



'Developing our God given talents'

Mission Statement

Our school is committed to offering Christian love and care to each person within it.

Everyone is valued as a gift from God and treated with respect.

In our school we learn together and aim to help all students achieve their very best.

1. SEN Provision

Bishop Milner Catholic College is an inclusive school that values all of its students and is committed to ensuring that all students reach their potential. All students are actively encouraged to become involved in the wider College community, including extracurricular activities.

At Bishop Milner Catholic College we strive to respect and value the individual. Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony.

We will endeavour to ensure necessary provision is made for any individual with Special Educational Needs (SEN) and that those needs are made clear to all who are likely to teach the student.

The "Special Educational Needs and Disability Code of Practice: 0-25 years (2014)" (the Code of Practice) defines SEN as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream colleges.

The new SEN Code of Practice identifies four key areas of SEN:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Bishop Milner Catholic College aims to embrace any SEN for any student attending the College, without discrimination. The policy for identification and assessment of pupils with SEN (SEN Policy August 2014) can be viewed in detail on the College website at www.bmilner.dudley.sch.uk

2. Identification and Assessment of SEN

Bishop Milner Catholic College has a number of methods to identify whether a child has SEN including:

- Transferring to College with an Education, Health and Care Plan (EHCP) or Statement of SEN.
- Discussions with parents or staff where concerns are expressed which lead to further investigations.
- Data analysis which shows a widening gap between the child and their peer group.
- Day to day observations of the child in their learning environment.
- Assessments carried out by external agencies and the subsequent reports.

3. Provision for Students With SEN

Bishop Milner Catholic College follows a graduated response in providing support to enable a student to achieve:

Wave 1

This describes quality inclusive teaching which takes into account the learning needs of all the students in the classroom. The responsibility of meeting the needs of all students lies with class teachers. This includes

providing differentiated work and creating an inclusive learning environment.

Wave 2

This describes specific, additional and time limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted as a group of pupils with similar needs.

Wave 3

This describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable students to achieve their potential.

Assessing, Reviewing and Evaluating the effectiveness of provision:

Bishop Milner Catholic College may use the following to measure the effectiveness of provisions for students with SEN:

- Termly Student Progress meetings with parents, SENCO, other supporting staff and agencies, and guidance is updated
- Provision maps / measurable outcomes
- Individual Education Plans (IEPs)/Student Profiles
- The use of a graduated response, in which we assess, plan , do and review in line with the local offer
- Re-assessments by external agencies
- Whole College Data
- Viewpoint of the student
- Ongoing consultation with parents
- Collation of student work
- Observations of students

College Approach to Teaching Students with SEN:

College aims to teach all students together in their classes wherever possible with the class teacher differentiating and supporting the student. At times it may be necessary for a student with SEN to access intervention; either as part of a group or 1:1. For a few students the College uses outside support and agencies.

Adaptation of the Curriculum and Learning Environment:

College provides a broad and balanced curriculum to meet the needs of Students and we believe that all students have the right to make good progress. Teachers set suitable learning challenges when planning and respond to students diverse learning needs. College makes every effort to provide a safe, secure and inclusive learning environment for teachers and students which ensures that the needs and disabilities of all students are met to acceptable standards and do not present barriers to learning.

Additional support currently provided:

We use a wide range of intervention programmes with students including:

- Additional and targeted phonic sessions concentrating on teaching and securing initial phonemes as set out in "Letters and Sounds"
- Additional and targeted maths sessions developing student knowledge of basic number skills
- Social Skills - social skills delivered as part of a small group
- Get Moving, Speed Up - programmes to support the development of gross and fine motor skills in students
- Speech and Language, Vocabulary, Active Listening - programmes developed by speech therapists to provide targeted support to students
- Various intervention programmes - for pupils in KS3 who may have a specific learning difficulty

4. Staff Expertise and Training

The SENCO, Mrs Helen Cardy, attends many training events and conferences as part of her continued professional development. The SENCO provides in service training to all College staff and additional training requirements are met on a need basis. The college employs Teaching Assistants for Speech and Language, Physical, Sensory & Disability; and Specific Learning Needs.

5. Securing Equipment and Services

The College allocates money from its budget every year towards the provision of SEN support. These funds are to provide support, training and resources for staff.

6. Consulting and Involving Parents and Carers

Bishop Milner Catholic College is committed to developing strong communication links with parents and carers. Teaching staff will discuss with parents if they feel a student needs any support additional to that ordinarily available. Should a student require the involvement of outside agencies, the SENCO will liaise with parents to provide information and seek consent before contacting the relevant professional. Any reports or information provided by the external professional will be shared with parents or carers.

Where a student already has a Statement of Educational Need, Individual Action Plan, or EHCP, the SENCO will meet with parents and carers each term to discuss the current needs of the student, review progress and plan the next steps for the student. The SENCO also holds "drop in" sessions.

7. Consulting and Involving the Student

All staff at Bishop Milner Catholic College are committed to creating an inclusive environment where students feel valued. The views of our students are sought through discussions about their learning and how they can be supported further, and in the completion of a one page Student Profile.

8. Complaints

We would always ask that you address any concerns to the SENCO in the first instance. However, if you do wish to register a complaint, a copy of our complaints policy is available to download from the College website at <http://www.bmilner.dudley.sch.uk/pages/about-school/policies.asp>

9. Involving other agencies

The following outside agencies may be called upon by the SENCO to attend meetings, provide assessments and reports, give advice, or provide training to teaching staff:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- Behaviour Support Service
- Complex Communication Difficulties Team
- Child and Adolescent Mental Health Service
- Parent Partnership Services (SENDIASS)
- Visual Impairment / Hearing Impairment Service
- Physical Impairment and Medical Inclusion Service (PIMIS)
- Connexions

10. Supporting Transition

Bishop Milner Catholic College liaises with SENCOs and teaching staff from other educational establishments to ensure a smooth transition for students joining College, or those transferring to another. Meetings are held where students are discussed in detail and IEP's or current objectives are shared. Where a new student has a Statement of Educational Need or EHCP a phase transfer review will take place.

11. Further Information

If you require any further information, or would like to arrange an appointment, please contact the SEN Administrator.

Local Authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have SEN. You can find details of Dudley LEA's local offer on their website at:

<https://fis.dudley.gov.uk/localoffer/>

In addition you can also find relevant information from Dudley Local Authority with regard to SEN at:

<http://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/>

SENDIASS can also be contacted by telephone on 01384 236677

SEN Contact Information For Parents

SENCO: Mrs Helen Cardy

SEN Administrator: Mrs Jen Benson

Bishop Milner Catholic College, Burton Road Dudley DY1 3BY

Telephone: 01384 816600

Email: info@bmilner.dudley.sch.uk

Other useful contacts:

Autism Outreach: 01384 816974

Sunflower Centre:

Occupational Therapy: 01384 366912 / Physiotherapy: 01384 361243