



**Brighton Hill
Community
School**

Making success inevitable

What does SENd support look like at BHCS?

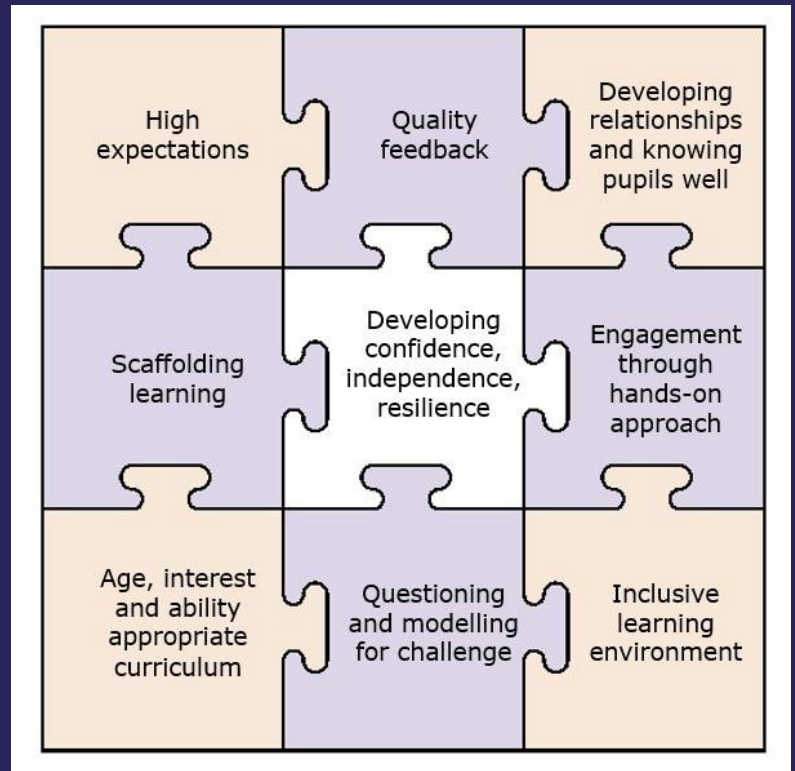
6.37: 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. (SEND CoP 2015)



South Farnham Educational Trust
●●●●● The Continual Pursuit of Excellence

The core values:

- 1.39 **high aspirations**, and the **right support**.... achieve successful long-term outcomes in adult life.
- 6.37: '**High quality teaching**, differentiated for individual pupils, **is the first step** in responding to pupils who have or may have SEN.
- 6.17: Class and subject teachers, should **make regular assessments of progress for all pupils**....should seek to identify pupils making less than expected progress



SENd Code of Practice (2015)

An evidence informed approach

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's [Improving Behaviour in Schools](#) guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.

Graduated response:

What we do...

Universal Provision

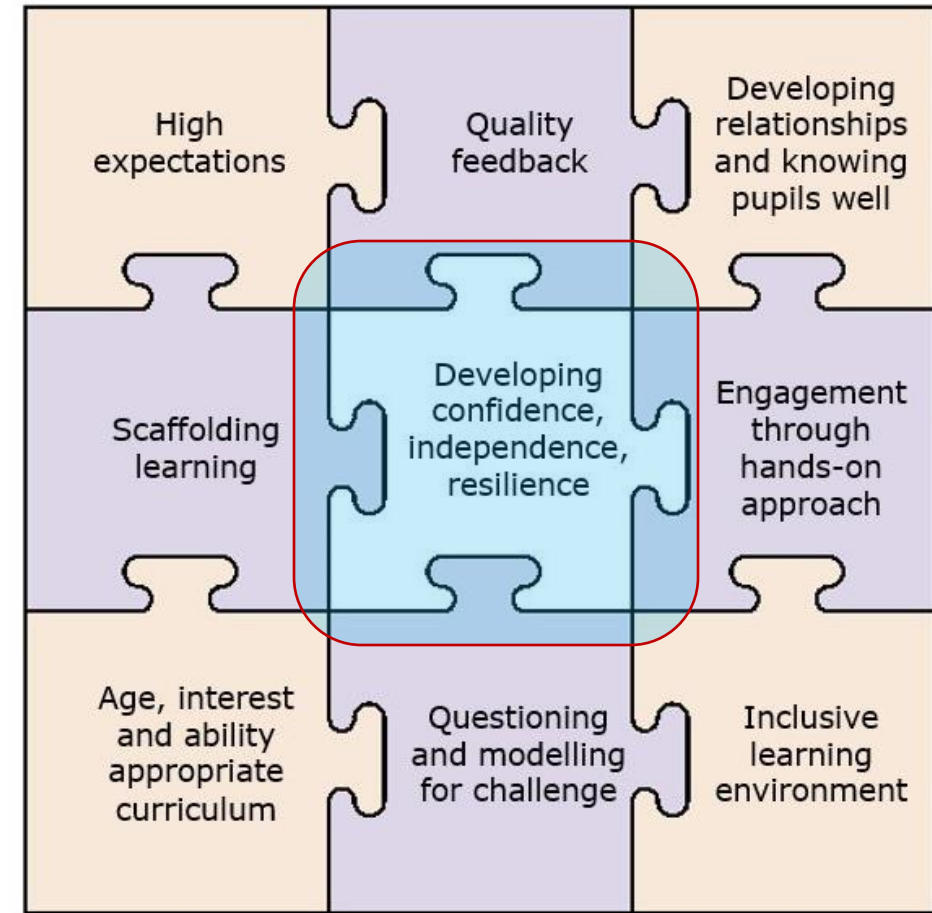
- High quality, adapted teaching for all



Universal support - *High-quality teaching*

High-quality teaching is the **first step** in responding to any student who may have an additional needs. **All** teachers are teachers of students with SEND. As such our team regularly receive training , updates, and resources regarding **high quality teaching** for **all students**.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



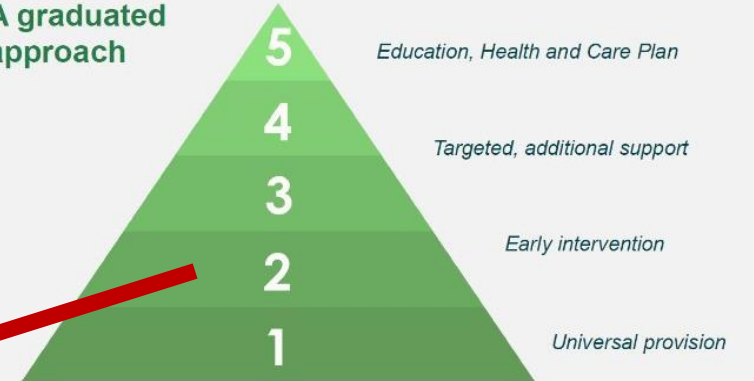
Graduated response:

What we do...

Early intervention

- Bespoke individualised teaching strategies - OPT

A graduated approach



Cognition and Learning

Recap prior learning regularly

Live marking to reinforce progress

Implement practical methods to support progress

Provide visual aids, eg time table grid, formula sheet etc.

Effective thinking time extended

Shape sentence starters and writing prompts

Chunking of new information

Clear worked examples used and reinforced

Give instructions in sequential order

Sentence starters

Graduated response:

What we do...

Early intervention, for example...

- Reasonable adjustments
- Coloured paper/overlays
- Approved fidgets (concentration aids)
- Adapted resources
- Handouts
- Laptops
- Uniform adjustments
- Pre/post teach vocabulary
- Time out cards
- Movement breaks
- Seating adjustments (strategic seating plans)



[Brighton Hill Community School -
3. SEND support 'beyond the
classroom'](#)

Focus Aid

EXPECTATIONS

- ONLY STUDENTS WITH A SCHOOL APPROVED FIDGET SHOULD BE USING THEM!
- STUDENTS SHOULD ONLY BE USING SCHOOL APPROVED FIDGETS, THEY SHOULD NOT BE BRINGING FIDGETS FROM HOME!
- IF STUDENTS ARE NOT USING THEM CORRECTLY OR ARE USING A NON-SCHOOL APPROVED FIDGET THEY WILL BE CONFISCATED!

Please use your fidget responsibly!



Graduated response:

What we do...

Targeted support, for example...

- Learning support in classroom (FLS/SLS)
- Access Arrangements for assessments (e.g. rest breaks, extra time, etc)
- Small group intervention
 - Literacy boosters
 - Numeracy boosters
 - Dyslexia groups
 - SLCN groups
 - ELSA groups
- 1 to 1 intervention
 - Academic, e.g. further literacy booster, handwriting,/typing
 - Pastoral, e.g. ELSA



[Brighton Hill Community School -
3. SEND support 'beyond the
classroom'](#)

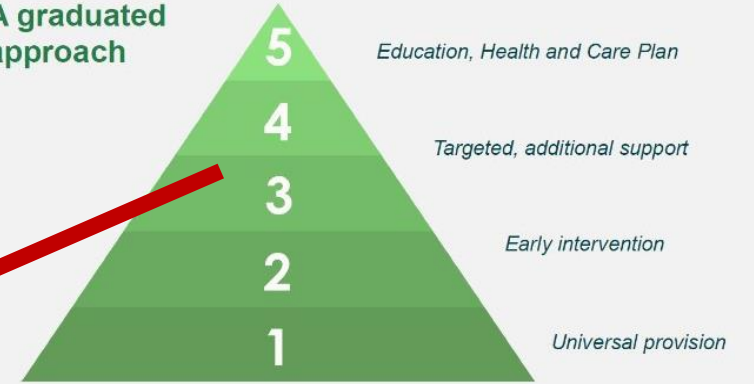
Graduated response:

What we do...

EHCPs, for example...

- Key adults
- Student passports
- External specialist support
 - Occupational therapy
 - PBS
 - STAS
 - Education psychologists

A graduated approach



Brighton Hill Community School -
3. SEND support 'beyond the
classroom'

The SEND Department



Deputy Headteacher



KS4 SENDCO



KS3 SENDCO



SEND Practitioner



SEND Catch Up Teacher



AA Coordinator



HLTA - SLCN



HLTA - Dyslexia

KS4 SENDco: Ms. H Heath

KS3 SENDco: Mrs. R Longshaw

SEND Catch Up Teacher: Miss. A Cufley

SEND Practitioner: Mrs. P Lavender

Access Arrangement Co-Ordinator: Miss. R Rowland

HLTA, Dyslexia: Mrs. E Harris

HLTA, Maths: Mrs. T Daly

HLTA, SLCN: TBC

Specialist Learning Support (SLS)

Mrs. S Kanagchandran (C&L - Science)

Miss. E Kay (SEMH/ELSA - English)

Mr. D Allum (S&P - PE)

Mrs. A Davis (SEMH & ELSA- Science)

Mr. S Ford (C&I - humanities)

Miss. E McBrayne (SEMH- EPA)

Faculty Learning Support (FLS)

Mrs. S Bala- Maths

Mrs. V Martyn - VS

Mrs. N Lawrence - English

Mrs. A Garland- VS

Miss Finklaire - EPA

Mrs. T Ridout - FL

EEF: Making best use of Teaching Assistants

The effective use of TAs under everyday classroom conditions

- 1 TAs should not be used as an informal teaching resource for low attaining pupils
- 2 Use TAs to add value to what teachers do, not replace them
- 3 Use TAs to help pupils develop independent learning skills and manage their own learning
- 4 Ensure TAs are fully prepared for their role in the classroom



The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers.

Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option.

School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.



If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.

Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions (see Recommendations 6 and 8).



Research has shown that improving the nature and quality of TAs' task to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.

TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.



Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.

Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.

During lesson preparation time ensure TAs have the essential 'need to know':

- Concepts, facts, information being taught
- Skills to be learned, applied, practised or extended
- Intended learning outcomes
- Expected/required feedback

The effective use of TAs in delivering structured interventions out of class

- 5 Use TAs to deliver high quality one-to-one and small group support using structured interventions
- 6 Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction
- 7 Ensure explicit connections are made between learning from everyday classroom teaching structured interventions



Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.



Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:

- Sessions are often brief
- (20-60mins), occur regularly (3-6 times per week) and are maintained over a sustained period (8-20 weeks). Careful timetabling is in place to enable this consistent delivery
- TAs receive extensive training from experienced trainers and/or teachers (6-30 hours per intervention)
- The intervention has structured supporting resources and lesson plans, with clear objectives
- TAs closely follow the plan and structure of the intervention
- Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child
- Connections are made between the out-of-class learning in the intervention and classroom teaching (see Rec 7)



Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.

Guidance on best practice for TA (SLS/FLS) Deployment.

Strand 5: Use TAs to deliver **high quality one-to-one and small group support** using structured interventions.

Strand 6: Adopt **evidence-based interventions** to support TAs in their small group and one-to-one instructions

Strand 7: Ensure **explicit connection** are made between learning from everyday classroom teaching and structured interventions

Deployment of SLS and FLS

"At Primary School we had a TA in every class, will we have the same at BHCS?"

- School size: **1283** students
- Students with EHC Plan (**SEN E**): **77** + students
- Students with SENd (**SEN K**): **194** students
- Students with possible SENd (**SEN A**): **83** students
- Total SENd and possible SENd: **353** students (28%)
- Total learning support staff in lessons/interventions: **18**
- **50-60** classrooms in operation each period
- FLS and SLS are allocated to lessons where there are students with an EHC Plan.

However, they are in the lesson to support the teacher in being able to move around students with SEND and they work with all students who need help.

All teachers are teachers of students with SEN.

All teachers are SEN experts.

**"NO
VELCRO VERAS"**



The SEND register – information sharing

LEARNING ZONE ONLINE PROGRESS TOOL SEN SUPPORT

SEN Admin

Hive Support Access Arrangements Key Adults Current Interventions

Students : SEN Register

Year 7 Year 8 Year 9 Year 10 Year 11 Initial Cause for Concern

Please select a year group

Hive Support

Year 7 Year 8 Year 9 Year 10 Year 11 Hive Student Referral

Access Arrangements

Year 7 Year 8 Year 9 Year 10 Year 11 Access Arrangement Referral

Key Adults

Year 7 Year 8 Year 9 Year 10 Year 11

Current Interventions

Year 7 Year 8 Year 9 Year 10 Year 11

Student Passports

Student Profile

Cohort: Year 8

Tutor group: 8 Voyager 2

Key Adult:

Lucy German

Areas of SEN

SEN E (EHCP)

SEMH (Social, Emotional and Mental Health)

ASC

ADHD

Hive Support

Hive Time Out Card:

Regulation

Movement break

Fidget: Tangle Teaser

Access Arrangements

: 25% extra time

: Alt. Room

: Prompt

: Rest breaks

Things I enjoy doing (student voice)

1. Playing sport - cricket, hockey, football
2. Playing with my dog
3. Hanging out with my friends
4. Playing games with friends
5. I like cooking and baking

Student Voice in Student Passports

Please avoid/triggers (student voice):

1. Saying 'you' e.g. 'you must do this'. Instead try using 'we'- 'shall we try getting the date and title in our books?'
2. Giving too many instructions in one go and expect me to remember those
3. Distracting noises, eg. ticking clocks, felt tip pens

I find it difficult to (student voice):

1. Maintain focus on one task for long periods of time
2. Recognise when I am heightened, please be aware of times when I seem heightened and encourage me to use strategies I have learnt
3. Maintain focus when others in the classroom are being disruptive, please consider this as I have a tendency to join in during these times
4. Regulate after being sent to the Designated Classroom- please allow me to do this in the hive before sending me there

Things teachers can do to help me learn? (student voice):

1. Frequent movement breaks
2. Incorporate humour and games into lessons
3. Give whole class/group instructions on an individual basis
4. Consider the environment, if it is busy and noisy it may be affecting how much he can process
5. Use simplified language, speaking clearly and precisely, using short sentences

Things I will do to help myself learn? (student voice):

1. Breathing techniques to keep me regulated
2. Use my fidget appropriately to stay regulated and focused
3. Use my hive card appropriately to stay regulated and focused
4. Use my self- support card when I am becoming heightened

Parent and staff voice within Student Passports

Things teachers can do to help my child learn? (parent voice):

1. Highlight what went wrong in a discussion format during reflective conversations
2. Support to implement square breathing when heightened to promote regulation
3. Guide instead of direct- use 'we' phrasing not 'you'
4. If he is stimming or acting in a defiant way, encourage him to use strategies learnt from CBT, offer to do these with him in a safe space

Things teachers can do to help [redacted] learn? (staff voice - sharing good practice):

1. Sit next to responsible students who are good behaviour role models
2. Achievable goals- boost his confidence by starting small
3. Connect with him before correcting, building a relationship with him will mean he is more receptive to what you say

Current Interventions/SMART targets

(Target to Aid Progress)

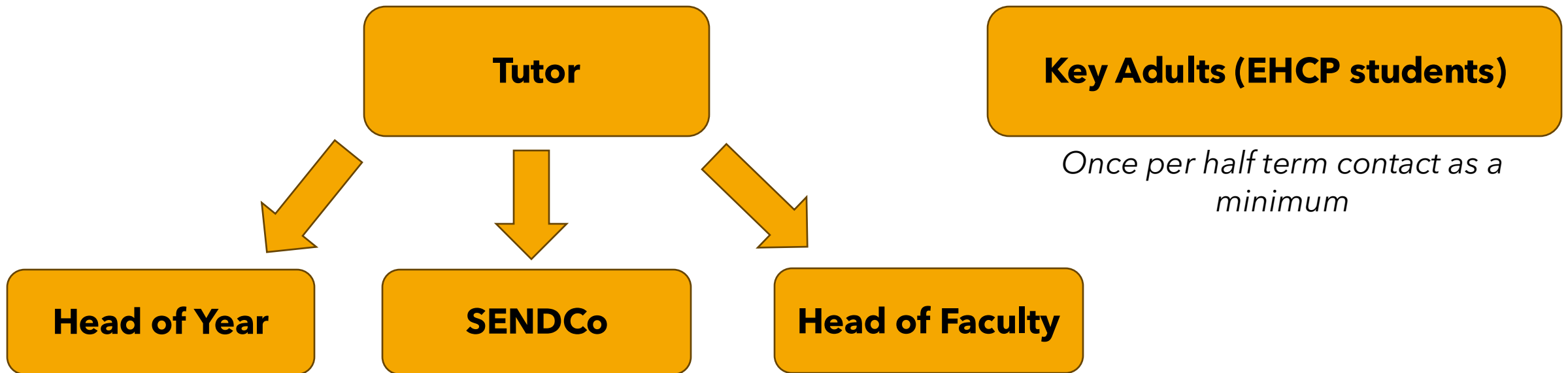
1. Cognitive Behavioural Therapy- Outside agency
2. Energy Accounting - to identify what activities and tasks drain my energy and utilise the activities that re-energises me

Previous Interventions/SMART targets

1. Zones of Regulation - to identify when I am becoming heightened, what colour I am and use tool-kit strategies to regulate
2. Hive Timetable of Support

Communication: Who do I contact?

"At primary school, the SENDCo was my main point of contact"



SEND key transition dates

Year 6 SEND tours – Wednesday 3rd June, 3.15 - 5pm

This is a specific session designed for student with SEND to come and have a look around the school, toured by our wonderful prefects. An opportunity to meet staff within the SEND team and for students to familiarise themselves with the building.

Possible **additional transition visits** with individuals and key adults, TBC

Parents Information Eve – Monday 22nd June, 4.15 - 5.15pm

Year 6 days – Thursday 25th and Friday 26th June, 8.25am – 3pm

Supporting Every Learner: Our SEN Strategy 2024-27

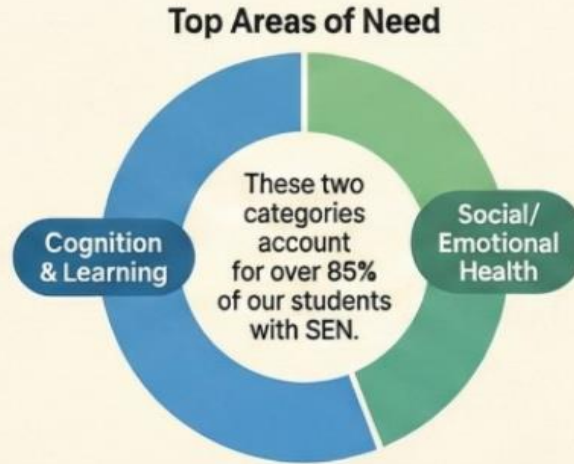
A high-level overview of Brighton Hill Community School's Special Educational Needs (SEN) student profile and key strategic actions for empowerment.

Our SEN Student Profile



Nearly 1 in 5 students receives SEN support.

254 students (19.8% of the school) are on the SEN register.



Our SEN students' attendance is consistently above the national average.



SEN Attendance Gap (BHCS vs. National Average)		
Academic Year	✓ BHCS SEN Attendance	👤 National SEN Attendance
2024-25	90.2%	85.3%
2025-26 (HT1)	91.5%	87.8%

This reflects the positive and supportive environment we strive to create.

Our Strategic Action Plan



Delivering High-Quality Teaching & Targeted Support

We will enhance classroom provision with assistive tech and carefully selected small-group interventions.



Making Every Teacher an SEN Expert

We are investing in high-quality professional development to build staff expertise and confidence.



Strengthening Partnerships with Parents & Students

We are increasing collaboration through parent support events and student voice initiatives.

Mr. G Wilkinson, Deputy Headteacher

- gwilkinson@bhcs.sfet.org.uk

Mrs. R Longshaw, KS3 SENDCO

- rlongshaw@bhcs.sfet.org.uk

Ms. H Heath, KS4 SENDCO

- hheath@bhcs.sfet.org.uk



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