

## **Blessed Hugh Faringdon Catholic School & Sixth Form Centre**

### **SEND Information Report 2026 - 27**

#### **1: The kinds of special educational needs for which provision is made at the school**

Blessed Hugh Faringdon Catholic School provides for a range of special educational needs including: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

The Learning Support Area at Blessed Hugh Faringdon Catholic School oversees all students on the SEND register apart from those who are awarded a place at the Blessed Mary Ward Centre following discussion at the Resource Base Panel. All SEND students attend mainstream lessons combined with maths, numeracy, social skills, metacognition small group sessions if needed. The students overseen by the Blessed Mary Ward Centre all have an Education, Health and Care Plan and meet the criteria for support in a specialist resource. These students also all attend mainstream lessons at Blessed Hugh Faringdon Catholic School with interventions as for students assigned to our Learning Support Area. Admission arrangements for children with SEND are overseen by the SENDCO and Head of the Resource as appropriate. Children with an EHCP follow the consultation process overseen by their local authority. Blessed Hugh Faringdon Catholic School works closely with local authorities to ensure the needs of children with an EHCP can be met. SEND children who are on the SEND register but do not have an EHCP are supported, during their transition to secondary school and once with us, as detailed in section 12 below.

#### **What kinds of SEND do those children have?**

Blessed Hugh Faringdon is equipped to support students with a diverse range of Special Educational Needs across the neurodiverse range, including Autism, Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, dyspraxia, social and emotional needs and hearing impairment. Dedicated staff and tailored interventions ensure that students receive appropriate support to help them achieve their full potential within an inclusive learning environment.

#### **2: Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND**

Before a child joins Blessed Hugh Faringdon Catholic School, in year 7, we liaise closely with their primary school to ensure we are aware of any identified needs. On entry to Blessed Hugh Faringdon Catholic school, Year 7 students take cognitive ability tests (CAT,s), reading and spelling tests to provide a greater understanding of strengths and any areas of difficulty. Students who join mid-year or mid key stage will sit the same tests as the earliest point following their arrival with us. We track the progress of all learners and, as professionals, we regularly discuss any concerns and, within the bounds of the school's remit and resourcing, adjust provision where appropriate. We ensure that parents/carers and any external professionals are aware and their insights are sought where appropriate. Should parents/carers of SEND students have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the SENDCO or Head of the Autism Resource to discuss. Should a student alerts us directly to a difficulty which our monitoring has not identified; this will be explored in the same way as it would if a staff member or parent or carer raised a concern about the child. If a child has an Education Health and Care Plan (EHCP),

parents/carers have an active involvement in the annual review process along with the school, the child and any external professionals involved. Parents receive the 3 times per year data capture/report and these are supplemented by the annual review process and information-sharing related to any bespoke interventions.

### **How will I know if my child is receiving SEND support?**

At Blessed Hugh Faringdon, we ensure that parents of students receiving Special Educational Needs and Disabilities (SEND) interventions are fully informed and involved in their child's support. The SEND Coordinator (SENDCo) contacts parents to notify them when their child is receiving any SEND intervention. This approach promotes transparent communication and encourages collaboration between the school and families to support the student's progress effectively.

### **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 prides itself on ensuring students with SEND are treated fairly. Our Universal Offer is built on the belief that mainstream teaching (Ordinarily Available Provision) provides for all students, at all times and in all settings. Where a child needs additional/alternative support this is outlined on the Pupil Passport which provides clear guidance for classroom teachers, TAs and other staff working with our children. Equity is at the heart of our Catholic school ethos. We regularly review participation and progress across a range of areas, and we champion a fully inclusive approach across the school.

#### **3a: How the school evaluates the effectiveness of its provision for such schools**

##### **How do you make sure that the SEND provision is helping pupils make better progress?**

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 teams work together to adapt provision to meet the needs of all students drawing from guidance in our Universal Offer. Heads of Department, classroom teachers 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.

##### **How do you check other outcomes for children with SEND, such as independence and well-being?**

At Blessed Hugh Faringdon, we recognise that successful outcomes for students with SEND extend beyond academic achievement. We actively monitor and support key areas such as independence and well-being through several approaches. These include gathering student feedback via student voice questionnaires and conducting regular day-to-day check-ins with vulnerable students. From Year 10 onwards, identified SEND students have access to a bespoke curriculum focused on appropriate academic qualifications, developing life skills and greater independence. Additionally, we encourage participation in extracurricular activities, such as the

Learning Support and Autism Resource homework clubs, which provide a supportive environment for students to complete homework and build confidence.

### **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?**

Progress is communicated to parents and carers through written reports which are sent home three times a year. In addition, progress is captured and reported as part of the Annual Review Process for students with an EHCP. Parents and carers are invited to attend an online Parents' Meeting once a year.

#### **How will I find out about the progress my child is making?**

We provide a variety of ways for parents to stay informed about their child's progress. Parents can discuss their child's development during on line Parents' Evening meeting, via the 3 times per year reports, access to Class Charts (our pupil information platform) and via face to face meetings on request. Parents are encouraged to contact their child's tutor or Head of Year directly for any concerns or updates. For students with an Education, Health and Care Plan (EHCP), progress is formally reviewed through the Annual Review process, ensuring that support remains updated and relevant to their needs.

#### **How will I be involved in those reviews? Who else will be there?**

The Annual Review is a collaborative process between the SENDCo or Head of the Resource, the student, and their parents or carers along with our case officer and other professionals as appropriate and to ensure comprehensive support, guidance and action planning.

### **3c: The school's approach to teaching pupils with SEND**

#### **How do your teachers help pupils with learning difficulties or disabilities to learn?**

Our Universal Offer summarises the approach we take to ensuring inclusive and engaging Ordinarily Available Provision (mainstream teaching) to meet the needs of all students. This is complemented by focused interventions and support as required with the focus always being to place the child in the best position to succeed.

How can I find out more about what my child is learning at the moment?

Subject curricular are posted on the school website and maintained up to date. Curriculum Evenings are held for all year groups, at the start of the academic year and provide parents with an overview of the subjects and topics their child will be covering throughout the year together with any complementary provision. Where parents require additional information they are encouraged to contact subject leaders, class teachers, the SENDCO or Head of the Resource as appropriate.

### **3d: How the school adapts the curriculum and learning environment for pupils with SEND**

#### **How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?**

The school building has a ramped entrance and disabled toilet. As the school is set over three floors, it is not fully accessible. Access to the school site is by badge for staff members and

access via the 2 main entrances is managed by a buzzer system activated by the school office once checks have been completed. On arrival at reception, visitors sign in and wait to be collected by the staff member they are visiting. They remain under the supervision of staff whilst on site. Exceptions are professionals who are DBS checked and of whom we have a record.

### **How will the curriculum be matched to my child's needs?**

At Blessed Hugh Faringdon, the curriculum is designed to be inclusive and accessible to all students through our Universal Offer, ensuring that all students, in all settings can achieve. Students who require complementary provision are assigned to the appropriate interventions. From Year 10 onwards, identified students, who may find a full GCSE curriculum challenging, are assigned to our Bespoke curriculum tailored to their specific needs, focusing on achievable qualifications and essential skills.

### **3e: Additional support for learning that is available to pupils with SEND**

#### **Is there additional support available to help pupils with SEND with their learning?**

Additional support is based on the needs of the student and the range of support covered in this document.

#### **How are the school's resources allocated and matched to children's special educational needs?**

Our focus on ensuring high quality ordinarily available provision means that teaching caters to the needs, capacities and aspirations of the vast majority of students. Where a student has an EHCP, we ensure the outcomes are embraced and actioned to support the child to enjoy, learn, progress and attain.

#### **How will I know if my child is getting extra support?**

Parents are directly informed of any additional support their child receives, its purpose and intended end date where appropriate.

#### **How is the decision made about how much/what support my child will receive?**

Decisions regarding the amount and type of support a student receives are carefully made based on a range of factors. These include previous performance data, in-school performance data, CATs, reading and spelling tests results, EHCP Outcomes (where relevant) together with any other factors specific to the child. Any intervention is carefully considered, designed and structured and monitored with impact being assessed as the basis for next steps.

### **3f: Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum**

#### **What social and extra-curricular activities are available for students with SEND?**

We take a fully inclusive approach to extra-curricular opportunities and encourage all students to take part in activities of interest to them. Where students require additional support to participate, we work to put this in place. Parents/carers are informed of opportunities in writing.

#### **How can my child and I find out about these activities?**

Details of the wide range of extra-curricular activities available can be found in the weekly newsletter, *Heads Up*, on the school website. Key Year Group opportunities are often flagged up in assemblies, by tutors and by teachers.

### **How will my child be included in activities outside the classroom, including school trips?**

When an opportunity arises, which is relevant to their child, parents will be informed in writing. General information is in our Heads Up Newsletter and the website.

### **3g: Support that is available for improving the emotional and social development of pupils with SEND**

#### **What support will there be for my child's overall well-being?**

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. Our Mental Health Team comprises trained Counsellors, ELSAs and Mental Health First Aiders. We are active members of the MHST and draw on the expertise of RISE to complement in-school provision. Our Senior Mental Health Lead is an Assistant Headteacher who also has responsibility for our 2 special educational needs areas and is our DSL.

#### **4: In relation to mainstream schools, the name and contact details of the SEN Co-ordinator**

##### **Who should I contact if I want to find out more about how the school supports students with SEND?**

Parents/carers are encouraged to contact the school's SENDCO or Head of the Autism Resource. Contact details are on our website.

If parents/carers have a concern relating to their child's learning, they are welcome to contact their child's tutor or head of year to discuss this further.

##### **What should I do if I think my child may have a special educational need or disability?**

If parents have concerns that their child may have a special educational need or disability, they are encouraged to contact the SENDCo directly via email or phone.

### **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?

All SEND teaching staff are fully qualified and have either completed the SEND qualification or are working towards it. Our teachers, HLTAs and teaching assistants benefit from a range of CPD opportunities in line with whole school objectives and personal development needs. We work with a range of external services, such as RISE, who provide training and support. External courses are used to build expertise as appropriate to the school and individual staff.

### **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?**

We work hard to accommodate such needs within the context of a provision set over 3 floors all accessed by stairs.

## **7: The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child**

### **How will I be involved in discussions about and planning for my child's education?**

Parents/carers play an essential role in their child's education and we encourage dialogue which supports a student's learning and emotional needs. Parents/carers are encouraged to attend curriculum information evenings, parents' evenings, coffee mornings and workshops to gain further information about the curriculum, the progress their child is making and engage with professionals. Parents/carers are invited to Annual Reviews of EHCPs to discuss progress, achievement of outcomes and next steps.

How will you help me to support my child's learning?

We are committed to helping parents support their child's learning. We provide opportunities and tools for parents to stay informed and engaged, including the yearly Curriculum Evenings, Parents' Evenings, termly progress reports, the Class Charts platform and other opportunities identified above.

## **8: The arrangements for consulting young people with SEN about, and involving them in their education**

How will my child be involved in his/her own learning and decisions made about his/her education?

Student feedback is encouraged through student voice activities. We have a school council which meets regularly to discuss issues raised. Students with an EHCP attend Annual Reviews to voice their views alongside completing their own written contribution. Pupil Passports 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. These are available to all staff identifying strategies to support the range of needs. We survey students on a regular basis to seek their views and involve them.

## **9: Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school**

Who can I contact for further information?

All complaints would follow the normal procedures as outlined in the Complaints Policy on the school website.

Who can I contact if I am not happy about the SEN provision made for my child?

If parents are not satisfied with the SEND provision in place for their child, they are encouraged, in the first instance, to contact the SENDCo, or Head of the Resource, as appropriate. Where necessary, they should contact the Assistant Headteacher with responsibility for our SEND provision. We aim to ensure that any issues are addressed promptly and appropriately.

## **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**

### **Who else provides services in school for children with SEN or disabilities?**

The school links with agencies such as NHS Berkshire which encompasses CAMHS, and the MHST. We also work with the School Nurse team, Sensory Consortium, the Attendance Officer and a range of other external services as needed.

### **How can my family get support from these services?**

If a family requires additional support from external services, they are able to contact the Local Authority whose website gives details of the services offered and contact details.

### **11: The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32**

### **Who should I contact to find out about other support for parents and families of children with SEN or disabilities?**

The Local Authority website provides such details. The school posts information it receives about new and updated services on the weekly Heads Up Newsletter.

### **12: The school's arrangements for supporting pupils with SEND in transferring between phases of education**

### **How will you help my child make a successful move into the next class or secondary school or other move or transition?**

The school has an established transition 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. Individual transition plans are made as needed. Additional visits for students with SEND are offered by both SEND areas. Transition booklets are created to support students to become familiar with the school, routines and key adults during the transition process. 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. All students receive careers advice and are encouraged to visit a range of post 16 providers to explore the range of courses offered. Support is in place for students wishing to attend further education at the end of KS5. From year 9 onward, preparation for adulthood forms part of the Annual Review process for students with an EHCP. Our Accelerated Learning Coordinator attends these Annual Reviews to support with subject option choices for KS4 and for planning toward post 16 choices.

### **13: 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 and post-16 providers)**

### **Where can I find out about other services that might be available for our family and my child?**

Information regarding this can be found on Reading Services Guide.

### **14: 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**

**What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?**

Parents/carers of SEND students can arrange a meeting with the SENDCO or Head of the Autism Resource, as appropriate, to review progress in addition to parents' evenings. We welcome contact from parents/carers and have an open-door policy to resolve difficulties and anxieties as they arise. If a child has an EHCP, it is formally reviewed annually and parental and student input are part of the process.

**15: Who can I contact for further information?**

Parents/carers can contact: the admin office: [admin@hughfaringdon.org](mailto:admin@hughfaringdon.org), the SENDCO or Head of the Resource.

**16: What is the complaints procedure?**

This is outlined on our school website.

17: Our external partners are

Our link Educational Psychologist, RISE, MHST, CAMHS and other providers as required.

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

Our link Educational Psychologists runs training for Teaching Assistants and HLTAs. We have also increased our numbers of trained ELSAs across both areas and further developed the number of Mental Health First Aiders. In addition, TAs have benefitted from training in Zones of Regulation, sensory circuits and our Heads of Year, pastoral and safeguarding teams have benefitted from VR trauma training.

**Contact Details:**

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