

Bishop Luffa SEND Information Report



Special Educational Needs and Disability (SEND) Information Report
Date Reviewed by Leadership Team: March 2025
Member of Staff Responsible: Olivia Basurto - SENDCo, Assistant Head
Next Review Date: March 2026

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Introduction

The ethos of Bishop Luffa centres on the individual. ‘Always our best because everyone matters’ is our motto and is the principle which guides everything we do. Each student at Bishop Luffa deserves the very best and our primary purpose is to enable students to progress. As part of this, the school is committed to providing an inclusive and supportive learning environment that empowers learners with Special Education Needs and Disabilities (SEND) with strategies and adjustments, aiming to reduce barriers to learning and fulfil potential.

Special educational provision is provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of adaptive teaching in the classroom. Reasonable adjustments may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of children with SEND and as such provide adaptive teaching which takes account of the particular individual needs of children with SEND in their class.

The SEND Policy <https://www.bishopluffa.org.uk/home/school-policies-and-procedures/send-policy/> outlines the school’s approach and commitment to identifying, assessing and meeting the needs of our students, within our statutory and funding duties.

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication.</p> <p>Students may have a need in one or more of the following areas:</p> <p>Attention / Interaction skills:</p> <ul style="list-style-type: none">▪ May have difficulties ignoring distractions▪ Need reminders to keep attention▪ May need regular prompts to stay on task▪ May need individualised motivation in order to complete tasks▪ Interaction will not always be appropriate▪ May have peer relationship difficulties▪ May not be able to initiate or maintain a conversation <p>Understanding / Receptive Language:</p> <ul style="list-style-type: none">▪ May need visual support to understand or process spoken language.▪ May need augmented communication systems

	<ul style="list-style-type: none"> ▪ May have frequent misunderstandings ▪ Repetition of language and some basic language needs to be used to aid their understanding <p>Speech / Expressive Language:</p> <ul style="list-style-type: none"> ▪ May use simplified language and limited vocabulary ▪ Ideas / conversations may be difficult to follow, with the need to request frequent clarification ▪ Some immaturities in the speech sound system ▪ Grammar / phonological awareness is still fairly poor and therefore their literacy can be affected
Cognition and Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, these include specific learning difficulties (SpLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> <p>Students have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> ▪ Language, memory and reasoning skills ▪ Sequencing and organisational skills ▪ An understanding of numbers ▪ Problem-solving and concept development skills ▪ Fine and gross motor skills ▪ Independent learning skills ▪ Exercising choice ▪ Decision making ▪ Information processing
Social, Emotional and Mental health	<p>Children and young people 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 difficulties may lead to or stem from:</p> <ul style="list-style-type: none"> ▪ Social isolation ▪ Behaviour difficulties ▪ Attention difficulties (ADHD/ADD) ▪ Anxiety and depression ▪ Attachment disorders ▪ Low self esteem ▪ Issues with self-image
Sensory and / or Physical	<p>These students may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> ▪ Specific medical conditions ▪ Gross / fine motor skills ▪ Visual / hearing impairment ▪ Accessing the curriculum without adaptation ▪ Physically accessing the building(s) or equipment ▪ Over sensitivity to noise / smells / light / touch / taste ▪ Toileting / self-care

The school provides a range of 'ordinarily available provision' to meet the needs of all of our students.

This is a graduated response to each child dependent on the level of need.

These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation in lessons.

Wave 2: Small group support for those students who are achieving below age expected levels.

Wave 3: Focused, individualised programmes for students working well below age expectation.

<p>How will the Bishop Luffa staff support my child?</p>	<p>Within school there are a variety of staff roles to support your child. Class teachers will be informed of your child's individual needs and will seek to adapt their lessons accordingly. This information is provided to staff via arbor and Student Passports. For wellbeing students can access support from the Pastoral Support Team. Students can also access support from the SEND Team which includes the SENDCO, SEND Teacher, HLTA, Teaching Assistants, Sixth Form Learning Mentor and Launchpad Outreach team. The team offers support in class and through interventions.</p> <p>There are a range of interventions and additional subject support available. Where the school considers it necessary a student may be offered additional intervention, in which case you would be informed. This will form part of the Assess-Plan-Do-Review process.</p> <p>As referenced previously interventions follow the graduated response referred to as waves of intervention.</p> <p>Wave 1 Interventions:</p> <ul style="list-style-type: none"> ▪ Adaptive teaching within the classroom ▪ Guidance to staff on how best to support within the classroom. ▪ Homework club <p>Wave 2 Interventions:</p> <p>Small group support for those students who are achieving below expected levels.</p> <ul style="list-style-type: none"> ▪ Reading Intervention ▪ Phonics Intervention ▪ Social Communication ▪ Literacy support ▪ Numeracy support ▪ EAL support ▪ Zones of Regulation ▪ Speech, Language and Communication (SLCN) Intervention <p>Wave 3 interventions:</p> <p>Focused, individualised programmes for students working well below expectation.</p> <ul style="list-style-type: none"> ▪ 1-2-1 withdrawal support ▪ 1-2-1 Social Emotional and Mental Health ▪ 1-2-1 SpLD / Literacy Support
<p>How will Bishop Luffa School identify if my child has a specific need?</p>	<p>Prior to entry in Year 7, Bishop Luffa liaises with Primary Schools to identify any existing need. Upon entry into Year 7, standardised tests are used to identify specific needs in these areas. Relevant interventions are put in place, if needed and parents are informed. Ongoing monitoring of the usual way of working informs Access Arrangements. It is important to note that Access Arrangements can change in response to the level of need of the student. Students are tested for the final time</p>

	<p>towards the end of Year 9 / beginning of Year 10. Final arrangements awarded will be in line with the JCQ guidelines and where a full history of need is available.</p> <p>For students joining Sixth Form who had Exam Access Arrangements in place at GCSE we will ask the secondary school for the relevant documents. We will then monitor the progress of the student in Year 12 and gather information from teachers to support an application to JCQ for GCE (A level) Exam Access Arrangements as they do not automatically carry over from GCSE.</p> <p>Staff are able to raise concerns, for further investigation, through an internal referral to the access arrangements coordinator. Staff may raise these concerns based on their own observations or following dialogue with the student. Parents, carers and students are also able to raise concerns via appropriate members of staff, such as Form tutor or Head of House. If needed, further assessments may be carried out by the access arrangement coordinator.</p> <p>Please note: we are unable to assess for dyslexia or dyscalculia.</p>
<p>How are Bishop Luffa School resources allocated and matched to children's special educational needs?</p>	<p>We ensure that all children who have Special Educational Needs have their needs met to the best of the school's ability with the funds available. We have a team of staff who are funded from the SEND budget and deliver interventions designed to meet the needs of children both in small groups and on a 1-2-1 basis where appropriate.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>As a parent or carer you are provided with an Arbor log in. Arbor provides you with an overview of your child's attendance, House points and negative behaviour points.</p> <p>All parents and carers will receive a termly report detailing the progress their child is making and their attitude to learning. Parents' & Carers' evenings are held at specific points in the year. If parents and carers require appointments with the SENDCO these are bookable by request.</p> <p>Students with an Education Health and Care Plan (EHCP) will have an Annual Review with the SENDCo or designated SEN Team member in line with the Code of Practice 2015. We consider that the parents/carers' views are a vital part of the review and therefore request your attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How will my child be able to contribute their views?</p>	<p>We value and celebrate each child being able to express their views on all aspects of school life. Students are encouraged to share issues with:</p> <ul style="list-style-type: none"> ▪ Tutor ▪ Head of House ▪ Teaching Assistants ▪ SENDCO <p>Students are encouraged to:</p> <ul style="list-style-type: none"> ▪ Take an active role within their tutor group activities / programme ▪ Take part in student voice activities e.g. surveys ▪ Attend extra-curricular clubs

	<p>Students listed on the SEND register will also collaborate in their student passport, highlighting key information that they wish staff to be aware of, including how to best support them within the classroom.</p> <p>Scaling and questionnaires are also used to elicit student voice in relevant interventions.</p> <p>If your child has an EHCP their views will be sought before annual review meetings.</p>
<p>What specialist services and expertise are available or accessible by Bishop Luffa School?</p>	<p>We have access to the following specialist services and expertise:</p> <ul style="list-style-type: none"> ▪ Attendance Officer ▪ Autism and Social Communication Team (ASCT) ▪ Community Mental Health Liaison Service (CAMHS) ▪ Drug and alcohol Misuse Service ▪ Integrated Prevention & Early Help Service (IPEH) ▪ Learning Behaviour Advisory Team (LBAT) ▪ Multi Agency Safeguarding Hub (MASH) ▪ Learning Behaviour Advisory Team (LBAT) ▪ NSPCC (for safeguarding support and advice) ▪ Pupil Entitlement Services ▪ School Nurse ▪ Sensory Support Team ▪ Social Services ▪ Speech and Language Therapy Service ▪ West Sussex Local Offer ▪ Young Carers ▪ Youth Emotional Support (YES) <p>Where a student has an Education and Health Care Plan, the school maintains close liaison with the Specialist Teacher Teams and/or medical services, as required.</p>
<p>What training have staff supporting students with SEND had or are having?</p>	<p>SEND forms part of the new staff induction programme. All staff are made aware of the students with identified SEND and how to find information relating to them, to best support them in and out of the classroom.</p> <p>Training for staff supporting students with SEND is considered essential. This forms part of our whole school CPD programme as well as Trust wide training within Inset days. Specialist training services provide high quality bespoke training opportunities for our staff such as Educational Psychologists, LBAT and ASCT.</p> <p>Bishop Luffa Staff also provide inhouse training specific to our students, SEN resources and interventions. This includes although is not limited to Dyslexia Awareness Training and Autism Awareness Training.</p> <p>At department level, SEND Teacher, HLTA and Teaching Assistants receive additional training inhouse and via specialist external providers, in response to the needs of the current cohort.</p>
<p>How will your child be included in activities</p>	<p>Bishop Luffa is fully committed to inclusion and a policy of equality of opportunity and access in education. All students are encouraged to be fully involved in all areas of</p>

<p>outside the classroom, including school trips?</p>	<p>school life. A programme of extra-curricular activities has been designed to encourage participation by all.</p> <p>The SEND department runs a Homework club which is facilitated by Teaching Assistants, for students with SEND to ensure that homework is accessible and supported. All staff running trips must complete risk assessments, including specific details of how to support students with SEND. Students with an Education Health and Care plan will be supported to ensure access and participation furthermore, if a student has physical/medical needs, individual arrangements will be discussed with parents and carers in advance. We will also work with West Sussex County Council where there are complex needs to consider.</p>
<p>How will Bishop Luffa School prepare and support my child to join, transfer to a new setting/college or the next stage of education or life?</p>	<p>For students transitioning from primary to secondary we liaise with junior schools and provide additional transitional support if it is needed e.g. additional taster mornings/afternoons. This is arranged on an individual basis and tailored to the needs of the student/s. Meetings with the SENDCo are available at parents/carers request and encouraged for all students attending with an EHCP. If a student has an EHCP then the school would want to be present at the Year 6 annual review meeting to support target setting and also be introduced to all professionals supporting the student and establish an early relationship.</p> <p>During KS4 all students receive independent advice on careers and are encouraged to visit colleges to explore post-16 courses. Students with EHCPs are seen as a priority by a careers advisor, usually more than once to support them deciding on appropriate courses. Parents/carers can attend these if they wish.</p> <p>For mid-year admission the school will use their induction meetings to work closely with parents and carers to ascertain whether the student has been identified as having a Special Educational Need. If the school is alerted to this relevant assessments and provision will be put in place.</p>
<p>Who can I contact for further information?</p>	<p>For any questions or concerns, please contact your child's Form Tutor as the first point of contact.</p>
<p>How else can you be involved?</p>	<p>We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> ▪ Helping them to be organised for their day (including bringing the right equipment and books and reminding them to attend interventions) ▪ Full attendance and good punctuality ▪ Completion of homework ▪ Attending parent's meetings ▪ Attending any meetings specifically arranged for your child ▪ Ensure that any interventions that are to be completed at home are. <p>We really appreciate parental input on SEND Student Passports.</p>
<p>What support is there for improving behaviour, attendance and avoiding exclusion?</p>	<p>See the school Behaviour and Attendance Policy.</p>

How are the Governors involved and what are their responsibilities?	<p>An assigned school Governor is responsible for SEND and liaises with the SENDCo on a regular basis. The SENDCo provides reports to the Governors to keep them informed. They are kept informed about SEND developments and take an active interest in the work of the department. They do not have access to information about individual students or become involved in individual assessments. In the unlikely event that a concern cannot be resolved by the SENDCo, then the SEND Governor can be contacted at the request of parents and carers.</p>
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