

# SEND INFORMATION REPORT

## Bishop Milner Catholic College



‘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.

### **The college offer for Special Educational Needs.**

This document has been written in compliance with “The SEND Code of Practice: 0-25 years” (2015).

As such, it is a working document and will be reviewed and updated as policies evolve.

Last updated: **January 2021**

Review by: **January 2022**

**A translated version of our SEN Information report is available on request.**

## **1. What types of special educational need does the academy provide for?**

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 (2015)” (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 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.

## **2. How does the college know if students need extra help?**

A student may be identified as having a Special Educational Need at any stage during his/her education. This may be a long-term difficulty requiring continuing support or a short-term difficulty requiring specific intervention.

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

- Primary School liaison for Year 7 transfer.
- Parental concerns.
- Young Person self-referral
- Staff referral
- Learner progress and assessment data.
- Cognitive Abilities Tests.
- Screen tests for reading, spelling and numeracy.
- Day to day observations of the young person in their learning environment.
- Assessments carried out by external agencies.

## **3. What should I do if I think my child may have special educational needs?**

If you think that your child may have a special educational need that has not been previously identified then you should contact the college and ask to make an appointment with the Special Educational Needs Coordinator (SENCO).

**SENCO:** Mrs Fiona Bansal

Bishop Milner Catholic College, Burton Road Dudley DY1 3BY

**Telephone:** 01384 889422

**Email:** fbansal@bmilner.dudley.sch.uk

## **4. What provision is there for young people with Special & Additional Educational Needs?**

Your Local Authority offer can be found at one of the following websites (A paper copy can be obtained from the SEN department on request):

**Dudley** <https://www.dudley.gov.uk/residents/dudleys-local-offer/>

**Sandwell** <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

**Wolverhampton** <https://www.wolverhampton.gov.uk/localoffer>

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.

### **5. What is the college's approach to differentiation and how will that help my child?**

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.

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. Subject teachers set suitable learning challenges when planning and respond to students diverse learning needs by differentiating resources, activities and their approach to ensure students can access the learning.

This can mean teachers plan:

- Visual, auditory or kinaesthetic activities.
- Pre-learning key vocabulary and concepts.
- Over-learning topics

- Set alternative activities for home learning.
- Provide specially targeted texts and resources which are appropriate for students' reading ages.
- Provide additional apparatus or materials
- Adapt and adjust resources to make them accessible for students with specific learning difficulties and physical/sensory needs.

The 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.

## **6. How will the curriculum be matched to my child's needs?**

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach young people with all types of additional learning needs and are responsible for making the curriculum accessible to all.

Some students may continue to make limited progress across the curriculum and require further support that is additional to or different from their peers. The SENCO is responsible for organising intervention for an individual or small group of students, which might include one of the following provisions:

- Further advice and support for teachers based on a pupil's need, so that individualised strategies can be implemented.
- Meet and Greet daily contact.
- Additional and targeted phonic sessions concentrating on teaching and securing initial phonemes as set out in "Letters and Sounds".
- Additional and targeted literacy and numeracy sessions developing students' knowledge of the core skills.
- Social, Emotional development sessions
- 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.
- Use of interactive software to support literacy and numeracy skills.
- In-class support
- Referrals and support from outside agencies.

At Key stage 4 students choose from a range of subjects, which help prepare them for the

next steps in their education. Learners and parents/carers are offered advice and guidance at the appropriate time to help make these important decisions.

## **7. How does the college assess, review and evaluate the effectiveness of my child's provision?**

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year.

Data is collected each term, from all subject teachers, showing the current level students are working at. This means that every subject area can track the progress of students across the school year and intervene if students experience difficulties.

In the case of intervention programmes, progress is reviewed each term, which might include testing or screening. All provisions are reviewed and evaluated by the SENCO for their effectiveness using EduKey Provision Maps. College provision is reviewed every year to ensure it continues to address the needs of current students.

## **8. How does the college secure equipment and facilities to support students with SEND?**

The College allocates money from its budget every year towards the provision of SEN support. These funds are to provide support, training and resources. Bishop Milner ensures that all students with SEND have their needs met to the best of the college's ability, within the funds available.

Funds are allocated on a need's basis. The students who have the most complex needs are given the most support. This approach reflects the fact that different learners require different levels of support in order to achieve age expected progress.

If you feel your child needs specialist support or equipment then please contact our SENCO, to discuss this.

## **9. How will I know and how will I participate in my child's progress?**

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 an Individual Learning Plan or EHCP, parents and carers will receive a written SEN report, in addition to progress data which is shared each term, providing information on the current needs and progress of the student. Parents and carers will be invited to review their child's progress and plan the next steps for the student.

The college considers parent and carer's views are a vital part of the reviews that take place during the academic year and therefore request your input and support. The SENCO is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality. In addition to this communication can be made through planners, by phone or by email.

The statutory guidelines for those students with an EHCP include the Annual Review process, where the provision and needs are reviewed. Then recommendations are filed with the LA SEN team. Parents are always invited to attend the annual review and as such will contribute to the process. Advice is provided by the college, external agencies, the student and the parent/carer. Documentation is shared in advance and meetings held at mutually agreed times. Summary advice is sent to the LA, the parent/carer and college.

At key points throughout the year parents and carers are also invited to attend the Bishop Milner SEND forum, where drop in discussions, questions and conversations can be had with the SENCO and other families.

## **10. How will my child be able to contribute their views and participate in decisions about their learning?**

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 regularly through discussions about their learning and how they can be supported further.

They have a significant role in the completion of their pupil passport, which provides key information about them to staff.

Students also participate in surveys and pupil panels, so that the college can gain insight into their experiences and gather their suggestions to help improve or develop the opportunities available to them whilst at Bishop Milner.

## **11. What specialist services and expertise are available at or accessed by the college?**

The SENCO completed and achieved the NASENCO qualification at Distinction level in September 2019. She liaises with many specialist services and outside experts, to ensure provision for students is appropriate and meets all needs. She attends many training events and conferences as part of her continued professional development.

The SEN department is made up of the SENCO, 3 Level Three Teaching Assistants, 4 Level Two Teaching Assistants and 3 TA apprentices.

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:

- Specialist Teaching Advisors – hearing impairment, visual impairment, physical impairment and medical inclusion, communication and language, SEND team.
- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAHMS), paediatricians, speech & language therapists, Occupational therapists and Physiotherapists.
- Children’s Services – locality teams, social workers, child protection teams, family support workers.
- Dudley Educational Psychology Service
- Parent Partnership Services (SENDIASS)
- Connexions

## **12. What SEND training have the staff had or currently having?**

Training for teaching students with SEND is considered essential. There is a rolling programme of whole school training in teaching and supporting students including:

Specific and Moderate Learning difficulties, Communication difficulties, Autism, ACES and attachment difficulties, Hearing impairment, Visual impairment and English as an Additional Language, Sensory Support and Disability Awareness.

In addition, there is regular training in:

Safeguarding and Child Protection, Outstanding Teaching & Learning and Managing Challenging Behaviour.

### **13. What support is there be for my child's overall well-being?**

All students are supported by a Form Tutor and Head of Year who is supported by the Pastoral Manager. In addition, students with SEND may be included in SEAL programmes and offered support during break and lunchtime. Other provisions include:

- Counsellor
- School Nurse
- Careers Advisor
- Krunch Mentoring
- Peer and Adult Mentoring
- Nurture activities
- Extra- Curricular Activities
- Rewards
- Buddy system
- Student Contracts
- Breakfast Club
- Homework Club

### **14. How will my child be included in activities outside the classroom including trips?**

All students are entitled to be included in all parts of the curriculum and the college will provide the necessary support to ensure that all students are included on trips.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a young person to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided.

## **15. How accessible is the college environment?**

Please refer to the Bishop Milner Accessibility Plan on the College website.

## **16. How will Bishop Milner prepare and support my child joining the college or transferring to another education provider?**

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 SEN files are shared. Where a new student has an EHCP a phase transfer review will take place.

In order to prepare students in the best possible way, the following support is offered:

- Close liaison with Primary Schools during the Spring/Summer term
- Additional transition meetings carried out with staff in the Summer term
- Contact with the previous/future education provider to ensure the transfer of the students SEN file.
- Base line testing / Screening on entry
- Buddy Support
- Contact with parents/carers
- Careers Advisor and Connexions support

## **17. Who can I contact for further information?**

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

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.

**Dudley** <https://www.dudley.gov.uk/residents/dudleys-local-offer/>

**Sandwell** <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

**Wolverhampton** <https://www.wolverhampton.gov.uk/localoffer>

## Other useful contacts:

### **The Special Educational Needs and Disabilities (SEND) Assessment Team**

Address: Ladies Walk Centre, Ladies Walk, Sedgley, Dudley, DY3 3UA

Telephone: 01384 814360

Email: [senteam@dudley.gov.uk](mailto:senteam@dudley.gov.uk)

**Dudley SENDIASS** (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs, disability, health and social care.

Address: Saltwells Education Centre. Bowling Green Road, Dudley, DY2 9LY

Helpline: 01384 817373

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

**IMPORTANT UPDATE** during Coronavirus, for parents with children with SEND and young people. We are continuing to operate the service, we are able to offer information, advice and support however in line with Government advice. Please make contact either by email [dudley.sendiass@dudley.gov.uk](mailto:dudley.sendiass@dudley.gov.uk) or by contacting our office mobiles 07824 543233 or 07900 161363

**Sandwell SENDIASS:** <http://www.sandwellsendiass.co.uk>

**Wolverhampton SENDIASS:** <https://wolvesiass.org/>

**Autism Outreach:** 01384 816974

### **Sunflower Centre**

- Occupational Therapy: 01384 366912
- Physiotherapy: 01384 361243

## **18. Who should I contact if I am considering whether my child should join the college?**

School admissions Service: <https://www.dudley.gov.uk/admissions>

Telephone: 0300 555 2345

Email: [admissions.cs@dudley.gov.uk](mailto:admissions.cs@dudley.gov.uk)

## **19. 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.

## **Adaptions to SEND in relation to COVID-19**

During the current lockdown, the college has continued to provide student's normal timetable and provision through Teams. For students where ICT issues have been a barrier to accessing their lessons, laptops have been provided or students have been attending college. Staff have been on hand via Teams, email or phone to provide support for students who are struggling with their learning.

Students have access to all provisions as laid out in the SEND Information Report.

EHCP annual reviews or meetings with external agencies are held via Teams with professionals and parents.

Outside agencies are providing interventions and support online via Teams or by Telephone.

Where it is necessary for support or provisions to take place face to face, all guidance on social distancing and hygiene is followed.