



Bishop Stopford's School

Special Educational Needs and Disability (SEND) Information Report

Vision Statement

Believe Strive Succeed

Our vision is to provide an outstanding, inclusive and aspirational education for local children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness, spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success.

1 Corinthians 12:12 'the body is one and has many members, and all the members of the body, though many, are one body'

How we support pupil's with Special Educational Needs or disabilities

A Stopfordian Education

This is a school where academic performance is central to all we do, but we also seek to nurture each pupil's spiritual, moral, emotional and physical development. We aim to prepare young people for adult life.

There are two main features of Bishop Stopford's School that combine to distinguish it from other schools:

- our focus on the whole child
- our commitment to being a Christian community of love and learning

We strive for excellence. Central to our ethos is the happy relationships between teachers and their pupils, both in and out of lessons. This inspires passion for academic subjects. With a strong academic record, we provide a rich programme of activities which caters for all interests.

We aim that our pupils should develop their qualities of inner strength, ambition, flexibility and compassion. We believe that self-discipline and a respect for learning are essential for high standards of achievement.

What type of school are we?

Bishop Stopford's school is a mixed Church of England Comprehensive school. We welcome pupils' from all faiths. The school admits pupils from age 11 – 18.

At Bishop Stopford's we endeavour to make available inclusive provision to ensure that all pupils, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils and offer a range of personalised learning interventions / opportunities to support this. We are very proud of all our pupils and their achievements.

The Percentage of Learners identified with SEN

There are:

122 SEND Learners 17% of the school population

14 with EHC Plan/Statement which is 2.1% of the school population

108 at SEN Support which is 15% of the school population.

The Special Educational Needs and Disabilities Code of Practice 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if she or he:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

SEN and Disability Code of Practice 2014

Does my child have a SEND?

A pupil has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. If the impairment has a substantial and long term effect on a person’s ability to carry out normal day-to-day activities it may amount to a disability.

If your child is identified as having a SEND we will inform you and place them on the SEND register. The SEND register is kept in school and enables our staff to access support strategies for individual pupils.

Pupils with a SEND are identified throughout the transition process through meetings with key staff at the previous educational setting. If an Educational, Health and Care Plan (EHCP) is in place the Local Educational Authority will be involved throughout the transition process. We offer a range of support during transition to help pupils become accustomed to the new faces and the change of environment before starting with us in September.

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

Identification

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 four broad areas of need described in the Code of Practice 2014. These are:

Communication and interaction

These pupils have difficulty in communication 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.

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.

Social, Emotional and Mental Health difficulties

Some pupils may experience a wide range of social and emotional 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 disorders.

Sensory and/or physical needs

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.

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 whole school needs to take not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the pupil.

What should you do if you think your child may have special educational needs?

- Contact: Ms Hart
Special Educational Needs Coordinator
Bishop Stopford's School
Email: chart@bishopstopfords.enfield.sch.uk
Telephone no: 020 8804 1906
- Parents can also raise concerns with Head of Year or form tutors. This information will be passed on to the Special Educational Needs Coordinator

How does our school ensure that young people who need extra help are identified early?

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
- Educational Psychologist reports
- Records from outside agencies such as Occupational Therapists
- Bishop Stopford's staff referral
- Information provided by parents and external agencies
- Pupil's self-referral
- Half termly data collection is collated and analysed. SEND Pupils not making sufficient levels of progress are targeted across subject areas for early interventions
- Individual assessments of mid-term admissions

Barriers to learning

The SEND Department provides one to one support, group intervention and in-class support so that pupils can access the curriculum.

The support offered allows pupils to engage with learning, make progress and remove barriers to education.

What does Bishop Stopford's school do to help young people with special educational needs?

At Bishop Stopford's 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 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 graduated approach.

Wave 1

- The effective inclusion of all pupils in high-quality lessons
- 'Reasonable adjustments' implemented by the classroom teacher to ensure all SEND learners can access the curriculum. These might be: differentiated resources, modelling/ scaffolding of work, LILAC interventions, demonstrations and differentiated seating plans.

Wave 2

- If pupils are not making expected progress at Wave 1 pupils may receive a small group intervention. These are timely interventions to enable pupils to catch up with their expected level of progress

Wave 3

- Pupils who may have more complex exceptional needs will 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

Progress is continually monitored and evaluated.

Teaching Assistants / Pupil Progress Assistants

- Support Year 7 Pupils during transition into Bishop Stopford's School
- Provide in-class learning support across the curriculum
- Implement reading interventions to support learners with specific learning difficulties such as Ruth Miskin Literacy, Data Pac and Catch Up Literacy
- Implement Numeracy Catch Up programme
- Implement Speech, Language and Communication programmes
- Talk Fitness Group
- CBT Stress intervention Group
- Learning Mentor implements Nurture group support
- Homework club
- Breakfast club
- Break times Games club

Learning Mentor

Facilitates small group interventions for:

- Transition
- Social skills
- Social interaction
- Self esteem
- New beginnings
- Footsteps
- Support for nurture group
- Anger management
- Year 12 /14 pathways
- One to one support

Wave 3

- One to one support is offered
- Outside agency provision

How Bishop Stopford's staff adapt teaching for young people with Special Educational Needs

All teachers differentiate the curriculum to the needs of the pupils.

Teachers may provide writing frames, a glossary of keywords, a simplified handout, visual scaffolding / modelling of work, demonstrations and organisation of the classroom as a starting point.

The aim is that all pupils are able to access the lesson and progress with their learning whatever their starting point is.

How Bishop Stopford's check that a young person is making progress and how we keep parents informed

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 on a termly basis.

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 learners make good progress.

If a pupil 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 pupil progress – attendance, academic, social, emotional and mental health needs.

We also offer parents the opportunity to engage with organisations like SEND IASS.

Support we offer for young people's Mental health and general well being

At Bishop Stopford's we recognise that for some pupils, school is not always an easy experience. Pupil occasionally face social and emotional challenges which can impede on their learning; for these more vulnerable pupil our involvement might need to be intensified, and to this purpose we run a nurture group.

The Nurture group at Bishop Stopford's is modelled on the key principles of nurture as identified by the Nurture Group Network. We recognise:

1. Pupil's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of self-esteem
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of pupil

These six principles provide a framework from which we operate to offer a more intensive level of attention for our more vulnerable or anxious pupils. We work closely with the attendance and pastoral staff. Every pupil is very much an individual and their needs are assessed as such.

We welcome any pupil in need, and always maintain a secure and supportive working relationship with parents and carers.

We have a strong pastoral system at Bishop Stopford's. Heads of Year track behaviour, attendance and learning.

Heads of Year meet with the behaviour manager to discuss behaviour monitoring. The behaviour manager meets with a strategic team including the SENCO to discuss interventions that can be offered to individual pupils. Parents are informed.

Trained office staff provide individual medical care plans when required and manage the administration of First Aid, medicines and personal care. We have a medical room that can be used by learners with medical needs.

Staff are briefed by the School office or specialist nurse practitioners.

In the event of a medical emergency a first aider is contacted. The first aider will make a decision regarding treatment on the spot, or whether to call for an ambulance.

The school does not have any therapists in residence. Any service can make an appointment to visit a pupil on site, with parental permission and subject to the safeguarding protocols.

There are regular visits from the school nurse, the Speech & Language Services and Educational Psychologists.

Pupils go off site for other services such as CAMHS and Compass.

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 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 Deputy Headteacher.

Two SEND 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.

Activities available for SEND pupils

SEND Activities

- Breakfast Club
- Games Club
- Homework Club

Extra-curricular:

- PE - Basketball
- PE - Volleyball
- PE - Table tennis
- Board Games Club
- Fitness Suite
- Worship
- Maths
- Geography – Water Explorers
- Careers
- Design and Technology - Creative Hair
- Drama - Glee
- Drama - Backstage
- Music - Strings
- Music - Steel pan
- Bishop Stopford's School Choir
- Chess Club
- Media Club
- Wave Art
- Sports Cage
- English - Radio Station
- Games Club – Learning mentor
- Homework Club

Specialist external services we use when we think extra help is required

- Autistic Spectrum Disorder Outreach Services – run by Durants Special School
- Speech and Language Service in the Local Authority

- Child and Adolescent Mental Health Services
- Behaviour Support Services
- Educational Psychologist
- **Hearing Impairment**
Team Deborah Israel Sensory Support Team Manager Haringey Council - 020 8489 8338
- School Nurse
- Educational Welfare Officer
- Referrals are made in consultation with parents

The training Bishop Stopford's staff have received

Our staff have received a range of continued professional development to support their planning, understanding and relationships with learners. This includes:

- Autistic Spectrum Disorder awareness (ASD)
- Speech and Language
- Nurture
- Literacy
- Numeracy
- Behaviour for learning
- Differentiation
- Safeguarding
- Child Protection

SEND Staff training

- Autistic Spectrum Disorder awareness (ASD)
- Speech and Language
- Nurture
- Literacy
- Numeracy
- Mental Health

Carol Hart, the SENCo attends appropriate courses and conferences as they arise.

Other teachers and teaching assistants can attend SEN courses which have a bearing on pupils they are supporting.

Regular staff development sessions focus on whole school priorities and provide opportunities for teachers to learn how to support Pupils with SEN more effectively.

How Bishop Stopford's include young people in activities and school trips

All pupils are able to access educational trips in school time.

We liaise and plan with parents to ensure access to our extra-curricular activities.

School Environment

- Accessible toilet
- Accessible lifts in Science, English and Drama blocks (partial access)

How Bishop Stopford's prepares young people for joining our school and leaving our school

The SEN team have a step by step transition procedure from primary that begins in the Autumn Term.

Parents are invited to attend our open evening in Autumn. The SENCO encourage parents of SEN pupils to make individual appointments to discuss the SEN needs of the pupil in detail.

The SENCO attends reviews and Annual Reviews at the primary school.

The SENCO visits SEN pupils in primary school to ensure a smooth transition to Bishop Stopford's school.

Information is shared with SLT / Head of Year / staff for the taster day.

In September, all Year 7 tutor groups are assigned a teaching assistant to support SEN learners during the first two or three weeks.

The Learning Mentor facilitates transition groups during the Autumn Term.

We use the Careers Service to support Pupils in their transition to the next stage in their education life (Year 11).

How parents are involved in the school life

We understand the importance of parents working in partnership with the school planning for their child's needs. We have access to translators for parents whose first language is not English.

The school provides the following:-

- At the transition meeting for newcomers to the school key staff members are introduced to parents and pupils.
- Staff visit all feeder schools during transition
- Parents and Pupils will be escorted on a tour around the working school within strict safeguarding limitations
- Interim assessment is formally reported to parents at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration
- Feedback is actively pursued by the use of school planners, questionnaires
- Parents can meet the SENCO at:-
 - Parents evenings
 - Annual Review meetings
 - Learning meetings
 - Pastoral Support Plan meetings
 - Educational Psychologist meetings
 - Speech and Language meetings
 - Team around the Child meetings
 - Plan-Do-Review meetings/ Coffee mornings
- Parents can meet the Pastoral team at:-
 - Behaviour Support Plan meetings
 - Pastoral support Plan/meeting
 - Form Tutor / Head of Year meetings
 - Learning Meetings
- Feedback can be made within meetings or directly to the SENCO

Bullying

Bishop Stopford's makes every effort to ensure and mitigate. The risk of bullying of pupils within the school community.

Our aim is to work together to stop bullying and create safe environments in which pupils can live, grow and learn. Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010. The ethos of our school is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND. The SEND Department offer a 'safe'/games zone for pupils with SEN before school, break and lunch. 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 Years who take the lead in dealing with any incidents. The bullying log is used to identify the seriousness and type of bullying.

For further information please refer to the school's anti-bullying policy.

Who to contact for more information or to discuss special educational need concerns

If you have any concerns with regards to the SEND provision offered at Bishop Stopford's School or you wish to offer feedback on the SEN Report, please contact:

Ms C. Hart
Special Educational Needs Coordinator (SENCo)
Bishop Stopford's School
Email: chart@bishopstopfords.enfield.sch.uk
Telephone no: 020 8804 1906

Ms Margaret Byrne
Special Educational Needs Coordinator (SENCo)
Bishop Stopford's School
Email: mbyrne@bishopstopfords.enfield.sch.uk
Telephone no: 020 8804 1906

If a parent wished to seek independent, confidential and impartial advice, we recommend:

Enfield Parents and Pupil SENDIASS	SENDIASS is available to all families living in Enfield and works with parents of pupil aged 0 – 18 dealing with concerns and issues before they escalate and become a problem	Phone no: 07494280063 sendiass@epandc.org.uk
Contact a Family	Contact a family is the only national charity that exists to support the families of disabled pupil whatever their disability	Contact a family – Phone: 020 7608 8700 Email: info@contact.org.uk www.contact.org.uk
IPSEA Independent Parental Special Education Advice	A national charity providing free legal based advice to families who have pupil with Special Educational Needs. All advice is given by trained volunteers	Phone no: 01799582030 Email : office@ipsea.net Website: www.ipsea.org.uk

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

Tell us what you think about our SEN Information Report.

Please contact:

Ms C. Hart

Special Educational Needs Coordinator (SENCo)

Bishop Stopford's School

Email: chart@bishopstopfords.enfield.sch.uk

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