



Bishop Challoner
Catholic School

Bishop Challoner Catholic School SEN Information Report 2023/2024

Legislation and guidance.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report <https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

Statutory guidance on this is contained in Section 6.79 to 6.82 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Frequently Asked Questions included in this document:

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

How will the school know how well my child is doing and how will they inform me about this?

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

How accessible is the school to children with SEND?

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips? How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

As a Catholic school, we provide a genuine Christian education through which students recognise the dignity of the person and equality of all (as per Equality Act 2010). We achieve this through establishing a caring community where the uniqueness of each student is acknowledged and their abilities, aptitudes and gifts are developed to their full potential. We are an inclusive school. We work with the local offer and extended educational providers such as Post-16 Colleges to enable every child the best destination at the end of their Key transition years. We endeavour to best adapt our curriculum, assessment maps and class arrangements so all our pupils aim high and achieve to the best of their ability. The principle of Quality First teaching integrated with early intervention underpins the approach taken at our school. We make every effort to meet the individual needs of our students and to include them fully in the life of the school such as off-site educational visits, assemblies and extra-curricular activities.

Type of school/college

Bishop Challoner Catholic School is a Voluntary aided mixed school consisting of over 1200 pupils on roll aged 11-18 and including a Sixth Form. Students are divided into 8 forms on entry.

The arrangements for the admission of pupils with SEND and Identifying children's additional needs.

How will the school know if a child needs additional help?

Pupils with and EHCP or on the SEND register will be appointed to us under a consultation in Y6 to Y7 or mid-year. The SENDCo will have 2 weeks to respond to the LA when a parent chooses Bishop Challoner Catholic School and consults us via the Local Authority.

Pupils on the SEND register will be identified and supported by a Transition Worker appointed by the Local Offer and this way information-sharing, reports identifying needs and adjustments are put in place in preparation for the individual pupil's transition.

Bishop Challoner Catholic School identifies students who have additional educational needs in a number of ways and at different stages during the school year. All teachers, support staff in cooperation with the parents/ carers play a part in identification and support of students who may need additional support. Parents feedback and involvement is crucial in leading their child's process in assessment alongside with the school.

Progress of students such as academic levels and personal development is monitored termly by class teachers, heads of Year/ Heads of faculty and the SENDCo. The school will identify each child's reading age and use the Y7 CATS baseline assessments to predict levels, and Grade Indicators assessments take place at different stages across KS3 and KS4. Regular reports for students are shared with parents. Year Leaders (YLS) and the pastoral team for your child's year group may also contact parents with regard to additional support.

Our Transition is planned and adapted to our perspective SEND pupils by working with primary colleagues to ensure a positive transition and to ensure that the provision for students on arrival is in place and effective.

In transition to GCSEs, students are identified for additional support in exams, known as Exam Access Arrangements at the start of their GCSE courses, (normally in Y10), these are typically students who have required additional support during years 7-9. Termly reviews Year Leaders (YLS) and SEND Pastoral Team meet with the Special Educational Needs Coordinator (SENDCo) weekly to monitor both the wellbeing and learning of the children that might have been highlighted.

Progress of those on the SEND register is monitored and reviewed and evaluated termly and students are identified for additional support based on the academic progress they are making and how well included they are in the school community. The special needs team knows that parental support and involvement in their children's learning is important therefore communication and partnership with parents is conducted through our system where the Pastoral Team, SENDCo or a designated Link Worker contact home regarding the progress and wellbeing of the child. This establishes positive home/school links.

Where staff have concerns regarding the progress (academic or social) in liaison with the SENDCo, a graduated approach may take place and interventions of support is identified and monitored (assess, plan, do, review cycle takes place up to 3 terms before evidence is sufficient and prior to initiating an EHCP request. Parents have the right to make a self-referral to an EHCP at any stage and lead the request directly with the Local Authority when they are concerned.

Questions or concerns can be raised by parents by speaking to their child's Head of Year or by emailing SEN@bishop.towerhamlets.sch.uk so that the concern is brought to the relevant member of staff. Where the school wants the needs of a student clarified or if there is a complexity in the assessment of the student's need, the school will request an assessment by the school's Educational Psychologist (EP). In this case written consent is required from parents. Reports from the EP are sent to parents and the way forward is discussed with parents. If the school feels that an EHCP may be required they will begin the process with an assessment by the school's Educational Psychologist. Parents are invited to meet with the EP and

SENDCo to discuss the process and their part in the process. Once again, parents have the right to request statutory assessment directly by contacting the local authority.

How we give pupils/young people a voice

There is a very successful partnership between the school and the families and community it serves. Parents or carers of those with an EHCP will attend their annual review every academic year where all the relevant professionals will be involved, provide feedback and contribute to their child's next steps and in this way give the pupil a voice.

In School our SEND pupils have the opportunity to complete a survey where SLT and SENDCo gather pupils' voice, and this leads to decision making under the inclusion team.

We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with the subject teachers and form tutor.

Every student with an EHCP or statement of special educational needs has a person-centred annual review. Students and parents' views form the core of this meeting and actions from the meeting inform the teaching and support that the student receives in school.

There are times in the year when the Pastoral Team and SENDCo will gather the voices of those most vulnerable and on the SEND register via a survey and actions are taken from this. SEND pupils also form an active part at the Student Council.

How we know if a child/young person has special educational needs

We work hard to make sure we have as much detail from the primary schools when a student transfers from year 6. We visit all our feeder schools and speak to the SENCOs, classroom teachers and TAs so that we know what support to put in place for our new students. We make use of KS2 and other prior data to help early identification in year 7. All new year 7 students have Cognitive Abilities Tests (CATs) when they join the school. If a pupil has special educational needs, we make sure that the right support is in place so that they are getting help right from the moment they join the school.

To ensure success for students in the school we focus strongly on the swift and effective identification of any additional needs they may have. In order to do this, we have systems of monitoring and referral to the Inclusion team, these include:

- Regular monitoring of progress data to highlight students who are not progressing and may have additional needs and need support
- Regular monitoring of other information such as behaviour that may indicate a concern.
- Weekly highlighting meeting dedicated to raising any concerns that can then be referred to the Inclusion team (and for any assessments by outside agencies). The highlighting meetings review ongoing cases on a regular basis
- Staff are able to raise concerns to the highlighting meetings through Heads of Year, SENCO or Assistant Headteacher in charge of Inclusion

Parents are encouraged to contact the school as soon as they have any concerns about their child's Special Educational Needs. A meeting will be set up with the relevant member of staff.

What we do to help children/young people with special educational needs

The most effective support mechanism for students with additional educational needs is the inclusive quality first teaching that is provided in every lesson. As well as providing outstanding teaching for all pupils, teachers ensure they are fully aware of the additional needs of pupils in their class and provide differentiated teaching and resources to meet these needs.

There is a range of provisions to help pupils with SEND or other needs make progress and these include:

- In-class support from a teaching assistant to enable students to make progress to develop independence (for those pupils identified with this level of funding via an EHCP)
- We make sure that staff receive regular training by specialists in areas such as autism, speech, language and communication, mental health and wellbeing. Outside professionals and school staff hold regular "teach meets" to ensure quality first teaching for particular pupils.
- Provide specialist teaching for students with difficulties in language and communication through a Speech and Language Therapist and specially trained school staff
- Learning Support Centre is available when a child requires further intervention within a limited period of time.
- Interventions: Link workers, Emotional Literacy Support Assistants (ELSA), Literacy, Handwriting, Nurture group, targeted homework club.
- EAL Provision
- P6 Revision with the Subject teacher or Homework Support
- Counselling provision provided by A Space.

What is the approach to teaching students with SEND and how is the curriculum adapted?

The approach at Bishop Challoner is to viewing students as having a variety of abilities and needs, recognising that these needs can change in different contexts. We aim to deliver lessons that are accessible to students considering the 4 broad areas of need and make adaptations to teaching (resources, environment, delivery, content) where a student requires something that is 'in addition to' and/or 'different from' the other students. For some students, their ability to access all subjects may be reduced as a result of their SEP (Special Educational Provision), for example where pre-teaching or revisiting learning are a requirement on a student's EHCP. In these cases, we work to ensure that students are accessing the most important aspects of subjects' content so that progress is not inhibited due to limited access. Maintaining access to a broad and balanced curriculum is always considered. Where students require specific interventions to develop a key skill or overcome a barrier to learning this is delivered as a short-term intervention which follows the Assess, Plan, Do, Review cycle. SEND students are integrated into mainstream classes with a minimum expectation of 60% timetable access (in very particular and limited identified pupils) and with appropriate support the aim is to increase mainstream learning and prevent segregation or isolation from their age-related peers.

Bishop Challoner has a strong focus using prior attainment to inform planning. Teachers make sure that all students can access their lessons by ensuring that the activities are appropriate to their academic level and any particular additional needs.

How do we adapt the Learning Environment?

Staff view teaching through the lens of students who experience difficulties across the 4 broad areas of need and make adaptations considering students who experience these barriers whether these relate to physical or sensory barriers, cognition & learning barriers or social emotional or mental health barriers. Learners with physical disabilities for example might have a lift pass or a note in their planner to leave the classroom before a busy change over takes place, and in this way have a safe transition between lessons.

Physical environment: While not all buildings in the school are fully accessible, the vast majority of curriculum areas are accessible and accessibility of groups for students is considered when timetabling is undertaken.

How the school plans to effectively deliver information to pupils with SEND.

Access to information: The delivery of information in the classroom is managed well throughout the school with the Learning Support department and Heads of Year monitoring students' access. Students with hearing impairment and visual impairments are accessing with a high level of independence as adjustments are made by teachers and where necessary additional adults support access. Bishop Challoner SENDCo as well as the link workers work closely and support communication with home and external professionals. The medical needs lead is the Assistant Headteacher in charge of Inclusion.

How we decide what resources we can provide to a child/young person with special educational needs

The school receives a specific funding for students with additional educational needs and disabilities from the local authority and resources for individual students will be allocated according to their identified need. The budget allocated to students with EHCPs or statements is a fixed amount and the SENCO is responsible for making sure that this budget is used as cost-effectively as possible and that it is helping the students who have been identified as per EHCP provision. Depending on the individual need of the student the budget may be spent on:

- Buying a particular piece of specialist equipment for a student
- Paying for a specialist therapy session e.g. speech therapy
- Teaching Assistant and SEND specialist staff costs
- Interventions in literacy and/ or GCSE Support.

The effectiveness of interventions will be determined from a range of information including progress data and reports.

The Assistant Headteacher in charge of Inclusion in consultation with the Senior Leadership Team, recommends how the school's overall additional educational needs budget is spent. The school improvement development plan and faculty improvement development plans are monitored by the Governors' Quality of Education subcommittee

How we check that a child/young person is making progress and how we keep parents informed

Progress of all students, including students with SEND, is continuously monitored by all teachers through regular marking and assessment. Feedback to students is seen as critical to ensuring progress and teaching staff ensure this is done regularly and effectively. Feedback to students with additional needs can be individualised such as through the use of visual feedback or involving a teaching assistant in the feedback to a student.

At Bishop Challoner all pupils are assessed at least twice a year. There is also at least one formal parents'/carers' evening per year. Parents or carers of students with EHCPs/statements will also receive feedback on their child's progress towards meeting the objectives in the EHCP/statement at the annual review.

Support we offer for children's/young people's health and general wellbeing

Each year group is led by a Year Team Leader who is supported by a pastoral team. There are regular team meetings to discuss individual concerns or highlight any students who may require support. In addition to the year team meetings there are weekly highlighting meetings attended by a range of staff to discuss any concerns about particular students. Pastoral teams provide on-going support and guidance for all children across the school.

Students with medical conditions or disabilities are monitored by the Assistant Headteacher in charge of Inclusion and the school nurse. Care Plans are updated annually and all staff are kept informed of any changes in medical condition or medication. The school aims to make all reasonable adjustments to support individuals within the school.

The Learning Support Centre provides an alternative space so that Teaching interventions take place for those who need to revisit learning. On the day to day, students who struggle or present an emotional and coping difficulty, might seek permission via Head of Year to access to this safe space. The department supports students to access lunch in advance usually 10 minutes before their peers as a supervised access to the canteen avoiding the busy times.

We work with arrange of outside agencies to help care for pupils' health and wellbeing, these include:

- School Nurse
- School based counselling services
- Specialist teachers for physical disability, visual impairment and hearing impairment provided by the Local Authority
- Child and Adolescent Mental Health Team (THEWS part of the Local Offer)

The school has a clear behaviour policy and a clear anti-bullying policy which are followed in no detriment of reasonable adjustments in place and that are there to meet each child needs. It also takes place when the behaviour was not caused by unmet needs (if so, the approach is a cycle of interventions that might be identified instead). Chance, Choice and Consequences takes place in order to make a child aware of any wrong decision that can cause a concern or unsafe actions to himself and others.

What are Reasonable adjustments

Where a school's provision, criterion or practice might put a disabled pupil at a substantial disadvantage compared with other pupils who are not disabled, schools must take reasonable steps to avoid that disadvantage. This is usually referred to as the reasonable adjustments duty. The duty is anticipatory: it requires the school to think ahead and make reasonable adjustments so that disabled pupils can participate in the whole life of the school and in order to avoid any disadvantage that might otherwise occur. Schools can often avoid indirect discrimination and discrimination arising in consequence of a disability by thinking ahead and planning and making reasonable adjustments (Equality Act guide for School 2010. p.14. [LINK HERE](#))

Examples (Equality Act guide for School 2010. p.14. [LINK HERE](#)):

Example 5: the timetable is adjusted to provide time for the reinforcement of new skills for a pupil with learning difficulties. Example 6: a student with a visual impairment sits at the back or front of the class to accommodate her field of vision. Example 8: where the school policy would normally provide for a 2-day exclusion, the policy is adjusted to provide an alternative disciplinary measure for a pupil where his behaviour is not caused by unmet needs. The 'punishment'/correctional educative measure marks the seriousness of the incident, so it is understood by the pupil at a first instance.

Specialist external services we use when we think extra help is needed

We work with a number of outside agencies. These agencies provide specialist support depending on the special need of the student. The agencies who support us at the moment are:

- Educational Psychology Service
- Hearing-impaired service (provided by Local Offer)
- Child and Adolescent Mental Health Team (provided by the Local Offer)
- Behaviour Support Team
- Children's Social Care
- Attendance and Welfare Service
- Speech and Language Therapy Service
- Occupational Health Service
- Language and Communication Team
- School Nursing Team
- Police Community Support Team
- Careers Service

The training our staff have had or are getting

All staff have recently had training on Quality First Teaching approaches for SEND students and how to make best use SEND pupil One-Page profile to appropriately differentiate for SEND pupils. Staff recently underwent their annual online Safeguarding training as well as Prevent training. Teaching Assistants are trained based on the Maximising Impact in Teaching and Learning using the model: Prompting, Questioning, Modelling, Revisiting, Promoting accountability and independence rather than adult-dependent learning. Training from outside agencies throughout the year includes:

- Autism training from Phoenix Outreach Team
- Training from the borough's specialist teachers for physical disability, hearing impairment and visual impairment.

- Certificate in SEND Code of Practice
- Emotional Literacy and Mentoring on Coping Strategies: How to support staff & pupils
- Innovation strategies in addressing complex SEND
- Scaffolding Strategies-Better classroom learning for all pupils

How we include children/young people in activities and school trips

All students are encouraged to take part in school activities and trips. Support is provided for those students who need it and all reasonable adjustments are made so that everyone can take part.

Staff who run trips always complete a rigorous risk assessment before a trip takes place so that all students are safe. If a student takes medication a member of staff will look after the medication and the Care Plan and make sure that the student takes it at the right time. The Assistant Headteacher in charge of Inclusion provides teachers running the trip with information about medication, dietary needs and any information involving extra support. The school will always inform parents of the activities included in the trip and ask for any further important information e.g. dietary requirements or changes to medication.

The facilities provided to ensure pupils with SEND can access the school.

The school is completely accessible for children and adults with mobility issues. We are fully wheelchair accessible. There are lifts in the building. There are disabled toilets with changing facilities.

How we prepare for children/young people joining our school and leaving our school

We liaise closely with the primary school your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school. While at Bishop Challoner, we take care to ensure that during transition points (between classes each year and at the end of Key Stages), all staff are aware of individual pupils needs, learning progress and best support strategies.

The Careers Service will meet with every student who has an EHCP from year 9 onwards. For students with additional needs at Key Stage 4 and 5 the SENCO and the Careers Service help to prepare and advise students on college courses they are interested in. This is discussed with parents at the Annual Review. Where necessary a member of staff will visit the college with the student. Students are given help with college applications and interview practice if they need it. The SENCO contacts the Learning Support department of the new college to share information with the College SENCO so that they can put the correct support in place when the student transfers.

How parents are involved in school life

At Bishop Challoner there is a very good partnership between staff and parents. Parents are consulted and kept informed on all aspects of their child's school experience. When necessary, interpreters are available at all meetings with parents. We involve and communicate with parents in the following ways:

- Well attended parent's evenings
- Annual review and other meetings held by the SENCO
- Phone calls and letters home

How the school plans to effectively deliver information to pupils with SEND and Who to contact for more information or to discuss a concern

Pupils with SEND attend their annual reviews and the most disadvantaged (EHCP) receive a regular report from their teaching Staff. The link workers are key to differentiate and take the necessary time to deliver information to those learners. Speech and Language Therapist is to work closely with the Teaching Staff to adapt Communication and Teaching materials so those with Dyslexia and or Speech and Language needs or ASD, for example can easily access to information (using alternative and augmentative communication systems, technology such as speech to type and Picture Communication Exchange systems for example).

The first point of contact for parents is the form tutor or the Deputy Head of Year. HOD, via a phone call.

If a parent or carer is worried about their child's progress they can contact the Year Leader.

If a parent carer feels that their child needs further support or assessment they can contact the SENDCO (Ms A Alonso) or Assistant SENDCO and/ or Assistant Headteacher in charge of Inclusion (Ms Meehan) through the main school number: 0207 791 9500, or SEND Admin Email: SEN@bishop.towerhamlets.sch.uk

Tower Hamlets' local offer contains information about services that are available to children, young people and families in Tower Hamlets. It includes information and advice about the help on offer for people with special educational needs and disabilities from birth to 25 years and can be found at:

<http://www.localoffertowerhamlets.co.uk/>

The steps the school has taken to prevent discrimination and inequality towards pupils with SEND

Bishop Challoner Catholic School is an inclusive school in all of its aspects and to prevent discrimination our school uses every educative opportunity to both adults and pupils understand barriers to learning and become confident in identifying and 'breaking' those barriers. A weekly bulletin is shared with the whole school where safeguarding and areas of SEND are highlighted. The school endeavours to include those with high level of needs in our educative community such as off-site educational opportunities and extra-curricular clubs.

The school's plans to increase curriculum accessibility.

Alongside the measures put in place identified previously in this report, the school recently developed a curriculum for those working on or below Level 2 GCSE predicted levels to ensure that they access the curriculum via very precise and scaffolded topics, identifying the precise skills that the child will develop in each subject and a precise assessment map. Such a curriculum maps the skills and next steps that the child will be working on and identifies what is being assessed, via key words and 'Feedforward' bookmarking of a task where Teachers specify clearly the skills and learning that was achieved and how to achieve the next step, the 'FIX IT' task extend learning.

This report was prepared in November 2023. It will be reviewed in November 2024.