

SEN information report



**Bishop
Perowne**
Church of England College
Endeavour Forever

Approved by:

Date:

Last reviewed on:

Next review due by

SEN information report

Bishop Perowne Church of England College is committed to ensuring that all pupils are given the provision and the support required to achieve their full potential. The College believes passionately in inclusive education and promotes equal opportunities for all students including those with special educational needs and disabilities.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SENCOs and the SEN information report.

Definition of SEND taken from the SEND Code of Practice 2014,

'A child has special Educational Needs if he/she has a learning difficulty which calls for special educational provision to be made. A child has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of pupils his/her age or a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age in similar LA schools.'

This document describes provision for students with Special Educational Needs or Disability (SEND) and reflects Worcestershire County Council's local offer.

Roles and responsibilities

The SENCO – Ms Laura Spurgin

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN provision in the school
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor – Mr Tim Clarke

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher – Mr Mark Pollard

They will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

What types of SEN do we provide for?

We currently provide support for students across four headings of the Code of Practice.

Category of Need	Examples of Special Educational Needs
Communication and interaction	Autistic Spectrum Disorders Speech, language and communication needs
Cognition and learning	ADHD/ADD Dyscalculia Dyslexia Dyspraxia Moderate learning difficulties Processing difficulties
Social, emotional and mental health	Anxiety Disorders Obsessive Compulsive Disorder
Sensory and or physical needs	Hearing impairment Visual impairment Physical disability

How do we identify children/young people with SEND?

When students join our College we draw on a range of sources in order to help us build up a picture of SEND. These sources include: liaison during transition conversations held with primary and Year 6 teachers, SEND file transfers to the SENCo from primary feeder schools during the summer term of Year 6 families, Key Stage 2 data and SATS results, Bishop Perowne reading, spelling and Maths skills data, and information from external agencies. This helps us to place some students on the SEND register at the beginning of their time with us.

Identification of SEND whilst at our school may be through: self-referral from students and/or families/carers, referrals at Pastoral meetings, referrals from classroom teachers, referrals from support staff, referrals from external agencies involved professionally with a student or Educational assessments conducted by our Educational Psychologist.

Our class teachers, Heads of Department and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Bishop Perowne helps to identify further students who have a special educational need.

How do we provide support for students with SEND in our school?

Bishop Perowne uses a wave model to identify the different levels of intervention available.

Wave number	Intervention available
Monitoring	<p>A student requiring monitoring may not be listed on the SEN register but may be placed on a monitoring register which staff will be informed of</p> <p>Quality First Teaching which ensures that teaching takes into account any additional needs of students in their classroom. This may mean that additional resources or support are put in place where possible.</p>
1	<p>This involves additional strategies which may include:</p> <ul style="list-style-type: none">- Access to 1:1 or small group intervention for reading- Access to 1:1 or small group intervention for Maths skills- Access to nurture group support- Access to intervention groups- Access to teaching assistant support in some lessons- Placing the student on the Dyslexia pathway- Handwriting support- Testing for learning difficulties by SENCO- For a small number of students with SEND in Key Stage 3, their provision may include the Nurture Base Teaching Group. This group follows a curriculum with an emphasis on rapidly accelerating literacy and numeracy skills- Some students might be withdrawn from a particular subject in order to work independently, often in the study Centre on their other subjects

2	Referrals to external agencies for additional recommendations and information such as: <ul style="list-style-type: none"> - Autism/Complex Communication Needs Team - Learning support team - Speech and Language Therapy service - Hearing Impairment Team - Visual Impairment Team - Chadsgrove Outreach team
3	If a student has complex needs we may need to seek advice from more than one professional including: <ul style="list-style-type: none"> Educational Psychologist referral CAHMS referral Clinical psychologist referral Paediatric specialist support Visual impairment and Hearing impairment specialist input

How do we evaluate the effectiveness of our SEND provision?

We use many ways to evaluate the effectiveness of our SEND provision. These include:

- A staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model.
- Whole school data
- Point of view of the child
- Consultation with parents/carers
- Regular meetings with Teaching assistants and Assistant SENCO
- Work scrutiny on the students classwork
- Student observations
- Support team meetings

How do we ensure students are involved in their own learning and decisions about their education?

Throughout the year the SEND team meet with students to discuss their current progress and support provided. This are help on a regular basis to ensure support is suitable and allow a sense of ownership.

For those students that have an EHCP, reviews are pupil centred to allow the student to have input on what progress they have made and whether any changes are needed to maximise their progress.

Parents are invited to meetings to review progress and a member of the SEND department is available at parents' meetings to discuss any concerns. Should parents wish to discuss their child at any point then the contact details of the SENCO and Assistant SENCO are at the bottom of this document.

How do we enable students with SEN to engage in activities with other students who do not have SEN?

Bishop Perowne places a high value on learning experiences outside the classroom. As such, we strongly encourage students with SEND to participate in trips and visits. Your son/daughter's specific needs can be discussed if they wish to join any trip with either the SENCO, the leader of the trip or Mr Manship, the Educational Visit Co-ordinator.

How do we support pupils moving between phases and preparing adulthood?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

What adaptations to the curriculum and learning environment do we make?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

What support to we have available for improving emotional and social development?

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

- Pupils with SEN are encouraged to take an active part in the school
- Pupils with SEN may have access to the interventions provided in our SEND hub
- Pupils with SEN may be referred to our Well Aware service
- Pupils with SEN may have a key adult that will provide specific support

We have a zero tolerance approach to bullying.

Who is our special educational needs co-ordinator (SENCO) and how can they be contacted?

Ms. L. Spurgin is the SENCO and can be contacted on 01905 746830 or spurginl@bishopperowne.co.uk

Who is our assistant special educational needs co-ordinator and how can they be contacted?

Ms. D. Thomasson is the assistant SENCO and can be contacted on 01905 746860 or thomassond@bishopperowne.co.uk

Useful links

The new Code of Practice provided by the Department for Education

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The 'Local Offer' provided by Worcester County Council

<http://www.worcestershire.gov.uk/thelocaloffer>

Key Terms

This table shows some of the abbreviations of SEND.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Service
EHCP	Education, Health and Care Plan
HI	Hearing Impairment
MLD	Moderate Learning Difficulty
PD	Physical Difficulties
SENCO	Special Educational Needs Coordinator
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties e.g. Dyslexia, Dyspraxia and Dyscalculia
VI	Visual Impairment
WM	Wave Model