

The Bishop' Stortford High School
Special Educational Needs and Disabilities (SEND)
Annual Information Report September 2021



Introduction

The Bishop's Stortford High School is an Outstanding comprehensive secondary school (Ofsted 2017), with a co-educational sixth form. The school admits boys aged 11 to 16 in the first five years, with a mixed sixth form of boys and girls aged 16 to 18. There are currently 1187 students on roll and 6.4% of these students have Special Educational Needs and/or Disabilities.

At TBSHS we believe that each student has individual and unique needs. High quality teaching and learning is vital for all our students and is our first form of support for students with special educational needs. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have special education needs at some time in their school career or specific disabilities which may affect their learning. Many of these students may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. TBSHS aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum, in particular, we aim to:

- Enable every student to experience success, at an appropriate level, by setting challenging, yet realistic targets and valuing their contributions to the community.
- Promote individual confidence and a positive attitude to learning.
- Ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give students with SEND (Special Educational Needs and Disabilities) equal opportunities to take part in all aspects of the school's provision, as far as is appropriate ensuring inclusion.
- Identify, assess, plan and regularly review (immediately after data-drops) students' progress and needs which may well change over time.
- To actively involve the student with SEND in all aspects of planning and delivering their curriculum, for example, explaining the provision for alternative courses: such as ASDAN.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Work collaboratively with parents, other professionals and support services.
- Ensure the responsibility held by all staff and governors for SEND is implemented, maintained and closely monitored.

TBSHS currently provides additional and/or alternative provision for a range of needs, such as:

- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

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SEND Information Report

The Bishop's Stortford High School Special Educational Needs and Disabilities (SEND) information report provides information about the implementation of the TBSHS SEND Policy for children and young people with SEND. The report is reviewed and updated annually. Should any changes arise during the year, the report will be updated as soon as possible.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The school will assess a student's need through:

- Assessment Data, such as; Key Stage 2, 3 or 4 data, additional diagnostic tests and reports, e.g. Educational Health Care Plans.
- Transition information, such as; visits to Primary schools prior to entry, in-school visits and Transition Teas.
- Teacher observations
- Parental meetings

Each student's current skills and levels of attainment are assessed on entry in Science, English and languages, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required the desired outcomes are initially explored, including the expected progress and attainment, and the views and the wishes of the student and their parents. This is used to determine the support that is needed and whether it can be provided by adapting the core offer, or whether something different or additional is needed.

Should parents/carers have any concerns they should contact the form tutor to discuss these in the first instance, via the school email: office@tbshs.org

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How will school staff support my child?

- Form tutor and pastoral team, including a designated Learning Support Assistant assigned to each year group.
- Differentiated approaches to teaching and learning in lessons
- Inclusion Team reviews to assess, evaluate and plan future provision
- Intervention work depending on the individual and their needs. These are outlined below.

At TBSHS there are 10 full-time and part-time Learning Support Assistants (LSAs) who are trained to support learning and/or deliver interventions such as; 'Reciprocal teaching', academic mentoring, additional support with homework etc.

Learning Support Assistants may also support students on an individual basis when they are in receipt of exceptional needs funding or their EHCP identifies that the student requires this support, or, in small groups when they are identified as requiring small group interventions through the assessment and review process.

TBSHS staff also work with the following agencies to provide support for students with SEND:

- Aspects
- Children and Adolescent Mental Health Service (CAMHS)
- Visual Impairment team
- Hearing Impaired Team
- Social Communication Needs team (Autism Outreach)
- SafeSpace Counselling Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Targeted Youth Support
- Family Solutions/Family First

How will I know how my child is doing?

Parents/carers are regularly informed how well their child is doing at school, through face to face, telephone, written reports and may also receive information, utilising the TBSHS ConnectEd App.

The graduated approach through the four-part cycle of assess, plan, do and review is utilised to gather a range of information enabling the SENCo to carry out a clear analysis of the student's needs such as:

- Tracking and reporting data, including rewards and sanctions. This includes:
- A class teacher's assessment and experience of the student

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- Previous progress, attainment and behaviour
- Other teacher assessments, where relevant
- The student's development in comparison to their peers and national data
- A student's own views during meetings, mentoring etc.
- Parents' meetings and consultations
- Contact with the SENCo and Learning Support Department
- Advice from external support services, where relevant
- Annual Review for students with a Statement for Special Educational Needs (EHC Plan)
- E-tutoring

All teachers and support staff who work with a student with SEND are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The effectiveness of the support and impact of interventions on a student's progress is regularly reviewed.

How will the learning and development provision be matched to my child's needs?

To meet the individual needs of a student with SEND the school provides the following:

- High quality teaching and learning involving careful planning and differentiation by subject teachers and leaders. Differentiated resources are designed to enable all students with SEND to access a full curriculum. These may include recommended aids, such as; laptops, coloured overlays, visual timetables, larger font, etc. or alternative ways of working, such as small group work, one to one work, or tailored content of the lesson.
- Pastoral mentoring
- Monitoring of progress
- Interventions and other SEN interventions
- Graduated approach exemplifying 'assess, plan, do and review' cycle
- One Plans are devised together with SEND students and reviewed by parents.

What support will there be for my child's overall wellbeing?

TBSHS is committed to promoting good mental health and emotional well-being and provides support through the following:

- Form tutor and pastoral team
- PSHCE and Citizenship programmes
- Positive relationships with parents, children and school
- Form tutor and SEN mentoring
- School counselling service

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- External agencies such as; CAMHS, Aspects, medical services etc.

To improve a student's emotional and social development, students with SEN are encouraged to take part in the following to promote teamwork, building friendships, develop a sense of belonging etc.

- The school council
- House and school leadership positions
- Represent their school in activities and clubs such as; debates, sport, drama, music etc.
- Represent their form in assemblies and church services

TBSHS promotes excellent behaviour and attitudes towards learning and has a zero tolerance approach to bullying. Should a concern arise with regard to poor behaviour the child's views are always sought. Further details can be found in the TBSHS Behaviour Policy, published on the school website.

The Mental Health Lead is **Miss Wendy Butler**.

What specialist services and expertise are available at or accessed by the school?

See Hertfordshire Local Offer for services. These can be found at:

www.hertfordshire.gov.uk/localoffer

What training have the staff, supporting children and young people with SEND, had or are having?

All teachers are teachers of children and young people with SEND and receive appropriate and regular training.

- The SENCo at TBSHS has 7 years' experience in this role and 6 years as Subject Leader for Psychology. The SENCo is allocated 14 hours a week to lead and manage SEND provision.
- The Learning Support Department consists of a team of 10 full-time and part-time Learning Support Assistants, including 1 Higher Level Teaching Assistant (HLTA) who is trained to deliver SEND provision in Mathematics.
- There are two Inclusion Managers (Key Stage 3 and Key Stage 4) who also support SEND students and coordinate programmes such as Peer Reading, Peer Mentoring and Peer Numeracy.
- In the last academic year, staff have been trained in Reciprocal Teaching and each member of the Learning Support Department receives training to develop a particular field of expertise, e.g. Autism.
- Specialist staff deliver mathematics and literacy interventions.

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How will you help me to support my child's learning?

- Parental consultation, including signposting additional and external support
- Contact with the pastoral team
- Virtual Learning Environment

How will I be involved in discussions about and planning for my child's education?

At TBSHS, early discussions take place with the student and their parents/carers when identifying whether they need special educational provision. These conversations will aim to ensure the following:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Parents' concerns are accounted for
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on the next steps are
- Parents and students with SEND understand where additional help and guidance can be found, e.g. additional support materials published on the student and parent gateway.

Notes of these early discussions are added to the student's record and given to their parents. Parents are formally notified when a student receive SEN support.

How will my child be included in activities outside the classroom including school trips?

- All extra-curricular activities and school visits are available to all students, including our before-and after-school clubs. Appropriate adjustment and additional support is provided to ensure all students have equal opportunities to these.
- All students are encouraged to attend a residential trip, such as 'Bushcraft' week.
- All students are encouraged to take part in activities such as; school sports day, House events; e.g. House Drama, football, rugby, dodgeball etc., charity events and special workshops etc.
- Medical support is in place where necessary.

No student is ever excluded from taking part in these activities because of their SEN or disability. Where students with SEND have specific requirements, parents are consulted and invited to contribute to planning for trips or activities.

How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010. Further details regarding accessibility can be found in the TBSHS Equality Policy published on the school's website.

Who can I contact for further information?

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or

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is not satisfied with the teacher's comments, should contact the SENCO/Head of the Learning Support Department.

In the event of a formal complaint, parents are advised to contact the Headteacher or a governor if they prefer. The LEA Parent Partnership Service is available to offer advice.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Information sharing is key to smooth transitions and students and their parents are integral in this process. Information is shared in the following ways:

- Sharing information between primary and secondary school or between secondary and tertiary colleges
- Work with students supporting personal statements, curriculum vitae, UCAS and other destinations applications
- Information and Standards Evenings
- Induction Programmes, transition visits and Transition Teas
- Information, advice and guidance meetings
- How are the school's resources allocated and matched to children's special educational needs?
- SEND funding distributed where appropriate
- High Needs Funding provided by application to County in exceptional circumstances
- Where a student with SEND qualifies for the Pupil Premium Grant, additional funding is also allocated to supporting the student.

Contacts at TBSHS

office@tbshs.org – Form tutor

alison.matthews@tbshs.org – Alison Matthews - SENCo/Head of Learning Support Department

wendy.butler@tbshs.org – Wendy Butler - Assistant Headteacher/DSP/MHL/Inclusion

office@tbshs.org – Katie Beagles - Governor with responsibility for SEND and Inclusion

How is the decision made about how much support my child will receive?

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Decisions for supporting a student with SEND is made in consultation with students, parents/carers, teaching and support staff and relevant external agencies.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Details of the local offer can be accessed at:

www.hertfordshire.gov.uk/localoffer