<u>SEN information report</u>

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

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	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 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.
1	This involves additional strategies which may include: - 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: - 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: 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 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.

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

https://worcestershirelocaloffer.org.uk/#/directory