



Bishop Challoner Catholic Federation of Schools

Bishop Challoner Federation of Schools SEN Information Report 2021/2022

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>

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. 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 the full. We are an inclusive school. We work hard to enable all our pupils to aim high and achieve to the best of their ability. We make every effort to meet the individual needs of our students and to include them fully in the life of the school.

Type of school/college

We are Federation consisting of: 11-16 Boys' School 11-18 Girls' School

How we give pupils/young people a voice

There is a very successful partnership between the school and the families and community it serves. 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.

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
- 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 Speech and Language Therapist and specially trained school staff
- Learning Support Centre
- Interventions: Link workers, Emotional Literacy Support Assistants (ELSA), Literacy, Handwriting, Nurture group, Inclusion homework club, Inclusion PE club
- EAL Provision
- Counselling provision provided by Place 2 Be and 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 over 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. Wherever possible, SEND students are integrated into mainstream classes with appropriate support from Teaching Assistants and access high quality teaching.

Bishop Challoner has a strong focus on differentiation and using prior attainment to inform planning. As far as possible students with special educational needs are taught in lessons along with other students. 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.

Teachers make work accessible to all students by asking a range of questions at different levels, by creating resources at different levels of difficulty and they use assessments to decide what individual students need to do to in order to make expected, or better than expected, progress.

All staff receive training on how to meet the needs of students of different ability and the inclusion team (as well as outside agencies) advise staff on how to meet the different needs of individual students with special educational 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.

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 SENCo 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 give to a child/young person with special educational needs

The school receives finance for students with additional educational needs and disabilities from the local authority and resources for individual students will be allocated according to their 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 need it. 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 teacher to deliver 1:1 teaching sessions e.g. speech therapy
- Teaching Assistant and SEND specialist staff costs
- Interventions in literacy and numeracy

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

Parents and carers of students with EHCPs/statements are present at person-centred annual review meetings and, along with the student, will contribute their views on the effectiveness of support for the student.

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. If necessary, 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 termly. 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 for students who struggle with emotional and social difficulties. The department supervises students before school and during break and lunchtimes.

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
- Child and Adolescent Mental Health Team

The school has a clear behaviour policy and a clear anti-bullying policy.

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
- Child and Adolescent Mental Health Team
- 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 profiles to appropriately differentiate for SEND pupils. Staff recently underwent their annual online Safeguarding training as well as Prevent training by the local authority. Teaching Assistants are currently undergoing training based on the Maximising Impact of Teaching Assistants Programme. Training from outside agencies throughout the year includes:

- Autism training from Phoenix Outreach Team
- Regular training led by a speech and language therapist for both teachers and T.A.s which includes Zones of Regulation, SLT- 'All about Speech and Language therapy and strategies to support students in class', shape coding to support grammar and sentence structure development
- Training from the borough's specialist teachers for physical disability, hearing impairment and visual impairment.
- Certificate in SEND Code of Practice
- Coping with Bereavement: 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.

Our school environment

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

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
- A dedicated Parental Engagement Team
- Annual review and other meetings held by the SENCO
- Phone calls and letters home

Who to contact for more information or to discuss a concern

The first point of contact for parents is the form tutor, via a phone call.

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

If a parent carer feels that their child needs further support or assessment they can contact the SENCO (Miss Sagan) or Assistant Headteacher in charge of Inclusion (Miss Meehan) through the main school number: 0207 791 9500

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/>

This report was prepared in September 2022. It will be reviewed in September 2023.