



**Special Educational Needs**

**Information Report**

**2021 - 2022**

**Introduction**

At Bishopton we embrace this philosophy set out in the Children and Families Act, that places learners at the centre of our planning. To do this, we endeavour to include pupils and their families and work with all stakeholders to deliver the best outcomes for our individual pupils.

Bishopton accepts referrals for pupils with behaviour, social, emotional and mental health difficulties aged between 11 to 16 years. Our school admits pupils from across the Stockton on Tees Borough and beyond if required who cannot attend their usual school due to permanent exclusion. Referrals for a placement come through the Local Authority (LA).

Bishopton upholds a pupil’s right to education. We recognise the pupil, as an individual, and acknowledge that a pupil’s needs can change over time. This means that we support a flexible approach that is based on the needs of the individual. Our offer is designed to ensure that barriers to equal access, within our PRU, are removed or overcome. We enable this by providing opportunities for successful outcomes and use support, encouragement and flexible resources to facilitate this. We welcome, value and promote engagement from our parents and carers and wider support from agencies to aid this. We believe multi-agency working is essential in supporting our pupils.

**What is the Local Offer?**

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) aged 0-25. The LA refer to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents and carers in understanding the range of services and provision in the local area. More information on the local offer within Stockton can be found here:

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=0>

**What is the Special Education Needs Information Report?**

The Special Education Needs Information Report sets out our school approach to meeting the needs of learners with SEND. It provides valuable information to parents/carers and other stakeholders around policies, procedures and practices.

**1. Who are the best people in school to talk to about my child’s special educational needs, disability or difficulties with learning?**

* Talk to your child’s tutor/TA about your concerns.
* The tutor will then discuss your concerns with the SENDCo, Claire Thompson or you can speak directly with the SENDCo.

**2. Who will help my child with their additional needs?**

The school SENDCo will keep in touch with all class teachers and Teaching Assistants, to ensure that your child’s needs are met. The frequency of the support your child receives will depend on their level of need. The Attendance and Parent Support Officer also helps/support children (and their families).

**3. How will the school let me know if they have any concerns about my child’s additional needs?**

* If a subject teacher is concerned about a pupil’s progress, they may telephone you to discuss their concerns and suggest areas for improvement.
* Bishopton holds termly parents evenings where you will have the opportunity to visit Bishopton or staff will arrange to visit you to discuss the progress of your child. If your child is not making good progress, they will discuss interventions that may help.

**4. How will the school consult learners and parents/carers about additional needs?**

* We consult with learners when making any changes to their educational provision.
* We adopt an assess, plan, do, review approach which pupils are involved with.
* We inform parents/carers regularly about any additional intervention and provision that will be made.
* If a learner requires additional support, we will contact parents/carers to let them know that a referral has been made.

**5. How does the school ensure that teaching staff are appropriately trained to support my child’s additional needs?**

* All staff at Bishopton take part in regular CPD, delivered In-House and by external providers. This is linked to the Performance Management arrangements and driven by the needs of the School Development Plan. Staff are highly experienced at working with learners with SEND.
* The SENDCo attends Local Authority Briefings to keep up to date with any legislative changes in SEN.
* The SENDCo provides regular updates to staff on SEND information.

**6. How will the Teaching and Learning be matched to my child’s needs?**

* Bishopton recognises that children are at different levels in their learning and learn in different ways. To support all children Bishopton delivers the curriculum in different ways. We offer small group support and individual support when needed.
* We understand that children learn at their own pace so we closely monitor progress.
* Personalised learning ~ Differentiation of work so that all children can access the curriculum.
* Progress Meetings identifies children who may need interventions.
* At Bishopton there is a robust and thorough induction process which allows us to identify the learning needs of each child. Information that is gathered is disseminated to staff.
* Our curriculum is planned carefully and specifically to match your child’s needs and any additional or special educational needs.
* Additional specialist advice may be sought e.g. Education Psychology, CAHMS etc, when appropriate and their advice will be followed.

**7. What types of support may be suitable and available for my child?**

Most learners thrive in the warm, caring and supportive ethos of the school which promotes the following:

* High standards and expectations that build aspirations.
* A culture, which regularly monitors and assesses pupil progress in a range of areas.
* Teaching and learning in small class sizes.
* Strong links to multiple agencies, partners and community organisations with strong pastoral support.
* A curriculum that fosters the development of interpersonal and social skills and enables learners to build self-confidence and esteem, as well as improving their social relationships with others.
* A learning community that establishes relationships built upon mutual respect and understanding.
* Physical environments that are safe, foster education, emotional wellbeing and develop a sense of pride.

Where appropriate, the following Specialist Services may also be offered:

* Educational Psychology
* Therapeutic Services- such as CAMHS and in-house therapeutic intervention

**8. How will you support my child to reach his/her learning goals?**

Bishopton will:

* On induction assess and identify the individual needs of the learner.
* Assess the individual needs of the learner in each of the four SEND areas.
* Plan the most effective and appropriate actions needed to ensure success.
* Provide high quality educational experiences on a daily basis.
* Ensure that progress towards goals is monitored and that interventions are identified and implemented at the earliest possible opportunity to ensure success.
* Provide appropriate specialist equipment as needed.
* Provide high quality careers information advice and guidance.

**9. What is an EHC Plan and who can request one for my child?**

The purpose of an EHC Plan is to sort special education provision to meet the special educational needs of a child or young person in order to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain:

* The views and aspirations of you and your child.
* A full description of his/her special educational needs and any health and social care needs.
* A route to establish outcomes for your child’s progress.
* Specifications of the provision required and how education, health and social care will work together to meet your child’s needs and support the achievement of the agreed outcomes.

You, your child (where appropriate and aged 16 years and over) and/or the school, usually the SENDCo, can request that the Local Authority to conduct an assessment of your child’s needs. This may then lead to an EHC Plan.

**10. How is support allocated to children and how do they move between the different levels of support in school?**

We are given information from their previous school about the learners needs. At the admission meeting parents/carers are also asked about the progress the learner has made in their time in mainstream. The learner will complete assessments where they are assessed in a number of different ways in order to identify any learning needs. We then monitor progress in ways that might include all or some of the following:

* Termly data analysis.
* Daily Attendance.
* Half termly analysis of Attendance, Behaviour and Progress and Achievement.
* Written reports.
* Informal and formal meetings/contact.
* Information gathered on attitudes to learning e.g. achievement on the Behaviour Points System.

Extra support is then put in place or phased out according to need. We know when support is required because of the following:

* Information gained on induction and/or from previous school.
* Concerns raised by learners, parents/carers, teachers, learning support professionals, external agencies.
* If limited progress is being made.
* There is significant change in progress and/or behaviour.

**11. How will the school know that the support has made a difference to my child’s learning and how can I and my child be included in this review process?**

* You will know the support has made a difference if there are improvements in any of the following areas such as; behaviour, attendance, academic progress, social and emotional attitudes to self and others.
* The progress and impact of the support will be reviewed regularly and, if necessary, either extended or adapted to achieve the goal.
* You and your child will be kept well informed and encouraged to be actively involved at all stages of this support e.g. through meetings with the SENDCo, subject teacher, tutor or relevant senior leaders.

**12. What support will there be for my child’s happiness and wellbeing at school?**

* Being happy and healthy is an important value of the school.
* All staff are committed to the happiness and wellbeing of learners and strive to create an ethos which promotes this.
* The school takes very seriously issues such as bullying (including cyber-bullying) and addresses problems head on.
* The PSHEE curriculum helps learners understand how to stay healthy and happy.
* If further intervention and help is required, we can refer learners and their families to other agencies and charities who can give further help and support e.g. MIND.
* We know how successful we are by regular analysis of Learner and Parent/Carer feedback which tells us the vast majority of learners are happy in school.

**13. How will school support my child in transition stages and reintegration into a mainstream school?**

* We know that transitions can be a difficult time and work carefully with learners, their families and other professionals to make sure that they are as successful as possible. Communication is key to helping learners’ transition smoothly.
* We support pupils moving to new settings by making opportunities available to them to attend the new setting.
* We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
* We are flexible in our approach depending on need and will ensure a smooth transition into setting.

**14. Who can I ask if I have any other questions about my child at school, including complaints?**

* Any complaint about the special educational provision in the school should in the first instance be addressed to the Co-Headteacher, Emily Carr and Rachel Campbell who will try to resolve the problem and may direct you to the school’s Complaints Policy and Procedure.
* The schools complaints policy is available on our website: <https://bishopton.tvc.ac.uk/policies/>
* In the unusual circumstances that the issue is still not resolved it should then be referred to the Chair of the Management Committee, Mrs Lorna McLean

**Who are my main points of contact if I have any questions or worries?**

Claire Thompson – SENDCo

Emily Carr – Co-Headteacher

Rachel Campbell – Co-Headteacher

Tel 01642 566369