



SEN information report

Introduction

If you would like this report read to you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer please click this link:
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

You can find the most up to date SEND Code of Practice via:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The schools SEND policy can be found on the school's website under statutory information. Bohunt Liphook is a mainstream secondary school and member of the Bohunt Education Trust. We are a fully comprehensive, non-selective school recruiting from a large number of local primary schools. We believe that all children should be valued as individuals. We have an inclusive ethos underpinned by high expectations and challenging, personalised targets. We offer a broad and balanced academic curriculum. Teaching is differentiated to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation.

Special educational provision is provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of children with SEND and as such provide quality first teaching which takes account of the particular individual needs of children with SEND in their class.

The Special Educational Needs and Disability code of practice: 0 to 25 years (last updated May 2015) states that there are four main areas included in Special Educational Needs and Disability

Area of Special Educational Need	Relating to difficulties with:
Communication and	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p>Pupils may have a need in one or more of the following areas:</p> <p>Attention / Interaction skills:</p> <ul style="list-style-type: none"> ● May have difficulties ignoring distractions.

<p>Interaction</p>	<ul style="list-style-type: none"> ● Need reminders to keep attention. ● May need regular prompts to stay on task. ● May need individualised motivation in order to complete tasks. ● Difficulty attending in whole class. ● Interaction will not always be appropriate. ● May have peer relationship difficulties. ● May not be able to initiate or maintain a conversation. <p>Understanding / Receptive Language:</p> <ul style="list-style-type: none"> ● May need visual support to understand or process spoken language. ● May need augmented communication systems ● May have frequent misunderstandings. ● Repetition of language and some basic language needs to be used to aid their understanding. <p>Speech / Expressive Language:</p> <ul style="list-style-type: none"> ● May use simplified language and limited vocabulary. ● Ideas / conversations may be difficult to follow, with the need to request frequent clarification. ● Some immaturities in the speech sound system. ● Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.
<p>Cognition and Learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Pupils have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> ● Language, memory and reasoning skills ● Sequencing and organisational skills ● An understanding of numbers ● Problem-solving and concept development skills ● Fine and gross motor skills ● Independent learning skills ● Exercising choice ● Decision making ● Information processing
<p>Social, Mental and Emotional health</p>	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These difficulties may lead to or stem from:</p> <ul style="list-style-type: none"> ● Social isolation ● Behaviour difficulties (ODD/EBD) ● Attention difficulties (ADHD/ADD) ● Anxiety and depression ● Attachment disorders ● Low self esteem ● Issues with self-image

Sensory and / or Physical	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.
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The school provides a range of "ordinarily available provision" to meet the needs of all of our pupils. This is a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation in lessons.

Wave 2: Small group support for those pupils who are achieving below age expected levels.

Wave 3: Focused, individualised programmes for pupils working well below age expectation.

Key Questions

Who is Bohunt Liphook's Special Educational Needs Coordinator?	<p>The SEND coordinator is Simon Tanner and he can be contacted via the school office on 01428 724324 or emailed <u>stanner@bohunt.hants.sch.uk</u></p> <p>Simon has been a teacher at Bohunt Liphook since 2007 and took over the role of SENCo in September 2013. Simon completed his SENCo National Accreditation qualification and is Director of Special Educational Needs across the Bohunt Education trust.</p>
How accessible is the site of Bohunt Liphook?	<p>Bohunt Liphook is a large and expansive site, which operates in blocks. The majority of blocks have a ground and first floor and are accessible via stairs. Some ground floor classrooms open out onto a pathway floor easier access, however the newer buildings exit internally to a corridor system. None of the buildings, with the exception of our sixth form building has a lift.</p> <p>The site meets the requirements for students with visual or physical disabilities with handrails provided on every staircase, which are clearly painted, including the edge of the steps. We have alternative routes around site for those students that require wheelchair access or struggle with stairs; however, this only includes access to ground floor classrooms.</p> <p>We are equipped with soundfield systems in the majority of our teaching blocks, including the sixth form, for those students who have a hearing impairment.</p>

How will Bohunt Liphook staff support my child?

All teachers will be informed of your child's individual needs and will seek to adapt their lessons accordingly.

Within school, there are a variety of staff roles to support your child.

As an academically focused school, the overwhelming majority of our students follow a traditional curriculum. However, a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities, especially within KS4 when pathway choices have been made. A conversation involving pastoral/academic guidance and SENCo to ensure an appropriate pathway is selected.

Where the school considers it necessary a student may be offered additional intervention, in which case you would be informed via letter.

There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do-Review process (diagram included at the end of this report). Parents will be clearly informed via letter that an intervention is beginning.

Wave 1 interventions:

- Quality First Teaching
- Differentiation within the classroom
- Streamed groups and in some cases smaller sized classes
- Guidance to staff on how best to support within the classroom.
- Homework club

Wave 2 interventions:

- Spelling programme
- Lexia (reading support)
- Social communication Group
- Lego Therapy
- Group mentoring
- Literacy support
- Numeracy support
- EAL support group

Wave 3 interventions:

- 1-2-1 Maths (completed by the Maths department)
- 1-2-1 English (completed by the English department)
- ELSA
- 1-2-1 EAL support
- Mentoring
- Dyslexic workshops

<p>How will Bohunt Liphook identify if my child has a specific need?</p>	<p>Following completion of baseline tests upon entry to year 7 we will then further test a selected group of students who have registered a standardised score beneath the average range (SS84). From these tests, we will identify if they require a specific access arrangement. Parents will be made aware via letter that their son/daughter will be tested and also of the recommended outcome. Students will be tested again in year 8 and then finally in year 9 in preparation for GCSES.</p> <p>It is important to note, that your son/daughters access arrangements can change and are not confirmed until the end of year 9 when they are tested for the final time. Final arrangements awarded will be in line with the JCQ guidelines and where a full history of need is available.</p>
<p>How are Bohunt Liphook resources allocated and matched to children's special educational needs?</p>	<p>We ensure that all children who have Special Educational Needs have their needs met to the best of the school's ability with the funds available.</p> <p>We have a team of staff who are funded from the SEND budget and deliver interventions designed to meet the needs of children both in small groups and on a 1-1 basis where appropriate.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>All Parents will receive a termly report from subject staff. Parent's evenings are held at specific points in the year and in addition to these the SENCO holds termly SEND clinics, which parents, can book places at.</p> <p>Students with an Education and Health Care Plan (EHCP) will have regular meetings with the SENCO together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request your attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How will my child be able to contribute their views?</p>	<p>If your child has an EHCP their views will be sought before review meetings. Students listed on the SEND register will also complete a pupil passport, highlighting key information that they wish staff to be aware of, including how to best support them within the classroom.</p> <p>We value and celebrate children being able to express their views on all aspects of school life. Students are encouraged to share issues with:</p> <ul style="list-style-type: none"> • Tutor • Achievement Coordinator • Senior Achievement Coordinator • SENCo <p>Students are encouraged to:</p> <ul style="list-style-type: none"> • Take an active role within their tutor group activities / programme • Take part in pupil voice activities

	<ul style="list-style-type: none"> • Attend review meetings • Contribute to target setting and reviewing • Attend extra-curricular clubs
<p>What support will there be for my child's overall wellbeing?</p>	<p>All staff are trained to deliver high quality pastoral care. Bohunt Liphook adopt a whole school approach to ensuring that all students make excellent academic progress and their individual needs are catered for.</p> <p>The Schools Pastoral Support Team specialises in the area of student welfare and is the first port of call for staff, students and their parents who require advice, support and guidance regarding student wellbeing.</p> <p>Attendance is rigorously monitored and support put in place where needed. All pupils are within a House and receive many opportunities for rewards and celebrations. We have a peer-mentoring scheme in year 7 to support the transition to secondary school.</p> <p>We also offer the following Wellbeing Interventions:</p> <ul style="list-style-type: none"> • Young carers • ELSA • Social communication group • Kings arms • Kings arms mentoring • School Nurse • Wellbeing 1-2-1 sessions • Liaison with specialist services where appropriate/possible <p>Bohunt Liphook is mindful of the need to safeguard the wellbeing of all students and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.</p> <p>Our School also writes health care plans with parents and shares all relevant information with staff via classcharts.</p> <p>If your child finds lunch or break times tricky, we have a blueroom, which can be used, as a quiet space.</p>
<p>What specialist services and expertise are available or accessible by Bohunt Liphook?</p>	<p>We have access to the following specialist services and expertise:</p> <ul style="list-style-type: none"> • School nurse • Counselling • Mentoring • Achievement Coordinators / Senior Achievement Coordinators • ELSA • Young Carers - accessed externally • Medical – GP, Hospital • NHS outreach

	<ul style="list-style-type: none"> • Kings Arms Mentoring • Bereavement Counselling • Youth Work – Kings Arms • Educational Psychologist – through Hampshire local authority • Mental Health – CAMHS • Social Services – HCC and Havant/Alton Local Offices <p>Where a student has an Education and Health Care Plan, the school maintains close liaison with the specialist Teacher Teams and/or medical services, as required.</p>
<p>What training are staff supporting students with SEND had or are having?</p>	<p>All teaching staff have qualified teacher status or are working towards if they are completing a PGCE or Schools direct placement. Training for staff supporting students with SEND is considered essential. There is an ongoing programme of training for Learning Support Assistants.</p> <p>SEND forms part of the new staff induction programme. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll.</p> <p>Advice and guidance from outside agencies is shared with teaching staff. At the start of the year all staff are made aware of the students with identified SEND and how to find information relating to them to best support them in and out of the classroom.</p> <p>All staff have access to classcharts detailing specific strategies and interventions which best allow them to support each individual within the classroom.</p>
<p>How will your child be included in activities outside the classroom, including school trips?</p>	<p>All staff running trips are trained by the schools EVC and must complete risk assessments including specific details of how to support students with SEND. We will also work with Hampshire County Council where there are complex needs to consider. All students are encouraged to be fully involved in all areas of school life. Where appropriate, students with an Education and Health Care plan will be supported to ensure access and participation.</p> <p>All clubs and trips are open to students in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance.</p> <p>Where a student has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes DofE award in the upper school.</p>
<p>How will Bohunt Liphook prepare and support my child to join, transfer to a new setting/college or the</p>	<p>For students transitioning from primary to secondary we liaise with junior schools and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the student/s. Meetings with the SENCo are available at parent’s request and encouraged for all students attending with an EHCP.</p>

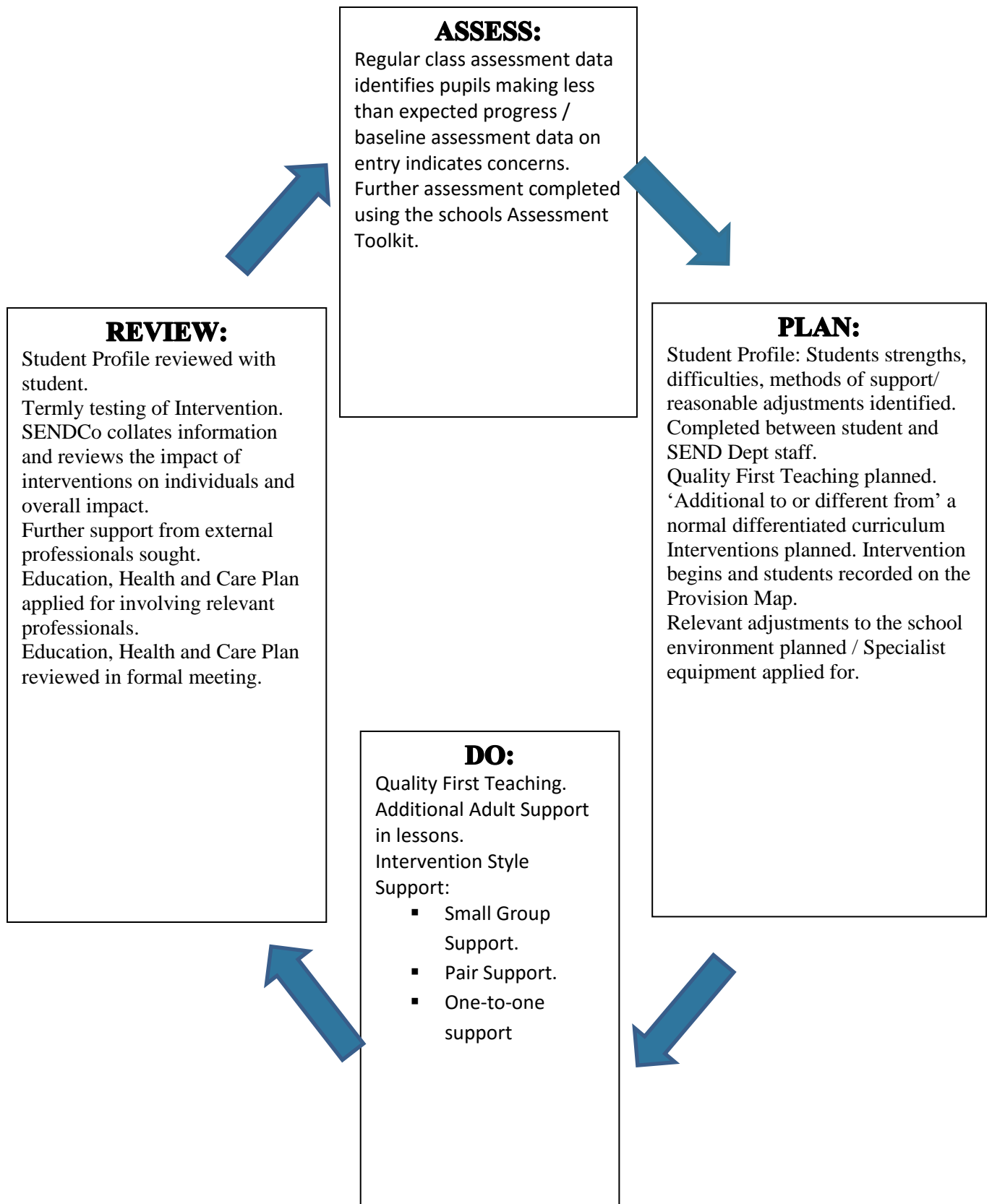
<p>next stage of education or life?</p>	<p>If a student has an EHCP then the school would want to be present at the year 6 annual review meeting to support target setting and also be introduced to all professionals supporting the student and establish an early relationship.</p> <p>During KS4 all students receive advice on careers and are encouraged to visit colleges to explore post-16 courses. Students with EHCPs are seen as a priority by a careers advisor, usually more than once to support them deciding on appropriate courses. Parents / Carers can attend these if they wish.</p>
<p>Who can I contact for further information?</p>	<p>The following points of contact are available at Bohunt Liphook:</p> <p>For academic concerns:</p> <ul style="list-style-type: none"> ● Tutor and or Achievement Coordinator ● Senior achievement Coordinator ● Head of Department ● Head of Faculty ● SENCo ● Leadership Group <p>For pastoral concerns:</p> <ul style="list-style-type: none"> ● Tutor ● Achievement Coordinator ● Senior Achievement Coordinator ● Welfare Office ● SENCo <p>If your concern is in relation to your child's Education and Health Care Plan, please contact the SENCO in the first instance. In the first instance contact the subject teacher and your child's tutor who may refer your concerns to a more senior member of staff where required.</p> <p>If your concern is relating to your child's special educational need/s, please contact the SENCo directly.</p> <p>Should you wish to make a formal complaint regarding an issue at the school please follow the complaints policy, which maybe found on the website.</p>
<p>How else can you be involved?</p>	<p>We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by</p> <ul style="list-style-type: none"> ● Helping them to be organised for their day (including bringing the right equipment and books) ● Full attendance and good punctuality ● Completion of homework – via classcharts ● Checking and signing planner ● Attending parent's meetings

	<ul style="list-style-type: none"> • Attending any meetings specifically arranged for your child • Ensure that any interventions that are to be completed at home are
What support is there for improving behaviour, attendance and avoiding exclusion?	<p>As a school we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties a Pastoral Support Plan (PSP) is written alongside the child to identify the specific issues, put relevant support in place and set targets. This document is the responsibility of the Achievement Coordinator and reviewed as agreed at the first meeting.</p> <p>Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a student's attendance falls beneath 95%, contact will be made by the school in the form of letter and telephone call. In extremely circumstances the school may use the support of an Education Welfare Officer.</p>
How are the Governors involved and what are their responsibilities?	<p>An assigned school governor is responsible for SEND and liaises with the SENCo on a regular basis.</p> <p>The SENCo provides reports to the Governors to keep them informed. They are kept informed about SEND developments and take an active interest in the work of the department. They do not have access to information about individual students or become involved in individual assessments.</p> <p>In the unlikely event that a concern cannot be resolved by the SENCo, then the SEND governor can be contacted at the request of parents.</p>

Additional information

Please find on the next page a model of the Assess, Plan / Do / Review process that we following the SEND department. Please also find guidance on acronym's used within special educational needs and disabilities.

Assess, Plan, Do, Review – Support for SEND Students:



Glossary of SEND Acronyms and Abbreviations

ADD	attention deficit disorder	MARAG	multi agency referral action group
ADHD	attention deficit hyperactivity disorder	MLD	moderate learning difficulty
AS	Asperger syndrome	ODD	oppositional defiant disorder
ASC	autistic spectrum condition	OT	occupational therapist
ASD	autistic spectrum disorder	PDA	pathological demand avoidance
BESD	behavioural, emotional and social difficulties	PEP	personal education plan (for looked after children)
CAF	common assessment framework	PLP	Personal learning plan
CAMHS	Child and Adolescent Mental Health Services	PMLD	profound and multiple learning difficulties
CIN	Child in Need	PP	pupil premium
CoP	Code of Practice	PSHE	personal, social and health education
CP	child protection	RAD	reactive attachment disorder
CYP	children and young people	RAISEonline	Reporting and Analysis for Improvement through School Self Evaluation
DDA	Disability discrimination act	SALT	speech and language therapy
EAL	English as an additional language	SDQ	strengths and difficulties questionnaire
EHCP	education health care plan	SEAL	social and emotional aspects of learning
EP	educational psychologist	SEND	special educational needs and disabilities
EYFS	Early years Foundation Stage	SENCo	special educational needs coordinator
EWO	educational welfare officer	SLCN	speech, language and communication needs
FAS	Fetal Alcohol syndrome	SLD	severe learning difficulty
FASD	Fetal alcohol spectrum disorders	SLT	school leadership team
FSM	free school meals	SM	selective mutism (formerly known as elective mutism)
GLD	Global learning delay	SpLD	specific learning difficulty
HI	hearing impaired	SPDs	sensory processing disorders
HLTA	higher level teaching assistant	START	Statutory Assessment Resources Team
IEP	individual education plan (at Thorndown we use PLP)	TA	Teaching assistant / teacher assessment
IRP	independent review panel	TAC	team around the child
LAC	looked after children	TAF	team around the family (when CAF is about whole family)
LARM	locality allocation and review meeting	TFF	Together for Families
LDD	learning difficulties and disabilities	VI	visually impaired
LO	local offer		
LSCB	local safeguarding children board		