

## Bishop Stopford School SEND Information Report October 2018

### 1. Introduction

This SEN Information Report is part of the Local Offer

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/localoffer/Pages/default.aspx>

All governing bodies of maintained schools have a legal duty to publish information on their website, about the implementation of the governing body's policy for students with SEN.

The information required is detailed in the 'Special educational needs and disability code of practice: 0 -25 years,' July 2014.

### 2. Key Roles

Mrs Jacinta Bates

SEND Coordinator (SENDCo)  
Deputy Designated Teacher Safeguarding

#### **Mrs Sue Harford**

SEND Administration Coordinator and initial contact for Inclusion Team

#### **Mr Damien Keane**

Deputy Head (line manager of the SENDCo)

#### **Mr Dennis Murray**

SEND Governor

#### **Other Key Roles**

#### **Mr Rob King**

Designated Teacher Safeguarding

### 3. SEN Profile 2018-19

Our SEN profile for 2018 – 19 shows that we have:

- Number of SEND students in Years 7-11: 20
- Number of SEND students in Sixth Form: 1

This includes both students with an EHCP and those classified as SEN Additional Needs

21 students have a Statement or Education, Health and Care Plan

- Communication and interaction:
- Cognition and learning:
- Social, emotional and mental health:
- Physical and sensory:

### 4. Defining and Identifying SEN

At different times in their school career, a student may have a special educational need. The Code of Practice, 2014 defines SEN as: “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or,
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEN, we will provide provision that is **additional to or different from** the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners fall behind in schools for many reasons. They have been absent from school, they may have attended many different schools and not had a consistent opportunity to learn. They may not speak English very well, or at all. There may be a whole range of external factors that distract them from their learning. At Bishop Stopford we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making progress, we will always intervene. This does **not** mean that all vulnerable learners have SEN. **Only those with a learning difficulty that requires special educational provision will be identified as having SEN.**

#### a. Disabled students

Bishop Stopford is committed to upholding legislation set out in the Equality Act, 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments’.

The Equality Act 2010 definition of disability is:

*“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities”*  
*Section 1 (1) Disability Discrimination Act, 1995.*

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Therefore, where a disabled student required special educational provision they will also be covered by the SEN definition.

## **5. Policies for identifying and assessing children and young people with SEND**

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Bishop Stopford we ensure that assessment of educational needs directly involves all learners, parents and teachers. The Inclusion team, led by the SENDCo, will also support with the identification of barriers to learning.

Bishop Stopford uses a Graduated Approach for the identification of SEN as described in the Code of Practice, 2014.

We use the following process to assess and provide support to any learners that may require support:

### **i. Assess:**

Issue: Class teacher/learner/parent raises a concern about a possible SEN learning difficulty.

Action: We use the SEND criteria and strategies document, across the curriculum, to assess whether the student is displaying issues with learning that are consistent with a SEN. The teacher plans 3 mini cycles of 'Assess, Plan, Do, Review', using teaching strategies. If the concern is substantiated, we use assessment tools (see above) to gain further information.

### **ii. Plan:**

Issue: A learner has been identified as having SEN.

Action: We would put in place a Personalised Learning Plan (PLP) and this would be led by an appropriate member of the teaching or Individual Needs team. It would always involve a meeting with a parent/carer and learner. This plan would include strategies and interventions which will be shared with all subject teachers for the learner.

### **iii. Do:**

The interventions and strategies are actioned by the subject teachers/Individual Needs team. Subject teachers also add to the PLP, periodically, with strategies as they continue to work with the learner.

### **iv. Review:**

Student progress is regularly reviewed using subject data and a review of the Personalised Learning Plan (PLP). This may not always take the form of a sit-down meeting but could be a telephone call/email exchange or could be built into interventions.

## 6. Assessing students

The following methods are used to help us identify students with Special Educational Needs:

- liaison with primary schools during transition visits in Year 6
- attendance at Year 6 Annual Reviews by the SENDCo
- additional visits offered where required for all SEND students
- information sharing with primary partners within Northampton's Area Improvement Partnership
- information collated from staff who visit Year 6 students in their primary setting
- Cognitive Ability Tests (CATs)
- baseline assessments in reading comprehension and spelling
- on-going monitoring of progress by the class teachers
- concerns/information received from a parent/guardian/carer and/or external agencies
- each department in school regularly follows SEND quality first teaching of assessing planning, doing and reviewing.

## 7. Supporting students with SEND

Students are involved in the decision making process, meetings and setting of their targets.

In each subject, students' are involved in monitoring and reviewing their progress through the use of target setting. Each student has a working at level and an aspirational target grade.

Students are encouraged to:

- state their views about their education and learning as a response to teacher identified areas of improvement
- through targeted intervention, shared responsibility of individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- for those receiving an intervention, monitor their success at achieving their targets
- for those attending annual reviews be part of the discussion and target setting process

## 8. Provision for SEND students

Where students are not reaching their academic potential and/or identified as having Special Educational Needs, the school uses a targeted short term intervention of support based on the level of need.

Intervention may include one or more of the following:

- teachers differentiate work as part of quality teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- targeted 1:1 intervention to promote rapid progress within a defined area of need
- general in class support is utilised times
- individual short term withdrawal from some subjects
- further differentiation of resources
- teachers have high expectations and plan carefully to meet the learning needs of all our students
- a setting structure that allows the students to respond at their own level but pushes and supports success and progress
- the opportunity for students to progress through their work at their own rate of learning but with an expectation of success

We offer extra-curricular activities for all our students. These activities offer our very able and/or talented students the opportunity to further extend their learning in a range of activities. They also embrace students' regardless of their SEND or Disability opportunities such as sporting and musical clubs, lunchtime clubs offering a range of activities and educational trips.

There is also additional support for SEND students including:

- all learners will have access to high quality class teaching
- some learners and students with disabilities will have access to carefully differentiated activities or approaches directly related to the curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates
- all vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional interventions in place

The provision map directs the school to:

- plan strategically to meet students' identified needs and track their provision
- audit how well provision matches need
- recognise gaps in provision
- highlight repetitive or ineffective use of resources
- cost provision effectively
- demonstrate accountability for financial efficiency
- demonstrate to all staff how support is deployed
- guide the requirement to inform parents, LA, external agencies and Ofsted about resource deployment
- direct expertise of staff

Equipment and facilities to support students with Special Educational Needs or Disability.

Accessible facilities include disabled parking spaces, disabled toilets throughout the school and a lift was added to one building in September 2015. There are a number of disabled ramps across the school but it should be noted access to the older buildings is not direct and might present difficulty for wheelchair users. For Visually Impaired there are yellow markings on stairs and changes of levels. Students have access to computers throughout the school.

For Hearing Impaired students, we use a digital radio aid system with cochlear implants.

The needs of students are reviewed and where additional equipment or changes to facilities are required these are discussed with the Headteacher and decisions made with regard to reasonable adjustments. We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all students by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- be involved in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- monitor their success at achieving the targets set as part of an intervention
- the SENDCo will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements)

We seek to respond quickly to emerging needs and work closely with other agencies for example:

- Local Authority Education Health and Care Team
- Social Care
- CAF team
- CAMHS
- Educational Psychology Service
- IASS Independent Advice and Support Service
- Northamptonshire County Council Sensory Impairment team
- Northamptonshire County Council Hearing Impairment team
- Local NHS services
- Targeted Prevention Team
- Education Entitlement Service
- Multi-agency safeguarding hub
- Child Protection services
- Community Paediatricians
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In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving students with additional needs in our school. For students with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies often at the request of families with due regard to data protection and safeguarding. We liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a student are very specific (e.g. autism, visual impairment etc.).

We have a clear point of contact within the school who will coordinate the support from outside agencies for each student. This will usually be the SENDCo or Designated Teacher for Looked After Children.

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a student's next phase of education and, in the year before they leave, will offer transition meetings to all students in receipt of Additional SEND support and all those with statements of Special Educational Needs or an Educational Health and Care Plan. Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at the review meetings convened by the SENDCo.

## **9. Evaluating the effectiveness of its provision for students with SEND**

All interventions offered to students are tracked on our provision map. The map is regularly monitored and evaluated by the SENDCo, and senior leadership team. Adjustments are then made through meetings and /or correspondence with parents, guardians and carers.

Effectiveness of provision for students with SEND is evaluated in the following ways:

- provision mapping
- analysis of literacy and numeracy levels
- observations of teachers
- pre, post and during intervention testing with analysis of the data collected □ termly reports
- SEND reports

How does Bishop Stopford School assess and review the progress of students with SEND?

- Whole school reporting
- reading and spelling tests
- parents/guardian/carer progress evenings
- annual review for those students with a Statement or Education Health and Care Plan □ internal target setting data
- attendance data
- pre -arranged meetings with parents/ guardians/or carers

Students and parents will be encouraged to consider all options for the next phase of education and the School will involve outside agencies, as appropriate, to ensure information is not only comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

## **10. Complaints procedure**

Any complaints relating to the support provision should be directed to the SENDCo. Complaints can be made by telephone, in writing or in person with an agreed meeting time. Any complaints relating to staff should be directed to the Headteacher.