

The Bishop' Stortford High School
Special Educational Needs and Disabilities (SEND)
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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, aged 16 to 18. There are currently 1205 students on roll and 7.5% 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 ambitious and aspirational, yet realistic targets and valuing their contributions to the community.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- 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 and to reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To make reasonable adjustments for those with a disability by acting to increase access to the curriculum and the environment where appropriate.
- 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.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.

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- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet their medical needs.
- 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.

The SEND Information Report includes guidance from the SEND Code of Practice (Jan 2015), the Equality Act 2010 and Part 3 of the Children and Families Act 2014 relating to school systems for responding to the needs of pupils with SEND.

The TBSHS SEND Policy and Equality Policy can be found on the school website at <https://tbshs.org/policies/>.

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?

Concerns may be raised by parents/carers, external agencies, teachers, the student's previous school or the student themselves, regarding concerns relating to inadequate levels of progress or inclusion.

The school will assess a student's need through:

- Screening and tracking assessment data, such as; Key Stage 2, 3 or 4 data, additional diagnostic tests and reports, e.g. Educational Health Care Plans.
- Detailed Transition information from Primary or Secondary Schools, parents/carers and the students themselves. Teacher, tutor and LSA observations
- Parental meetings, including Information Evening and Meet the Tutor Evening within the first two weeks of joining the school.

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.

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If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's subject teacher or form tutor. This then may result in a referral to the school SENCo whose name is Mrs. Alison Matthews and whose contact details are senco@tbshs.org.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How do I make a complaint?

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, via the school email: office@tbshs.org

Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO, the Head of Learning Support, via senco@tbshs.org .

In the event of a formal complaint, parents are advised to contact the Head teacher and follow the Complaints Procedure on the school website. The Complaints Policy can be found at <https://tbshs.org/wp-content/uploads/2022/06/6503-ComplaintsPolicy.pdf>.

The Local Authority Special Educational Needs & Disability Information Advice Support Service (SENDIASS) can be found at www.hertfordshire.gov.uk/sendiaass or telephone: 01992 555847

How will school staff support my child?

All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- Differentiated and distinctive approaches to teaching and learning in lessons
- Classroom observation by the senior leadership team, the SENCo, external verifiers,
- Ongoing assessment of progress made by students with SEND,
- Work sampling and scrutiny to ensure effective matching of work to student's need,
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND,
- Students and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.
- Form tutor and pastoral team support, including a designated Learning Support Assistant assigned to each year group.
- Inclusion Team reviews to assess, evaluate and plan future provision
- Intervention planning within the Inclusion Team designed to meet the needs of the individual to enable them to access the full curriculum. These are outlined below.

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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
- 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
- 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

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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?

At TBSHS, we are aspirational and ambitious for all our young people and believe every child has equal access to the curriculum. All children follow the National Curriculum throughout Key Stages 3 and 4 and we ensure all students are not disadvantaged from this by reducing the curriculum offer.

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

- High quality teaching and learning
- Pastoral mentoring
- Monitoring of progress
- Interventions and other SEND interventions
- One Plans are devised together with SEND students, reviewed by parents and shared with the child's teachers.
- Graduated approach exemplifying 'assess, plan, do and review' cycle



Action relating to SEN support will follow an assess, plan, do and review model:

1. Assess: Data on the student held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the student's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the student. If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of

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a student. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will the curriculum be matched to my child's needs?

- TBSHS provides 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.
- When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. Adaptations may also include strategies suggested by the SENCo and/or external specialists.
- These may include recommended aids, such as; digital technologies, 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.

Full details of the curriculum delivered to all students at each key stage can be found at:
<https://tbshs.org/curriculum-maps/>

What if my child has medical needs?

Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting students at school with medical conditions (DfE) 2014 and identified in the school's Supporting Students with Medical Conditions policy which can be found at; <https://tbshs.org/policies/>

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:

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- Form tutor and pastoral team
- PSHCE and Citizenship programmes
- Positive relationships with parents, children and school
- Form tutor and SEN mentoring
- School counselling service
- 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 Senior Mental Health Lead is **Miss Wendy Butler**.

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

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>

The Local Offer lets parents and young people know what special educational needs and disabilities services are available in Hertfordshire. These can be found at: www.hertfordshire.gov.uk/localoffer which lists a range of useful contacts, including Integrated Services Learning and the SEND Team duty line; tel. 01442 453300.

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 78 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 SENCo works closely with other professional bodies, the local SEND Team (DSPL3) and receives school Teaching and Learning INSET, as well as providing this for teaching and support staff.

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- 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.
- 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.

TBSHS staff are reflective practitioners. Where training needs are identified, specialist training programmes may be devised .

How will students be involved in decisions regarding provision that can better meet their needs?

TBSHS uses student centred profiles called 'One Plans'. These are completed by the student and their Year Link LSA to identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the student's views gained on the effectiveness of the action taken so far to meet their needs

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

- Parental consultation, including signposting additional and external support
 - Contact with the pastoral team and the form tutor
 - Consultation with subject teachers
- Virtual Learning Environment

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

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

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.

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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 Appendix 1 of the TBSHS Equality Policy published on the school's website; <https://tbshs.org/wp-content/uploads/2022/06/10419-EqualityPolicy2021.pdf>

As outlined in the Accessibility Plan, there are a number of challenges due to the age and design of the current building. However, each individual's needs are assessed carefully and where possible, adjustments are made. Examples include:

- High visibility paint to stairwells and door frames for those with visual impairment.
- Digital seating programmes to ensure students with learning needs are seated appropriately to receive additional support.
- Arrangements for alternative teaching classrooms where a physical disability is cited, e.g. ground floor level.
- Digital resources such as e-readers, audio books, e-text books etc. to ensure access to a full curriculum.
- The school has a movable ramp to support some wheelchair access, but this is limited.
- Ground floor accessible toilets and changing facilities.

We would encourage parents and students to visit the school and discuss any measures with the SENCo.

How will the school evaluate the effectiveness of the SEND provision?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and students on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment

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levels compared to those achieved nationally for students with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

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, via office@tbshs.org Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should contact the SENCO/Head of the Learning Support Department; Mrs Alison Matthews via senco@tbshs.org

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.

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How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition.

The transition programme in place for students provides a number of opportunities for students and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.

On entry:

- A planned transition programme in the Summer term, such as; visits by the SENCo, Key Stage 3 Inclusion Manager and Head of Year to Primary schools prior to entry, discussions with the Primary class teacher and SENCo and/or external agencies involved, SENCo led group and individual in-school visits and Transition Teas with the Learning Support Department, including Learning Support Assistants (LSAs) and during the Primary Transfer day.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- One week Summer School and a three day Sports Camp at TBSHS
- Parental meetings, including Information Evening and Meet the Tutor Evening within the first two weeks of joining the school.
- Rugby Morning takes place on the first Saturday of the Autumn Term and parents/carers are provided with the opportunity to meet the Senior Leadership Team, their tutors, P.E staff and members of the Parents' Sports Association.
- Student and parent feedback via Microsoft Forms to evaluate Transition arrangements and inform further improvements.

Transition to the next school or college, preparation for adulthood and independent living:

- Accompanied visits to other providers may be arranged as appropriate.
- For students transferring to local schools, the SENCos of both schools will share information, e.g. through meetings, reports regarding the needs of students with SEN in order to ensure a smooth transition.
- The records of students who leave the school mid-phase or post 16 will be transferred within five working days of the parents notifying their child has been enrolled at another school.

After school:

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014
- This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

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- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision, including the full range of post-16 options and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

Contacts at TBSHS

office@tbshs.org – Form tutor or subject teacher

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

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

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

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