

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 achievement. Our provision may develop and change over time.

Terminology

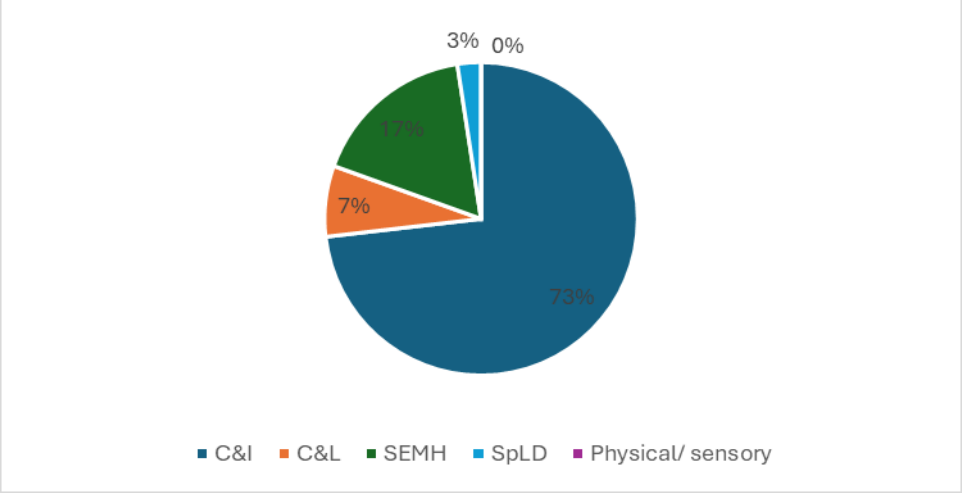
SEN- refers to the Special Educational Needs team
SEND- refers to a student with Special Educational needs and/or Disability
EHCP – Educational Health Care Plan

What types of SEND do we provide for at Bishop Challoner Catholic Secondary School?

- Communication and Interaction.
 - Cognition and Learning.
 - Social, Emotional and Mental Health difficulties.
 - Sensory or Physical difficulties.
- See Appendix 1: This helps describe each of these areas of need in a little more detail.
EHCP Numbers per year:

Total	Yr 7	Yr8	Yr9	Yr10	Yr11
41	13	15	4	3	6

EHCP Primary Needs 2025-26 4.1%



SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

<p>How do we identify and assess students with SEN?</p>	<div data-bbox="475 165 1450 719"> <p style="text-align: center;">SEN & EHCP Primary Needs 2025-2026</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>C&I</td> <td>32%</td> </tr> <tr> <td>C&L</td> <td>36%</td> </tr> <tr> <td>SEMH</td> <td>21%</td> </tr> <tr> <td>SpLD</td> <td>8%</td> </tr> <tr> <td>phrylsical/ sensory</td> <td>2%</td> </tr> <tr> <td>MED</td> <td>1%</td> </tr> </tbody> </table> </div> <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 students 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 tests, Cognitive Ability Tests; subject teachers; specialist colleagues and external agencies.</p> <p>Students have regular assessments and progress is monitored.</p> <p>All students with significant, identified needs are on the SEND 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 students can access the curriculum.</p> <p>For some students who have an identified learning need, which can be supported when teaching staff use needs appropriate supportive practices, these are identified and communicated via the schools' Directory of Need. Often these students have developed strategies to use in support of their learning and these are facilitated and developed accordingly.</p> <p>Targeted interventions are planned, delivered, and evaluated where appropriate, for students 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 SENDCo 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>	Category	Percentage	C&I	32%	C&L	36%	SEMH	21%	SpLD	8%	phrylsical/ sensory	2%	MED	1%
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<p>Who is our special educational needs co-ordinator (SENDCO) and how can he/she be contacted?</p>	<p>Our Special Educational Needs Coordinator, can contacted via the main school Telephone Number 01256 462661 or email: senco@bcs.hants.sch.uk</p>														

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

<p>What is our approach to teaching students with SEN?</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 student reaches their potential.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>At Key Stage 3 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, there is a small group of approx. 15 English and Maths students, identified by the transition process, who may not be secondary ready with their literacy and numeracy skills.</p> <p>For a very small number of students who have complex needs it may not be pertinent for them to follow a Modern Foreign Language at Key Stage 3, these students will follow a personalised intervention programme during this curriculum time.</p> <p>In Years 8 and 9 English, Maths, Science, Modern Foreign Language, PE are taught via streamed groupings. Students with identified learning needs are grouped appropriately within this system according to attainment levels. Please be reassured that student on the SEND 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 tasks by the early introduction of Access Arrangements – Word Processing, Extra Time, Modified Papers, Reader.</p> <p>At Key Stage 4 the vast majority of students follow the government suggested English Baccalaureate (EBACC). route:</p> <p>Maths, Science, English, Religious Studies, Humanities along with Modern Foreign Language, which at Bishop Challoner is an essential part of the core, plus one other GCSE usually of a creative or practical nature.</p> <p>Bishop Challoner also has a selection of CNAT 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 Key Stage 3 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 and other 1:1 sessions aimed at supporting the promotion of good social skills, emotional wellbeing and</p>

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

	resilience.
How do we enable students with SEN to engage in activities with other students who do not have SEN?	<p>At Bishop Challoner there are a range of ways in which we strive to be an inclusive community.</p> <p>The SENDCo works alongside staff to assist them in identifying, assessing and planning for student's needs and ensuring that students make progress. The SENDCo 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 currently a growing team of Learning Support Assistants (LSAs) which includes trained ELSAs, TALS, ASC Practitioners, and SEN teaching staff 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 SENDCo will also liaise with outside agencies who are able to assess, advice and evaluate the provision in order to maintain high levels of inclusive education.</p>
How do we consult parents of students with SEN and involve them in their child's education?	<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 and discuss the progress of students, set targets and review needs and provision.</p> <p>The SENDCo is available to discuss concerns via appointment, they are contactable via the details above.</p> <p>Students who have an EHCP will receive an Annual Review each year.</p> <p>Students who have Looked After status have a PEP and regular meetings are held throughout the year.</p> <p>Students with Previously Looked After status have an EPAC plan with regular meetings throughout the year.</p>
How do we consult students with SEN and involve them in their education?	<p>Students are a key part to all the formal consultations which 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, they are encouraged to attend with their parent/carer. On such occasions, there is an opportunity to track / discuss the progress of students, set targets and review needs and provision.</p> <p>Students who have Looked After status have a PEP and regular meetings are held throughout the year.</p> <p>Students with Previously Looked After status have an EPAC plan with regular</p>

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

	<p>meetings throughout the year.</p> <p>As a part of the learning process across the curriculum in Key Stage 3, students are encouraged to evaluate their work and progress and to set targets to achieve the next step for learning.</p>
How do we assess and review students' progress towards their outcomes?	<p>Students follow a regular assessment and review process across the curriculum. 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 Key Stage 3 on Learning Ladders which are visible to parents in exercise books.</p>
How do we support students moving between different phases of education?	<p>Bishop Challoner has excellent links with the local Catholic primary schools and the local sixth form and technology colleges.</p> <p>The SENDCo liaises with the schools and colleges, staff, parents and students to ensure that a detailed picture of need is obtained/provided 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>
How do we support students preparing for adulthood?	<p>Bishop Challoner has achieved the Quality in Careers Standard. This award recognises the hard work and determination of all staff in ensuring that the highest quality Careers Education, Information, Advice and Guidance (CEIAG) is being delivered to all students within the school.</p>
How do we support students with SEN to improve their emotional and social development?	<p>Our school vision at Bishop Challoner is 'Forming generations; building God's Kingdom'. This entails ensuring that all of our students have a positive experience of school in every aspect, including their academic, social, spiritual, cultural and character formation. Integral to this is our responsibility for the health and well-being of each individual within our community whatever their identity, need or background. Part of our whole school approach is to teach emotional regulation during weekly PSHE/Life Lessons. We also offer small group Zones of regulation lessons, mentoring and meet and greet for those who require it.</p>
What expertise and training do our staff have to support students with SEN?	<p>All teaching staff deliver Quality First Teaching, planning and differentiation of the learning to enhance the progress of SEND students.</p> <p>This is facilitated under the guidance of the SENDCo 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 SENDCo regularly provides training for the whole staff, with a wide range of specific foci for example:</p> <ul style="list-style-type: none"> - Supporting students with ASC in the classroom

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

	<ul style="list-style-type: none"> - Top Ten Tips for meeting the needs of students with dyslexic tendencies - Attachment Disorder and its impact on learning. <p>There are regular opportunities for whole school staff training by external agencies which also build expertise across the school; such as:</p> <ul style="list-style-type: none"> - 'The Teenage Brain and how it Works'. <p>The Learning Support Staff attend regular training courses and supervision groups to maintain and develop expertise in a variety of areas:</p> <ul style="list-style-type: none"> - ASC practitioners - ELSA - TALA - ELKAN - Trauma in Teenagers <p>Ongoing development means that key staff in most subject areas are undertaking higher level training with this scheme.</p> <p>Regular training for Safeguarding is undertaken.</p> <p>Bishop Challoner has good links with many specialist providers who also support with staff training e.g. Autism Hampshire, PACT, Patoss and Hampshire County Council via their Specialist Teacher Advisory Service.</p>
How will we secure equipment and facilities to support students with SEN?	<p>The SENDCo with assistance from the Learning Support Team and outside agencies where appropriate will review the needs of individual students to identify the resources they require. This information is used to secure funding and purchases where necessary. Bishop Challoner has dedicated SEND spaces within its core subject areas. These areas are used to support students on a 1:1 basis or in small groups.</p>
How do we involve other organisations in meeting the needs of students with SEN and supporting their families?	<p>Bishop Challoner works in close partnership with Hampshire County Council SEND support services, Specialist Teacher Advisory, Education Psychologists and Occupational Therapists 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.</p> <p>We have also liaised with the health service to support key areas of need – CAHMS, Diabetes Nurse, Local NHS Physiotherapist, School Nurse Service and PACT.</p> <p>Safeguarding the wellbeing of our students is essential and as such we regularly work with Hampshire Social Services in a variety of arenas whether it is referring struggling families for Early Help or working in partnership to support students in Local Authority Care and students under a Child Protection Plan. Bishop Challoner has a Pastoral Support Assistant who works in close partnership with parents and outside agencies.</p>
How do we evaluate the effectiveness of our SEN provision?	<p>In evaluating the effectiveness of our provision for students receiving SEND support there are a range of measures.</p> <p>Firstly, a clear process of monitoring via the cycle of target setting, assessment,</p>

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

	<p>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 wellbeing, emotional security and levels of engagement with learning by tracking attendance, behaviour, successes and rewards, involvement in extracurricular activities.</p> <p>Furthermore, any interventions which are put in place for students which 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, Relax Kids are just a few of the varied interventions available</p> <p>Students who have a PEP/EPAC receive termly reviews and EHCP receive Annual reviews to evaluate progress.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</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. 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>https://www.bcs.hants.sch.uk/wp-content/uploads/2022/01/COMPLAINTS.pdf</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>For any parent who has a concern the first port of call is the child's Form Tutor, they can be contacted via the School Office 01256 462661 or email adminoffice@bcs.hants.sch.uk</p> <p>Alternatively, you can contact your child's Head of Year or the SENDCo using the contact information detailed above.</p>
<p>What support services are available to parents?</p>	<p>At Bishop Challoner we have a Pastoral Support Assistant, they work with students, staff, parents and outside agencies to offer support and guidance.</p> <p>When working with our parents and families, they can sign-post to a number of agencies including CAMHS, Barnardo's, Catch-22, Bereavement agencies (Simon Says, Winston's Wish, Daisy's Dream), the Basingstoke Family Support Service, the Spotlight Centre, The Wellbeing Centre and the YOU Trust.</p> <p>The Pastoral Support Assistant is able to meet with parents in school, at their homes or accompany them to meetings.</p>

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Where can the LA's local offer be found? How have we contributed to it?	The Local Offer can be located via the below link: https://www.bcs.hants.sch.uk/our-learning/sen/
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The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: