

Special Educational Needs (SEN) Information Report BISHOP STOPFORD SCHOOL

1. What types of SEN does the school provide for?

The Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The four main areas of need identified in the SEND Code of Practice 2014 are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or medical

See SEND Policy

2. Which staff will support my child, and what training have they had?

All staff including Inclusion, Pastoral and SENDCO/Deputy SENDCO

School Name	Bishop Stopford School
Age Range	11-18
Headteacher	Jill Silverthorne jsilverthorne@bishopstopford.com
Special Educational Needs Coordinator (SENDCO)	Jacinta Bates jbates@bishopstopford.com
Deputy Special Educational Needs Co-ordinator (Deputy SENDCO)	Bianca McGregor bmcgregor@bishopstopford.com
Special Educational Needs Governor	Richard Main rmaine@bishopstopford.com
School Address	The Headlands Kettering Northants NN16 5BJ
Telephone Number	01536 503503
Local offer webpage link	The Local Offer (Northamptonshire County Council) - Children, families and education

Subject teachers

All of our teachers receive in-house SEN training and are supported by the SENDCO to meet the needs of pupils who have SEN. Teachers receive have electronic access to the Individual Learning Plans (ILPS) for our SEN students via SIMS and Edulink. ILPs include details about students' individual needs and teaching strategies that can be used to support them within the mainstream classroom.

All staff receive advice, training and guidance to deliver quality first teaching and support SEND students in accessing the curriculum and ensuring the most effective provision

Teaching assistants (TAs)

We have an experienced team of teaching assistants who are trained to deliver interventions such as: Units of Sound, Sam Literacy, Sam Numeracy, Protective Behaviours, small group reading, social skills etc.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These if necessary, include:

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- Education Inclusion Partnership Team
- Early Help Assessment Team
- Eating Disorder Team
- Independent Careers Advisor
- GPs or Community paediatricians
- Health, including Eating Disorder Team,
- Looked after Child Team (Virtual School)
- Occupational Therapists

- School nurses
- Social services and other LA-provided support services
- Souster Youth
- Specialist Diagnostic Assessors
- Speech and language therapists
- Think for the Futures
- Voluntary sector organisations
- Youth Works

3. What should I do if I think my child has SEN?

You can contact your child's tutor, Head of Year or subject teacher if you are concerned about them.

Where necessary, the member of staff will forward your concerns directly to the SENDCO, who will explore the nature of your concern and contact you to discuss. You can also contact the SENDCO or Deputy 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 school about your concern, so we have a robust understanding of their needs and difficulties and recommendations from external professionals.

If you think your child might have SEN, the first person you should tell is the form tutor

You can contact your child's tutor, Head of Year or subject teacher by telephone e-mail or telephone (01536 503503).

Where necessary, your message will be passed on to our SENDCOs, Mrs Bates or Mrs McGregor, who will be in touch to discuss your concerns.

You can also contact the SENDCO team directly: jbates@bishopstopford.com or bmcgregor@bishopstopford.com

We will meet with you to discuss your concerns and liaise with your child's teachers to try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. A copy of our notes will be available to you.

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are vigilant for students who aren't making the expected level of progress in their schoolwork or socially. This might include poor handwriting, short written responses, lack of engagement in lessons, a disparity between oral and written responses, difficulties accessing an age-appropriate texts or inability to foundation tasks independently or slow processing (orally or when writing).

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

If the student is still struggling to make the expected progress despite the teacher's support, the teacher will liaise with the SENDCO. The SENDCO will explore your child's strengths and areas of concern along with all the contextual data that is available to them to consider their needs. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

Once they have explored the potential concerns, they will contact you to discuss the possibility that your child has SEN. The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech

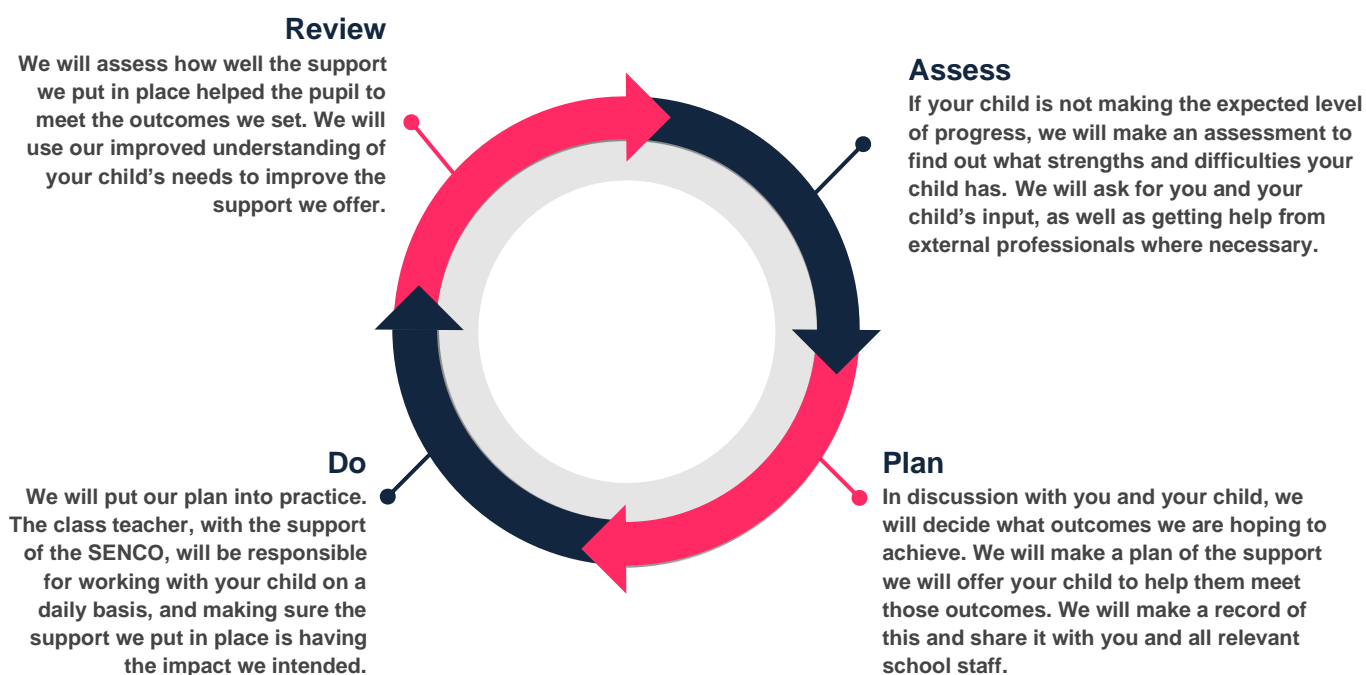
and language therapist, an educational psychologist, occupational therapist, or a paediatrician or, with your agreement, complete referrals to external agencies.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create an Individual Learning Profile for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**. This model is used to determine whether a student is making progress and whether there may be underlying difficulties. The 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 SEN register and appropriate interventions will continue and where necessary external agencies consulted.



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. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

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.

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

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

We work in partnership with parents/carers to provide an education of the highest quality, which celebrates everyone's success in a stimulating and caring environment. 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 and carers are supported and informed through:

- Communication via telephone calls, letter and e-mails
- Termly tracking
- Annual reviews for EHCPs

- Parents evenings
- Multi-agency meetings
- Parental meetings

7. How will my child be involved in decision made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with special educational needs. Bishop Stopford adopts a 'whole school approach' to special educational needs which involves all staff delivering 'first wave quality teaching'.

We will differentiate (or adapt) how we teach to suit the way the student works best. The curriculum is tailored to students with high level needs through their EHCPs, and all staff support students in achieving their learning outcomes.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, offering writing frames, scaffolding, sentence stems etc
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Using recommended assistive technology, such as speech to text, computer readers/read aloud
- Access to teaching assistant support within the classroom
- A modified curriculum

We **may** when necessary, also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Bespoke personalised support is available where necessary. This may include: Visual timetables Social stories Protective Behaviours Small group social skills Access to a key worker Access to a quiet space as needed Access arrangements
	Speech and language difficulties	Bespoke personalised support is available if recommended by a Speech and language Therapist Access arrangements
Cognition and learning	Specific learning difficulties, including dyslexia,	A variety of reading interventions targets to aspects of literacy and numeracy: including Inference, spelling,

	dyspraxia, and dyscalculia	handwriting, typing, literal comprehension, basic numeracy computations TAs are available to offer in class support if appropriate Assistive technology Access arrangements Identification for relevant interventions is based on: <ul style="list-style-type: none"> ➤ Key Stage 2 SAT scores ➤ Year 7 CAT scores ➤ LUCID EXACT literacy assessments ➤ WRAT 5 Math's sub-test
	Moderate learning difficulties	Students with moderate or severe learning difficulties will benefit from the provision above and additional support based on the recommendations of external professionals
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Strategic Seating plans Access to a safe space when appropriate Access Arrangements
	Adverse childhood experiences and/or mental health issues	Nurture groups Protective behaviours Access to a safe space when appropriate Access to a key worker
Sensory and/or physical	Hearing impairment	Bespoke support and equipment as recommended by the HI team.
	Visual impairment	Personal Emergency Evacuation Plan Bespoke support and equipment as recommended by the VI team.
	Multi-sensory impairment	Bespoke support and equipment as recommended by relevant professionals
	Physical impairment	Bespoke support and equipment as recommended by relevant professionals

NB: The information outlined above is no way meant to be a full or exhaustive list of the support provided.

These interventions are part of our contribution to Northamptonshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions following their completion
- Using pupil questionnaires/surveys/views
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health, and care (EHC) plan)

10. How will the school resources be secured for my child

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. Where additional funding over and above the notional budget is required, we will seek it from the local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs and lunchtime activities and enrichments such as House Sports Games, music and theatre performances, Enrichment activities and Community Events.

All pupils are encouraged and supported to go on our school trips, including our non-curricular activities and residential trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Where necessary, we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

A copy of our admissions policy is available on the school website

13. How does the school support pupils with disabilities?

A copy of the accessibility plan is available on the school website

14. How will the school support my child's mental health and emotional and social development?

The school is supported by an designated School Nurse and Youth Works counsellor who is available through a weekly drop-in sessions. During these sessions, students can access confidential advice related to health and well-being. Students also benefit from the support of Souster Youth and Think for the Future following successful referrals by the pastoral team. Where staff are concerned about a student's 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 Pastoral and well-being team.

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.

We provide support for pupils to progress in their emotional and social development in the following ways:

15. 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 of the primary school meets with our SENDCO to discuss the needs of the incoming pupils 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 robust transitional programme includes 2 transition days for all Year 6 students, with further time offered to identified SEN students when needed.

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 pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living, and participation in society.

In addition, Year 9 and Year 11 transitional reviews are completed for students with and Educational Health and Care Plan. The school also liaises with the Local Authority and educational establishments to support parents in accessing external services what 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 see resolution.

16. What support is in place for looked-after and previously looked-after children with SEN?

The school's designated looked after teacher will work with our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

The school's complaint policy can be found on the school website

18. What support is available for me and my family?

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

To see what support is available to you locally, have a look at Northamptonshire's local offer. Northamptonshire County Council publishes information about the local offer on their website: [The Local Offer \(Northamptonshire County Council\) - Children, families and education](#)

Our local special educational needs and disabilities information advice and support services is IASS: <https://www.iassnorthants.co.uk/Pages/home.aspx>

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.