



Special Educational Needs and Disabilities (SEND) Information Report

2023-24

Introduction

The SEND Information Report outlines how SEND provision operates at Bishop Stopford School (BSS), the various ways that students with Special Educational Needs and Disabilities are supported at the academy, how we work with parents, and the training that staff receive in supporting students.

The document is a working document and, as such, will be changed throughout the year. For example, where staff have undertaken additional training, this will be added to the document. The document is approved formally on an annual basis by the governing body of the academy.

Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures, challenges and prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social, learning or other disadvantages. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate, numerate and knowledgeable students who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is unapologetically academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful students.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two-year GCSE programmes of study.
- The curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Curriculum enables all students to progress, through development of a rich language base and challenge in every lesson.

The academy's work with all students, including those with Special Educational Needs and Disabilities, is informed by this intent and the academy's core values.

The academy is committed to the inclusion of all students in a challenging, broad and balanced curriculum.

Bishop Stopford School details

School Name	Bishop Stopford School
Local Offer Age Ranges	11-18 Years
Local Authority	North Northants Council
School Address	Bishop Stopford School The Headlands Kettering Northamptonshire NN15 6BJ
Telephone	01536 503503
Website	www.bishopstopford.com
Headteacher	Miss Jill Silverthorne office@bishopstopford.com
Assistant Headteacher	Mr Simon Smith office@bishopstopford.com
Special Educational Needs Coordinator (SENDCO)	Mrs Bianca McGregor SENDCo@bishopstopford.com
Special Educational Needs Governor	Mr Richard Main office@bishopstopford.com
Local offer webpage link	The Local Offer (Northamptonshire County Council) - Children, families and education

Who are the key contacts?

Role	Contact
Headteacher	Miss Jill Silverthorne
Deputy Headteacher for Safeguarding	Mrs Clare Smith
Assistant Headteacher for SEND	Mr Simon Smith
SENDCo	Mrs Bianca McGregor
Head of Year 7	Mr Luke Darby
Admissions Administrator	Mrs Kirsty Smith

All contacts can be reached by e-mail: office@bishopstopford.com or by telephone: 01536 503503.

You may wish to contact the SENDCo directly. You can do this by e-mail: SENDCo@bishopstopford.com or by telephone 01536 503503.

You may wish to contact a member of the safeguarding team directly. You can do this by email: safeguarding@bishopstopford.com

What types of SEND does the academy provide for?

Within the reasonable expectations of a mainstream secondary academy, Bishop Stopford School (BSS) currently provides additional and/or different provision for a range of needs in line with the 'Code of Practice 2014'.

- **Communication and interaction** (e.g. Autism Spectrum Disorder)
- **Cognition and learning** (e.g. Dyslexia, Dyscalculia, Dyspraxia and moderate learning difficulties)
- **Social, emotional and mental health** difficulties (e.g. Attention Deficit Hyperactivity Disorder)
- **Sensory and/or physical needs** (e.g. visual impairments and hearing impairments)

Our academy does not have an Additional Resourced Provision (ARP).

Our Autumn census (2023) records the following data for students with Special Educational Needs at Bishop Stopford School:

SEN Code	Number of Students
Education Health Care Plan (Code E)	12
SEN Support (Code K)	87
Total number of students with SEN (E and K)	99
Total number of students	1451

Which staff will support my child and what training have they received?

Mr Simon Smith

Assistant Headteacher – strategic oversight of SEND

Mr Smith has strategic oversight of SEND, Personal Social Health and Economic Education (PSHE) and Relationships and Sex Education (RSE), Careers Education Information Advice and Guidance (CEIAG) and parts of the academy's wider curriculum. He has experience of leading highly successful and high-achieving teams in a number of schools. His role is to represent Special Educational Needs at a senior level and is a member of the Senior Leadership Team.

Mrs Bianca McGregor

SENDCo

Mrs McGregor has 14 years' experience as a qualified SENDCo. She completed the OCR level 5 Diploma in Teaching Students with Dyslexia/Specific Learning Difficulties and also holds a Level 7 Certificate of Psychometric Testing, Assessment and Access Arrangement (CPT3A). This allows her to assess and make recommendations for students' access arrangements.

Mrs McGregor is also a Designated Safeguarding Lead and holds a Level 3 safeguarding qualification.

Subject teachers

Subject teachers and staff undergo a robust recruitment process to ensure they have the right knowledge and skills to work effectively with students. Teachers receive regular SEND training and are supported by the SENDCo to meet the needs of students who have SEND.

Staff also have the opportunity to complete specialist SEND training where this is appropriate.

All teachers have access to Individual Learning Plans. These outline the barriers to learning which students with SEND experience, and detail strategies which teachers put in place to overcome these barriers.

Teachers also receive training, monitoring and feedback in a variety of ways to ensure they are able to deliver high-quality teaching and learning for all students, including those with SEND.

Teachers are also trained in their responsibilities as outlined in the SEND Code of Practice.

Teaching Assistants (TAs)

We have an experienced team of TAs who are trained to work with students in a variety of ways, including 1:1 support and small groups. They receive training to deliver and monitor interventions and follow designated programmes from external agencies, such as Units of Sound and Social Skills. TAs also receive training in how to adapt materials using Abbyfine Reader and for visually impaired students.

TAs receive additional, specialist training as required.

External agencies and experts

At times we need to use external services to help offer our students the support that they need. Whenever necessary, we will work with external support services to meet the needs of our students with SEN and to support them and their families.

These include:

- Child and adolescent mental health services (CAMHS)
- Educational Psychologists
- Education Inclusion Partnership Team
- Early Help Assessment Team
- Independent Careers Advisor
- GPs or Community paediatricians
- Health, including Eating Disorder Team,
- Looked after Child Team (Virtual student)
- Occupational Therapists
- Speech and Language Therapists
- School nurses
- Social services and other LA-provided support services
- Counselling services
- Specialist Diagnostic Assessors
- Speech and language therapists
- Voluntary sector organisations

The training takes a number of forms, including in-house training supported by the SENDCo. Identified staff also receive additional, specialist training to support their work.

Training in the current year (2023-24):

Training	Provider	Staff	Date
Level 2 Safeguarding Children including Vulnerable Children	IHASCO	All staff	Annually
Working with students with Social, Emotional and Mental Health (SEMH) needs	In-House	Teaching staff	September 2023
Access Arrangement Refresher Training	Communicate-Ed	SEND Leaders	September 2023
Dyslexia training	In-House	Teaching staff and Teaching Assistants	October 2023
Coaching: supporting with students with SEND	In-House	Teaching staff and Teaching Assistants	October 2023
Working effectively with students with SEND (training for Teaching Assistants)	In-House	Teaching Assistants	November 2023
Using Provision Map (training for SEND Leaders)	TES	SEND Leaders	November 2023
Level 3 Safeguarding (Designated Safeguarding Leads)	A&A Safeguarding in Education	SENDCo	December 2023
We are all teachers of SEND	In-House	Teaching Staff	January 2024

In order to ensure the quality of provision, we are also engaged with School-to-School support relating to SEND with Blue Coat Church of England Academy in Coventry. Additionally, we have also commissioned an external review of SEND provision at the academy (November 2023) by a SEND Specialist.

How will the academy adapt its teaching for my child?

We adopt a 'whole school approach' to Special Educational Needs which involves all staff delivering inclusive quality first teaching.

We regularly review the quality of teaching for all students and aim to improve teachers' understanding of the strategies to identify and support vulnerable students and their knowledge of the SEND needs more frequently encountered within our context.

Quality first teaching is our first step in responding to the students who have SEND. At BSS, we will teach inclusively to meet the needs of all our students. This includes:

- Providing clear timings and time prompts
- Scaffolding and supporting tasks
- Using glossaries
- Providing exemplar materials
- Making regular use of Formative Assessment strategies (e.g. questioning, mini-white-boards etc.).
- Strategic seating plans and flexible groupings

We believe that in most circumstances the best place for students is in the classroom with specialist subject teachers. Therefore, we train and equip teachers to make reasonable adjustments and adaptations to learning where this is required. For example:

- Providing longer processing time for oral and written responses
- Pre-teaching key vocabulary
- Reading instructions and texts aloud
- Clarifying understanding on a 1:1 basis as students are working
- Offering writing frames / sentence stems
- Prioritising homework tasks so that students who cannot complete the whole task spend time on the most important parts
- Copies of teacher resources / notes (or equivalent)
- Resources can be provided in various forms, for instance in different fonts, sizes and coloured paper
- Provide learning aids such as word processors, speech-to-text software, visual timetables
- Provide student mentors
- Provide learning support (Teaching Assistants)

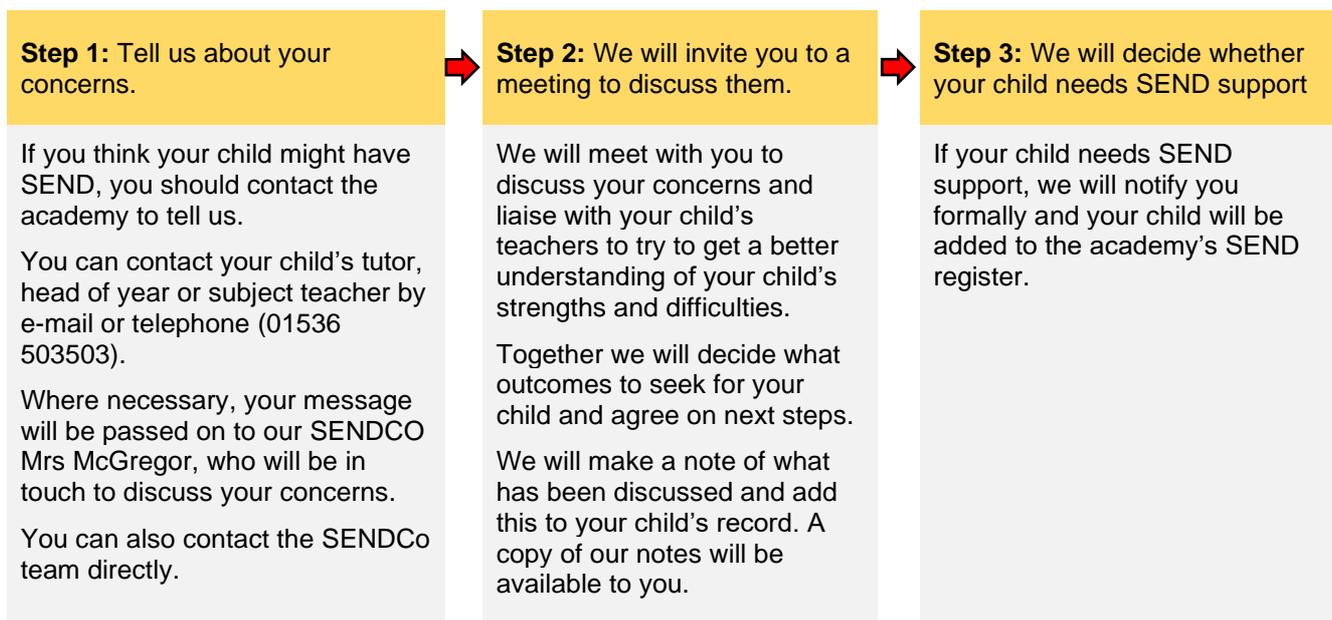
In discussion with parents, the academy may also modify the curriculum in certain circumstances. For example, modifying the lessons students attend for a temporary or longer period.

What should I do if I think my child has SEND?

You can contact your child’s tutor, Head of Year or subject teacher if you have concerns. Where appropriate, the member of staff will forward your concerns directly to the SENDCo by making a *referral*. The SENDCo will then explore the nature of the concern with you. You can also contact the SENDCo directly.

If you have any documentation such as medical letters or specialist reports relating to your concern, it is helpful to send them in when contacting the academy. This is to ensure we have a clear understanding of needs and recommendations from external professionals.

As part of the referral process, we will discuss your concerns confidentially with subject teachers and other relevant staff. We will also observe your child in lessons and gather evidence of need. The initial referral process in school can be expected to take 6-8 weeks.



How will the academy know if my child needs SEND support?

Prior to students joining BSS, our Transition Lead (Head of Year for Year 7) and the SENDCo will collate all available evidence from feeder schools to enable them to consider the needs and required provision for individual students. In some cases, additional information may be sought from external agencies and through observations.

If necessary, we will also consult with parents and students to ensure that we have a robust picture of need prior to enrolment.

In the Summer Term, we hold an assessment morning for our new students. The standardised data collected on this day allows us to gain a better understanding of each student's learning profile and to plan for their arrival.

All information gathered is compiled to form an electronic profile for students with SEND and forms part of our students' Passports and Individual Learning Plans (ILP).

All of our teachers are teachers of SEND and are vigilant for students who aren't making the expected level of progress academically or socially. They make regular assessments of progress for all students and identify students whose progress:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better their child's previous rate of progress
- fails to close the attainment gap between them and their peers
- widens the attainment gap

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

If a teacher notices that a student is falling behind, they will utilise appropriate inclusive teaching strategies and resources within their classroom to support the student's learning. Students who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If a student is still struggling to make expected progress despite the teacher's support, the teacher will liaise with the SENDCo. The SENDCo will explore the student's areas of concern along with all available data. They will have discussions with the student's teacher(s), to explore potential issues or changes in their progress, attainment, attendance and/or behaviour.

There will be close liaison with the student and you as a parent to ensure that all views and wishes are considered. We will also consider, review and act upon advice following new, recent or amended diagnosis from health care or other professionals.

In-year admissions will follow the same principles for transition as Year 7 students.

How will the academy measure my child's progress?

BSS follow the 'Graduated Approach' and the four-part cycle of Assess, Plan, Do, Review.



Reviews are carried out on a termly basis, by the relevant members of the team.

The review is student-led and involves reviewing targets and setting new targets.

Subject teachers will work with the SEND team to carry out a clear analysis of the student's needs. This will include:

- The teacher's assessment and experience of the student
- Their previous progress, attainment, behaviour and attendance data
- The views and experiences of parent/carers
- The student's own views
- Advice from external agencies and support service if relevant.

We will track your child's progress towards the outcomes we set over time and adapt our offer as we learn what your child responds to best. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins ('baseline assessment') and at the end of the assessment (graduation assessment). We do this to evaluate the effectiveness of the intervention and to consider our next steps. This process is continuous.

If the review shows your child has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the academy's targets, strategies and provisions will be revisited and refined.

Not all students who have interventions will be placed on the SEND register.

How will I be involved in decisions made about my child's education?

The academy is responsive to the concerns and observations of parents and the students themselves. We work in partnership with parents and students to provide an education of the highest quality. We recognise that the support and encouragement of parents is particularly important and is often the crucial factor in achieving successful outcomes for your child.

We aim to ensure parents are supported and informed through early discussions with the students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear what the next steps are.

Notes of these early discussions will be added to the student's record and shared with their parents. The results of any testing undertaken will be communicated to the students and parents and added to the student's record. Parents will be invited to attend a meeting to discuss the results if necessary.

We will formally notify parents if students are added to the SEND register.

For parents and carers of students with EHCPs there will be:

- Termly contact from key staff and termly progress updates
- Invitations to attend Annual Review meetings
- Termly discussions in relation to your child's progress, targets and outcomes
- Opportunities for all to share their views.

How will the academy secure resources for my child?

To support your child's needs and their progress, we may need to secure additional funding for:

- Extra equipment, resources or facilities
- Teaching assistant hours
- Training for our staff
- External specialist expertise.

If additional funding is required, the SENDCo will consult you and the appropriate external agencies. Where additional funding over and above the notional budget (the amount we set aside from our budget to support students with SEND) is required, we will apply for this through the usual the local authority channels.

How will the academy make sure my child is included in activities alongside students who don't have SEND?

All students are educated in mainstream classes in line with the inclusive ethos of the academy. All students are encouraged to participate in our extra-curricular activities. All academy visits and extra-curricular activities are available to all students, including after-school clubs and break and lunchtime activities and enrichments such as House Sports Games, music and theatre performances, enrichment activities and community events. All students are encouraged and supported to go on our school trips, including our non-curricular activities and residential trips.

No student is ever excluded from taking part in these activities because of their special educational need or disability. Where necessary, we will make the reasonable adjustments needed to ensure that they can be included. Further details can be found in our Admissions Policy, Accessibility Policy and SEND Policy.

How does the academy make sure the admissions process is fair for students with SEN or a disability?

A copy of our Admissions Policy is available on the academy website. We will not discriminate against students in respect of admissions for a reason related to protected characteristics (Equality Act 2010).

How does the academy support students with disabilities?

A copy of the Accessibility Plan is available on the academy website.

How will the academy support my child's mental health and emotional and social development?

We are supported by a designated School Nurse who offers counselling services in the academy. These are available through weekly drop-in sessions. During these sessions, students can access confidential advice related to health and well-being. Students may also benefit from the support of expert external organisations, such as *Souster Youth* and *Think for the Future*.

Where staff are concerned about a student's learning or progress, they use the academy support systems and raise referrals to relevant staff. Concerns are discussed by an experienced team, which includes the SENDCO, Designated Teacher for Looked after Children and the Designated Safeguarding Leads (DSL). Reasonable adjustments are made to classroom environments and provisions to ensure that all students – including those with long-term health care needs, SEMH needs or temporary injuries – can access the wider curriculum. This includes external school activities and extra-curricular activities.

Where necessary, individual risk assessments are completed and a referral to external agencies where required.

Some students benefit from structured social skills groups and activities during break and lunchtime to support the development of social skills and self-regulation. This equips them to recognise risks and needs as they arise, including those relating to mental health and emotional development. They also learn how to respond to these concerns and how to report them.

Students have access to a range of support including our admin teams, subject teachers, form tutors, teaching assistants, the chaplain, the heads of year team and the senior leadership team. Students are encouraged to understand that they can talk to any adult in the academy, and we ensure that all students are able to name at least one 'trusted adult' in the academy. We also have systems of peer mentoring, usually involving Sixth Form students as mentors.

The academy also has members of staff trained as mental health first aiders.

What support will be available for my child as they transition between classes or setting or in preparing for adulthood?

Moving to Secondary school

The SENDCO/class teacher at the primary school meets with our SENDCO to discuss the needs of the incoming students near the end of the summer term.

Where there are identified concerns, we liaise in more detail with schools, parents and external agencies to ensure a smooth transition to our community.

Our induction programme includes 2 transition days for all Year 6 students, with further time offered to students with SEND where appropriate.

In addition, Year 9 and Year 11 transitional reviews are completed for students with an Educational Health and Care Plan. Students have the opportunity to meet with the Careers Advisor to complete the 'Preparation for the Future' paperwork and discuss their future aspirations with their keyworkers.

The academy also liaises with the Local Authority and educational establishments to support parents in accessing external services which may be needed post-16. This is vital to support the successful transition of students.

Post-16

Our pastoral programmes and independent careers advisor support all students in looking at GCSE options, careers and post-16 and post-18 transition while encompassing all other aspects of social and emotional development. We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

What support is in place for looked-after and previously looked-after children with SEND?

The academy's designated teacher for looked after children will work with our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support provided by academy?

All concerns will be listened to. Unless a concern relates to the SENDCo, the most appropriate first contact will be the SENDCo.

Complaints about SEND provision must be made in line with our complaints procedure, available on our website.

What support is available for me and my family?

If you have questions about SEND, or are finding it challenging to cope, please get in touch to let us know. We want to support you, your child and your family.

Other support is also available to you locally. Have a look at Northamptonshire's local offer. Northamptonshire County Council publishes information about the local offer on their website:

[Local Offer - Local Offer - North Northamptonshire](#)

IASS: Northamptonshire's Information and Advice and Support Service is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to children and young people with Special Educational Needs and Disabilities, and their parents.

Our local special educational needs and disabilities information advice and support services is IASS:

[SEND Information Advice Support Service | North Northamptonshire Council \(northnorthants.gov.uk\)](#)

The SEND Support Service offers advice and support to children, young people, families, carers and a range of educational establishments for children with special educational needs and/or autism, aged 0 to 19 years.

[Specialist SEND support services | North Northamptonshire Council \(northnorthants.gov.uk\)](#)

National charities which offer information and support to families of children with special educational needs and disabilities include:

Action for Children [Action For Children | Children's charity | For safe and happy childhoods](#)

Action on Hearing Loss [RNID - National hearing loss charity](#)

ADHD Foundation [Home - ADHD Foundation : ADHD Foundation](#)

Autism Education Trust [Autism Education Trust](#)

British Dyslexia Association <https://www.bdadyslexia.org.uk/>

Childline [Childline | Childline](#)

Dyscalculia Association [The Dyscalculia Association - Understanding Maths Difficulties. Training and Diagnosis.](#)

Dyspraxia [Home \(dyspraxiafoundation.org.uk\)](#)

Living with ADHD [Home | ADHD advice for teenagers, parents and teachers | Living with ADHD \(janssenwithme.co.uk\)](#)

Mental Health: Kooth [Home - Kooth](#)

National Autistic Society <https://www.autism.org.uk/>

RNIB [RNIB | Homepage of the Royal National Institute of Blind People](#)

The Children's Trust [Contact the Children's Trust | North Northamptonshire Council \(northnorthants.gov.uk\)](#)

Tourettes Action [Tourettes Action \(tourettes-action.org.uk\)](#)

Young Minds [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)