

# SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT



**Bishop Challoner**  
Catholic Secondary School

## Introduction:

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress. Our provision may develop and change over time.

## Terminology

SEN- refers to the Special Educational Needs team

SEND- refers to a pupil with Special Educational needs and/or Disability

<p><b>What types of SEND do we provide for at Bishop Challoner Catholic Secondary School?</b></p>	<ul style="list-style-type: none"> <li>• Communication and Interaction.</li> <li>• Cognition and Learning.</li> <li>• Social, Emotional and Mental Health difficulties.</li> <li>• Sensory or Physical difficulties.</li> </ul> <p>See Appendix 1: This helps describe each of these areas of need in a little more detail.</p>
<p><b>How do we identify and assess pupils with SEN?</b></p>	<p>When students first start at Bishop Challoner Catholic Secondary School information is gathered from a wide range of sources. This is used to identify and assess pupils to see if they have SEND which requires additional support. This includes information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; literacy and numeracy Cognitive Ability Test; subject teachers; specialist colleagues and external agencies. Students have regular assessments to monitor progress.</p> <p>All pupils with SEND are on the SEN register, which is accessible to all staff. Staff use information provided by the SEN department to inform appropriate lesson planning which includes differentiation so that all pupils can access the curriculum.</p> <p>Targeted interventions are planned, delivered and evaluated where appropriate, for pupils with SEND this may include small group or individual work.</p> <p>During their academic journey at Bishop Challoner, students are regularly monitored. Staff, students and parents are encouraged to refer any SEND concerns to the SENCo who is then able to investigate these matters fully by means of reflecting on evidence provided and/or carrying out a range of internal screening.</p>
<p><b>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</b></p>	<p>Our Special Educational Needs Coordinator is Mrs Cottam, she can be contacted via the School Office, by telephone: 01256 462661 or email: <a href="mailto:julie.cottam@bcs.hants.sch.uk">julie.cottam@bcs.hants.sch.uk</a></p>

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<p><b>What is our approach to teaching pupils with SEN?</b></p>	<p>At Bishop Challoner, we aim to challenge and develop our students by providing full access to a broad, balanced curriculum. We promote an inclusive learning environment, with no separate provision units for specific needs and behaviours.</p> <p>Teaching staff and support staff use detailed knowledge of an individual's barriers to learning and the personalised strategies, which aid learning for each individual to inform their planning. This enables them to deliver the curriculum in an appropriate way ensuring each individual reaches their potential.</p>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>At KS3, all students follow the same broad balanced curriculum. Delivery of the curriculum is differentiated at the point of learning in an inclusive environment.</p> <p>In Year 7, the vast majority of teaching is undertaken in mixed ability groups, the students identified by the Y7 catch up scheme will remain together for the year.</p> <p>In Year 8 / 9 English, Maths, Science, MFL, PE are taught via streamed groupings. Students with identified learning needs are group appropriately within this system according to attainment levels. Please be reassured that students on the SEN register will not automatically find themselves in the smaller lower groups.</p> <p>As and when appropriate students are supported in achieving the best outcomes possible for assessed task by the early introduction of Access Arrangements – Word Processing, Extra time, Modified Papers, Reader</p> <p>At KS4 the vast majority of students follow the government suggested EBACC route: Maths, Science, English, Humanities, MFL along with RE, which at Bishop Challoner is an essential part of the core, plus one other GCSE usually of a creative or practical nature. This year Bishop Challoner has also introduced a selection of BTec courses as an alternative to a Modern Foreign Language.</p> <p>At the beginning of Year 10, students are formally screened and assessed in order to apply to the exam bodies for permission to use Access Arrangements as stipulated by the strict guidelines and criteria. We will use the KS3 practice as evidence for the need of such provision</p> <p>Across the school there are 4 small well equipped intervention rooms for supporting small groups of 4-6 students in specifically targeted interventions and 2 counselling rooms used for ELSA, FEIPS and other 1:1 sessions aimed at supporting the promotion of good social skills and emotional well-being and resilience.</p>

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<p><b>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</b></p>	<p>At Bishop Challoner, there are a range of ways in which we strive to be an inclusive community.</p> <p>The SENCo works alongside staff to assist them in identifying, assessing and planning for children’s needs and ensuring that children make progress.</p> <p>The SENCo contributes to and, where necessary, leads the continuing professional development (CPD) of staff, with an emphasis on ‘Quality First Teaching’ meeting the specific needs of all students.</p> <p>There is a team of Learning Support Assistants (LSA), which include ELSAs, a FEIPS practitioner, an ASC practitioner, SEN teaching staff, a chaplain and full time school matron on hand to give continuous support and encouragement.</p> <p>Where appropriate further interventions are provided via a suite of small well-equipped teaching and counselling rooms.</p> <p>The SENCo will also liaise with outside agencies who are able to assess, advise and evaluate the provision in order to maintain high levels of inclusive education.</p>
<p><b>How do we consult parents of pupils with SEN and involve them in their child’s education?</b></p>	<p>There is an established system of reporting and parents evenings at Bishop Challoner for all students. On such occasions, there is an opportunity to track / discuss the progress of students, set targets and review needs and provision.</p> <p>The SENCo is available to discuss concerns via appointment and contactable via the details mentioned above.</p> <p>Students who have an EHCP will receive an Annual Review.</p> <p>Students who have LAC status have a PEP and regular meetings are held throughout the year.</p>
<p><b>How do we consult pupils with SEN and involve them in their education?</b></p>	<p>Students are a key part to all the formal consultations that are held at school. Students are expected to take part in discussions on such occasions.</p> <p>There is an established system of reporting and parents evenings at Bishop Challoner for all students. On such occasions, there is an opportunity to track / discuss the progress of students, set targets and review needs and provision.</p> <p>As a part of the learning process across the curriculum in KS3, students are encouraged to evaluate their work and progress and set targets to achieve the next step for learning.</p>
<p><b>How do we assess and review pupils’ progress towards their outcomes?</b></p>	<p>Students follow a regular assessment and review process across the curriculum.</p> <p>Each half term in each subject, students undertake a range of formal assessments. Students reflect on each task ‘What Went Well?’ ‘Even Better If!’ and in collaboration with the teacher will set next step learning targets. These thoughts are recorded at KS3 on Learning Ladders, which are visible to parents in exercise books.</p>

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<p><b>How do we support pupils moving between different phases of education?</b></p>	<p>Bishop Challoner has excellent links with our feeder primary schools and the local sixth form colleges.</p> <p>The SENCo liaises with the schools and colleges, staff, parents and students to ensure that a detailed picture of need build in order to make successful transitions between phases.</p> <p>For students with more complex needs this is organised through the EHCP and /or PEP processes.</p> <p>However, other students who have identified SEND requirements will be supported via a Transition Partnership Agreement (TPA).</p> <p>There is a well-established programme of extra transition support in place.</p>
<p><b>How do we support pupils preparing for adulthood?</b></p>	<p>Bishop Challoner has been awarded the Investors in Careers Award. This award recognises the schools ability to inform pupils about their options for further education and careers.</p> <p>Please see appendix 2 for information relating to our Destination information for students leaving Year 11 in 2017</p>
<p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p>	<p>At Bishop Challoner, an essential part of our ethos is 'Walk with me' &amp; 'The Challoner Way'. This effectively means that we are all responsible for the health, happiness and well-being of the individuals within our community.</p> <p>Consequently, all students not specifically those with SEND are supported in this way.</p> <p>See Appendix 3: This outlines the wide range of systems we have in place to support and improve the emotional and social development of SEND students.</p>
<p><b>What expertise and training do our staff have to support pupils with SEN?</b></p>	<p>All teaching staff deliver quality first teaching, planning and differentiating the learning to enhance the progress of SEND student.</p> <p>This is facilitated under the guidance of the SENCo who ensures that the barriers to learning and specified strategies which need to be utilised for the success of every individual learner.</p> <p>The SENCo regularly provides training for whole staff with a wide range of specific foci for example – Supporting students with ASC in the classroom, Top Ten Tips for meeting the needs of students with dyslexic tendencies, Attachment Disorder and its impact on learning.</p> <p>There are regular opportunities for whole school staff training by external agencies which also build expertise across the school; such as, 'The Teenage Brain and how it Works'.</p> <p>During 2017-18, the whole Teaching and Learn Support Staff have undertaken Teacher Effectiveness Enhancement Training TEEP.</p>

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<p><b>How will we secure equipment and facilities to support pupils with SEN?</b></p>	<p>The SENCo with assistance from the Learning Support Team; parents/carers; primary school teachers; end of key stage 2 levels; base line testing; literacy and numeracy Cognitive Ability Test; subject teachers; specialist colleagues and external agencies will review the needs of individual students to identify the resources they require. This information is used to secure internal funding and purchases where necessary. Bishop Challoner has dedicated SEN spaces within it's the core faculties. These areas are used to support students on a 1:1 basis or in small groups.</p>
<p><b>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</b></p>	<p>Bishop Challoner works in close partnership with Hampshire County Council SEN support services, Specialist Teacher Advisory services to secure the necessary guidance and funding if necessary for our SEND students.</p> <p>Other educational facilities are used in partnership to meet the needs of a small group of students with complex difficulties: The Ashwood Education Centre, Place 2 Learn, and Inclusion Hampshire. An outreach and advisory service is also available for ASC students from Dove House.</p> <p>We liaise with the health service to support key areas of need - PATCH team, CAHMS, GOSH, Diabetes Nurse, Huntingdon's Nurse, Physiotherapy, and School Nurse Service.</p> <p>Safe guarding the well-being of our students is essential and as such, we regularly work with Hampshire Social Services in a variety of arenas whether it is referring struggle families to the former Early Help Hub, now known and Family Support Services or working in partnership to support LAC students and students under a Child Protection Plan.</p>
<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<p>In evaluating the effectiveness of our provision for students receiving SEND there are a range of measures.</p> <p>Firstly, a clear process of monitoring via the cycle of target setting, assessment, evaluation and review and reporting in all subject areas across the curriculum. This system effectively tracks the academic progress of all students.</p> <p>Secondly, we also use a range of further measures to ensure well-being, emotional security and levels of engagement with learning by tracking attendance, behaviour, successes and rewards, involvement in extracurricular activities, for example.</p> <p>Furthermore, any interventions which are put in place for students that meet a specific need that can be met by a specified time period have measureable outcomes (SMART targets) which are recorded and evaluated. For example Paired reading, Self –esteem building course, Yr 8 Phonics and punctuation are just a few of the varied interventions</p>

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	<p>available</p> <p>Students who have a PEP receive termly reviews and /or EHCP receive Annual reviews to evaluate progress.</p>
<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>The first point of contact for any concern will normally be the Form Tutor.</p> <p>If matters raised as concerns are not resolved, the formal complaints procedure can be invoked.</p> <p>Every complaint will be investigated. Whenever a complaint is upheld, every effort will be made to rectify the issue and, if necessary, action will be taken to try to prevent a reoccurrence of the problem. The school will not investigate anonymous complaints or allegations, but confidentiality will be respected and the identity of informants will be protected whenever necessary.</p> <p>For further information please refer to our Complaints Policy which can be located using the following link:</p> <p><a href="http://www.bcs.hants.sch.uk/wp-content/uploads/2018/04/Complaints-Policy.pdf">http://www.bcs.hants.sch.uk/wp-content/uploads/2018/04/Complaints-Policy.pdf</a></p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>For any parent who has a concern the first port of call is the child's tutor, they can be contacted via the School Office 01256 462661 or email: <a href="mailto:adminoffice@bcs.hants.sch.uk">adminoffice@bcs.hants.sch.uk</a></p> <p>Alternatively the child's Head of Year or the SENCo Mrs Cottam can be contacted using the contact information detailed above</p>
<p><b>What support services are available to parents?</b></p>	<p>At Bishop Challoner we have a Pastoral Support Assistant (PSA)</p> <p>Who works with students, staff, parents and key agencies to offer support and guidance? When working with our parents and families, they can signpost to a number of agencies including CAMHS, Barnardo's, Catch-22, Bereavement agencies (Simon Says, Winston's Wish, and Daisy's Dream), the Basingstoke Family Support Service, the Spotlight Centre, The Wellbeing Centre and the YOU Trust.</p> <p>The PSA is able to meet with parents in school, at their homes or accompany them to meetings.</p>
<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p>The Local Offer can be located via the below link:</p> <p><a href="http://bcs.hants.sch.uk/wp-content/uploads/2016/10/Bishop-Challoner-Catholic-Secondary-School-Local-Offer.pdf">http://bcs.hants.sch.uk/wp-content/uploads/2016/10/Bishop-Challoner-Catholic-Secondary-School-Local-Offer.pdf</a></p>

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1.