

# SEND POLICY



**Bishop Challoner**  
Catholic Secondary School

## Parties to the Policy

The Special Educational Needs and Disabilities policy has been agreed by the Governing Body of Bishop Challoner Catholic Secondary School following consultation. A copy of the policy will be made available for reference to all staff and school community.

## Introduction

Bishop Challoner School's Special Educational Needs and Disabilities (SEND) policy is a key element of its policy framework that supports the needs of all young people who attend the school. All school policies apply equally to all students.

It promotes and supports the well-being, learning, progress and achievement of those with special educational needs and/or disabilities at their transition into Bishop Challoner, during their time at the school and as they move onwards.

It focuses on the needs, aspirations and engagement of young people with learning difficulties and/or disabilities and their families

The policy reflects the priorities and values of the school, which endeavours to generate a loving, inclusive, educational environment for all, as set out in our Mission Statement:

*With Christ as our example, we seek to be formed in His image, enabling us to discover, nurture and celebrate our gifts, character, aspirations and vocation in life. We strive to go out into the world as ambitious, confident souls fully alive to the promise of the Gospel and ready to serve the common good*

The school's motto challenges every individual to excel in all aspects of school life:

*'To do ordinary things extraordinarily well'*

## Principles

The objectives of Bishop Challoner's SEND policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made, and their attainment raised.
- To plan an effective curriculum to meet the needs of children with special educational needs such as in our Provision Map and where necessary ensure that the targets set are specific, measurable, achievable, realistic and time related.
- To involve children and parents/carers in the identification and review of the targets set for individual children, via mentoring meetings and parents' evenings, and where necessary those targets can be identified and monitored more specifically using an individualised plan.
- To work in close partnership with, and involve, parents/carers of children who have special educational needs and disabilities.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, and able to support learning by using effective strategies and pedagogies.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs and disabilities.

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## Roles and Responsibilities

The Governing Body of Bishop Challoner will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs and disabilities.
- Ensure that where the 'responsible person' – the Head teacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers at Bishop Challoner are aware of the importance of identifying and providing for those children who have special educational needs and disabilities.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Ensure that a child with special educational needs and disabilities joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.
- Have regard SEND Code of Practice (2015) when carrying out its duties toward all children with special educational needs.
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Have a written SEND policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice).

## SENDCo's role

The SENDCo is responsible for coordinating the provision of special educational needs and disabilities throughout the school. This will involve:

- Day to day operation of the SEND policy.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff, in the light of new teachers' Standards – September 2012 with an emphasis on 'Quality First Teaching' meeting the specific needs of all students.
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body in partnership with the designated link Governor.
- Managing a team of Learning Support Assistants (LSA) which include ELSAs, a FEIPS practitioner, a ASC practitioner, SEN teaching staff and working in partnership with the Designated Safeguarding Lead and their Deputies and the School Matron.
- Coordinating the range of support available to children with special educational needs and disabilities.
- In conjunction with the form tutor/subject teacher liaising with parents/carers of children with special educational needs and disabilities.
- Overseeing and maintaining specific resources for special educational needs and disabilities.
- Liaising with outside agencies.

Parents are encouraged to:

- Adhere to the Bishop Challoner 'Home /School agreement'
- Attend parent's evenings and progress review meetings with appropriate members of staff and/or the SENDCo
- Liaise with the SENDCo sharing information and agreed targets
- Keep in regular contact with by telephone, email or letter

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## Arrangements for co-ordination of provision

The school's SENDCo is an associated member of the Senior Leadership Team and works in close partnership with the Assistant Headteacher with responsibility for the curriculum and student progress.

The SENDCo and Learning Support team will work in partnership with students, parents, School Matron, Health care professionals and other Educational professionals to develop appropriate, effective support packages which enable learners progress physically, socially, emotionally as well as academically.

Guided by the School's ethos of inclusion, the SENDCo coordinates provision for students with a wide range of needs, working to overcome barriers to learning through the appropriate development of teaching and learning strategies across the school curriculum, with a key focus on core subjects. The SENDCo is required to contribute to teaching in core subject areas, subject to teaching experience and expertise.

The SENDCo will work closely with the curriculum team and the pastoral team to monitor the success of provision, via a coordinated programme of self-evaluation across the school calendar. Also developing alternative curriculum pathways as appropriate via the school's Curriculum Council, under the leadership of the Assistant Headteacher.

In some cases, it will be necessary for students to spend some time in small group work and 1:1 provisions; being withdrawn from the classroom for specific, timed activities related to identified needs. This may be delivered by the teacher, LSA or SENDCo and will complement the core curriculum so that the skills, knowledge and understanding will be transferred to the classroom.

## Admission Arrangements

The Governor's Admission Policy, which is reviewed annually, and is included in the school prospectus and available on the school's website.

Children who have an Education, Health and Care Plan which names Bishop Challoner Catholic Secondary School, Basingstoke in Part 4 of the Statement, will be awarded a place after consultation with the Governing Body, the Headteacher and SENDCo regarding whether the school is able to meet the EHC plan for the child concerned.

When admitted they will count towards the Pupil Admission Number (PAN).

## Allocation of SEN resources

The School's Leadership Team ensures that resources are allocated and used efficiently, effectively and equitably.

SEND resources are made as part of the budget discussion for the whole school. In view of the school's commitment to SEND, it is common for SEND to benefit from funding for staffing and resources well in excess of minimum levels. The school is alert to and will seek out the resource and services available beyond the school that may benefit our young people with SEND.

Students with an Education Health and Care Plan receive an additional level of resource as detailed in each Plan. The school is careful to ensure that students with Plans receive the level of support they need.

The school has no specialist units but has excellent partnerships with Hampshire County Council's Specialist Teacher Advisory service teams who visit the school each term to collaborate and offer training and advice.

## Identification, Assessment and Review

The identification, assessment and review of special educational needs and disabilities forms part of a whole school policy.

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All teachers in all departments are required to use their day-to-day experience of teaching and a systematic review of whole school and departmental data to monitor the needs and progress of individual students, including those who have, or may not have, special educational needs. In making their Self-Evaluation, Departments are required to look closely at students' achievements in various sub-groups, including those with special needs and disabilities.

In addition, a range of methods and procedures are in place for identifying, assessing, monitoring and reviewing students with SEND in keeping with planned procedures of the staged model of identification, assessment and planning as outlined in the *SEND Code of Practice*, including:

- Parental referral
- Self-referral by students
- Transition programme with close collaboration and dissemination of information via IPAs.
- Range of in school testing as appropriate (including CATs, Dyslexia Screening Test, base- line tests Salford Reading, Vernon Spelling as recommended by HCC, STAR reading for comprehension)
- Formal and informal curriculum assessments
- Collecting evidence and appropriate individual testing to support applications for examination Access Arrangements
- Collating, sharing and disseminating student information – barriers to learning / strategies to overcoming barriers to learning/ relevant key data with all staff via the individual Student Information Sheets which also act as effective Provision Maps.
- Using Hampshire's SEN audit procedures
- Contributing to or initiating the process of the *Team Around the Family* and PEPs where appropriate
- Conducting Annual Reviews for those with EHCPs.

## Facilities and Resources

The school provides the following facilities for students with Special Educational Needs:

- An established team of experienced staff who have a breadth of various expertise which include:
  - Learning Support Assistants
  - Trained ELSAs,
  - FEIPS practitioner
  - ASC practitioner
  - SEN teaching staff
  - Chaplain
  - School Matron
  - IT specialist
  - 1:1 tutoring from qualified teachers

The team undertake training in the following areas - EAL training and SLCN county network - ELKAN and offer support throughout the school and during Key Stage 4 study support during the school holidays. The team is constantly seeking to broaden their levels of expertise in order to match the requirements of the students in their care under the direction of the SENDCo.

- A variety of small, well equipped teaching bases across the school, based broadly in each main curriculum area. 'Chill and Chat' room offering an 'Open House' policy to provide ongoing support and resources at specified times of the day, as well as homework support
- Disabled toilets
- Stairs with handrails
- Flexible timetabling to ensure teaching when necessary, takes place on the ground floor (apart from a minority of specialist room provision)
- Word processing equipment for general access to the curriculum. Available to specified students to improve writing skills, presentation and often levels of engagement and concentration

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- Multisensory materials – Accelerated Reader, My Maths, Show My Homework, GCSEPod, Word Aware, Accelerated/Accelwrite, Emotional Literacy Games and ‘Prowise’ interactive touch screen boards in all classrooms.
- Range of reading materials to support intervention programmes – e.g. Rising Stars paired reading sets, plays, popular age appropriate reading material supplied in liaison with the school librarian.

## Access for Students with SEND to the curriculum

it is the school policy that:

“The curriculum shall serve the needs of each student and the communities of which he/she is a member. “  
“Strenuous effort will be made to fulfil aspirations through learning support where appropriate.

In order to uphold the principles, values and priorities of this policy the school strives to foster inclusive practices that will:

- Include fully into the life of the school all children with special educational needs and disabilities for the mutual benefit of all.
- Involve each student and their parents fully in the learning process
- Provide for the learning needs of all students, with a detailed understanding of the barriers to learning, internal and external, faced by individuals. Consequently, use a wide range of strategies, to overcome such barriers, choosing ways best suited to the individuals’ needs
- Through Quality First Teaching address the needs of all students who, at any time in their school life, may have specific social, emotional and/or learning needs.
- Provide a continuum of support strategies and resources enabling all learners to access a broad, balanced curriculum, appropriate access arrangements for internal and external assessments and examinations and access the school’s extra-curricular activities.

## Complaints

The Governing Body has a complaints procedure which is available via the website. All individual complaints will be dealt with in accordance with the School procedure:

<https://www.bcs.hants.sch.uk/wp-content/uploads/2022/01/COMPLAINTS.pdf>

## External Links

Use is made of various facilities outside the School and links with outside agencies, as follows:

- All feeder primary schools, the main 3 being St Bede’s and St Anne’s in Basingstoke; St John the Baptist in Andover with a wide programme of transition support and curricular links in year 6.
- The Diocese of Portsmouth, in particular the parish communities linked with our main feeder primary schools.
- A range of post 16 education facilities mainly BCoT and QMC, but increasingly colleges in Andover, Winchester, Alton and Farnborough.
- SENDCo meets regularly with other SENDCo’s via the Ed Psych services ‘SENDCO Circles’ network group, NASEN meetings and training, Edgehill University courses
- Hampshire LEA – Educational Psychologist, Children’s Services Department, Specialist Teacher Advisors, Early Intervention Services, Careers Education Support, Family Therapy, EMTAS, Risk Assessment Dept.
- Various medical professionals at Basingstoke Hospital, Southampton Hospital, Moorefield’s London, GOSH.

## Related Bishop Challoner Policies

Accessibility Policy and Plan

Admissions Policy

Anti-Bullying Policy

Assessment Policy

Child Protection Policy

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Safeguarding Policy  
Personalised Curriculum  
Behaviour for Learning Policy

See also:

Bishop Challoner's Local Offer  
Special Educational Needs Information Report

Further advice about special educational needs can be obtained from:

Hampshire County Council, SEN Service, Winchester. Tel: 0300 303 8603  
An SEN guide for parents is available from the SEN Service, above, or from the website

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

## Monitoring

The Governing Body evaluates the success of the education which is provided at the school to the students with special needs. The following are used:

- Quantifiable data provide through the school's calendared programme of SEF and Data collection
- Comparison of predicted/actual results (value added statistics at KS3/4 with use of FFT 20)
- Attendance data
- Participation of students in the wider areas of school life e.g. sports teams, charitable works, music examinations, choir
- Attainment of agreed targets set by student, tutors, SENDCo, parents via the school's active learning marking policy and planned parental progress meetings
- Learning walks and others liaisons between staff, students and governors.
- Quantifiable data- behaviour, interaction within mainstream lessons

<b>Signature of Headteacher:</b>	
<b>Signature of Chair of Governors:</b>	
<b>Date:</b>	
<b>Review Date:</b>	