



LOCAL OFFER
Special
Educational
Needs &
Disabilities (SEND)
READING



SEN Information Report / Local Offer Submission 2019/2020 (all schools)

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

This form has been designed to bring together the local authority's 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: Mrs Rachel Killick

Contact: r.killick@hughfaringdon.org

Date of latest Accessibility Plan: March 2012

Date completed: June 2019

By whom:

Name: Dr S Uttley and Mrs Rachel Killick

Roles: Headteacher and SENCo

School Logo



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**

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. 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, but we also actively work to support the learning and needs of all members of our community. The Learning Support department is made up of the SENCO, the Deputy SENCO, a Literacy Teaching Assistant and a team of teaching assistants.

Blessed Hugh Faringdon Catholic School also has a specialist purpose-built Autism Spectrum Condition Resource Base which has its own Lead teacher, Second in Department, and team of teaching assistants. They support up to 30 students with Autism Spectrum Condition in Years 7-13 who are capable of accessing mainstream education. All students have an EHCP with a primary diagnosis of Autism. Admission to the Base is decided by BFfC SEN panel. Alongside accessing mainstream lessons students in the Base also access social skills, emotional literacy and life skill sessions.

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 all kinds of special educational needs.</p> <p>There are presently students with a diagnosis of Autistic Spectrum Condition (ASC), Speech, Language and Communication difficulties, Hearing Impairment, Attention Deficit Hyperactivity Disorder (ADHD), Physical impairment, Emotional and Mental Health Difficulties, Dyslexia, Moderate learning Difficulties</p>

			(MLD).
2	Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p>We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievements. We have systems in place to use data to support tracking. 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 and if required the need for additional support may be identified. Letters are sent home to ensure parents/guardians know that extra support is in place. This regular monitoring of progress initiates communication with parents to celebrate success and to work together to resolve issues.</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 relevant KS3/KS4 Pastoral and Achievement Co-ordinator to discuss their concerns or alternatively they can speak to the Special Needs Coordinator (SENCO).</p>
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?	Information about the school SEND policy, the SEND information report and the Governor's report to parents can be found on the school website.

3a.	How the school evaluates the effectiveness of its provision for such schools	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence and well-being?</p>	<p>A range of interventions are in place and will be used according to student's needs. All the interventions used in our school are monitored and progress is tracked by school assessment procedures. When targets are not being met, we are quick to respond and find alternatives.</p> <p>The SENCO communicates outcomes of interventions to staff.</p> <p>The SENCO talks with pupils and then with parents and tutors, where appropriate, to plan interventions and review outcomes.</p>
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>Learner feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help /support their child's learning. We encourage parents to invest time in developing their parenting skills. All students receive regular feedback through marking in their books and assessments. In addition, we send home termly progress reports and hold a parents' evening for each year group. It is at these meetings that we will talk about progress and share ideas about how we can work together to support their learning in school. Annual reviews are held for all students with EHCPs.</p>
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>Differentiation is embedded in our curriculum and practice. All teachers are provided with information on the needs of individual students so that they can plan lessons with appropriate differentiation required. Whole school</p>

			<p>monitoring of outstanding classroom practice is ongoing. There are curriculum booklets for each year group which outlines the programme of study for each term. These can be found on the school website. Hard copies are also 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 building has increased its accessibility. The school is not fully accessible in all areas.</p> <p>Any specialist equipment is provided according to identified specific individual need and resources.</p>
3e	Additional support for learning that is available to pupils with SEND	<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>Working with the learner, their family and other staff, the SENCO considers a variety of options for suitable provision before deciding on a course of action.</p> <p>When students join our school, all available information is collected and analysed. We ask all students in Year 7 to undertake a CAT test, a spelling and a reading test.</p> <p>At the end of Key Stage 2 information is obtained through our primary school liaison, records and KS2 assessments as well as our meetings with new parents. There are a variety of options available and these are considered by the SENCO working with the student, their families and other staff. All staff are expected to deliver an inclusive provision, and this is supported by interventions as decided by SENCO if needed.</p> <p>In class support for students with Autism Spectrum</p>

			Condition in the Resource will be determined by the Head of Resource. Students in the Base also access social skills, emotional literacy and life skill sessions.
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<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 students to take part in extra-curricular activities.</p> <p>Parents are informed of all extra-curricular activities by letters. All students are encouraged to take part in residential and non-residential school trips, and support staff attend if required. All reasonable adjustments are made to accommodate the needs of individual / groups of students.</p>
3g	Support that is available for improving the emotional and social development of pupils with SEND	<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.</p> <p>All students are supported with their social and emotional development through the curriculum which includes PSHE.</p> <p>Students are also supported by our KS3/KS4 Pastoral and Achievement Co-ordinators. They can also be referred to our school counsellor.</p> <p>Students are referred to appropriate support services if they are identified with an additional need.</p>
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	<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 or disability?</p>	<p>In the first instance parents/ carers are encouraged to contact the school's SENCO: Mrs Rachel Killick r.killick@hughfaringdon.org or by telephone 01189574730 or contact the Head of the Autism Spectrum Condition Resource: Mrs Kate Dimpleby k.dimpleby@hughfaringdon.org</p>

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?	Our Special Needs Co-ordinator (SENCO) is undertaking the mandatory National SENCO Award and is a qualified teacher. We build special educational needs into our strategic training programme. Our teachers and TAs attend relevant courses and training programmes.
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?	Students are referred to appropriate support services if they are identified with an additional need. The SENCO then secures the specialist equipment recommended by these services.
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 have a very important role to play in their son or daughter's education and encourage dialogue which supports the student's learning needs.</p> <p>New parents are invited to attend meetings and we hold other meetings throughout the year to inform parents about the different stages of their child's education e.g. regular coffee mornings and drop-in sessions.</p> <p>All students are issued with a school planner and parents are encouraged to look at this regularly and sign it weekly.</p> <p>The form tutor is the first point of contact for all parents.</p> <p>All parents are welcome to join the Schools' Parents Association.</p>
8.	The arrangements for consulting young people	How will my child be involved in his/her own learning and decisions made about his/her	All students with an EHCP have a mentor with whom they meet at least once a fortnight.

	with SEN about, and involving them in their education	education?	All students attend parents' evening. Meetings also take place as and when necessary to discuss concerns.
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? Who can I contact if I am not happy about the SEN provision made for my child?	All complaints would follow normal procedures and require parent to write formal letter of complaint to the headteacher.
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? How can my family get support from these services?	The school has a KS3 and a KS4 Pastoral and Achievement Co-ordinator who offer additional support to all pupils within the school and deal with the wellbeing of children. Additionally, safeguarding concerns and issues around for example, mental health is a strong aspect of the overall pastoral provision within the school. The school has access to a Local Authority Educational Psychologist and also has strong links with outside agencies such as CAMHS, CAT Teams, Berkshire Women's Aid and other relevant professionals within Reading and Berkshire. Support can be accessed through specific referrals by the school or parents receiving advice on how to contact service providers within the local area if requested.

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?	Parents can access Reading's website where information on all services available can be viewed. Alternatively, parents can access information by going to the Civic Offices where advice and guidance can be sought.
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?	Our school has an established induction programme and liaises with the feeder schools in a variety of ways, including arranging visits for groups of students from year 5 onwards. Key members of staff are involved including Heads of Year and the SENCO. Individual transition plans are made as needed, specifically additional visits for students with SEN can be arranged on request and individual transition booklets provided. Records transferred from primary schools are analysed as part of KS3 baseline data to form future targets. Careful monitoring of transition takes place between Key Stage 3 and 4. Transition from Key Stage 4 into Key Stage 5 is well managed, and the school liaises closely with our own Sixth Form Centre, local colleges and other providers as and when appropriate. When a student leaves and moves to another school, all information is passed on accordingly.
13.	Information on where the LA's SEN Information Report / Local Offer is	Where can I find out about other services that might be available for our family and my child?	Parents can access such information via Reading's website links or alternative via information at the Civic

	published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)		Offices.
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	<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>	Parents can review progress at any time. We invite written responses from parents for any student, there is regular phone contact and we have a very flexible approach. There is an open-door policy to resolve difficulties and anxieties as they arise.

15	Who can I contact for further information?	Parents can contact the school
	What is the complaints procedure?	Via the school website link.

Our external partners are
Educational Psychologist
Speech & Language Therapist
Social Care
Sensory Consortium
Reading West CAT team
Occupational Therapy

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?	Two members of staff have received ELSA training. Training for Teaching Assistants is ongoing. Mental Health Surgeries have been run by our link Educational Psychologist and link Mental Health Worker. The Asperger Resource Base is currently being rebuilt and extended so that it can accommodate a larger number of pupils in the future.
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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 www.hughfaringdon.org/us/special-educational-needs
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