BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

Special Educational Needs and Disabilities School Information Report 2025-2026.

The following Information Report, contains our contribution to Cheshire West and Chester's Local Offer. The full Local Offer of services for those with Special Educational Needs and Disabilities can be found at www.livewell.cheshirewestandchester.gov.uk

How do we know if our young people need extra help and what should I do if I think my child/young person may have special educational needs?

Once your child has been allocated a place at Bishop Heber High School our Transition Team will communicate with all of the associated Primary Schools and the SENDCo and Assistant SENDCo will work closely with them to identify students who may need additional support, based upon the learning and progress information shared by the primary school teachers. They will communicate with all schools and visit those where a need is identified.

Where a primary school identifies the need for additional transition support on account of a SEND need, students will be invited into school in small groups and will be given the opportunity to familiarise themselves with the building and key members of staff within it. Students will also receive a comprehensive induction pack which shares vital information in readiness for the September start. In addition, parents of students with additional needs will be invited to participate in question-and answer sessions with the SENDCo and Year Leader. Furthermore, for those students with an EHCP, the SENDCo or Assistant SENDCo will attend the Annual Reviews and communicate with parents in the summer term, to ensure a calm summer and smooth transition beyond.

Once your child is on roll, student achievement, progress and well-being is closely monitored by Subject Teachers, Form Tutors and Year Leaders. The SENDCo liaises with our Year and Subject Leaders to ensure that students with identified SEND needs are supported appropriately by teachers and teaching assistants.

In Year 7, all students complete literacy screening assessments to identify whether reading, spelling or comprehension interventions are necessary.

Should any concerns be identified, parents may be contacted by the Form Tutor, Year Leader or SENDCo/Assistant SENDCo as appropriate and further assessments and testing may be carried out by our Learning Support Team.

If you have any concerns regarding your child's needs, do contact the SENDCo directly. Our SENDCo is Ms G Ashford and can be contacted by email gashford@heber.org.uk

How will school support my child/young person?

Bishop Heber teaching staff deliver quality first lessons using our whole school approaches to supporting a variety of learning needs. They are adept at working with young people who are impacted

by all four areas of SEND needs: Cognition and Learning difficulties (for example Attention Deficit Hyperactivity Disorder [ADHD]); Social Communication and Interaction difficulties (for example Autism); Social, Emotional and Mental Health difficulties; and sensory and physical difficulties.
Students on the SEND register will complete a One Page Profile with a Teaching Assistant (TA) to ensure that their thoughts and opinions are responded to in the support that they receive. All staff will be fully informed about your child's needs using the One Page Profile and Pyramids of Inclusion which are constructed by Form Tutors and informed by the SEND team.

All students are supported to improve their reading and comprehension, whether they are a proficient reader or otherwise, through 'The Heber Way' (oracy, academic reading and writing initiative). . In lessons, teachers have been trained to pre-teach vocabulary (Tier 2 and 3 words) and support students in lessons access complex texts through our 'High Five' academic reading guidance. In Personal Development, all children read with their form tutor for 10 minutes before school on a Monday, Wednesday and Friday to develop a love of reading and enhance their cultural capital. All students take a reading test and where students are below the age of 9 years and 4 months, are screened for phonics. If phonics are not secure, they will have additional support including 121 or small-group phonics based reading and literacy interventions with the IRP team. Students who have secured their phonics but are not yet proficient readers, will participate in an intensive Reading Development Programme in small classes taught by fully trained teachers.

Children who are below expected reading age will be supported in library lessons by their English teacher and across all lessons through our 'Words Matter' strategy. We also have a 'book buddy' programme where trained Sixth Form students work with children who have a reading age above 9 years and 4 months, but below 12 years old.

Where appropriate, the SENDCo will apply for Education Health and Care Plan Needs Assessment or Additional Funding, to ensure that we are able to support a young persons' needs.

If your child has an Education Health Care Plan (EHCP), the SENDCo will follow the objectives outlined within it, in order to create guidance which will identify the interventions that they will receive along with the desired outcome. The SENDCo will invite parents in to discuss the plan which will be evaluated at Statutory Annual Reviews.

In the absence of an EHCP, the SENDCo will seek guidance from other professionals who have worked/are working with your child, along with consulting yourselves, before provisions are put in place.

If specific literacy and/or numeracy issues are identified, students may be invited to attend additional intervention sessions.

Highly skilled TAs will work across the school to support our young people.

All staff follow a trauma informed approach. However, students experiencing emotional difficulties which are preventing their full engagement with learning may complete a package of work with our Emotional Learning Support Assistant (ELSA). For any students with significant Adverse Childhood Experiences, we use eProfiles to capture student voice on triggers and strategies that work to support their particular needs.

We work closely with parents. Concerns and successes are shared regularly, both by telephone and by email. Parents are encouraged to contact school with any issues. There are also half-termly opportunities to meet with the SENDCo in calendared 'Meet the SENDCo' sessions.

School will also work closely with partner agencies in health to support students with diagnosed and undiagnosed conditions.

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

All students follow a broad and balanced curriculum, where lessons are adapted to allow full access. Once your child approaches Key Stage 4, the SENDCo will consider the need for additional access arrangements in examinations.

How will both the school and I know how my child/young person is doing and how will you help me to support their learning?

All students are continually assessed and this is formally reported on twice per year. Students' reports are emailed or sent home. The SENDCo receives copies of student reports in order to analyse and determine whether appropriate progress is being made. In the event of concerns being raised, in conjunction with the Form Tutor or Year Leader, the SENDCo/Assistant SENDCo may contact parents/carers to discuss ways in which we can all support the student.

Students on the Special Educational Needs register will be regularly monitored by the Learning Support Team and parents/carers contacted if and when appropriate.

Subject teachers, Form Tutors and Year Leaders may contact home at any point to share success and concerns.

Parents/carers are encouraged to contact school to discuss areas of concern. If these concerns specifically relate to perceived issues with your child's ability to learn, then the SENDCo should be contacted gashford@heber.org.uk .
In the event of concerns regarding behaviour and other matters, emails should be directed to your child's Form Tutor in the first instance.

What support will there be for my child/young person's overall well-being?

Bishop Heber High School has excellent pastoral care. Under normal circumstances, students will be placed in a tutor group with a Form Tutor and this will remain in place for their whole 5 years in Key Stage 3 and 4. This gives us and yourselves the opportunity to build excellent working relationships to support your child.

Children and young people study a variety of issues around their own social, emotional and mental wellbeing in PSHCE lessons, which are led by Form Tutors. During these lessons students are encouraged to be supportive of each other and contribute their own viewpoints on a variety of issues around wellbeing.

Bishop Heber High School has a School Council as well as Year Councils which meet regularly with senior staff in order that the student voice is heard and acted upon, where appropriate. SEND students are encouraged to contribute to these student voice opportunities.
Our older SEND students are encouraged to volunteer for our Peer Mentoring scheme, where they act as advocates for younger students (both SEND and non SEND) as they begin their time with us in Year 7.

There are a large number of staff onsite who have received Mental Health First Aid training.

Commented [MM1]: Don't mention the Counsellor as only available for students who are disadvantaged

We also have an Emotional Learning Support Assistant who provides medium term interventions to support our students to access their lessons.

Bishop Heber High School also works closely with outside agencies including the Education Access Team, Young Persons services, Child and Adolescent Mental Health Service, HealthBox, Queensberry, Polaris and Social Care.

What SEND specific training and experience do classroom teachers and the Learning Support Team have?

We operate an ongoing cycle of professional development which includes packages on how to support students with SEND. This includes, but is not limited to:

- [redacted] How to support students with hearing impairments
- [redacted] How to support students with visual impairments
- [redacted] Supporting young people with Autism
- [redacted] Whole school approaches to teaching students with ADHD, Autism and Dyslexia
- [redacted] Trauma Informed Practice (TIP)

The SENDCo holds the National Award for Special Educational Needs and Disabilities Co-ordination (NASENDCo). The SENDCo is supported by an Assistant SENDCo who is highly experienced in supporting young people with a variety of SEND needs.

How will my child/young person be included in activities outside the classroom including school trips?

Bishop Heber is an inclusive school. Disabled students are actively encouraged to participate in extracurricular activities both during the school day and afterwards. We endeavour to plan extracurricular activities which are accessible to all. Reasonable adjustments will be made and Teaching Assistants will be made available to support your child/young person if necessary, whether the activity is on or off site - during the working day. For residential trips, each case will be considered

on an individual basis, with every effort being made to support your child/young person to access the activity.

How accessible is the school?

The school is accessible by wheelchair although classrooms are distributed over 2 floors. The ground floor has ramped access where necessary. There is lift access to all first floor classrooms, with the exception of Maths, where there are downstairs rooms available.

We have 3 easily accessible toilets and changing facilities.

Where needed, classes have adjustable tables. We also have an adapted kitchen to allow wheelchair users to safely participate in Food Technology lessons.

There are designated quiet rooms at lunchtimes along with the Inclusion Resource Provision (IRP), where students may sit before school starts, at break and at lunch time, if they need to access a quiet space.

In the event of the SENDCo and yourselves deciding that your child should type their work instead of handwriting it, laptops can be available for both class work and exams. Students are welcome to bring in their own laptops to word process their work, where prior arrangements have been made.

How will my child/young person be prepared and supported in their transfer to college and work?

All students will participate in taught lessons specifically related to transition to further education and employment, during their PSHCE lessons.

All students in Years 9 - 13 will be invited to attend our bi-annual Careers Fair, circumstances permitting, where they can meet with local colleges, employers and other Post-16 and 18 Providers.

In Year 11 each student is supported with their post-16 choices and pathway through Futures meetings with a senior member of staff.

When appropriate and necessary, students with special educational needs, may meet with a representative from Young Persons Services (YPS) to create a bespoke action plan regarding next steps beyond Bishop Heber High School.

The School has a Careers Lead who is available to support any student who requires any additional careers support, including arranging a Careers Meeting with an external Careers Advisor.

Should a young person not choose to stay on at Bishop Heber High School, the SENDCo will work closely with her counterpart in our local colleges to ensure that all information is shared in order that your child/young person receives the appropriate level of support in their new setting.

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

Headteacher Mr. D.A. Curry B.Sc., (Hons), M.Sc., NPQH
Bishop Heber High School, Chester Road, MALPAS, Cheshire, SY14 8JD
Tel: 01948 860571 E-Mail: mainschooloffice@bishopheber.cheshire.sch.uk Website: www.bishopheber.cheshire.sch.uk