



SEN Information Report / Local Offer Submission 2021/2022 (all schools)

Please submit your responses to localoffer@reading.gov.uk

This form has been designed to bring together the Brighter Futures for Children (BFfC) requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: Blessed Hugh Faringdon Catholic School

Address: Fawley Road, Reading, Berkshire, RG30 3EP

Telephone: 0118 957 4730

Email: admin@hughfaringdon.org

Website: www.hughfaringdon.org

Ofsted link: www.hughfaringdon.org

Head teacher: Dr S Uttley

SENCo:

Name: Nicholle Lennon

Contact: n.lennon@hughfaringdon.org

Date of latest Accessibility Plan:

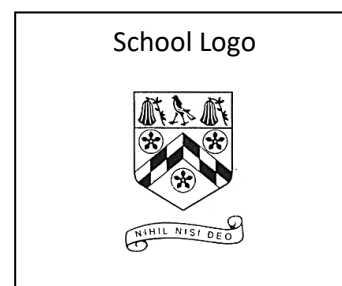
Link to Accessibility Plan:

Date completed: May 2021

By whom:

Name: Ms N Lennon and Miss L Boorman

Roles: SENDCo and Head of the Autism Spectrum Resource.



Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governor’s and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

***School to provide a general statement about what the school provides in box below**

General Statement - Blessed Hugh Faringdon Catholic School is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with special educational needs and disabilities. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment, which is of high quality, and actively supports the learning and needs of all members of our community. Blessed Hugh Faringdon Catholic School has a Learning Support department which is made up of the SENDCO, the Deputy SENDCO, a Literacy Teaching Assistant and a team of Teaching Assistants.

We also have a specialist purpose-built Autism Spectrum Condition Resource called The Blessed Mary Ward Centre. The Resource has its own Head of Department who is a qualified teacher, an Assistant Manager and a team of Teaching Assistants. The students overseen by the Blessed Mary Ward Centre all have an Education, Health and Care Plan with a primary diagnosis of Autism Spectrum Condition. The students are supported to access mainstream lessons at Blessed Hugh Faringdon Catholic School. The students also have the opportunity to take part in social skills, emotional literacy, life skills, baking and cooking sessions and horticulture lessons.

Regulations		School Response	
1	The kinds of special educational needs for which provision is made at the school	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p>Blessed Hugh Faringdon Catholic School provides for a range of special educational needs, these include: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p> <p>The students overseen by the Blessed Mary Ward Centre all have an Education, Health and Care Plan with a primary diagnosis of Autism Spectrum Condition. These students all attend mainstream lessons at Blessed Hugh Faringdon Catholic School.</p>
2	Information related to	<p>How do you know if a pupil has SEN?</p>	<p>Before a child joins Blessed Hugh Faringdon Catholic School in year 7, we liaise closely with their primary</p>

	<p>mainstream schools about the school's policies for the identification and assessment of pupils with SEND</p>	<p>How will I know if my child is receiving SEN support?</p>	<p>school to ensure we are aware of any identified needs. On entry to Blessed Hugh Faringdon Catholic school, year 7 students take CAT, reading and spelling tests so the school can gain an understanding of strengths and areas of difficulty. Students who join mid-year or mid key stage will sit the same tests in order to gain an understanding of their strengths and difficulties.</p> <p>We track the progress of all our learners and as professionals we regularly discuss any concerns we have if a student is not making expected progress.</p> <p>When a student is not making the expected progress in a particular area of learning, the school will discuss this with the student and parent/carer. The need for additional support within the bounds of funding, may be identified. Letters are sent home to ensure parents/guardians know that extra support is being put in place.</p> <p>If parents/carers have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the form tutor or the Head of Year to discuss their concerns. It may then be identified that the parents need to speak to the Special Needs and Disabilities Coordinator (SENDCO).</p> <p>A student themselves may share they are experiencing difficulties; this will be explored in the same way as it would if a staff member or parent or carer raised a concern.</p> <p>If a child has an Education Health and Care Plan (EHCP), their parents/carers will have the opportunity to celebrate achievements or discuss concerns with the SENDCO or with the Head of the Resource if their child's provision is overseen by the Blessed Mary Ward Centre. Education, Health and Care Plans are reviewed annually and in addition to this, parents are able to discuss their child's progress towards</p>
--	--	--	---

			outcomes on a termly basis.
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	Where can I find information about the school SEN Policy?	The school SEND policy and the SEND information report can be found on the school website.
3a.	How the school evaluates the effectiveness of its provision for such schools	How do you make sure that the SEN provision is helping pupils make better progress? How do you check other outcomes for children with SEND, such as independence and well-being?	The progress of all students including those with SEND is tracked and monitored by subject teachers and Heads of Department throughout the year. Achievement data is collected each term and is analysed and moderated by subject departments. Subject department teams work together to adapt provision to meet the needs of all students. Heads of Department and Heads of Year meet with the SENDCO or Head of the Autism Resource to discuss any concerns they have about students with SEND. For students with additional needs, a range of interventions to support academic progress, social skills and emotional wellbeing may be put in place. Interventions are tracked, monitored, and reviewed as needed. The outcomes are communicated to staff and parents/carers.
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	How do you check and review the progress made by pupils with SEN? How will I find out about the progress my child is making? How will I be involved in those	Progress is communicated to parents and carers through written reports which are sent home three times a year. In addition, parents and carers are invited to attend Parents' Evening once a year. The outcomes for students with an EHCP are formally reviewed annually. The student, their parents/carers and any other professional involved with their provision are invited to contribute a report and to attend the

		reviews? Who else will be there?	Annual Review.
3c	The school's approach to teaching pupils with SEND	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>Scaffolding and adjustments to meet individual needs is embedded in our curriculum and practice. All teachers are able to access information outlining the needs of individual students so that they can plan lessons appropriately.</p> <p>As part of our whole school and group continued professional development (CPD) programme, training on effective provision for students with SEND is delivered. In addition, the opportunity to meet with the SENDCO and Head of the ASC Resource, peer observe good practice, debrief and apply these strategies with support is actively encouraged, as required, to build capacity overall.</p> <p>Curriculum booklets are available for each year group which outline the programmes of study for each term. These can be accessed on the school website. Hard copies are available on request via the school office.</p>
3d	How the school adapts the curriculum and learning environment for pupils with SEND	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>The school building has increased its accessibility to include a ramped entrance and disabled toilet. As the school is set over three floors, it is not fully accessible.</p> <p>Any specialist equipment is provided according to identified specific individual need.</p> <p>Support is in place to help students access the curriculum and this includes the provision of certain option choices. At present, some students in KS4 have the option of taking an ASDAN course which takes a practical approach and develops skills for learning, work and life.</p> <p>Additional provision such as literacy interventions and social and emotional interventions may be put in place to meet the needs of students.</p>

<p>3e</p>	<p>Additional support for learning that is available to pupils with SEND</p>	<p>Is there additional support available to help pupils with SEND with their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>Additional support is based on the needs of the student. Support includes individual student profiles outlining a student's needs and strategies to support them to inform classroom practice. It also includes withdrawal for literacy or social and emotional interventions, in class support from Teaching Assistants, Pastoral Support, Mentoring and support and interventions from Outside Agencies.</p> <p>Parents are informed if a student is receiving additional interventions. They are also informed of the impact of the intervention.</p> <p>The provision of additional support is based on a range of factors, these include data from testing, outcomes of assessments and concerns raised by the student themselves, their parents/carers or teachers. The provision of additional support is tracked and monitored and adjusted according to the ongoing need of the student and progress made.</p> <p>Students who have an EHCP will have provision outlined within it to ensure that the outcomes can be met. Outcomes and provision are formally evaluated during the Annual Review process.</p>
<p>3f</p>	<p>Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</p>	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>We encourage all students to take part in extra-curricular activities. Parents/carers are informed of these by letter. All students are encouraged and supported to attend residential and non-residential school trips.</p> <p>All reasonable adjustments are made to accommodate the needs of individual students.</p>

<p>3g</p>	<p>Support that is available for improving the emotional and social development of pupils with SEND</p>	<p>What support will there be for my child's overall well-being?</p>	<p>The Catholic Ethos of the school is embedded in all aspects of school life. All students are supported with their social and emotional development through the curriculum which includes PSHE. Students overseen by the ASC Resource are supported by the dedicated team to access the content of the topics covered.</p> <p>Students are also supported by our KS3 and KS4 Pastoral and Achievement Co-ordinators. We are part of the local Mental Health Support Team and benefit from a range of options to support mental health and well-being from our Mental Health First Aiders, through Education Mental Health Practitioners, our Counsellors and the Educational Psychologist and the Child Protection Team. As part of this, we have regular Mental Health Surgeries.</p> <p>In addition, the school benefits from the skills of 5 trained Emotional Support Assistants (ELSAs).</p> <p>Mentors are available for students who are identified as needing a familiar adult to meet with on a regular basis.</p> <p>KS4 and KS5 Peer Supporters are trained by our School Counsellor to support younger students.</p> <p>Students are also referred to appropriate support services if they are identified as having an additional need beyond the remit of the school.</p>
<p>4.</p>	<p>In relation to mainstream schools, the name and contact details of the SEN Co-ordinator</p>	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need</p>	<p>Parents/carers are encouraged to contact the school's SENDCO: Mrs Rachel Killick r.killick@hughfaringdon.org</p> <p>Parents/carers are also welcomed to contact the Head of Department at the Blessed Mary Ward Centre if their child's provision is overseen by the Resource: Miss Lisa Boorman l.boorman@hughfaringdon.org</p> <p>If parents/carers have a concern</p>

		or disability?	relating to their child’s learning, they are welcome to contact their child’s tutor or head of year to discuss this further.
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	What training have the teachers and other staff who support children and young people with SEND had?	<p>The SENDCO has completed the National SENDCO Award and is a qualified teacher.</p> <p>The Head of the Resource is a qualified teacher, with experience in both mainstream and specialist settings.</p> <p>We build special educational needs into our strategic training programme for teachers and support staff. Our teachers and support assistants attend relevant training programmes. Staff who are new to the school receive training on SEND as part of the induction process.</p> <p>Our Teaching Assistants are developing specialisms such as social skills, handwriting, maths, speech and language skills and revision technique to enhance our provision further.</p> <p>We work with a range of external services who provide training such as the Sensory Consortium, Educational Psychologist, Massage Therapists, Occupational Therapists and Speech and Language Therapists.</p>
6.	Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	<p>We have a purpose-built Autism Spectrum Condition Resource Base called the Blessed Mary Ward Centre. The Resource oversees the provision for students who have an EHCP with a primary diagnosis of autism to access mainstream lessons.</p> <p>We have access to a range of services including the Sensory Consortium, Educational Psychologist, Massage Therapists, Occupational Therapists, Speech and Language Therapists and the Primary Mental Health Service. We have a trained School Counsellor and Emotional Literacy Support Assistants.</p>

			If specialist equipment has been recommended by professionals, the school will work with the Local Authority: Brighter Futures for Children to try to secure it.
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>We believe that parents/carers have a very important role to play in their child's education and we encourage dialogue which supports a student's learning and emotional needs.</p> <p>Parents/carers are encouraged to attend curriculum information evenings and parents' evenings to gain further information about the curriculum and the progress their child is making.</p> <p>Parents/carers are invited to Annual Reviews of EHCPs to discuss progress, achievement of outcomes and next steps.</p>
8.	The arrangements for consulting young people with SEN about, and involving them in their education	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>Student feedback is encouraged through pupil voice activities. We have a school council which meets regularly to discuss issues raised.</p> <p>Students with an EHCP attend Annual Reviews to voice their views alongside completing their own written contribution.</p> <p>Pupil Profiles for students with SEND are completed after discussions with the student about aspects they find difficult and what they feel helps them in the classroom. The Pupil Profiles are available to all staff along with strategies to support a range of needs.</p> <p>We survey students on a regular basis to seek their views and involve them.</p>
9.	Any arrangements made by the governing body relating to the treatment of complaints from parents	<p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>	<p>All complaints would follow the normal procedures and require parents/carers to write a formal letter of complaint to the headteacher.</p>

	of pupils with SEND concerning the provision made at the school.		
10.	How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils	<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p>The school has links with agencies such as the Mental Health Support Team which encompasses CAMHS, Educational Psychologists, Primary Mental Health Workers and Educational Mental Health Practitioners. We also have links with the School Nurse team, Sensory Consortium, the Education Welfare Officer, Berkshire Women’s Aid and other relevant professionals within Reading and Berkshire.</p> <p>Support can be accessed through specific referrals by the school or parents/carers.</p> <p>Parent/carers are encouraged to sign up for notifications from The Local Offer. Local Offer service emails are forwarded by the school to parents/carers of a child with SEND.</p>
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>Brighter Futures for Children https://brighterfuturesforchildren.org/</p> <p>The Local Offer https://servicesguide.reading.gov.uk/kb5/reading/directory/localoffer.page?familychannel=3</p>
12.	The school’s arrangements for supporting pupils with SEND in transferring between phases of	<p>How will you help my child make a successful move into the next class or secondary school or other move or transition?</p>	<p>Our school has an established induction programme and liaises with feeder schools to gain an understanding of students and their needs before they start at Blessed Hugh Faringdon Catholic School. Records transferred from primary schools are analysed as part of the baseline testing at the start of year 7.</p>

	<p>education</p>		<p>Individual transition plans are made as needed. Additional visits for students with SEND can be arranged on request as can step by step transition provision.</p> <p>Transition booklets are created to support students to become familiar with the school, routines and key adults during the transition process.</p> <p>Transition from KS4 to KS5 is closely monitored and the school liaises closely with our own Sixth Form Centre and with other providers. Our Accelerated Learning Co-ordinator supports with this process.</p> <p>All students receive careers advice from Adviza and are encouraged to visit a range of post 16 providers to explore the range of courses offered.</p> <p>Support is in place for students wishing to attend further education at the end of KS5.</p> <p>From year 9 onward, preparation for adulthood forms part of the Annual Review process for students with an EHCP. Our Accelerated Learning Co-ordinator attends these Annual Reviews to support with subject option choices for KS4 and for planning toward post 16 choices.</p>
<p>13.</p>	<p>Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>Information regarding this can be found on Reading Services Guide:</p> <p>https://servicesguide.reading.gov.uk/kb5/reading/directory/home.page</p>

	and post-16 providers)		
14.	<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>Parents/carers can arrange a meeting with their child's tutor or head of year to review progress alongside parents' evenings.</p> <p>We welcome contact from parents/carers and have an open-door policy to resolve difficulties and anxieties as they arise.</p> <p>If a child has an EHCP, it is formally reviewed annually but parents/carers are encouraged to keep regular phone and email contact with either the SENDCO or the Head of the Blessed Mary Ward Centre. Meetings to discuss progress for students with an EHCP can be arranged as and when needed.</p>

15	<p>Who can I contact for further information?</p>	<p>Parents/carers can contact: the admin office: admin@hughfaringdon.org</p> <p>Or the SENDCO: r.killick@hughfaringdon.org</p> <p>Head of the Blessed Mary Ward Centre: l.boorman@hughfaringdon.org</p>
	<p>What is the complaints procedure?</p>	<p>This is outlined on our school website.</p>

<p>Our external partners are</p>
<p>The Mental Health Support Team</p>
<p>Educational Psychologist</p>
<p>Speech & Language Therapist</p>
<p>Social Care</p>
<p>Sensory Consortium</p>
<p>Reading West CAT Team</p>
<p>Occupational Therapy</p>
<p>Massage Therapy</p>

Education Welfare Officer

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?

Our link Educational Psychologist has run training on Drawing and Talking Therapy for Teaching Assistants. We have also increased our numbers of trained ELSAs across both departments.

Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?

Please add the links

<https://www.hughfaringdon.org/us/special-educational-needs>

<https://servicesguide.reading.gov.uk/kb5/reading/directory/home.page>