



Bishop Milner Catholic College

SPECIAL EDUCATIONAL NEEDS POLICY

**"Whatever you wish that others would do to you, do also to them,
for this is the Law and the Prophets"**

Matthew 7 v12.

**"Special educational provision is underpinned by high quality teaching and is
compromised by anything else.**

SEND Code of Practice: 0-25 years (2014).

**"Teachers are responsible and accountable for the progress and
development of the pupils in their class, including where pupils access
support from teaching assistants or specialist staff."**

SEN Code of Practice (2014).

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Contents

1. Policy Statement
2. The College in Context:
 - 2.1. Aims
 - 2.2. Objectives
3. Admission Arrangements
4. Disabled Students
5. Students with ECHP's
6. Identification
7. Provision
8. Policy for Testing New Students
 - 8.1. Students joining during the College year
9. Intervention
10. Guidelines for Coordinating and Monitoring Learning Support
11. Exam Dispensation
12. Learning Support Register
13. Administration of Learning Support lessons
14. The Role of the Teaching Staff
15. The Role of the Academy Representatives
16. Liaison with Parents
17. Liaison with Primary Colleges

1. Policy Statement

This Special Educational Needs policy details how Bishop Milner Catholic College will endeavour to ensure that the necessary provision is made for any student who has special educational needs, and how those needs are made clear to all who are likely to teach the student. We will endeavour to ensure that all teachers in the college are able to identify and provide for those students who have Special Educational Needs. Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration.

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.

The "Special educational needs and disability code of practice: 0-25 years" (2014) states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a 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 educational facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 settings."

Children with Special Educational Needs will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the National Curriculum. We will encourage students with Special Educational Needs to join in the activities of the college together with students who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their needs call for and the efficient education of the students with whom they are educated.

At Bishop Milner the views of the child will be sought and taken into account in decision making wherever possible. Children often have a unique knowledge of their own needs and from this they will have views about what sort of help is most useful to them. Participation will reflect the child's evolving level of maturity. We work to support emotional and social development and may offer extra pastoral support and take measures to prevent bullying.

We recognise the vital role parents play in supporting their child's education; creating a partnership with parents is vital, as they hold key information. All staff will actively seek to work with parents. In accordance with the SEN Code of Practice (2014) we will involve parents in a structured and systematic way to shape the support their child receives and to be transparent about what the college can provide. We particularly emphasise working with parents to agree and review the outcomes the support is intended to achieve rather than counting the hours or resources given to a child.

The Special Educational Needs Policy takes careful account of the legislation governing special educational needs set out in the Education Act 1996, the College Standards and Framework Act 1998, the Disability and Discrimination Acts 1995 and 2001, the SEN Code of Practice 2014, the Special Educational Needs and Disability Act 2001, the Children Act 2004, the Children's Plan (5 outcomes of Every Child Matters), Safeguarding Legislation, the Disability Equality Scheme 2007 and the policy of the Local Education Authority and the aims of Bishop Milner Catholic College as outlined in College documentation.

All children have skills, talents and abilities and as a college we have a responsibility to develop these to the full. We strive to close any gaps in attainment so all our learners may leave us with a bright future ahead of them.

We believe that:

All children are entitled to a relevant and worthwhile education designed to enable individual students to participate fully in society and to contribute to and benefit from it.

Students who have Special Educational Needs should be supported wherever necessary to achieve full access to the whole college curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.

Students should have special programmes designed to maximise opportunities for independent living in preparation for life after college, including preparation for work or continuing education.

With regard to these beliefs, the following document outlines the provision the college endeavours to achieve to:

- Promote a positive learning environment that challenges, supports and celebrates every student's achievements through an inclusive academic and pastoral curriculum;
- Enable all students to become part of our College community irrespective of their individual needs;
- Recognise the value of each student and their potential to progress in all areas when individual needs are addressed;

Having a learning difficulty/disability should not be a barrier to achievement. Indeed, some of the best academic results can be achieved by students who have a learning difficulty. The SEN Department at Bishop Milner Catholic College offers support for those students requiring additional provision. The Department aims to offer such students the appropriate support tailored to their individual needs so that they have the opportunity to achieve their potential.

Most learning difficulties will have already been identified before students join the college but we test all our students upon entry to ensure all barriers to learning are identified. With the agreement of parents, students with a learning difficulty are included on our SEN Register. This enables us to track and monitor their progress more closely.

The SENCo, Mrs Marie Bowen, will liaise with all teachers regarding the specific needs of each of the students on the SEN/SEN Register and monitor their progress throughout the year.

In line with the "Special educational needs and disability code of practice: 0-25 years" (2014), Bishop Milner Catholic College applies a graduated response to SEN. Where a need for additional support has been identified, targeted intervention is put in place. The responsibility for meeting the needs of all students lies with class teachers. In the first instance, differentiation, tailored to the needs of the student is planned, delivered and reviewed. Support is then adapted/increased or ceased as appropriate according to outcome.

We recognise that effective targets, regularly evaluated, can support the learning of all students. (Ref: Appendix 1 -Assess-Plan-Do-Review)

Areas of special educational needs are categorised as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

Student support needs are classified at:

- Wave 1: requiring in class differentiation
- Wave 2: requiring assessment, in class differentiation and small group; or
- Wave 3: one to one support or intervention
(Ref: Appendix 2 -Provision and Access Map)

Most SEN Students needs are managed in College at "SEN Support" level. This may involve external agencies providing advice and guidance.

For students with severe and complex needs, College provides appropriate support as described on the Education and Health Care Plans (EHCP). Students who are supported on the SEN register have termly reviews at College with

parents, outside agencies and their guidance updated.

Provision is a matter for the College's Representatives, Principal, SENCo and all other members of staff must ensure they provide appropriately differentiated support to meet the needs of all.

2. The College in Context

Bishop Milner Catholic College is part of the St John Bosco Catholic Academy for students aged from 11-18. The College's curriculum is suited to the needs all learners. 14.3% of the College population is on the SEN register as at January 2018.

Bishop Milner Catholic College offers support for students with various learning needs including mild/moderate general learning difficulties, specific learning difficulties, dyspraxia, autism/Asperger's Syndrome, speech and language difficulties, physical, visual or hearing impairment.

We are committed to offering a curriculum that can meet the individual needs of all its students, including those with special educational needs as defined in the code above. For example, we have successfully gained whole college quality mark accreditation in "Basic Skills". We have continued to build upon this success with related work on Blooms Taxonomy and Building Learning Power/AFL to improve teaching and learning for all students including those with additional needs.

2.1 Aims

- To implement good practice following the guidelines of The Code of Practice for SEN (DfE 2014) and The Disability Discrimination Act 2001;
- To meet the needs of those students identified as having Special Educational Need and or Additional Educational Need;
- To ensure that no student is discriminated against, in any area of college life, on the basis of his/her learning difficulty, disability or need;

2.2 Objectives

- To identify, at the earliest opportunity, any student who may have a Special Educational Need and/or Additional Educational Need or specific learning difficulty;
- To ensure that all college staff are aware of each student's needs, so that such needs may be the shared responsibility of all staff. All teachers are teachers of children with special educational needs and therefore, students with SEN/SEN are the responsibility of the whole college;
- To ensure a graduated response a cycle of assessment, planning and differentiation is in place. Student records include information relating to their individual needs, the adjustments that have been made by class teachers, interventions that have been provided and their outcomes. (Ref: Appendix 1, Assess-Plan-Do-Review.);
- To conduct regular reviews of the student's progress and plan accordingly;
- To work in partnership with the student's parents at all stages;
- To include the students themselves in the decision making about the type of intervention and the targets for action;
- To provide an INSET programme for staff;
- To provide support for staff so that each is able to respond, with the appropriate professional skills, to the individual needs of the students.

3. Admission Arrangements

The policy and guidelines for admission of all students is outlined in the college's general admissions policy and arrangements (see the college website for details or the college prospectus). St John Bosco Catholic Academy Directors are aware of their responsibility laid down by law, to maintain at all times the Catholic character of the college. Only in the event of Catholic children not taking up all available places will children of other faiths be considered whose parents request an education in a Catholic environment. The Representatives are responsible for admission of students. There is no special provision under admission arrangements for limiting or promoting access for students with special needs who are without EHC plans.

We take full account of the following:

- Note 1 - Children with an EHC plan that names the College must be admitted;
- Note 2 - Priority in each category will be given to children who are in the care of the local authority. (Ref. Section 22 of the Children Act 1989).

Treating all students as individuals is important to us and we welcome students with Special Educational Need and/or Additional Educational Need, long as their needs can be met by making reasonable adjustments and that their admission is compatible with:

- The provision of efficient education for the students with whom they will be educated;
- The efficient use of resources.

4. Disabled Students

Reasonable adjustments to the curriculum and an inclusive approach to teaching and learning enable us to include students with a range of disabilities. Our building is fully accessible and we work closely with outside agencies (e.g. specialists in Visual or Hearing Impairment, Autism Outreach Service, Speech and Language Therapy, Physical Impairment Medical Inclusion Service, Occupational and Physiotherapy, Child and Adolescent Mental Health Service etc.) to ensure we can fully meet these needs. Parents are encouraged to discuss with the SENCo any reasonable adjustments that would need to be put in place well in advance of application for a place in the college. Strong links with feeder primary schools enables us to prepare for the needs of all students prior to them starting with us.

Bishop Milner Catholic College has full and unrestricted access for the disabled in all buildings where the curriculum is delivered. The needs of the student will be taken into account when considering timetabling arrangements in an endeavour to provide full access to the curriculum available. College has a care room for children's intimate requirements.

5. Students with Education, Health and Care Plans.

Bishop Milner Catholic College will comply with the requirement to conduct an Annual Review of Statement, in conjunction with LEA advisors, for all students with an EHCP. However, the College decides the level and type of support that each student receives and we occasionally have to be flexible in how we support student's needs.

6. Identification Procedure

In line with the "Special educational needs and disability code of practice: 0-25 years" (2014), we do not regard identification of need as a single event but rather a continuing process, a graduated response. The term SS (SEN support) refers to most students identified on the college's SEN register apart from those with the most severe and complex needs whose needs are supported with an EHCP.

Key staff visit the feeder primary schools prior to students transferring to Bishop Milner Catholic College at Year 7. A transfer form and a meeting with the primary SENCo's helps to facilitate a smooth transition from primary to secondary. Information from feeder schools enables us to share information with Bishop Milner teaching staff, so that they can adapt their lessons to the needs of individual students. The SENCo liaises with all departments and House Progress Leaders (HPL's) and informs them of any learning difficulties of new students. Targets will be adapted accordingly and regularly reviewed.

Baseline screening tests in reading comprehension, spelling and writing speed, are carried out in summer term before students join in year 7. This is carried out through MIDYIS assessment (measuring ability in vocabulary, maths, non-verbal and skills), the Access Reading Test (focusing on reading comprehension), and the diagnostic Single Word Spelling test (SWST). Along with Key Stage 2 SATs results, our staff are provided with detailed information about the skills and abilities of our new students. These results are carefully analysed and students that require extra support are quickly identified and allows teachers to plan and differentiate for all individual's educational needs. This ensures that we support the needs of all students, including those not previously identified as requiring support. Tests are regularly administered as student's progress so we closely monitor the impact of our support (assess-plan-do-review).

The SENCo is part of the Senior Leadership Team and with the assistance of the SEN Administrator Jen Benson, manages a team of dedicated Teaching Assistants (TA's).

Good communication is key; teachers must be fully aware of the strengths and difficulties of all our students and how to effectively support and challenge them to achieve their best. The SEN Department benefits from full time administrative support.

The SEN area on SIMs ensures staff can easily access important advice. The SENCo provides advice via morning briefing, the weekly bulletin and via meetings. SENCo meets with staff (Pupil Premium, More Able, House Progress Leaders, and TA's) to discuss students' progress and identify those students needing additional support or prioritise need, actions and interventions and ensure we respond promptly and effectively in support of all our learners. The SENCo provides CPD (Continuous Professional Development) for new and existing staff.

6.1 Identification, Assessment, Record-Keeping and Review

Any member of staff at Bishop Milner, parents, or students themselves, may refer a student to the SENCo if they consider them to have difficulties with their education. SENCo will collect information from other subject teachers. Parents are encouraged to meet with staff and or the SENCo to discuss their child's needs and to plan and review the support their child will receive. The gathering of information in respect of identifying the student's special educational needs may be via:

- Liaison with teachers;
- Liaison with Primary school;
- Liaison with parents by college parents meetings and individual contact: college-parent/parent-college;
- Liaison with external agencies where students may have been known to their service;

6.2 SS (SEN Support) Identification

The triggers for intervention for SS (SEN Support) could be the teachers or others concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness.

- Student shows signs of difficulty in developing literacy or mathematics skills resulting in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in College;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

Upon referral to the SENCo, an assessment of the student is undertaken to identify the nature of the need and the severity.

Appropriate information is gathered from staff teaching the student, the tutor and any other teacher who is deemed to have a valuable input. In line with the Children Act 2004 and "Every Child Matters" we adhere to the principles of school-based early assessment and intervention. Assessments take place to inform teachers effectively of the needs of children and how to best address those needs in the learning environment. Information from feeder schools initially.

- Whole-school screen assessments. (Access Reading Test, MIDYIS, Literacy Progress Unit screening tests, and departmental assessments);
- SEN screen tests-SWST, SWRT and Sandwell Numeracy Screening test, etc.;
- Diagnostic assessment of individuals highlighted from the above three areas;
- Class teacher/subject area comments and analysis of progress registered through:
 - Class teacher/departmental targets via half termly reports indicating progress against targets and attitude to learning
 - Class teacher/departmental ongoing marking/assessment/ Students reviews
 - Student reports
- Students referred by class/subject teachers as giving cause for concern and therefore meriting assessment and possible inclusion on SEN register;
- Ongoing assessment, review and record-keeping of students in line with the schools' organisation of the Code of Practice.

Discussion takes place with parents to gather appropriate/relevant information on the child and individual targets set and greed. (Where there is deemed to be no SEN, the child will continue to be monitored by the class/subject teachers/tutors.)

Review/evaluation SENCo collects information from student's reports and requests staff comments, collates the information, discusses with the student and parents. Either new targets formulated (or it is agreed to remove the student from the SEN register).

SENCo review targets and either:

- Revert to the **review/evaluation** above as part of a continuous cycle; or

- Proceeds to ask for advice from external agencies.
 - A member of the LSS advisory team may conduct screening test for specific learning difficulties (e.g. dyslexia) on students as appropriate.
 - The SENCo contacts the parent/s or carer of all students who are referred to the Department and keeps them informed of the results of any screening or interventions that have been put in place either by the College or outside agencies such as the Learning Support Service, Educational Psychologist or Speech and Language Therapist.

6.3 Statutory Assessment for Education, Health and Care Plan (EHCP).

For those with the most complex needs, the SEN department will contribute to a single birth to 25 years EHCP which replaced Statements of SEN needs and Learning Difficulty Assessments. The EHCP will place much more emphasis on personal goals and will clearly describe the support a child will receive across different services, including at college, to achieve these ambitions.

The creation and delivery of these plans will be led by the Local Authority but College will be involved in developing, delivering and reviewing these plans working closely with parents.

As outlined in the SEN Code of Practice 2014, where a request for statutory assessment is made by a school/college to an LA, the child will have demonstrated significant cause for concern.

College may provide evidence from:

- College's action through SS (SEN Support);
- Records of regular reviews and their outcomes;
- The student's health including the child's medical history where relevant;
- National Curriculum levels;
- Attainment in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals and social services or educational welfare services;

6.4 Process for Action, Record-Keeping and Review of Statement/EHC plans

1. On receipt of an EHC plan for SEN from the local authority, the SENCo will formulate an action plan of support/provision.
2. From collated information and advice from external agencies, the SENCo discusses the child's needs with the child's parent. The support to be provided is indicated and set within short-term targets. Where LA doesn't issue an EHCP, the child reverts to SS (SEN Support) provision.
3. Review/evaluation: Interim Reviews: SENCo collects information from students reports/requests staff comments, collates information, discusses with student/parents. Either:
 - a) next plan formulated to continue to review; or
 - b) annual review initiated early.

4. Annual Review: SENCo collects information from staff, parents, and child & outside agencies. At the annual review, progress is discussed and either:
 - a) Maintain the EHCP; or
 - b) Request an amendment; or
 - c) Cease the EHCP and revert to SS.

7. Provision

Provision for students with SEN is a matter for the College as a whole. All members of staff have day-to-day responsibilities for SEN students. They are expected to be aware of the learning needs of all the students that they teach. Teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from learning support assistants or specialist staff. They must adapt their teaching in response to the diverse needs of students.

All students identified as SEN and those who have received support from the SEN Department are listed on the SEN Register, which is updated and distributed termly to all members of the teaching staff, via the College's SIMs database. Such records are confidential and handled with sensitivity.

Information relating to the SEN and the support given is recorded on each student's information page on the college's provision map. All teachers are expected to refer to relevant information in order to keep fully informed of the student's needs and the recommendations for support that have been made. All teachers are expected to adapt and differentiate their lessons to the needs of the students they teach. Teachers should identify on seating plans and in their mark books or similar records including class context sheets, the students who are on the SEN Register and note the nature of each student's learning difficulty.

The provision within the learning support department includes:

Learning Support:

One to one teaching for students who need a bespoke intervention.

These students work individually with a Teaching Assistant. Programmes of work may include: Functional English/Maths and a range of literacy "Catch Up" programmes including "Fresh Start", SpLD programmes, "Numicon", Reading Comprehension, Spelling support including "Success maker", "Toe-by-Toe" and "2-by-2". Writing intervention may include touch typing and improving motor skills with "Speed Up" or handwriting support.

Small group interventions.

Small groups of students work to improve their basic literacy and/or numeracy skills, motor skills /handwriting, Speech and Language interventions e.g. vocabulary, social skills, active listening etc.

Peer tutoring.

Year 12 students are paired up with students from year 7, 8 and occasionally 9; they support their reading through delivering a Toe-by-Toe phonics or 2-by-2 numeracy programme three times a week and listen to students read aloud, building confidence and strong, supportive relationships. They administer the SSRT reading test at the start of the programme, and monitor the improvement of students through regular assessments and feedback. We offer our 6th formers the opportunity to provide in class support for students are part of their service to the College and are invaluable as mentor and buddies.

Break and Lunchtime Games Club

Supported by Teaching Assistants, students have the facility to sit quietly or play games away from the bustle of the playground.

Homework Club

Students are supported to complete homework at the end of the College day.

The Aquinas Centre offers:

Mrs Marie Bowen - SENCo

Mrs Jen Benson - SEN Administrative support and TA Co-ordinator

Meeting room/small group facilities/outside agency appointments e.g. parents/assessment/mentoring, etc.

Damascus Room (Learning and study support base)

8. Policy for Testing New Students

Assessment for Students entering mid years and EAL:

Any concerns relating to new students will be referred to the SENCo who will carry out an initial assessment and observation to ascertain their reading, maths, spelling ages and writing speed. The SENCo or other SEN staff will also carry out observations of the students in class. Advice will be sought from previous schools and discussions held with the student and parents and/or carers.

Further advice and assessment sought from outside agencies as appropriate and plans/targets/interventions initiated and closely monitored.

9. Intervention

We aim to provide a graduated response to match each student's level of need. At each stage students are encouraged to take an active role in managing their learning difficulties and parents are kept fully informed of the actions and interventions, either by telephone contact, letter or arranged meetings.

These forms of intervention could be:

- Additional intervention by the teacher within the context of day-to-day classroom teaching;
- Longer-term 1:1 support with a focus on clearly defined learning difficulties;
- Study skills sessions, as a result of poor exam performance;
- Some in-class (subject) support to assist the students accessing the subject curriculum with practical group work;
- Small groups in literacy and numeracy;
- Speech and Language interventions;

10. Guidelines for Coordinating and Monitoring Learning Support**The Management of SEN**

The SEN Co-ordinator (SENCo) is Mrs M Bowen and she has the responsibility for the day-to-day operation of the SEN policy, and is line managed by the Principal, Mr R May.

The SENCo will:

- Oversee the day to day management of provision for students with SEN, including general class, small group and individual student support, and developing the college's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs;
- Identify students with possible learning difficulties and advising parents how to seek further professional assessment;
- Liaise with the Principal/relevant staff to regularly review and monitor SEN provision and to identify those in need of learning support; reporting weekly to the Senior Leadership Team as part of the audit process;

- Organise and manage the work of the College's Teaching Assistants, reviewing students on the SEN Register with the SEN team;
- Maintain the College's Special Needs list (PLASC) and all the required documentation and information on the College database relating to the learning support received and identified needs of students on the SEN Register;
- Keep records on students who have SEN needs and ensure their progress is regularly monitored and reviewed; ensuring that students are:
 - involved in decisions about their learning;
 - involved in reviewing how they are doing;
- Liaise with teachers, parents and external agencies. Ensuring that parents are:
 - involved in supporting their child's learning;
 - kept informed about the support their child is getting;
 - involved in reviewing how they are doing;
 - involved in planning ahead for their child;
- Ensure Annual Reviews for EHCP students are completed;
- Organise meetings as appropriate with designated teachers, external agencies and educational psychologists at regular intervals in respect of special needs issues;
- Take part in formal meetings with external agencies regarding individuals to be assessed;
- Liaise with the pastoral team (HPL's) regarding students on the SEN Register;
- Liaise with Literacy and Numeracy Co-ordinators, class teachers/subject departments/teachers to ensure the needs of students with special educational needs are met throughout all subjects;
- In line with the college's professional development programme/policy provide access to INSET training to meet the needs of the College and individual members of staff.
- Produce termly reports to the designated SEN Representative and an annual report for the Representatives 'Report to Parents'.
- Liaising with primary schools to ensure a smooth transition of SEN students to Bishop Milner.
- Liaising with the College's Examinations Officer to provide information relating to the Access Arrangements required for students external examinations;

11. Exam Dispensation

Where an authorised professional recommends that dispensation is applied for, the College Examinations Officer at Bishop Milner will apply for the dispensation. Exam dispensation can also be applied for by the Examinations Officer for students whose first language is not English and who have been in the United Kingdom for fewer than two years.

Close collaboration is needed between the Examination Officer, the SENCo and the Teaching Assistants who may act as readers, scribes, Oral Language Modifiers, etc. as required. Copies of the evidence/recommendations of these assessment reports are kept as an active list on our SIMS database, so all staff are aware these special arrangements must be custom and practice for all tasks and tests. Evidence for these arrangements may be requested at any time by the examinations authority (JCQ) and are securely stored and available for inspection in the SEN Administrators office.

Handwriting, writing speed and reading comprehension of all students will be monitored by subject staff. Any concerns will be highlighted to Heads of Department and the SENCo. Students who are not already on the SEN Register, who may require extra time in public exams, can be assessed for access arrangements by qualified staff at the discretion of the college.

If a student is entitled to exam access arrangements and may perform more competently in their public exams with extra time, then the students' parents are contacted. Any alternative methods of recording that students are entitled to use for exams, must be used as part of general classroom practice.

Where ICT has been recommended as an alternative to writing we will provide individuals with a laptop to use in college. Laptops remain the property of the College and are returned to the IT department (Mr P Sumner) at the end of each day. Some students require a scribe for extended writing tasks. TA's work with students within their lessons in order to ensure that this becomes part of common practice. Students with comprehension or processing difficulties may be entitled to extra time in exams; again, this should be part of normal classroom practice and can only be granted when the student has been formally assessed.

12. Learning Support Register

All students identified as having a significantly greater difficulty in learning than the majority of others of the same age are put onto the SEN register. All staff have access to this register including the provision map and individual student areas on SIMs. The register indicates each student's main areas of weakness or Learning Difficulty, whether they are receiving extra tuition from the SEN Department and whether they have exam access arrangements. Teachers must indicate on their seating plans and in their mark books which students have SEN/Pupil Premium/EAL or are more able.

13. Administration of Learning Support lessons

All learning support lessons are delivered by a qualified teacher or a Level 2 or 3 qualified teaching assistant. The work is co-ordinated by the SENCo and weekly meetings take place with teaching assistants to review and monitor progress made by these students. The SENCo will match the needs of the students with targeted work to help close any gaps in whatever area of difficulty each and individual students is facing.

14. The Role of the Teaching Staff

"Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students "whohave or may have SEN".

"Special educational needs and disability code of practice: 0-25 years" (2014)

Teachers should:

Identify in seating plans and their mark books, all students on the SEN Register and make a note of their specific learning difficulty or special educational need. Targets for each student are produced at the start of each term and all teaching staff are expected to adhere to the guidance and strategies set out. Staff must raise any concerns to the SENCo.

Ensure that they have up-to-date knowledge of the implications of the specific learning difficulty or special educational need of students on the SEN register and implement the appropriate recommended strategies.

In-Service Training

In-service training is available in respect of SEN for whole college, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with college Professional Development Policy. It will be delivered by one of the following:

- SENCo;
- Individual members of staff within the College who have a designated specialism;

- LA support services;
- External consultants/trainers;

15. The Role of Academy Representatives.

The Academy Directors arrangements for coordinating Learning Support and SEN provision follow The Special Educational Needs and Disability Act 2001.

One Representative, currently Gaynor Rennicks, is asked to take particular interest in Learning Support and SEN issues and to arrange an annual meeting with the relevant staff to review Learning Support and SEN provision. This Representative will report back to the Academy Directors meeting on the progress made by the Learning support team. Academy Representatives can also request that the SENCo give Directors an update on the Learning Support team's activity and effectiveness.

The Representatives should ensure that:

- They are fully apprised of the developing and monitoring of the College's SEN Support and SEN policy;
- All Directors, especially any with SEN responsibility, are up-to-date and knowledgeable about the College's SEN provision;
- SEN and Learning Support provision are part of the College's development plan.

16. Liaison with Parents

Parents of students identified as having SEN are invited into college to work with the staff to set outcomes and review the progress of their child. Parents as partners in their child's learning will know what targets have been set, what support is in place to achieve them and what progress has been made.

Parents receive a termly report from the college that show current performance at the end of each term.

All students with an EHCP will have an Annual Review meeting, with the individual Learning Support teacher having agreed a suitable date. Strategies and outcomes are made available for parents on request and parents inform strategies to help support their child.

Parents' evenings are held once a year for each whole year group and the SENCo is available at these meetings for consultation.

Parents are given the SEN Department direct telephone line and the e-mail address of the SENCo and SEN Administrator to help keep the channels of communication open.

New parents are given the opportunity to meet the SENCo, when their son/daughter first visits the college and subsequent meetings are arranged if it is felt necessary.

The Autism Outreach Service offer parenting support following diagnosis and ongoing as students progress through College and beyond. Connexions are also closely involved in supporting SEN students and parents as they transition from Y9 and beyond.

The SENCo provides parents with copies of reports provided by outside agencies and invites parents in to discuss them.

If the Educational Psychologist has worked with a student and written a report, parents are invited in to discuss the outcomes with the Educational Psychologist and the SENCo.

Parent Partnership: Contact with Parents

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within college. Parents are encouraged to request the opportunity for informal discussion or an organised meeting and to access the child's college record.

The College will seek to engage the services of a translator where requested by parents or deemed necessary by the SENCo to ensure partnership in developing strategies to help an individual student.

Complaints

Parents are partners with the College and a copy of the Bishop Milner Catholic Collegel/Archdiocese of Birmingham Complaints Procedure is available from the College. Parents may wish to seek further advice/assistance from SENDIASS: contact detail below.

17. Liaison with Primary Schools

Liaison between feeder primary schools and Bishop Milner Catholic Colleges' SEN Department is strong. The SENCo attends transition reviews for students with Statements of Special Need or EHCPs in Year 6. A transfer document and a meeting with the primary school SENCo is organised prior to any student transferring to Bishop Milner Catholic College. These meetings highlight the students' needs, work covered and tests administered. Folders for all students who have received lessons from the SEN Department in their primary school are transferred to Bishop Milner at the end of the Summer Term.

Feeder schools are visited by the SENCo and her team during the summer term. Individual needs are discussed with the class teacher and information is collated during the visit, as well as a supportive discussion with the student. Vulnerable students are invited to Bishop Milner Catholic College as part of a bespoke transition plan.

Value Added

The notion of "value added" is an important one to Bishop Milner and is monitored by student achievements in relation to assessments and results in the following ways:

- Examinations/tests, both college based and external;
- College's award schemes;
- Extra-curricular activities;
- Destinations at the end of the student's college career;

This information provides a valuable insight into the progress of students with special educational needs.

Parents are encouraged to request the opportunity for informal discussion or an organised meeting and to access the child's college record.

The College will seek to engage the services of a translator where requested by parents or deemed necessary by the SENCo to ensure partnership in developing strategies to help an individual student.

18. External Agencies/Facilities and Support Services

The college works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the College are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child. The following services/agencies are available to/involved with the college:

- Autism Outreach Service;
- Child psychology /SEN services;
- Sensory and physical impairment services;
- Home-school tuition (Cherry Tree Learning Centre);
- Social services;
- Health services - College Health adviser/ OT, Physiotherapy;
- Speech and Language Therapy Service;
- Child and Adolescent Mental Health Services (CAMHS);
- Connexions Service. We work closely with Connexions for students at SS or an EHC plan level to ensure that as young people prepare for adulthood outcomes should reflect their ambitions, which could be higher education, employment, independent living and participation in society;
- Counselling Support;
- Inclusion Officer;
- Learning Support Service;
- Looked After Children, Reviewing Officer/ Mentoring Support;
- Mentoring Support for EAL children, Peer Mediation Training;
- Travel training;
- Voluntary organisations - Dudley Council for Vol. Service, Dudley ASD Support Group, What Centre;

Details of outside agencies that provide support at BMCC:

- Rainbow bereavement training and programmes;
- Dyslexia Friendly Status Project;
- Autism West Midlands;
- i-can;
- Contact a family ;

Dudley Local Education Authority "Local offer" for students with Special Educational Needs may be found on the web at <http://fis.dudley.gov.uk/localoffer>

Confidential support and advice for parents is available from Dudley Special Educational Needs & Disability Information, Advice and Support Service - Dudley **SENDIASS** (Formerly Dudley Parent Partnership Service).
Telephone: 01384 236677

Contact Address: Trafalgar House, 47-49 King Street, Dudley, DY2 8PS