Brighton Hill Community School
Making success inevitable

School SENd Information Report

BHCS is a mainstream secondary school, and we aim to provide our students with a curriculum which is adapted and accessible to all, regardless of ability or educational needs through reasonable adjustments. We recognise that many of our students will need a little extra help at some point in their school life and that some will require more specific help from our Student Support Team.

Approximately 21.9% of our students are recorded as having special educational needs and/or disability. We provide targeted support for students in class and within specific intervention groups and are committed to providing the most appropriate level of support possible; as well as working alongside class teachers to ensure that high-quality teaching is delivered in class to support the needs of all our learners.

The Learning Support Faculty (known as the Hive team) is managed by the Special Educational Needs & Disability Co-ordinator (SENDCo) Helen Heath and KS3 SENDCo Rachael Longshaw. Our SENd Practitioner, Paula Lavender manages and over sees the support in place in the Hive.

The Hive team is made up of:

- The SENDCo (KS4 Lead)
- KS3 SENDCo (KS3 Lead)
- SENd Practitioner
- SENd Catch Up Teacher
- Access Arrangement Coordinator
- Three Higher Level Teaching Assistants (HLTA)
- Six Specialist Learning Support (SLS) roles and
- Seven Faculty Learning Support (FLS) roles,

who work closely and liaise with all staff in the school and support students in and out of the classroom. This enables the school to provide bespoke provision for individual and group work for a wide range of students.

Q: How will I know how my child is doing?

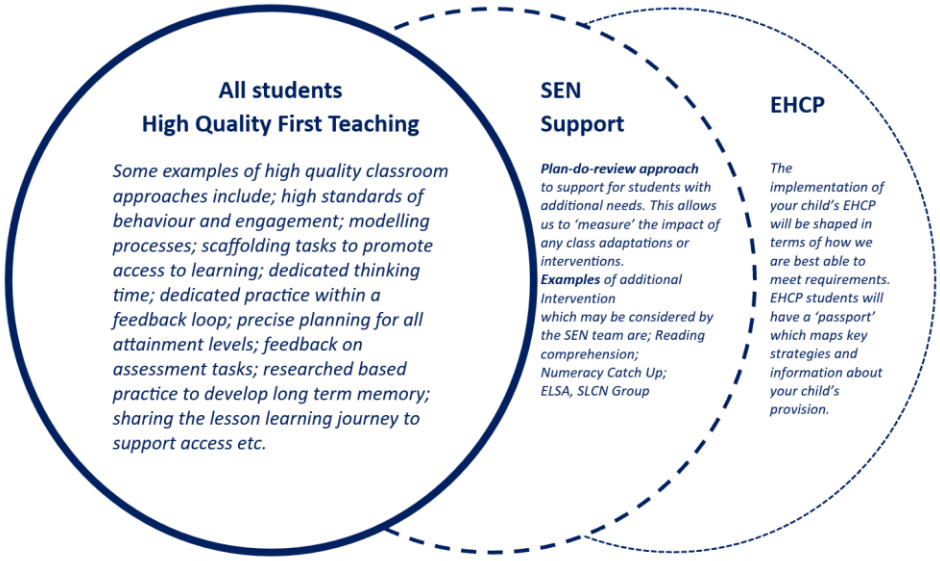
- The progress and attainment levels of students with special educational needs are analysed and regular reports are reviewed by Heads of Faculty, Heads of

year and the Senior Leadership Team. These are also made available to the Board of Governors.

- Parents are contacted by phone by either the tutor, subject teachers, Head of Faculty, Head or Year or a member of the Learning Support team (known as the Hive team) if there is any cause for concern or any significant changes regarding their child's support. Parents are informed by email when a new programme of intervention is planned and this is followed up in an email regarding the progress made during the intervention. However, they are not necessarily contacted for routine assessment of progress or less significant changes in support.
- All relevant staff members are notified of changes in students' needs via the SENd Button (SENd register) on the schools management information system, Online Progress Tool (OPT); regular email updates; electronically held information; Student Passports for students with an EHC plan or identified high needs; staff briefing or through direct meetings.
- Parents will be notified of any planned interventions and informed of time, length, content, purpose etc. Once the intervention has commenced parents will receive communication regarding what the intended outcomes for the intervention are.

Q: How will you support my child's learning?

- The school has invested above and beyond to review, re-establish, and develop an evidence-based approach to our SENd support team. This innovative approach establishes high-quality support at the heart of our teaching and learning curriculum.
- We are committed to high-quality, inclusive teaching for all students regardless of need. We have high aspirations and expectations of all students to best support progress, belonging, safety and success.
- Our provision is arranged to meet our students' needs, within the resources available to us as a mainstream school.
- Students with special educational needs and/or disability are identified by BHCS staff, primary schools, parents, and other professionals. All new students have their reading and spelling skills assessed within the first week of joining BHCS to ensure that literacy difficulties are identified. We manage and support students identified regardless of a 'diagnosis'.
- Our approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.
- As a mainstream school, we adopt a graduated approach and recognise students as individuals, one size will not fit all, and areas of need may vary.
- Students with SENd will be provided with support and clarity in relation to our school policies regarding behaviour and conduct. Regardless of this all students are expected to meet the standards within our policies.



SENd Support -First Step-High Quality Teaching

- Universal, high-quality teaching is the first step in responding to any student who may have an additional need. 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.
- Some examples of high-quality classroom approaches include; high standards of behaviour and engagement; modelling processes; scaffolding tasks to promote access to learning; dedicated thinking time; dedicated practice within a feedback loop; precise planning for all attainment levels; feedback on assessment tasks; researched based practice to develop long term memory; sharing the lesson learning journey to support access etc.
- There is strong collaboration with our SENd team (Hive team) who liaise and support students, to differing degrees based on need. This may include in-class support as well as oversight by an allocated key adult within the Hive team. The support in class is designed to promote student independence and as such, our HLTAs, SLS or FLS will not attach themselves to one student in a lesson but will move around the class supporting students and enabling the class teacher to work closely with our students with SENd.
- The SENDCo, KS3 SENDCo and SENd team consult with class teachers, Heads of Faculty and Heads of Year, as well as with other support staff, to discuss if a student has additional needs and what support would be appropriate. This could include small but significant adaptations to classroom and support provision.

Interventions

- Some students, despite high- quality teaching, will need additional support through short term, targeted interventions.
- Examples of additional Intervention which may be considered by the SENd team are: reading comprehension, spelling and handwriting intervention; accelerated reading accuracy programme; Numeracy Catch Up sessions; 1:1 support is delivered as a 6-12-week individualised programme; ELSA, SLCN Group and Zones of regulation.

- Parents will be notified of any planned interventions and informed of time, length, content, purpose etc. Once the intervention has commenced parents will receive communication regarding what the intended outcomes for the intervention are.

Q: How do we know if the intervention has improved the attainment and outcomes for the student?

- Student progress is measured against their projected attainment at the end of each key stage and against national/age expected measures. Positive progress should show that 'the gap is narrowing' (the student is catching up to their peers or expected age levels)
- We also regularly track all interventions internally and provide parents/careers with a clear breakdown of the support their child is accessing and the progress they are making within each intervention.
- Progress trackers indicate whether a student is achieving or exceeding their expected levels of progress.
- Verbal feedback from the teacher, parent/ career and student on how they feel the student has progressed.
- Formal or informal observations of the student at school
- Students may move off the SENd Register when they have 'caught up' or made sufficient progress.

Educational Health Care Plan (EHCP)

- Where, despite the school having taken relevant and purposeful steps to identify, assess and meet the SENd of your child (through SENd support stages) your child may not make sustained expected progress. In this case it may be worth requesting an Education Health and Care needs assessment.
- Educational Health Care plans are the responsibility of the Local Authority who communicate, oversee, and issue these based on their assessment process.
- We make a formal commitment to meet the legal obligations in all EHCP's. However, as a mainstream school when we are asked if we can meet the need of an EHCP, we will always be transparent and state if we cannot. If named as the placement school, this may involve provision being very different to that stipulated on the EHCP and we will shape what we can offer as best as we can, with the resources we have.
- You / we may wish to communicate to the Local Authority about alternative provision if we cannot meet need. This could be undertaken in a review of the EHCP.
- The implementation of your child's EHCP will be shaped in terms of how we are best able to meet requirements, e.g. 60 minutes of weekly intervention, may be 'chunked' into three twenty minutes 'sessions'.
- All EHCP's are overseen in school by our SENDCo and KS3 SENDCo. However other members of the SEN team may liaise with parents given their specialist roles.
- As a school we have a significant number of students issued with an EHCP and as such daily or even weekly communication cannot be expected, unless we have agreed this is required as part of a short-term provision. In addition to all whole school reporting, we will communicate with you about your child's progress leading up to and at the annual review.
- All EHCP students will have a 'passport' which we disseminate to class teachers and share with you. This is a school provision which maps key strategies and information about your child's provision and supports high-quality teaching with the aim of meeting need.

- As a school, we value communication with parents with regards to any EHCP application. If requested by the LA, we will provide additional information, as suggested within the Local Authorities guidance to outline the progress and 'status' of the student.
- Given the considerable number of staff involved in information gathering, we can only provide information towards the timeline during school terms times. On receipt of being the named school on an EHCP we will endeavour to commence a plan of implementation as soon as possible. Considerable dissemination and collaboration may be involved. If delays are expected, we will communicate these to you directly.

Q: What opportunities will there be for me to discuss my child's progress?

- The most effective route is to contact your child's tutor and or the Head of Year. There is considerable collaboration with the SENd team and the Head of year and as such they will be able to communicate with the SENd team and signpost if further communication and collaboration is required.

- Parents/carers can contact staff members by various means:
    - directly by email to the subject teacher/ tutor;
    - through the Head Teacher's Personal Assistant: admin@bhcs.sfet.org.uk ;
    - by telephoning the school on 01256 350606 and asking for the subject teacher/ tutor

Q: What are the planned arrangements for communicating between school and home?

- Each year group has at least one parents' evening per academic year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.
- Each student will receive two progress trackers over an academic year which informs parents/carers of the progress their child is making in all the subjects they take.
- If your child has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting per year (the Annual Review) organised by the SENDCo/ the KS3 SENDCo and attended by parents/carers, teachers, where possible, and outside agencies involved in the student's education. Additional opportunities to discuss progress etc are available upon request or provided through parents evening with teachers.
- Individual Education Plans (IEPs) are sent home electronically when students are involved in interventions or have class-based targets.

Q: How does the school know how well my child is doing?
Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at BHCS includes:

- Data collection at two points throughout the academic year, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers, Heads of Faculty and Heads of Year can track the progress of students across the school year and intervene if students experience difficulties.
- We adopt an assess- plan-do-review approach to support for students with additional needs. This allows us to 'measure' the impact of any class adaptations or interventions, for example the impact of a change to seating, visual approaches, task identification, emphasis on meta cognition etc.

- In the case of intervention programmes, progress is reviewed either half termly or termly; this might include testing or screening. These programmes are reviewed by the SENd Practitioner, HLTA for Dyslexia, HLTA for Numeracy and HLTA for Speech Language and Communication Needs, who will then use this information to plan and design the next half term's intervention programme.
- Teachers are observed by senior leaders and line managers as part of the school Performance Management system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The school's positive behaviour management system (achievement points) as well as half-termly positive post cards home from faculties, provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at school.

Q: What is the pastoral, medical and social support available in the school? What support will there be for my child's overall well-being?

Academic and Pastoral

- Students will receive achievement points for going above and beyond in lessons, i.e. displaying an exceptional attitude to learning. These achievement points will be used to support the Rewards Week selection processes.
- Positive post card home from faculties- these are handout out to two students per class who have demonstrated one or more of the four corner stones at BHCS "Courage, Commitment, Collaboration and Kindness" and they will also receive achievement points.
- The school also holds an awards evening in the summer term where faculties and Heads of Year will pick students who have demonstrated one or more of the four cornerstones at BHCS in their subject or year group.
- Tutors and Heads of Year also support with the pastoral care of our students and our tutor sessions as well as designated Deep Learning Days, have been designed to support students pastorally as well as with their social and emotional development.

Achievement Points

- Achievement points will also be awarded each half term for outstanding behaviour and attendance in school. These points will be added at the end of each half term.
- Students will also receive achievement points for participation in extra-curricular activities such as House Events.
- Achievement points are monitored by tutors/ Heads of Year and are linked to rewards such as the Leavers' Ball or the opportunity to take part in an activity during the school's 'rewards week'. This enables the Heads of Year to identify students who are falling behind their peers, to investigate and to address the reasons for this.
- BHCS currently operates a horizontal tutoring system, which means that students are placed with students from the same year group.
- Tutors are the main point of contact for parents/carers about their child's pastoral and social well-being.

Medical

- If a student is unwell during the school day, then they will be sent to the Medical Room or Well-Being Centre. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The Welfare officer will decide if the student is well enough to stay at school or not.
- In a medical emergency, the Welfare officer or a member of the Well-Being team will attend urgently or may call for an ambulance if the student requires hospitalisation.
- All staff are trained annually on administering Epi-Pens for anaphylactic shock and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

Social

- We have two ELSAs (Emotional Literacy Support Assistants) who have been trained by and receive regular supervisory support from Hampshire Educational Psychology Service. Heads of Year can request this support for their students when they consider it to be suitable form of intervention. The areas of emotional difficulties that ELSAs provide support for are: specified social skills; friendships and relationships; anger management; loss and change and self-organisation.
- Students who struggle with social situations are able to go to the Hive or Well-being centre during lunchtimes, break times and before school, by agreement, and they are supported by the Hive team or Well-Being Centre to manage unstructured social time.

Q: What specialist services and expertise are available at or accessed by the school?

- The SENDCo (Helen Heath KS4 lead and transition to FE) has:
    - the SENDCo accreditation required of all SENDCos in all schools.
    - Qualified in Psychometric Testing
    - Level 7 CPTA3 qualification in assessing for access arrangements
    - Deputy Designated Safeguard Lead
    - First Aid

- KS3 SENDCo (Rachael Longshaw KS 3 Lead and Transition from Yr 6)
    - NPQ for SENDCOs
    - Has a Level 5 diploma in SENd.
    - Deputy Designated Safeguard Lead
    - Level 2 training in Team Teach.

- SENd Practitioner (Paula Lavender)
    - City and Guilds NVQ in Children's Care, Learning and Development - January 2008/January 2009
    - Emotional Literacy Support Assistant (ELSA) - 2014/2015
    - ELSA Revisited - March 2017
    - Drawing and Talking Practitioner - October 2021

    - Positive Behaviour Level 2 (Team Teach) - April 2025
    - Talking Lego

- SENd Catch up Teacher (Annie Cufley)
    - BA (Hons) in Childhood Studies.
    - Postgraduate Certificate of Education with QTS status.
    - Level 2 training in Team Teach.

- The Student Support Co-Ordinator (Farah Jawad) has:
    - BSc Hons Business Management
    - Management experience in an educational setting (private tuition company)
    - Mental Health background and understanding
    - Mental Health First Aider
    - First Aid

- The Student Support Co-Ordinator's role (Farah Jawad) includes:
    - Effectively running and managing the well-being centre to support student's mental health and well-being at BHCS.
    - Create a comprehensive offer of intervention and support for students via designated support staff and also through external agencies.
    - Develop an inclusion culture and strategy to improve student's educational progress. This will be through taking a lead on and implementing support and provision, to facilitate progress, behaviour, engagement, self-esteem of vulnerable groups (non-SEND) who are at risk of non-attendance and/or have barriers to full engagement within the school and curriculum.
    - Line management of Mental Health Lead, Family Support Worker, Attendance Officer and Welfare Assistant.

- The schools Family Support Worker (Rachael Thomas) has over 20 years of experience of working with children and families and has received training in:
    - Two NVQ 4's in childcare and residential childcare
    - Accredited Triple P and teen Triple P facilitator
    - First Aid at work
    - Level 3 Diploma - Support work in schools.
    - Trained ELSA and TALA
    - Deputy Designated Safeguard Lead
    - Mental Health First Aider
    - Accredited Facilitator in Innovating Minds "Supporting children with Anxiety – a trauma informed approach"

- The Mental Health and Wellbeing Lead (Rebecca Dicks) supports students and staff struggling with mental health issues such as anxiety, stress or bereavement through the use of 'mindfulness techniques', and signposts students, staff and parents to outside agencies where appropriate and has received training in:

    - Degree in BSc Education and QTS
    - Deputy Designated Safeguard Lead

- Higher Level Teaching Assistant (HLTA) Dyslexia (Emma Harris)
    - Post Graduate Certificate in Childhood and Youth
    - Batchelors of Science Honours (Psychology)
    - Certificate in Screening for Dyslexia – Pre 16
    - NVQ Level 4 Higher Level Teaching Assistant
    - CIEA Accreditation as a Language Modifier
    - Level 2 Team Teach
    - ELKLAN Speech and Language qualification
    - Certificate in Youth Justice
    - NVQ L3 Childcare and Residential
    - NVQ Level 2 Administration

- Higher Level Teaching Assistant (HLTA) Numeracy (Tracey Daly)
    - CIEA Accreditation as a Language Modifier
    - Level 2 Team Teach
    - level 2 in Food Safety and Hygiene for Catering (faculty based).
    - Training for A level status in Elklan
    - Level 2 Teaching Assistant

- Higher Level Teaching Assistant (HLTA) Speech, Language and communication Needs (SLCN) (Sarah-Jane Norman)
    - HLTA qualification
    - Supporting Teaching and Learning in schools" NCFE Cache level 2 and 3 Diploma
    - Makaton course
    - stage 1 Braille
    - Hampshire specialist learning service VI course

- Exams officer (Michelle Harding)
    - Qualified in Psychometric Testing, Assessment and Access Arrangements (Level 7 CPT3A)
    - Member of British Psychological Society.
    - Level 5 HLTA status
    - Trained ELSA
    - Level 2 NCFE Autism
    - Accredited Exams Officer
    - Private tutor in English
    - Independent Access Arrangement Assessor

- The Hive Team and the Well-Being Centre liaise with many specialist services and outside experts to ensure provision for our students is appropriate and meets all needs. Services accessed include:
    - Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
    - Social services – locality teams, social workers, child protection teams, family intervention programmes

- Hampshire Educational Psychology Service
- Hampshire Inspectorate and Advisory Service : Specialist Teacher Advisors – hearing impairment, visual impairment, physical disabilities, communication and language, SEND team

Q: What SENd training have the staff had or are currently having?

SENd training is an on-going rolling programme of professional development for all our staff throughout the school year.

- We have two ELSAs (Emotional Literacy Support Assistants) who have been trained by and receive regular supervision support from Hampshire Educational Psychology Service.
- Three Higher Level Teaching Assistants (HLTA) who have extensive experience and training in planning, delivering and assessing intervention programmes for English, Maths and speech and language needs
- The FLS and SLS have undertaken specialist training in supporting students with speech language & communication needs (SLCN), autistic spectrum disorders (ASD), and supporting students with hearing or visual impairment.
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCo, KS3 SENDCo, a designated member of the Hive team, Head of Student Support or other staff with relevant expertise.
- SENd training forms part of the continuing professional development of all teachers, HLTAs, SLS and FLS. It is organised in accordance with the needs of the students and staff.
- The school work closely with other local schools, especially our feeder primary schools, sharing training opportunities including INSET days and outside expertise. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- All staff at the school are trained in teaching and working with hearing impaired or visually impaired students and students with a physical disability with updates at induction and INSET days.
- We regularly and rigorously review and develop the skills and attributes of our staff to ensure that they match the profiled needs of our students.
- All staff have completed training with Communication and Interaction team looking at how to support learners with SLCN in class.

Q: How will my child be able to contribute their views?

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- The school has an active student council, where students represent their peers. The student council is able to express student views to senior leaders throughout the school year.
- Student panels regularly form a part of the school's interview process for new members of staff.
- Students can also express concerns to our Prefect team
- If your child has an EHCP, their views will be sought before any review meeting

- Students will also have opportunities to provide feedback to the SENDCo or KS3 SENDCo through student focus groups.
- Students who have a passport are also actively involved in putting these together with opportunities for them to share their views.

Q: How will my child be included in activities outside the classroom including school trips?

- This is an inclusive school and we actively encourage our students' participation in as wide a range of enrichment activities, including offsite activities, as possible.
- If there are more students who wish to attend a trip than there are spaces available, in the interests of equity, the following selection process must apply:
    - For trips which are a requirement of a subject's curriculum, all students must be allowed to attend.
    - For trips which are a linked to a subject's curriculum (but not a requirement of it), students in the oldest cohort, for whom the trip is relevant, must be invited first (on the basis that they may not get another chance to enrich their subject curriculum in future years). Remaining spaces will be allocated at random.
    - For trips which do not relate to the school's academic curriculum, priority will be given to students with the least number of negative behaviour points. If the selection process gets to a point where a group of students larger than the number of spaces left all have the same number of behaviour points, students must be selected randomly.
- Every reasonable step will be taken to include students with specific needs on offsite visits. Where necessary, a risk assessment will be carried out to determine if reasonable adjustments could be put into place to make the attendance on the trip of students with specific needs feasible. However, if those reasonable steps cannot ensure the safety of the young person in question and/or that of others, then the school reserves the right to determine that students cannot attend a particular venture. Additionally, the school reserves the right to refuse to take any student whose behaviour record casts doubt on their ability to behave acceptably and appropriately on the trip.

Q: How accessible is the school environment?

- Apart from six classrooms in the English Block, the school is all on ground level but some faculty blocks need to be accessed by steps or permanent ramps. However, as not all areas are easily accessible by wheelchair, students who are temporarily incapacitated by ill health and require either a wheelchair or crutches can generally be accommodated for within the well-being centre.
- Where a student has an identified disability that requires specific access needs, this is accommodated through careful timetabling of lessons e.g. use of a wheelchair prevents access to a lesson upstairs in the English block- adjustment is made so that all English lessons take place in one of the English rooms on the ground level.
- The site has one Unisex toilet large enough to accommodate changing; it is situated by the PE changing rooms.
- There are accessible toilets located in the V block
- The car park has parking bays for disabled badge holders, marked clearly in yellow paint.

- We liaise with EMTAS (Ethnic Minority and Traveller Advisory Service) who assist us in supporting families with English as an additional language or with a Traveller background.
- The school site has yellow markings to clearly indicate steps and to highlight supporting structural posts in and around the school site to enable visually impaired students to move around the site.
- Corridors have mats which contrast against the colour of the flooring to indicate where doors are to ensure students can navigate around the school with ease.
- In addition to structural changes, the school has updated school maps so they are accessible in larger font or online for visually impaired students.
- The school's SENd Policy and information report also adhere to section 69 of the Children and Families Act 2014, including:
    - the arrangements for the admission of disabled pupils
    - the steps we take to prevent disabled pupils from being treated less favourably than other pupils
    - the facilities we provide to help disabled pupils to access the school
    - information as to the plan prepared by the governing body or proprietor under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:
    - increasing the extent to which disabled pupils can participate in the school's curriculum
    - improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school
    - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Q: How will the school prepare and support my child when joining the school and transferring to a new school?

- Our goal is to make sure our new students feel like they belong at BHCS before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.
- This is achieved through close collaboration with Primary schools or through Parent and Student meetings if your child is joining us once the academic year has started.

Key Stage 2-3 (year 6 to year 7)
During your child's final year at Primary School, Mr Du-Heaume (Transition Manager), Mrs Longshaw (KS3 SENDCo) and Mrs Lavender(SEND practitioner) visit the school and meet all future students and talk to class teachers, SENDCo and the Head teacher. This is an important part of your child's introduction to our school. During this period our Family Support Worker, (Ms Thomas), also liaise with your child's Primary/Junior School to discuss the support requirements of those students who require extra support with transition.

In the summer term, Year 6 pupils will visit the school perhaps on several occasions. This important step in Primary to Secondary transition helps to ensure that we get to know our future students and their needs as fully as possible before they join us in Year 7. This means that we can begin productive work immediately in September to maximise

learning and that we can also ensure that students experience a smooth and happy transition from Primary school.

- All students in Year 6 who have accepted a place at BHCS for Year 7 are invited to two Transition Days in July. These days provide a taste of secondary school life, giving them the experience of lessons, providing information about how the school runs and allowing an opportunity for students to meet their new classmates.
- All year 6 students are given a password to access our online transition page to help them navigate the school and to familiarise themselves with teachers and support staff at BHCS.
- Parents/carers are invited to a 'Year 6 Parents' Evening' at the end of the first Transition Day, to learn about the activities their children have undertaken, to meet their tutor and other key members of the Key Stage 3 team and to receive information about the organisation of the school.
- The Transition Manager, the KS3 SENDCo, SEND Practitioner and Family Support Worker visit feeder primary schools to meet students and gather information from Year 6 teachers and support staff.
- Before the end of year 6, BHCS tutors are provided with information about their new students' needs, strengths and any other relevant background information.
- BHCS currently operates a horizontal tutoring system, which means that students in Year 7 are placed together in tutor groups.
- The Head of Year 7 allocates Y6 students to tutor groups taking into account advice from the primary school.
- Every student's school file is passed on to BHCS at the end of Year 6.
- The school arranges extra transition visits for vulnerable Year 6 students so that they can get to know the school site, meet staff with whom they will work and learn about how the school is organised.
- Additional meet and greets are offered for students with EHCPs or those identified as needing enhanced transition which provide the opportunity for the student and parents/carers to meet key staff from the Hive or Well-Being Centre.

Key Stage 3-4 (Year 8 to Year 9)

- At BHCS students are in KS3 for two years (Year 7 and Year 8 only) and spend their remaining three years with us in KS4 (Year 9 onwards). This is so that our students have more time to spend on developing the skills and knowledge required for achieving qualifications at the end of Year 11.
- For KS4, students choose from a range of GCSE courses which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- For some of our students, we appreciate that having to pick four GCSE options can be too demanding, and we have set up an alternative pathway where they choose three GCSE options and the fourth option is allocated to support with additional lessons in English and Maths and work through The Princess Trust Award to provide support with developing their communication skills and employability skills.

KS4-5 (year 11 to year 12)

- The school arranges visits to open days and further education fairs for all students. Support with finding and applying for apprenticeships is also available.

- Students are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for students in order to inspire the ambition to pursue this route.
- Students in year 9, with an EHC plan, are invited to attend an additional visit to local colleges to support with them making decisions about post-16 education.
- All students in Year 10 are provided with 1-1 careers advice to help them plan possible routes for training or education.
- Students with an EHC Plan who are moving on to further education are supported by the Local Authority as well as the school in reaching their next educational goals.
- All information relating to a student's exam concessions and required adaption to the curriculum, is passed on to college or the training provider during the summer term of Year 11, after college places have been confirmed.

Q: How are the school's resources allocated and matched to children's needs?

- We ensure that all students with SENd have their needs met to the best of the school's ability, within the funds available.
- The budget is allocated on a needs basis. The students who have the most complex needs are given a higher proportion of this support

Q: How is the decision made about what type and how much support my child will receive?

- Our provision is arranged to meet our students' needs, within the resources available to a mainstream setting. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.
- Students with special educational needs and/or disability are identified by BHCS staff, primary schools, parents, other professionals and screening tests. All new students have their reading and spelling skills assessed within the first few weeks of joining BHCS to ensure that literacy difficulties are identified and intervention/ support can be implemented where necessary.
- We provide a learning support service in line with our SENd Policy which has been ratified by the board of Governors and we subscribe to an admissions policy that meets Hampshire County Council expectations.
- The SENDCo and KS3 SENDCo consults with subject teachers, Heads of Faculty and Heads of Year, as well as with support staff, to discuss the students' needs and what support would be appropriate.
- There are always on-going discussions with parents/carers for any student who requires additional support for their learning and progress.
- Students can also access our Well- Being Centre for support with Mental Health

Q: Who can I contact for further information at BHCS?

- A parent/carer's first point of contact should be the child's tutor or Head of Year

Additional contacts if further support is needed:

- Ms Helen Heath, KS4 SENDCo hheath@bhcs.sfet.org.uk
- Mrs Rachael Longshaw, KS3 SENDCo rlongshaw @bhcs.sfet.org.uk
- Mrs Paula Lavender, SENd Practitioner plavender@bhcs.sfet.org.uk
- Mrs Annie Cufley, Send Catch-up teacher acrow @bhcs.sfet.org.uk

- Miss Farah Jawad, Student Support Co-ordinator fjawad @bhcs.sfet.org.uk
- Ms Rachael Thomas, Family Support Worker rthomas @bhcs.sfet.org.uk
- Miss Rebecca Dicks, The Mental Health Lead rdicks@bhcs.sfet.org.uk

Q: Who can I contact for further information outside of BHCS?

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- SENDIASS, offering independent, free advice for parents of children with SEND: https://www.corechildrensservices.co.uk/hampshire-sendiass-now-live/
- IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk
- The National Autistic Society Hampshire Branch: http://www.shantsnas.org.uk/
- Hampshire Dyslexia: http://hantsda.org.uk/
- Parent Voice: http://www3.hants.gov.uk/parentvoice
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: http://www3.hants.gov.uk/gatewaycard
- Hampshire Inspectorate and Advisory Service Communication and Language team: http://www3.hants.gov.uk/childrens-services/specialneeds/teacher-advisers/communication-and-language.htm
- Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: http://www3.hants.gov.uk/servicesforschools/education-psychology.htm
- Speech and Language Therapy service: http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-(paediatric).aspx
- Hampshire Ethnic Minority and Travellers Advisory Service: http://www3.hants.gov.uk/education/emtas.htm
- School nurse team: http://www.hampshirehospitals.nhs.uk/schoolnursing
- Basingstoke Young Carers: http://basingstokeyoungcarers.co.uk
- Friends of the Family, offering voluntary support for families who need help: http://www.friendsofthefamilywinchester.org.uk/
- Police Community Support Officers: http://www.wdsp.co.uk/communitysafety/anti-social-behaviour/community-safety-patrolling-officers/police-community-support-officers/
- Winston's Wish, a national charity supporting families that have been bereaved: http://www.winstonswish.org.uk/
- Simon Says, a local charity supporting families that have been bereaved: http://www.simonsays.org.uk/
- SONUS, Hampshire Deaf Association: http://www.sonus.org.uk/
- NDCS, National Deaf Children's Society: http://www.ndcs.org.uk/
- CAMHS, Child and Adolescent Mental Health Service: http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm
- Hampshire Careers Service: http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/youthtube/youth-professionals/hampshirecareersandemployabilityservice.htm
- Paediatricians: http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-(paediatrics)/royal-hampshire-county-hospital-child-health-services.aspx
- Occupational Therapists: http://www3.hants.gov.uk/adult-services/aboutas/structure/ot/ot-direct.htm

- Physiotherapists: http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/o/occupational-therapy/winchester-and-eastleigh-therapy-services.aspx
- County SEN Team: http://www3.hants.gov.uk/sen-home

Q: Where can I find Hampshire's Local offer?

Every Local Authority has a duty to set out in one place the provision that it expects to be available across education, health and social care for children and young people from birth to 25 years of age who have special educational needs and/ or disabilities and also services outside of the area which they expect children and young people from their area to use. This is known as the 'Local Offer'.
You can access Hampshire's Local Offer using the link below:
Hampshire's Local Offer: www.hantslocaloffer.info

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