



## **SEN Information Report 2024/2025**

### **Legislation and guidance.**

This report is based on the SEND Code of Practice and relevant statutory legislation:

1. Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities  
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
2. The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report  
<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>
3. Statutory guidance on this is contained in Section 6.79 to 6.82 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
4. For further information, please consult the Guidance via the Link - **SEND: guide for parents and carers**  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

**As per guidance at Bishop Challoner Catholic School we believe that all children and young people are entitled to an education that enables them to make progress so that they:**

- Achieve their best potential
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood

Bishop Challoner Catholic School is fully committed to the inclusion of students with SEND providing that this is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the school or is an inefficient use of the Local Authority's resources.

## Our vision and how we hope to achieve it:

We are an inclusive school. Bishop Challoner School welcomes all its pupils and is committed to providing the best possible learning environment for each student. We understand that some students may have special educational needs and/or disabilities (SEND), and every student will receive support to overcome barriers to learning, make progress, and feel valued. As a Catholic school, we provide a genuine Christian education where students recognize the dignity of every person and the equality of all, **in accordance with the Equality Act 2010**. We do this by creating a caring community that acknowledges the uniqueness of each student and by supporting them in developing their abilities, aptitudes, and gifts to their full potential. We work with the local offer and extended educational providers such as Post-16 Colleges to enable every child to reach their full potential at the end of their Key-Stage transition years. We strive to adapt our curriculum, assessment maps, and classroom arrangements to ensure that all students set high aims and achieve to the best of their ability.

We are committed to meeting individual needs and fully including students in school life, such as taking part in off-site educational visits, assemblies, and extracurricular activities. **In the classroom, the principle of Quality First teaching, integrated with early intervention, forms the foundation of our approach at the school.**

### **All children and young people have the right to an education that helps them:**

- ✓ Achieve their full potential
- ✓ Successfully transition into adulthood
- ✓ Become confident individuals able to lead fulfilling lives

## Frequently Asked Questions included in this document:

Admissions and what kinds of SEND needs are admitted at Bishop Challoner School?

What support is available to children with SEND?

How will the school know how well my child is doing and how will they inform me about this?

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

How accessible is the school to children with SEND?

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

## **HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

### **Admissions and what kinds of SEND needs are admitted at Bishop Challoner School?**

Students with an EHCP can be admitted to our school through a consultation in Year 6 to Year 7 or mid-year. The SENDCo must respond to the Local Authority within 2 weeks when a parent chooses Bishop Challoner Catholic School and consults through the Local Authority.

Pupils on the Special Educational Needs and Disabilities (SEND) register will be identified during transitions through information provided by parents and professionals. This information will be shared, reports will identify areas of need, and adjustments will be put in place to prepare for the individual pupil's transition.

As per the school admissions policy, if space is available, we will work with parents to meet the special educational needs of students.

According to the updated SEND Code of Practice we provide to a wide range of special educational needs and disabilities, grouped into four areas, and acknowledging that students' needs may change over time.

- Cognition and Learning
- Communication and interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

### **How will the school know if a child needs additional help?**

Bishop Challoner Catholic School identifies students with additional educational needs in various ways and at different stages throughout the school year. Teachers and support staff, in collaboration with parents/carers, all play a role in identifying and supporting students who may require extra assistance. Parental feedback and involvement is crucial in guiding their child's assessment process alongside the school.

The progress of students, including their academic levels and personal development, is monitored every term by class teachers, heads of year, heads of faculty, and the SENDCo.

The school will identify each child's reading age and use the Y7 CATS baseline assessments to predict levels. Grade Indicator assessments take place at various stages during Key Stage 3 and Key Stage 4.

Academic reports for students are shared with parents. The Year Leader and the pastoral team for your child's year group may also contact parents regarding additional support.

Regular information is collected from within the school about every student's progress, alongside national data and expectations of progress. Our school's close monitoring of progress is crucial in determining the need for additional support.

Students may also be identified through pastoral and academic tracking meetings with school staff, and in some cases, within Multi-Agency Professional meetings.

If subject teachers determine that a student is making less than expected progress despite high-quality, differentiated teaching, they will consult parents. Subsequently, a period of additional subject-based interventions will follow.

If, despite subject teacher intervention, the student continues to make less than expected progress, the SENCO is consulted. The SENCO is then responsible for investigating and, if necessary, assessing the student to determine if they have Special Educational Needs and require additional support.

We will start by having early discussions with parents to agree on the student's goals and decide on the next steps. If the parents agree, we will work with outside professionals who are already involved with the student. For more significant needs, the SENCO will arrange for specialized assessments from external agencies and professionals, based on the specific areas of need.

**The SENDCO will then take steps to identify needs and put interventions in place when:**

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screenings indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

**Graduated Approach and the process for assessment:**

When there are concerns about a student's academic or social progress, the SENDCo will implement a graduated approach. This involves identifying and monitoring interventions to support the student, and it is known as the "assess, plan, do, review" cycle. **This process can take up to 3 terms before sufficient evidence is gathered** to consider initiating a request for an Education, Health and Care Plan (EHCP).

**Parents have the right to make a self-referral for an EHCP at any stage and can lead the request directly with the Local Authority if they are concerned.**

**How do we work with families of students with SEND?**

Bishop Challoner School believes in working closely with parents to help students with SEND achieve positive results. We recognize that parents have valuable insights into their child's needs and how to best support them, so they play a crucial role in this partnership. We have high expectations for all our students, including those with SEND. Following the principles of Person-Centered Planning, students with SEND are actively involved in decision-making processes that affect them. We understand that young people are entitled to the same quality of information, advice, and support as their parents or caregivers. We always take into consideration the views, opinions, wishes, and feelings of our students. For students with a Statement or an EHCP, their input will be sought before any Annual Review Meetings, and they will be invited to attend these meetings. Our goal is to offer the necessary information and support to help students achieve the best possible outcomes and prepare them effectively for adulthood.

**How we give pupils/young people a voice:**

The school has a strong partnership with families and the community it serves. SEND students participate in surveys and meet with the Senior Leadership Team (SLT) through the Student Council. Their feedback influences decision-making within the Inclusion team. The Pastoral Team and SENDCo also gather feedback from vulnerable students on the SEND register through surveys, and take actions based on this feedback.

We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with the subject teachers and form tutor as well as the SENDCo.

Every student with an EHCP has a person-centred annual review. Students and parents' views form the core of this meeting and actions from the meeting inform the teaching and support that the student receives in school.

Our Year 7 pupils on the SEND register have the opportunity to express themselves during the 7 check-in sessions. These sessions are led by our specialist teachers from Phoenix Outreach and BASS, who provide attendance and emotional support for the pupils during their first term in school as they transition to Year 7.

### **What we do to help children/young people with special educational needs?**

The most effective support mechanism for students with additional educational needs is the **inclusive quality first teaching** that is provided in every lesson. As well as providing outstanding teaching for all pupils, teachers ensure they are fully aware of the additional needs of pupils in their class and provide differentiated teaching and resources to meet these needs. Classroom teachers and support staff are provided with a one-page profile for each child where Strategies for Quality first teaching and Needs are highlighted and shared with each relevant teaching staff.

***There is a range of provisions to help pupils with SEND or other needs make progress and these include:***

- In-class support from a teaching assistant to enable students to make progress to develop independence (for those pupils identified with this level of funding via an EHCP)
- We make sure that staff receive regular training by specialists in areas such as autism, speech, language and communication, mental health and wellbeing. Outside professionals and school staff hold regular “teach meets” to ensure best practice is shared focusing on a particular pupil.
- Provide specialist teaching for students with difficulties in language and communication through Speech and Language Therapist and specially trained school staff
- Learning Support Centre is available when a child requires further intervention within a limited period of time.
- Interventions: Link workers, Emotional Literacy Support Assistants (ELSA), Literacy, Handwriting, Nurture group, targeted homework club.
- Period 6 Revision with the Subject teacher or Homework Support
- Counselling provision provided by A Space.
- The Speech and Language Therapist Leads and trains our support staff on intervention for Language and social communication
- Our ELSA support mentors deliver fixed sessions on Zones of Regulation Curriculum where pupils develop awareness of self and others around them as per this curriculum.

**When is it decided that increased Levels of Provision and Support is required:**

Despite receiving high-quality, differentiated teaching, some students may require increased levels of provision and support. In such cases, those are our steps:

1. After consulting with parents and the student, we will agree upon desired outcomes and any necessary curriculum adaptations.
2. All teachers and support staff working with the students will be informed of their needs, desired outcomes, and support strategies, recorded in the school's system.
3. We will set a clear date for reviewing progress, with actions for parents, students, and teaching staff.

4. If agreed, a student's special educational need will be recorded in the school's records.

5. Coordinated with teachers, teaching assistants, or specialists, the required support and interventions are implemented. The SENDCo will support subject teachers in assessing students' strengths and weaknesses and advising on effective support implementation, which can take place in the format of a Teach Meet or via daily communication.

#### **Reviewing the Process:**

The school will review support and interventions' effectiveness on the student's progress, adjust support as needed, keep records, and involve specialists if necessary as per agreed date.

#### **What is the approach to teaching students with SEND and how is the curriculum adapted?**

At Bishop Challoner Catholic School, we recognise that these needs can change in different contexts. We aim to deliver lessons that are accessible to students considering the 4 broad areas of need and make adaptations to teaching (resources, environment, delivery, content) where a student requires something that is 'in addition to' and/or 'different from' the other students. For some students, their ability to access all subjects may be reduced as a result of their SEP (Special Educational Provision), for example where pre-teaching or revisiting learning are a requirement on a student's EHCP. In these cases, we work to ensure that students are accessing the most important aspects of subjects' content so that progress is not inhibited due to limited access. Maintaining access to a broad and balanced curriculum is always considered. Where students require specific interventions to develop a key skill or overcome a barrier to learning this is delivered as a short-term intervention which follows the Assess, Plan, Do, Review cycle. SEND students are integrated into mainstream classes with a minimum expectation of 60% timetable access and with appropriate support the short-term goal is to increase mainstream learning and prevent segregation or isolation from their age-related peers.



### How do we adapt the Learning Environment?

Staff view teaching through the lens of students who experience difficulties across the 4 broad areas of need and make adaptations considering students who experience these barriers whether these relate to physical or sensory barriers, cognition & learning barriers or social emotional or mental health barriers. Learners with physical disabilities for example might have a lift pass and/or a '5-minutes card' to leave the classroom before a busy change over takes place and this way providing a safe transition between lessons.

### How we support those with medical needs:

We support students with medical and physical disabilities by creating Health Care Plans, and provide specialist teacher support for those with visual and hearing impairments.

The SENDCo will assess pupils to see if they qualify for additional support during public examinations. Bishop Challoner Catholic School supports students with medical needs and physical disabilities by creating Health Care Plans, administering medication with consent, providing staff training, and accessing specialist teacher support for visual and hearing impairments.

**Physical environment:** all areas of the buildings in the school are fully accessible.

### What are Reasonable adjustments

Where a school's provision, criterion or practice might put a disabled pupil at a substantial disadvantage compared with other pupils who are not disabled, schools must take reasonable steps to avoid that disadvantage. This is usually referred to as the reasonable adjustments duty. The duty is anticipatory: it requires the school to think ahead and make reasonable adjustments so that disabled pupils can participate in the whole life of the school and in order to avoid any disadvantage that might otherwise occur. Schools can often avoid indirect discrimination and discrimination arising in consequence of a disability by thinking ahead and planning and making reasonable adjustments (Equality Act guide for School 2010. p.14. [LINK HERE](#))

### **Examples (Equality Act guide for School 2010. p.14. [LINK HERE](#)):**

Example 5: the timetable is adjusted to provide time for the reinforcement of new skills for a pupil with learning difficulties. Example 6: a student with a visual impairment sits at the back or front of the class to accommodate her field of vision. Example 7: pupils with dyslexia are given a green card to indicate

to teachers that they may need extra time to complete written tasks. Example 8: where the school policy would normally provide for a 2-day exclusion, the policy is adjusted to provide an alternative disciplinary measure for a pupil where his behaviour is not caused by unmet needs. The 'punishment'/correctional educative measure marks the seriousness of the incident, so it is understood by the pupil at a first instance.

### **How we decide what resources we can provide to a child/young person with special educational needs**

Despite high-quality teaching, some students may need extra support. We work with parents and students to set goals and decide if we need to adjust the curriculum or provide additional support. Teachers and staff are informed, and progress is reviewed regularly. If a student has special needs, we record this in the school's SEND register. Subject teachers remain responsible for working with the students on a daily basis. Teachers are expected to work closely with any TAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo assists subject teachers in assessing the student's specific strengths and weaknesses, and in providing guidance on how to effectively implement support. The effectiveness of the support and interventions, as well as their impact on the student's progress, should be reviewed at regular intervals in discussions with parents. The SENDCo, in collaboration with subject teachers, may adjust the support based on the student's progress and development, and decide on any necessary changes in consultation with the parent and student. A record of the outcomes, actions, and agreed support should be documented and shared with relevant school staff and given to the student's parents. SIMS will be updated accordingly. If a student continues to make less than expected progress despite support and intervention, the school may involve specialists from both in-house and outside agencies. For students with complex needs, the SENDCo may request a statutory (EHC) assessment. Students and their parents are encouraged and supported to actively participate in this process. As part of the EHC Assessment, the school may request additional top-up funding from the Local Authority if the cost of the special educational provision required to meet the needs of an individual student exceeds the national threshold.

### **How does school decide on the Budget allocated for pupils with EHCPs and on the SEND register:**

The budget allocated to students with EHCPs or statements is a fixed amount and the SENDCo is responsible for making sure that this budget is used as cost-effectively as possible and that it is helping the students who have been identified as per EHCP provision. Depending on the individual need of the student the budget may be spent on:

- Buying a particular piece of specialist equipment for a student
- Paying for a specialist therapy session e.g. speech therapy
- Teaching Assistant and SEND specialist staff costs
- Interventions such as in literacy and/or GCSE Support.

The Assistant Headteacher in charge of Inclusion in consultation with the Senior Leadership Team, recommends how the school's overall additional educational needs budget is spent. The school improvement development plan and faculty improvement development plans are monitored by the Governors' Quality of Education subcommittee.

### **How we check that a child/young person is making progress and how we keep parents informed**

Progress of all students, including students with SEND, is continuously monitored by all teachers through regular marking and assessment. Feedback to students is seen as critical to ensuring progress and teaching staff ensure this is done regularly and effectively. Feedback to students with additional needs can be individualised such as through the use of visual feedback or involving a teaching assistant in the feedback to a student.

At Bishop Challoner all pupils are assessed termly. There is also at least one formal parents'/carers' evening per year. Parents or carers of students with EHCPs/statements will also receive feedback on their child's progress towards meeting the objectives in the EHCP at the annual review.

### **Support we offer for children's/young people's health and general wellbeing**

The school has a pastoral system in place to support students, with regular meetings to address concerns. Students with medical conditions or disabilities are monitored by the Assistant Headteacher in charge of Inclusion and the school nurse. The Learning Support Centre provides an alternative space for short-term teaching interventions, and students can access lunch in advance to avoid busy times.

We work in collaboration with outside agencies to help care for pupils' health and wellbeing, these include:

- School Nurse
- School based counselling services
- Specialist teachers for physical disability, visual impairment and hearing impairment provided by the Local Authority
- Child and Adolescent Mental Health Team - CAMHS (THEWS part of the Local Offer)

The school has a clear behaviour policy and a clear anti-bullying policy which are followed in no detriment of reasonable adjustments in place and that are there to meet each child needs. It also takes place when the behaviour was not caused by unmet needs (if so, the approach is a cycle of interventions that might be identified instead). Chance, Choice and Consequences are given in order to make a child aware of any wrong decision that can cause a concern or unsafe actions to himself and others.

### Specialist external services we use when we think extra help is needed

We work with a number of outside agencies. These agencies provide specialist support depending on the special need of the student. The agencies who support us at the moment are:

- Educational Psychology Service
- Hearing-impaired service and access to the Multi-sensory Specialist Teachers (provided by Local Offer)
- Child and Adolescent Mental Health Team (provided by the Local Offer)
- Behaviour Support Team (BASS)
- Children's Social Care
- Attendance and Welfare Service
- Speech and Language Therapy Service
- Occupational Health Service
- Language and Communication Team
- School Nursing Team
- Police Community Support Team
- Careers Service

### The training our staff have had or are getting

All staff have recently had training on Quality First Teaching approaches for SEND students and how to make best use SEND pupil One-Page profile to appropriately differentiate for SEND pupils. Staff recently underwent their annual online Safeguarding training, as well as Prevent training. Teaching Assistants (TAs) are currently undergoing training based on the Maximising Impact In Teaching and Learning using the model: Prompting, Questioning, Modelling, Revisiting, Promoting accountability and independence rather than adult-dependent learning. Training from outside agencies throughout the year includes:

- Autism training from Phoenix Outreach Team
- Regular training led by a Speech and Language therapist for both teachers and TAs which includes Zones of Regulation, SLT- 'All about Speech and Language therapy and strategies to support students in class', shape coding to support grammar and sentence structure development
- Training from the borough's specialist teachers for physical disability, hearing impairment and visual impairment.
- Certificate in SEND Code of Practice
- Emotional Literacy and Mentoring on Coping Strategies: How to support staff & pupils
- Innovation strategies in addressing complex SEND

- Scaffolding Strategies-Better classroom learning for all pupils: modeling, prompting, scaffolding, differentiated level of questioning, scribing
- Performance management and a line management system, where training needs are highlighted for teachers and Teaching Assistants
- Close liaison with specialist SEND teachers within the borough
- Attendance of external courses designed to support specialist teachers of SEND, such as NASEN

### **How we include children/young people in activities and school trips**

All students are encouraged to take part in school activities and trips. Support is provided for those students who need it and all reasonable adjustments are made so that everyone can take part.

Staff who run trips always complete a rigorous risk assessment before a trip takes place so that all students are safe. If a student takes medication a member of staff will look after the medication and the Care Plan and make sure that the student takes it at the right time. The Assistant Headteacher in charge of Inclusion provides teachers running the trip with information about medication, dietary needs and any information involving extra support. The school will always inform parents of the activities included in the trip and ask for any further important information e.g. dietary requirements or changes to medication.

### **The facilities provided to ensure pupils with SEND can access the school.**

The school is completely accessible for children and adults with mobility issues. We are fully wheelchair accessible. There are lifts in the building. There are disabled toilets with changing facilities.

We are happy to discuss individual access requirements. Facilities we have at present include: lift access to all teaching and non-teaching spaces and fully accessible toilets.

### **How we prepare for children/young people joining our school and leaving our school**

We work closely with your child's previous school to understand their individual needs and provide appropriate support. Those who are most vulnerable attend extra transition days and the summer school in preparation for Year 7.

The Careers Service meets with all students and attends annual reviews for those with EHCPs from year 9 onwards to prepare them for college courses.

### **How parents are involved in school life**

At Bishop Challoner there is a very good partnership between staff and parents. Parents are consulted and kept informed on all aspects of their child's school experience. When necessary, interpreters are available at all meetings with parents. We involve and communicate with parents in the following ways:

- Parent's evenings
- A dedicated Pastoral Team who are available to speak to
- Annual review and other meetings held by the SENDCO
- Phone calls and letters home

### **How the school plans to effectively deliver information to pupils with SEND, and, who to contact for more information or to discuss a concern**

Students with EHCPs attend annual reviews, and receive termly reports from teaching staff. The Speech and Language Therapist works with teaching staff to adapt communication and teaching materials for students with dyslexia, speech and language needs, or autism spectrum disorder (ASD). Parents can contact the form tutor, Deputy Head of Year, or Year Team Leader for concerns about their child's progress. For further support or assessment, they can contact the Special Educational Needs and Disabilities Coordinator (SENDCo) or the Assistant Headteacher in charge of inclusion.: 0207 791 9500 SEND Admin Email: SEN@bishop.towerhamlets.sch.uk

Tower Hamlets' local offer contains information about services that are available to children, young people and families in Tower Hamlets. It includes information and advice about the help on offer for people with special educational needs and disabilities from birth to 25 years and can be found at:

<http://www.localoffertowerhamlets.co.uk/>

### **The steps the school has taken to prevent discrimination and inequality towards pupils with SEND**

Bishop Challoner Catholic School is committed to inclusivity and preventing discrimination. Fortnightly PSHE sessions to all pupils highlight safeguarding and SEND, and the curriculum covers topics on inequalities and discrimination. The school also provides off-site educational opportunities and extra-curricular clubs to enhance opportunities for social interaction and inclusion.

### **The school's plans to increase curriculum accessibility.**

In addition to the previously mentioned measures in this report, the school recently developed a curriculum for students working at or below Level 2 GCSE predicted levels. This curriculum is designed to ensure that these students can access learning content through precise and scaffolded topics. It identifies the specific skills that students will develop in each subject and includes a precise assessment map. The curriculum maps out the skills and next steps that the students will be working on and identifies what will be assessed using key words and 'Feedforward' bookmarking of a task. Teachers will clearly specify the skills and learning that were achieved and provide guidance on how to achieve the next step through the 'FIX IT' task to extend learning.

**This report was prepared in September 2024. It will be reviewed in November 2025.**