

## SEND Information Report 2020-2021

New Government Legislation requires the school to publish a new report called the SEND Information Report (clause 65 of the new SEN Act).

<p><b>What types of SEN do we provide for?</b></p>	<p>Bishop Stopford School is a mainstream Church of England School in the Peterborough diocese. The school accepts students in Years 7 – 13 and currently has approximately 1500 students on roll.</p> <p>As at <b>November 2020</b> the School Special Needs List was as follows:</p> <table border="1" data-bbox="409 663 1238 925"> <thead> <tr> <th>SEN Code</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>Education, Health Care Plan (code E)</td> <td>16</td> </tr> <tr> <td>SEN support (code K)</td> <td>63</td> </tr> <tr> <td>Total number of students with SEN (codes E and K)</td> <td>7379</td> </tr> <tr> <td>Total of students with no SEN needs (N)</td> <td>1407</td> </tr> <tr> <td>Total number of students on roll</td> <td>1486</td> </tr> </tbody> </table>	SEN Code	Number of students	Education, Health Care Plan (code E)	16	SEN support (code K)	63	Total number of students with SEN (codes E and K)	7379	Total of students with no SEN needs (N)	1407	Total number of students on roll	1486
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<p><b>How do we identify and assess students with SEN?</b></p>	<p>The School has a clear referral process approach embedded for identifying and responding to concerns relating to SEND, health and social, emotional and behavioural difficulties. Referrals and concerns can be made to the SENDCO by parents, primary schools, external professionals and school staff. Following the receipt of a referral the SENDCO will assess the needs of the student and liaise with the appropriate departments. If the support required is curriculum based the SENDCO will liaise with department leaders and where appropriate, their teams.</p> <p>The Inclusion Team will liaise with department leaders and teachers to make regular assessments of the progress and attainment of students, identifying and referring areas of concern such as:</p> <ul style="list-style-type: none"> <li>• slower progress than that of their peers when starting from the same point</li> <li>• failure to match or better the student's previous rate of progress</li> </ul>												

	<ul style="list-style-type: none"> <li>• failure to close the gap between themselves and their peers</li> <li>• widening of the attainment gap despite appropriate teaching</li> </ul>
<p><b>Who is our special educational needs co-ordinator (SENDCO) and how can he/she be contacted?</b></p>	<p>The SEND Administrator and initial contact for the Inclusion Team is <b>Mrs Sue Harford</b> E-mail: <a href="mailto:sharford@bishopstopford.com">sharford@bishopstopford.com</a></p> <p>The School SENDCO is: <b>Mrs Jacinta Bates</b> E-mail: <a href="mailto:jbates@bishopstopford.com">jbates@bishopstopford.com</a>          The Deputy SENDCO is: <b>Mrs Bianca McGregor</b> E-mail <a href="mailto:bmcgregor@bishopstopford.com">bmcgregor@bishopstopford.com</a></p> <p>Contact can be also be made via the normal school telephone number: <b>01536 503503 (ext 239)</b>          The SEND Governor is <b>Mr Dennis Murray</b></p>
<p><b>What is our approach to teaching students with SEN?</b></p>	<p>The Code of Practice suggests that students are only identified as SEND if they do not make adequate progress having received intervention, reasonable adjustments and outstanding first wave quality teaching. Our teachers recognise that they are responsible and accountable for the progress and development of all students in their class, including students who receive additional support. All staff deliver outstanding first wave quality teaching that is differentiated for students with SEND which enables them to make progress within the classroom.</p> <p>Where there is evidence that a student is not making progress, a referral to the SENDCO is completed. Ideally, students receive support and interventions within the classroom as the school recognises that students make the best progress when they are taught by a subject teacher within the classroom environment.</p>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>All teachers within the school are teachers of children with special educational needs. As such, Bishop Stopford School adopts a 'whole school approach' to special educational needs which involves all staff delivering 'first wave quality teaching'. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.</p>
<p><b>How do we enable students with SEN to engage in activities with other students who do not have SEN?</b></p>	<p>The Inclusion Team is an integral part of the Year 6 transition programme to ensure that all students are given the best possible start to their education at the school.</p> <p>All SEND students have access to all extra-curricular activities, equal and positive access to trips and visits. In addition, break and lunch time clubs, social skills groups, homework sessions are available throughout their schooling.</p> <p>Within the classroom it is expected that all students will work together in groups, pairs and small groups to ensure that all students engage in independent learning in an inclusive environment. Teachers will facilitate interactions, checking understanding, defining group roles and if</p>

	<p>necessary scaffold and model answers.</p>
<p><b>How do we consult parents of students with SEN and involve them in their child's education?</b></p>	<p>The school actively seeks the involvement of parents in the education of their children. It is recognised that the support and encouragement of parents is particularly important for students with special education needs and is often the crucial factor in achieving success. Parents/carers will always be kept informed about the additional needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.</p> <p>Communication between parents/carers and the school is consistently maintained. Parents are fully consulted before referrals are made to local authority, and external agencies. All relevant outside parties are invited to attend formal review meetings. All relevant details about student intervention is shared with parents in a timely manner and progress updates are provided along with their curriculum subject reports.</p>
<p><b>How do we consult students with SEN and involve them in their education?</b></p>	<p>The school works to ensure that students are fully aware of their individual needs and their targets. Students are involved as much as possible in making decisions regarding their education. Students are consulted in the creation of their Individual Learning Plans and set targets encompass how teachers can support them in lessons and how they can support themselves to remain as independent as possible in their learning experience.</p>
<p><b>How do we assess and review students' progress towards their outcomes?</b></p>	<p>Progress of students is monitored through the Assess, Plan, Do, Review model. This is used to determine whether a student is making progress and whether there may be any underlying difficulties. Then classroom teacher is expected to implement different strategies to support the learning within the classroom environment prior to a referral being completed. Where there is no progress despite appropriate intervention, the student will be placed on the School SEND list and appropriate interventions will continue and where necessary external agencies consulted.</p> <p>Bishop Stopford uses a graduated approach as described in the SEND Code of Practice 2014 of <b>Assess, Plan, Do Review</b>.</p>
<p><b>How do we support students moving between different phases of education?</b></p>	<p>During Key Stage 2 transition, we liaise with feeder school and request all relevant information in and test results for our new students. Where there are identified concerns we liaise in more details with the schools, parents and external agencies.</p> <p>We have robust transitional programme which features 2 transition days for all Year 6 students and further days are offered to selected students.</p>

	<p>For students with EHCPs and external agency involvement the SENDCo will, when possible, attend the Year 6 Annual Reviews and/or external agency meetings. Following the meetings, advice will be offered to the primary schools on what preparation will be necessary to enhance the transitional phase.</p> <p>During Key Stage 4 all SEND students will meet with our Careers Advisor to explore possible post 16 options.</p>
<p><b>How do we support students preparing for adulthood?</b></p>	<p>Our Pastoral Programme supports all students in looking at options, Careers and post-16 and post-18 transition while encompassing all other aspects of social and emotional development.</p> <p>In addition, Year 9 and Year 11 Transitional Reviews are completed for students with an Educational Health Care Plan. The School also liaises with the Local Authority to support parents in accessing external services that may be needed Post 16. This is vital to support the successful transition of students and to identify any key areas of concern and to seek efficient resolutions.</p>
<p><b>How do we support students with SEN to improve their emotional and social development?</b></p>	<p>The School is supported by an designated School Nurse who is available through a weekly Friday drop-in. During these sessions, student’s can access confidential advice related to health and well-being.</p> <p>Where staff are concerned about a students learning or progress, they utilise the school 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 Lead (DSL). Referrals may then be made to appropriate members of the Student Well-Being Team. Well-being needs are discussed fortnightly and cases are reviewed before next steps are decided and actioned.</p> <p>The Safeguarding Team meet weekly to discuss new cases and to provide updates on students with social and emotional difficulties and or Safeguarding concerns.</p> <p>Reasonable adjustments are made to classroom environments and provisions to ensure that all students, including those with long term health care 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.</p>
<p><b>What expertise and training do our staff have to support students with SEN?</b></p>	<p>All staff are made aware of how they can support individuals within the classroom through the sharing of Individual Learning Profiles and strategies for supporting students with SEND difficulties. Staff also have the opportunity to attend specific SEND training which is made available throughout the academic year. Teaching Assistants have a range of specific qualifications and experience in supporting students with Autism, speech and language difficulties and specific learning difficulties. In addition the Inclusion Team are trained to support students with emotional literacy, social and mental health difficulties and other specific health needs.</p>

	<p>Staff also receive timely updates from the Inclusion Team in relation to the changing needs of individual students. Where the student’s needs are complex, opportunities for specific training/and or meetings are organised. The School has specialist trained staff within the School who are able to cascade information and support staff where a need is identified.</p>
<p><b>How will we secure specialist expertise?</b></p>	<p>In addition to the specialist staffing available within the School, we can access support and guidance from the following:</p> <ul style="list-style-type: none"> <li>Autism Teams</li> <li>Education Inclusion Partnership Team (EIPT)</li> <li>Educational Psychology Team</li> <li>Services for the Visually Impaired and Hearing Impaired</li> <li>SEND Local Authority Teams</li> <li>Independent Careers Advisor</li> <li>Children and Adult Mental Health Services (CAMHS)</li> <li>Multi Agency Safeguarding Hub (MASH)</li> <li>Social Services</li> <li>Early Help Assessment</li> <li>Looked After Child Team (Virtual Schools)</li> <li>Speech and Language Therapists</li> <li>Parent Partnerships</li> <li>All relevant health professional services, including the Community Paediatrician</li> </ul>
<p><b>How will we secure equipment and facilities to support students with SEN?</b></p>	<p>School staff liaise with external professionals, medical teams and Local Authorities to ensure that any required specialist equipment is in place to support the educational needs of its students. When necessary, the School applies for Higher Needs Funding, Educational Health and Care Plans or additional funding through the EIPT to support the needs of students.</p>
<p><b>How do we involve other organisations in meeting the needs of students with SEN and supporting their families?</b></p>	<p>The SENDCO will consider school based referrals along with all progress and attainment data and standardised assessments, comparing them to the national data and expectations of progress before making decisions about appropriate interventions. Where further assessments are necessary, there will be close liaison between the school and parents/carers. The views of the student will also be carefully considered.</p> <p>Where, following appropriate intervention there are on-going concerns about progress, access to the curriculum or social and emotional well-being, external support may be considered, with full consent of the parents/carers. Where on-going concerns and referrals are not supported by the parents, additional guidance may be sought from external agencies. The SENDCO will complete the referrals to the relevant professionals such as specialist teachers, Speech and Language Therapists, Educational Psychologist and Occupational Therapists, sharing</p>

	<p>with them all relevant data and reports in line with the schools GDPR policies.</p>
<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<p>The progress of SEND students is monitored and evaluated in line with the School’s teaching and learning policy and the Code of Practice.</p> <p>In addition, students who receive specialist teaching intervention are formally assessed three times a year to review and evaluate progress. Assessments is explored through standardised assessments and informal assessments. The Provision Map, and Individual Learning Profiles and outcome driven targets are updated as necessary following assessments. Amendments to provision occurs as dictated by student results and progress towards targets. This follows the ‘Assess, Plan, Do, Review’ model of the Code of Practice. Targets, desired outcomes and Individual Learning Profiles are shared with staff, students and parents who are encouraged to actively participate in the process.</p>
<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>Should parents/carers be unhappy with any aspect of their child’s care at Bishop Stopford School, they must discuss their concerns with the School in the first instance. If this does not resolve the problem, or allay the concern, the problem should be brought to the attention of the Principal. In the unlikely event of this not resolving the issue, parents/carers can make a formal complaint using the schools complaints policy which can be found on the School website.</p>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>Parents can contact their child’s tutor, Head of Year, and subject teachers if they have concerns. Where necessary the member of staff will forward the concerns to the SENDCO who will explore the nature of the concern.</p>
<p><b>What support services are available to parents?</b></p>	<p>Parents may find the following documents and other related policies helpful.</p> <p><b>Northants County Council</b></p> <p><a href="https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/pages/default.aspx">https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/pages/default.aspx</a></p>

	<p><b>The Admissions Policy and arrangements are on the School website and enquiries should be made to</b></p> <p><a href="http://www.bishopstopford.com/admissions/main-school-admissions">http://www.bishopstopford.com/admissions/main-school-admissions</a></p> <p><b>School based careers advice</b></p> <p>The School Careers Advisor is Mrs Castle. She can be contacted via e-mail:</p> <p><a href="mailto:GCastle@bishopstopford.com">GCastle@bishopstopford.com</a></p> <p><i>Please note Mrs Castle does not work full time, so e-mails may not be responded to immediately.</i></p> <p><b>Northants County Safeguarding in Education Services (SIES)</b></p> <p>Website address: <a href="https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/Pages/child-safeguarding-and-welfare-in-schools.aspx">https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/Pages/child-safeguarding-and-welfare-in-schools.aspx</a></p> <p><i>Details correct as of July 2021</i></p>
<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p><b>Details about the Northamptonshire's Local Authority Local Offer can be found by accessing the link below:</b></p> <p><b>Northamptonshire County Council School based Local Offer:</b></p> <p><a href="https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx">https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx</a></p>

**REVIEWING THE POLICY**

The SEND Information Report will be reviewed by: December 2021

Report Created by: Mrs Jacinta Bates and Mrs Bianca McGregor

