### Primary to secondary transition

Each student's transition to Beal High School in year 7 is very important to us. The work begins with SEND (Special Educational Needs and Disabilities) staff going to primary schools during the spring term of year 6. Visits are arranged to the school and a transition group is established made up of students from different primary schools.

By the time the students arrive at the start of year 7 they are already familiar with the school and feel confident. This transition work allows us to make sure that your child makes a positive start to secondary school. Staff across the school, do a lot of work with local primary schools. This year we have had students coming in to do art work and many other activities that support students in making a smooth transition.

#### Key stage 3 to 4 transition

When students with SEND move from year 9 to year 10 their transition is supported by the SEND staff at Beal High School.

#### After year 11

Connexions advisors and Beal High School staff support SEND students in making the right choice at the end of year 11. Many of our students choose to stay on at Beal High School and enter the 6<sup>th</sup> form. Wherever students apply, staff support with the application process, arrange visits and ensure that students are well informed so they can make the right choice. Parents are involved throughout the process.

#### Life after 6<sup>th</sup> form

At the end of students' school experiences whether students want to enter the world of full time work, study or other types of training, we work with students to ensure that they are prepared for the next step. For some SEND students (and non-SEND students) preparation for this may have included life skills or employability qualifications that will have set them up to make the next step. The long term goal we have for our SEND students is for them to become independent adults with the skills and confidence necessary to make a positive contribution to their community and the ability to succeed in the workplace.

## Support and training for parents/carers

### What support and training within the school is available to parents and carers?

- Coffee mornings with parents
- SEND Deputy Head of Year (Staff who work closely with SEND students and parents to ensure that parents) are well informed and the barriers to learning that students experience are reduced, removed or managed.

The SEND team can provide contact details for organisations that can support students with a wide variety of needs. Please contact the school using the contact details below



## Further information for families and practitioners

To contact Beal High School please email [admin@bealhighschool.co.uk](mailto:admin@bealhighschool.co.uk) indicating which year group your child is attending or call the school at Tel: 020 8551 4954 to speak to a member of the office staff who can help you with your inquiry