



Draft

Special Educational Needs and Disability Policy (SEND)

**Revised in line with the new Code of Practice
2024-2025**

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SENCO

Ms. Hart

Special Educational Needs Coordinator

Bishop Stopford's School

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Qualifications:

SENCO Qualification

MA

NPQH

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Bishop Stopford's School Special Educational Needs and Disability (SEND) Policy

The Governing Body at Bishop Stopford's Secondary School ensures that the Bishop Stopford's Special Educational Needs and Disability (SEND) policy works within the guidelines of the:

- Special Educational Needs (Code of Practice 2014)
- The Local Authority (LA)
- Other policies current within the school
- Equality act 2010: Advice for schools DFE Feb. 2013
- Statutory guidance on supporting pupils with medical conditions April 2014 Safeguarding Policy
- Teacher Standards 2012
- Children and Families Act 2014

At Bishop Stopford's School we believe that all pupils have an equal right to a broad and balanced education which will enable them to achieve their full potential. We endeavour to ensure that pupils with Special Educational Needs and Disabilities (SEND) receive provision that is 'additional to and different from' that provided within the curriculum for all pupils according to their needs. We provide for all the four categories of need within the resources available:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical

(The SEND policy has been co-produced and reviewed by the SENCO, the SEN Governor in liaison with SLT, staff, pupils and parents).

What are Special Educational Needs?

A pupil has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream setting in England (SEN Code of Practice 2014).

This SEND Policy details how in Bishop Stopford's School we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disability and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with SEND, allowing pupils, with reasonable adjustments, to join in all school activities together with pupils who do not have special educational needs and disability.

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Aims and Objectives

“Every teacher is a Teacher of Special Educational Needs and Disability”

Aims

The aims of this policy are:

- To create an environment that meets the special educational needs of each pupil in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil needs through well targeted continuing professional development
- Provide every pupil with access to a broad and balanced education, this includes the National Curriculum in line with the Special Educational Needs Code of Practice
- Ensure that we celebrate the wide range of our pupils achievements with a focus on outcomes
- Equip pupils with the skills and attributes necessary for adult life.

Objectives

1. To identify and provide for pupils who have Special Educational Needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To provide support and advice for all staff working with pupils with Special Educational Needs
4. To ensure support for all pupils with medical conditions and with reasonable adjustments facilitate full inclusion in all school activities by ensuring consultation with health and social care professionals
5. To work in cooperation and productive partnerships with the Local Authority (LA) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable pupils.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age ability, disability and social circumstances.

The Role of the SENCO

The SEN Coordinator (SENCO) is accountable for:

- Overseeing the day-to-day operation of the school’s SEND policy
- Coordinating provision for pupils with SEND
- Liaising with and advising teachers
- Overseeing the records of all pupils with SEND
- Liaising with parents of pupil with SEND
- Contributing to the in-service training of staff
- Liaising with local primary schools so that support is provided at Year 6 transfer and where necessary, liaison from Year 5.
- Managing the SEN team including teaching assistants, coordinating provision for pupils with special educational needs
- Liaising with external agencies including Local Authority’s (LA’s) support and Educational Psychology services, Health and Social Services, Speech and Language Therapists, Behaviour Support Services and Voluntary bodies

- Overseeing interventions and monitoring progress of target groups
- Analysing data to inform practice
- Managing the SEND Register

Managing the SEND Register

- Pupils are removed from the SEND register if they no longer have a significantly greater difficulty in learning than the majority of pupils of the same age
- A pupil may be taken off the register after regular reviews which indicate that he or she is making good progress within the normal differentiated curriculum without the need for a 'different or additional' provision being made
- Parents and pupils are informed of their own pupil's addition or removal from the SEND Register
- A pupil may be added to the register if they have a greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16.

Identifying Special Educational Needs

Pupils have special educational needs if they have a difficulty which calls for special education provision to be made for them, i.e. which is in addition to or different from routine curriculum planning. The term SEN encompasses a wide range of types of need.

There are 4 broad categories of need as described in the SEN Code of Practice 2014:

1. Communication and Interaction

These pupils have difficulty in communicating with others, and may have difficulty with some or all of the different aspects of speech, language or social communication at different times of their lives. Some of these pupils may have a diagnosis of ASD, and experience particular difficulties with social interaction.

2. Cognition and Learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. The category includes Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health

Some pupils may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

4. Sensory and/or Physical.

The Equality Act 2010 defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The definition of disability encompasses a broader range of impairments than might be commonly assumed, including pupils with Autism, those with Tourette's Syndrome and those with communication difficulties.

These 4 broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action Bishop Stopford's School needs to take to ensure barriers to learning are removed.

The following list is not considered to be a Special Educational Need but may still impact on progress and attainment:

- Disability (the Code Of Practice outlines the 'reasonable adjustment' duty for schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium grant
- Being a looked after pupil
- Being a pupil of servicemen/woman
- Behaviour

The Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014, states:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'

'Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so what reasonable adjustments may need to be made for them. The purpose of identification is to work out what action the school needs to take not to fit a pupil into a category. As part of this process the needs of the whole pupil will be considered, not just the special educational needs of the pupil and, if so, what reasonable adjustments may need to be made for them. The purpose of identification is to work out what action the school needs to take not to fit a pupil into a category. As part of this process the needs of the whole pupil will be considered, not just the special educational needs of the pupil. Subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.'

Identification

Pupils who have special educational needs are identified and their needs determined in a number of ways:

- Records from previous schools, including KS2 information – SATs
- Literacy screening (NGRT)
- Information derived from CATs scores
- Speech, Language and Communication screening (Language Link)
- Individual literacy assessments
- Bishop Stopford's staff referral
- Referral from Bishop Stopford's Inclusion Panel
- Information provided by parents and external agencies
- Pupil's self-referral- pupils can self-refer directly to SENCO, and also via form tutors, Heads of Year/Department or TAs supporting in class
- Parent refers pupil
- Data collections are collated and analysed
- Individual assessments of midterm admissions
- Evidence from teacher observation and assessment.

Identification, Assessment and Provision

Provision for pupils with special educational needs is a matter for the whole school, the Governing Body, the School's Head teacher, the SENCO and all other members of staff, *"All teachers are teachers of pupil with special educational needs and disability"*.

The school will assess each pupil's current levels of attainment upon entry. If the pupil already has an identified special educational need. This information will be transferred from the feeder school and the SENCO will use this information to:

- Identify and focus attention on action to support the pupil within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the pupil's achievements and experiences. This will form the basis for planning the next steps of the pupil's learning.

A graduated approach to Special Educational Needs – Every Teacher is a teacher of SEN

At Bishop Stopford's School we aim to ensure that all SEN learners are able to make expected progress. The SENCO collaborates with Heads of Year, Heads of Department/ Faculty and Senior Leadership Team to oversee and plan for the needs of all SEND learners.

We regularly track progress data (academic, emotional and behaviour) as a well as individual assessments to identify interventions and then evaluate the effectiveness of the Interventions offered.

The school's provision map outlines the support on offer.

We use the 'Wave' approach.

Wave 1 – First Quality Teaching 'The baseline for all pupils'

- The effective inclusion of all young people in high-quality lessons
- 'Reasonable adjustments' and differentiation implemented by the subject teacher to ensure all SEND pupils can access the curriculum. These might be differentiated resources, modelling/scaffolding of work, using keywords and visuals, demonstrations and differentiated seating plans.

Wave 2

- If pupils are not making expected progress at Wave 1 they may receive a small group intervention. These are timely interventions to enable pupils to catch up with their expected level of progress. Some pupils may have Education Health and Care Plans and group support maybe written into the document.

Wave 3

- Pupils who may have more complex exceptional needs could have on-going and targeted interventions. Pupils may receive one to one support in some instances or they may receive support from an outside agency. Some pupils may have Education Health and Care Plans may require one to one support maybe as into the document

Progress is continually monitored and evaluated.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social and, or personal skills
- Demonstrates an improvement in the pupil's behaviour.

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from learning mentors, or other specialised staff.

The school regularly reviews the quality of teaching for all pupils including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils, this may include knowledge of the SEND categories most frequently encountered, in school.

Progress is monitored by the Head of Year, Head of Department and subject teachers during assessments and Data collections. This information is sent to parents following a data collection.

The SENCO monitors the academic progress of SEN pupils and the information is used to inform provision mapping. Provision mapping is a menu of interventions we use to ensure our pupils make good progress.

If a student requires an intervention we contact parents to discuss this by letter or a phone call home.

Following any intervention progress is mapped.

The SENCO will coordinate regular review meetings with all key stakeholders to discuss student progress – academic, social, emotional and mental health needs.

We also offer parents the opportunity to engage with organisations like Enfield SEND IASS (Information Advice and Support Services).

Wave 2

At Wave 2 the school:

- Provides in-class learning support across the curriculum
- Implements reading interventions such as Ruth Miskin Literacy, Data Pac and Catch up Literacy to support learners with specific learning difficulties
- Implements Numeracy Catch up programme
- Implements Speech, Language and Communication programmes
- HLTA's and Learning Mentors implement Nurture group support (Learning Zone)
- Homework Club
- Breakfast Club
- Break time games club
- Theraputty
- Handwriting/Fine motor Control Skills programme
- Exam access arrangements following assessment for some SEND pupils if they meet the criteria.
- CBT Stress
- VERBO – Language Programme
- Mindmapping Techniques (retrieval/ Recall)

Learning Mentor

The Learning Mentor facilitates group interventions for:

- Transition
- Social skills
- Self-esteem
- New beginnings
- Anger management
- One to one support
- Peer mentoring

Wave 3

- One to one support is offered
- Outside agency provision

Once an SEN is identified four types of action will be put into place:

Assess

When deciding whether to make any special educational provision an assessment will take place which will involve the SENCO, information on the pupils' progress alongside national data and expectations. For higher levels of need we use a range of specialised assessments as well as support from external agencies and professionals. Views of the pupil and their parents are also taken into consideration.

Plan

When any pupil is being provided with targeted SEN support their parents will be notified, normally by letter, but usually with a phone call as well. Parents can also come into school to discuss their pupil's package of support. Pupils are also informed of their support package.

Teachers and other staff who work with that pupil will be informed of any additional needs and strategies suggested. This will be recorded on the SEND Information list, which can be found in the shared area, Bromcom and the SEND notice board.

Do

The subject teacher will remain accountable and responsible for the SEND pupil in their lessons. The SENCO will ensure pupils receive interventions, support and that all plans are implemented.

Review

The effectiveness of the support and the impact on the pupil's progress is reviewed in line with Data collections.

The impact of any support provided along with views of the pupil and their parents should feed back into the analysis of the student's needs.

The SEN department offers timely coffee mornings, which parent are invited to. These sessions offer parents the opportunity to participate in discussions regarding targets and provision mapping for their children.

Managing Pupils Needs on the SEN Information list – single category of SEN support

Bishop Stopford's request for an Education, Health and Care Plan

Statutory Assessment of SEND

In a small number of cases a pupil's Special Educational Needs will, despite the extra provision have demonstrated a significant cause for concern. The SENCO will discuss with the parents whether they agree to the school requesting an Education, Health and Care Plan from the Local Authority. (Parents can also request a Statutory Assessment).

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

The decision to make a request for an Education, Health and Care Plan will be taken following discussions with parents and outside agencies. The Local Authority will be given information about the pupil's progress over time and will receive documentation in relation to the pupil's special educational needs, including any resources or special arrangements put in place.

The evidence will include:

- Records of regular reviews and their outcome
- Records of the pupil's health and medical history where appropriate
- Attainment levels in literacy and numeracy
- Education and other assessments, for example from an Advisory Specialist Support teacher or Educational Psychologist.

Information

Information is gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets will form a basis for the profile. A decision will be made by a group of professionals from Education, Health and Social Care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

Other contacts: Enfield SEND IASS (Information Advise Support Service)

The SENDIASS service has moved to CENTRE404.

The service can be reached at: sendiassenfield@centre404.org.uk

Tel: 07494 280063

Education, Health and Care Plan (EHC Plan)

1. Following a request for, an EHC Plan the Local Authority will decide if the needs of an individual are being met by the support that is ordinarily available. Both staff in school and parents will be involved with developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by SENCO, staff, parents and the pupil. The **Annual Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Supporting Pupils and Families - Partnership with parents and pupils

Partnership plays a key role in enabling pupils with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared views of a pupil's needs. All parents of pupil with SEND will be treated as partners and will play an active role in their pupil's education.

The school website contains details of our policy for SEND, the Special Educational Needs Information Report, including the arrangements made for pupil in our school with SEND and the Accessibility Policy.

At all stages of the special educational needs process, the school keeps parents and pupils fully informed and involved.

- Parents and pupils are invited to Plan-Do-Review meetings and complete surveys to support the SEN Department

Parents have access to the SENCO & Assistant SENCO through the school's email address and they may telephone or make an appointment for a face to face discussion as needed.

- To ensure that all pupils are able to access exams, we assess SEND pupils to see if they are eligible for special considerations, if they meet the criteria they may be entitled to extra time, scribe and/or reader for public exams
- Transition support can be found on the schools website – SEND information Report
- Anti-Bullying Policy can be found on the schools website
- The school recognises that pupils with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with duties under the Equality Act 2010
- Medical information can be found on the school's website – managing medicines and supporting pupils with Medical Needs Policy.
- SEN Information Report – ***Bishop Stopford's School Website***

<http://www.bishopstopfords.enfield.sch.uk/pastoral-2/special-educational-needs/>

- Admissions arrangements for all pupils including those with SEN – ***Bishop Stopford's School Website***

<http://www.bishopstopfords.enfield.sch.uk/about-our-school/admissions/>

The Local Authority SEND Offer can be found at:

<https://www.enfield.gov.uk/services/children-and-education/local-offer>

Enfield SEND IASS (Information Advice and Support Service) – Tel: 07494 280063

sendiassenfield@centre404.org.uk

- Contact
Wenlock Studios
50-52 Wharf Road
London N1 7EU
Telephone: 020 7608 8700
Email: info@contact.org.uk
<https://contact.org.uk/>

The use of outside agencies

These services may become involved if a pupil continues to make little or no progress despite considerable input and adaptations by the school. They will use the pupil's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the pupil directly.

Access to the curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Information about every pupil's SEND is shared with teaching staff who are responsible for differentiating the learning activity to suit each individual pupil.

SEN Inset and Training

In Service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, and facilitates/signposts relevant SEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through school based and local authority based INSET.

- NASEN Membership
- The SENCO will attend appropriate courses and conferences as they arise
- Regular staff development sessions will focus on whole school priorities and provide opportunities to learn how to support pupils with SEN more effectively.
- ELKLAN

- ELKLAN 11 – 16 provides information and strategies to develop the communication skills of all young people, especially those with speech, language and communication needs. Teachers are able to use innovative tools and methods to enhance learning in the classroom and promotes Quality First Teaching.
- ELKLAN champions – Qualification L3
 - Carol Hart – SENCO
 - Charmaine Cousins Roach – Maths Department
 - Helen Otchere – EAL
 - Simi Sathish -HLTA
 - Siobhan Burns- SEN TA
 - Tracey Ansah- HOD ICT
 - Dimitra Ntente- EAL Department
- Teachers trained in ELKLAN – full course
 - Giorgios Christodoulou – Assistant SENCO / English Department
 - Whole school INSET – ELKLAN materials

TA and HOY INSET delivered by the Educational Psychologist

- Introduction to trauma-based training
- Zones of regulation
- Comic Strip Conversation
- Precision Training
- SDQ Training
- Executive Functioning Training- ADHD

Accessibility

The DDA as amended by the SEN and Disability Act 2001 placed a duty on all schools and Local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The Equalities Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. For further details of the accessibility plan see the school website.

SEND Admissions

Pupils who have an EHC Plan will be offered a place at our school if it is named in their EHC Plan and we can meet their needs.

Bishop Stopford's School will consider applications from parents of pupil who have SEN, but who do not have an EHC Plan on the basis of the schools published admissions criteria, as part of the normal admissions procedure.

Bullying

Bishop Stopford's makes every effort to ensure and mitigate the risk of bullying of vulnerable learners within the school community. All pupils are aware that bullying is unacceptable and will not be tolerated.

They are encouraged to seek help and support if bullying occurs. Any reported incidents of bullying are dealt with effectively and rapidly. Staff work with pupils affected by bullying in a range of ways to equip them with the skills and knowledge to counter and deal with bullying. All pupils have access to Head of Year's who take the lead in dealing with any incidents. The bullying log is used to identify the seriousness and type of bullying.

Pupil voice

Pupils are encouraged to be active in their learning. We have a School Council made up of all year groups. SEND pupils can nominate themselves for the School Council. Two positions are available – one at KS3 and one at KS4. SEND pupils apply for the position of the School Council SEND Representative by producing a mind map, poster or explaining in writing why they want to be a SEND Representative on the school council. Pupils are interviewed by the SENCO and the Line manager for SEND and two pupils are then appointed to the school council. The Council meet regularly to explore the views of pupils and SEND representatives report back to SEND pupils at Breakfast Club and Games Club. There is also a SEND KS3 Headteacher's Representative.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their pupil, an appointment can be made by them to speak to the SENCO, designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

Parents or carers can make informal complaints verbally or in writing without recourse to the formal stages of the procedure.

A formal complaint should be addressed to Mrs Tammy Day, Headteacher or to the Chair of governors. Parents' or carers should follow the procedures outlined in the school's complaints policy, which can be found on the school's website.

Evaluating the success of provision

In order to make consistent continuous progress in relation to the SEND provision, the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and pupils are given the opportunity to evaluate the effectiveness of provision in meetings.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. Parents can access the SENCO regularly. Further feedback from parents can be given at any time through email, telephone calls, letters or face to face meetings.

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SENCO in consultation with the Deputy Headteacher and link SEN

Governor. Information is gathered from different sources such as pupil and parent surveys/parent evenings/coffee mornings report feedback forms. This will be collated and published by the governing body on an annual basis in accordance with Section 69 of the Children and Families Act 2014.

Allocation of resources

The SENCO is responsible for the day to day operational management of the specified resources for special needs provision within the school, including the provision for pupils with Education, Health and Care Plans within the allocated resources. In addition the school uses the graduated approach and the Plan-Do-Review cycle to match interventions to the SEN of pupils.

The Head Teacher informs the governing Body of how the funding allocated to support special educational needs has been employed.

The Deputy Headteacher and the SENCO meet regularly to discuss the provision of SEND and how this is met within allocated resources.

Understanding outcomes v's provision

SEND at bishop Stopford's School is outcome led not service or provision led. This means that we apply the graduated approach using a variety of resources, interventions and approaches to meet outcomes for SEND pupils.

The Role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for SEND pupils and ensure that the funds and resources are used effectively.

The SENCO at Bishop Stopford's School is Ms. C. Hart and the named Governor responsible for SEND is Ms Kathryn Mcloughlin.

Roles and responsibilities

SENCO – Ms Carol Hart

Assistant SENCO – Mr Georgious Christodoulou

SEN Governor – Ms Katherine Mcloughlin

Teaching Assistants

Ms Simikumar Sathish

HLTA

Mrs Siobhan Burns

Progress support assistant

Mr Khalid Matata

Progress support assistant

Ms Aisha Osman

Progress support assistant – Part time

Ms Mia Opara

Progress support assistant – Part time

Mr Nacho Gomez

Progress support assistant

Vacancy

(Full time)

Mr Martin Langdon

Progress Support Assistant/SEN Admin (Full time)

Mr Olugbenga Sonuga

(Lead safeguarding)

Ms Elizabeth Davies

(in charge of Medical Needs)

ELKLAN champions – Qualification L3

Ms Carol Hart – SENCO

Ms Simikumar Sathish – HLTA

Charmaine Cousins Roach – Maths Department

Helen Otchere – EAL

Siobhan Burns – TA – SEN Team
Ms Tracey Ansah –Head of IT
Dimitra Ntente – EAL Department.

Teachers trained in ELKLAN – full course

Margaret Byrne English Department

All teaching staff ELKLAN strategies

Reviewing policy

The SEND Policy is reviewed annually

Other Related Documents

- SEN Information Report
- SELF Help guide
- Accessibility Policy