



## **Bishop Milner Catholic College**

### **SPECIAL EDUCATIONAL NEEDS & DISABILITIES 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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## 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 at the centre of all we say and do with the Gospels providing 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 & 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. 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 needs of the child receiving the special educational provision and the efficient education of the students with whom they are educated.

At Bishop Milner the views of the child will be sought and central to 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. Their participation in this process 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 that any support intends to achieve rather than counting the hours or resources given to a child.

The Special Educational Needs Policy has due regard to all relevant legislation, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

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 in preparation for adulthood, 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 or 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 assess all our students upon entry to ensure all barriers to learning are identified. Parents are kept informed when 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 Fiona Bansal, will liaise with all teachers regarding the specific needs of each of the students on the SEN Register and the SEND department monitors 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 SEND. 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, quality first teaching strategies will be tailored to the needs of the student and planned for, delivered by and reviewed by individual class teachers. Support is then adapted/increased or ceased as appropriate according to outcome.

We recognise that effective short-term outcomes, 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:

- Universal: requiring a quality first teaching approach
- Wave 1: requiring a quality first teaching approach, small group support sessions, individual mentoring, additional screening and/or observations, modified equipment, resources and access arrangements.
- Wave 2: Targeted support from TAs in class, modified small group or 1-1 interventions focused on specific learner needs, following advice from external agencies.
- Wave 3: individualised support from TAs, small group or 1-1 interventions focused on specific outcomes as agreed by LA (Ref: Appendix 2 -Graduated Response within School)

Most students with barriers to learning are able to have their needs met within the classroom by their class teachers and will be placed on our monitoring register should circumstances change. A smaller number of students who have an identified SEND need are placed on our SEND register. This indicates that they are receiving support different from or in addition to the support they are accessing in the classroom, in this case short term outcomes and provisions are set out in their individual Learning Plans and may involve external agencies providing advice, guidance or interventions. For students with severe and complex needs, College provides appropriate support as described on their individual Education and Health Care Plan (EHCP). Students who are supported on the SEN register have termly reviews at College, where pupils, parents and the learning plans are updated.

Provision is a matter for the College's Representatives, Executive Principal, Head of School, SENCO and all other members of staff to review and ensure they provide the most appropriate 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.

Bishop Milner Catholic College offers support for students with various learning needs including mild/moderate general learning difficulties, specific learning difficulties, Autism (ASC), speech, language and communication difficulties, physical, visual or hearing impairments.

We are committed to offering a curriculum that can meet the individual needs of all our students, including those with Special Educational Needs as defined in the SEN Code of Practice (2014), through the use of Teaching & Learning Strategies that will help students to know more and remember more.

### **2.1 Aims**

- To implement good practice following the guidelines of The SEN Code of Practice 0-25 (DfE 2014) and The Equality Act 2010;
- To meet the needs of those students identified as having Special Educational Needs or a Disability and/or Additional Educational Needs;
- 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;
- 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 SEND are the responsibility of the whole College;
- To ensure a graduated response, where a cycle of assessment, planning and scaffolding 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 and their parents at all stages;
- 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 Educational Needs who are without EHCPs.

We take full account of the following:

- Note 1 - Children with an EHCP 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.

Treating all students as individuals is important to us and we welcome students with Special Educational Needs and/or Additional Educational Needs, as 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 alongside 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 Therapists, Physical Impairment Medical Inclusion Service, Occupational and Physiotherapists, 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 people with disabilities in all buildings where the curriculum is delivered. The needs of the student will be considered when reviewing timetabling arrangements in an endeavour to provide full access to the curriculum available. College has a care room for children's intimate care requirements.

### **5. Students with Education, Health and Care Plans.**

Bishop Milner Catholic College will comply with the requirement to conduct an Annual Review, in conjunction with LA advisors and specialist teachers, for all students with an EHCP. The college will, with best endeavours, implement the provisions as outlined in Section F of the student's plan. If despite reasonable steps being taken, the college is unable to provide any of the educational provisions required to meet need, we will consult with all stakeholders in order to plan next steps and an Emergency Annual Review may be required.

### **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 SENS (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 and/or liaise with the feeder primary schools prior to students transferring to Bishop Milner Catholic College in 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 the pastoral team, informing them of any learning difficulties of new students. Learning outcomes will be adapted accordingly and regularly reviewed.

Baseline screening assessments focused on cognitive and literacy skills, are carried out in summer term before students join in Year 7. Along with attainment data from primary school, 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; this 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).

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 schools management information system ensures staff can easily access all key SEND information on a daily basis. The SENCO provides advice via morning briefing, bi-weekly SEND briefing, whole College Bulletin, weekly SENCO surgery drop ins and via meetings with individual teaching staff or departments. The SENCO attends weekly Student Welfare Meetings (with the Assistant Head Teacher over Behaviour and Attitudes, the Student Welfare Officer and the Attendance officer). The SEND department also meet twice a week to discuss students' progress, identify those students needing additional support, prioritise need, actions and interventions and to ensure we respond promptly and effectively in support of all our learners. The SENCO and the SEN team provide 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. The 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;

All information is stored in accordance with GDPR requirements.

### **6.2 SEN Support (SENS) Identification**

The triggers for intervention for SENS (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. Assessments take place to inform teachers effectively of the needs of children and how to best address those needs in the learning environment. Information is provided from feeder schools initially.



- Whole-school screen assessments. (Lucid Lass 11-14 -GL Assessment and departmental assessments);
- SEN screen tests (assessment tools for wellbeing, development, attainment, or cognitive ability as considered suitable by the SENCO)
- Diagnostic assessment of individuals highlighted from the above areas;
- Class teacher/subject area comments and analysis of progress registered through:
  - Class teacher/departmental targets via 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, and in accordance with GDPR.

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

**Review/evaluation** SEND department collects information from student's reports and requests staff comments, collates the information, discusses with the student and parents. Either new outcomes are formulated or it is agreed to remove the student from the SEND register.

**Following review of outcomes, SENCO decides to either:**

- Revert to another cycle of Assess, Plan, Do, Review; or
- Proceeds to ask for advice from external agencies.
  - 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 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 SENCO will contribute to a single birth to 25 years EHCP Assessment. 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 SENS (SEN Support);
- Records of regular reviews and their outcomes;
- The student's health including the child's medical history where relevant;
- Attainment over time with an emphasis on literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist teacher or an educational psychologist, or internal assessments carried out by the SENCO;
- 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 EHCP

- On receipt of an Education, Health and Care plan from the Local Authority, the SENCO will formulate an individual provision map and learning plan to support the educational outcomes set out within the EHCP.
- 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 long term and short-term outcomes. Where the LA doesn't issue an EHCP, the child remains at SENS (SEN Support) provision.
- Review/evaluation:
  - Interim Reviews: SENCO collects information from students reports, requests staff comments, collates information, discusses with student/parents and either:
    - adapts the plan following the review; or
    - initiates an early annual review.
  - Annual Review: SENCO collects information from staff, parents, and child & outside agencies. At the annual review, progress is discussed and either:
    - Maintain the EHCP; or
    - Request an amendment; or
    - Cease the EHCP and revert to SENS.

All information is kept in accordance with GDPR.

## 7. Provision

Provision for students with SEND is a matter for the College as a whole. All members of staff have day-to-day responsibilities for these 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 teaching assistants or specialist support staff. They must adapt their teaching in response to the diverse needs of students.

All students identified as having a SEND need are listed on the SEND 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, and kept in accordance with GDPR.

Information relating to the SEND need 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 plan for and adapt 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 SEND Register and note the nature of each student's learning difficulty.

The provision within the SEN department includes:

**Learning Support:** One to one or small group teaching for students who need a bespoke intervention. These students work individually or in a small group with a Teaching Assistant or other specialist support staff. Programmes of work may include: basic literacy and numeracy support, vocabulary development, social interaction and communication skills, Reading and/or Spelling fluency. Writing interventions may include touch typing and improving motor skills with "Speed Up" or handwriting support.

**Peer tutoring:** Year 12 students are paired up with students from year 7, 8 and occasionally 9 to support their reading and phonological skills. We offer our sixth formers the opportunity to provide in class support for GCSE students as part of their service to the College and they are invaluable in roles as peer mentors or buddies.

**Break and Lunchtime Games Club:** Supported by Teaching Assistants, students can choose to access this facility to sit quietly, play games, and practice social skills away from the bustle of the playground.

**Homework Club:** Students are supported to complete homework at the end of the College day.

**Breakfast Club:** Supported by Teaching Assistants, students have the opportunity to have something to eat and a chat with a supportive adult at the beginning of the school day.

## 8. Policy for Testing New Students

Assessment for students entering mid years and EAL will be considered in accordance with the appropriateness of the individual's circumstance. Any concerns relating to new students will be referred to the SEND Department, who will carry out an initial assessment and possibly an observation to ascertain their social development, their cognitive ability and literacy skills. Advice will be sought from previous schools and discussions held with the student and parents and/or carers.

Further advice and assessment may be carried out by SENCO or sought from outside agencies as appropriate and plans/outcomes/interventions are then 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, email, 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 SEND

The SEND Co-ordinator (SENCO) is Mrs F Bansal: she has the responsibility for the day-to-day operation of the SEN policy. The SENCO is part of the Senior Leadership Team and manages a team of dedicated Teaching Assistants (TA's).

The SENCO:

- Oversees the day to day management of provision for students with SEND (including general class, small group and individual student support), and develops the College's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs;
- Identifies students with possible learning difficulties and advises parents how to seek further professional involvement;
- Liaises with SLT and other relevant staff to regularly review and monitor SEND provision and to identify those in need of learning support;
- Organises and manage the work of the College's Teaching Assistants, reviewing students on the SEND Register with the SEND team;
- Maintains the College's SEND Register together with all the required documentation and information on the College database relating to the learning support received and identified needs of students on the SEND Register;
- Keeps records on students who have SEND needs in accordance with GDPR and ensures their progress is regularly monitored and reviewed; enabling students to be:
  - involved in decisions about their learning;
  - involved in reviewing how they are doing;
- Liaises 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;
- Ensures Annual Reviews for EHCP students are completed;
- Organises meetings as appropriate with designated teachers, external agencies and educational psychologists at

- regular intervals in respect of special needs issues;
- Takes part in formal meetings with external agencies regarding individuals to be assessed;
- Liaises with the pastoral team regarding students on the SEND Register;
- Liaises with Literacy and Numeracy Co-ordinators, class teachers/subject departments 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, provides access to INSET training to meet the needs of the College and individual members of staff.
- Contributes towards the termly Headteachers report, which goes to Representatives.
- Liaises with primary schools to ensure a smooth transition of SEND students to Bishop Milner.
- Liaises with the College's Examinations Officer to provide information relating to the Access Arrangements required for students' external examinations;

## **11. Exam Dispensation**

The SENCO uses a specialist teacher qualified under CPT3A to assess and apply for suitable exam access arrangements for students within the College.

Where dispensation is recommended and applied for, the College Examinations Officer at Bishop Milner will oversee the administration of 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 SharePoint and on SIMS, 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 in accordance with GDPR and available for inspection electronically.

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 SEND Register, who may require extra time in public exams, can be assessed for access arrangements by qualified staff.

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 with word-processing facility to use in college. Laptops remain the property of the College and are returned to the SEND and/or ICT departments 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. SEN 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 with parental agreement. All staff have access to this register including the provision map and individual student areas on SIMS and Class Charts. The register indicates each student's main areas of weakness or Learning Difficulty, details of additional provisions 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 sessions

All learning support sessions are delivered by a qualified teacher or a Level 2 or 3 qualified teaching assistant. The work is co-ordinated by the SENCO and meetings take place with TA's 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 individual student 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 "who have or may have SEN".*

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

Teachers should:

Identify all students on the SEND Register in seating plans and mark books, make a note of their area of Special Educational Need and plan support following the guidance and strategies provided on Pupil Passports. Learning plans for students are adapted following a review each term and all teaching staff are expected to adhere to the provision set out on these plans. Staff must raise any concerns to the SENCO directly.

Ensure that they have up-to-date knowledge of the implications of the area of Special Educational Need or Disability of students on the SEND register and implement the appropriate recommended strategies.

**In-Service Training:** In-service training is available in respect of SEND 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 or member of the SEND department
- 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 SEN Code of Practice (2014).

One Representative is asked to take particular interest in Learning Support and SEND issues and to arrange an annual meeting with the relevant staff to review SEND provision. This Representative will report back to the Academy Directors meeting on the progress made by the SEND 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 SEND Support and SEND policy;
- All Directors, especially any with SEND responsibility, are up-to-date and knowledgeable about the College's SEND provision;
- SEND provision is part of the College's development plan.

## 16. Liaison with Parents

Parents of students identified as having a SEND need are invited to work with college staff to set outcomes and review the progress of their child. Parents as partners in their child's learning will know what outcomes 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.

**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 time in College;

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

All students with an EHCP will have an Annual Review meeting, with a suitable date agreed by parents. Strategies and outcomes are made available at all times 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 for a follow up consultation should parents wish to have a further discussion.

Parents are given the SEND Department telephone extension and the e-mail address of the SENCO 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 SEND 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 to discuss the outcomes with the Educational Psychologist and the SENCO.

**Working in partnership with parents:** Parents are viewed as partners in their child's education and we aim to keep them fully informed and consulted in relation to our school offer and future provisions. 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 College/Archdiocese of Birmingham Complaints Procedure is available from the College. Parents may wish to seek further advice/assistance from SENDIASS (contact details below).

## 17. Liaison with Primary Schools

Liaison between feeder primary schools and Bishop Milner Catholic Colleges' SEND Department is strong. The SENCO can attend transition reviews for students with 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. Electronic documents and folders for all students who have received additional support from the SEND Department in their primary school are transferred to Bishop Milner at the beginning of Year 7 in accordance with GDPR.

Feeder schools are visited by our transition lead on a frequent basis and any relevant information is passed on to the SENCO. Individual needs are discussed with the class teacher and information is collated during visits, as well as supportive discussions with the student. Vulnerable students are invited to Bishop Milner Catholic College as part of a bespoke transition plan.

### **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 or disability. 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;
- Educational Psychology;
- Sensory and physical impairment services;
- Home-school tuition (Cherry Tree Learning Centre / Albright Centre);
- Social Care 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 SENS 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;
- Welfare Officer
- Looked After Children, Designated Teacher / Mentoring Support;
- Travel training;
- Voluntary organisations – Dudley CVS, Dudley Autistic Support Group, What Centre;

The "Local offer" for students with Special Educational Needs may be found on the web at:

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

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

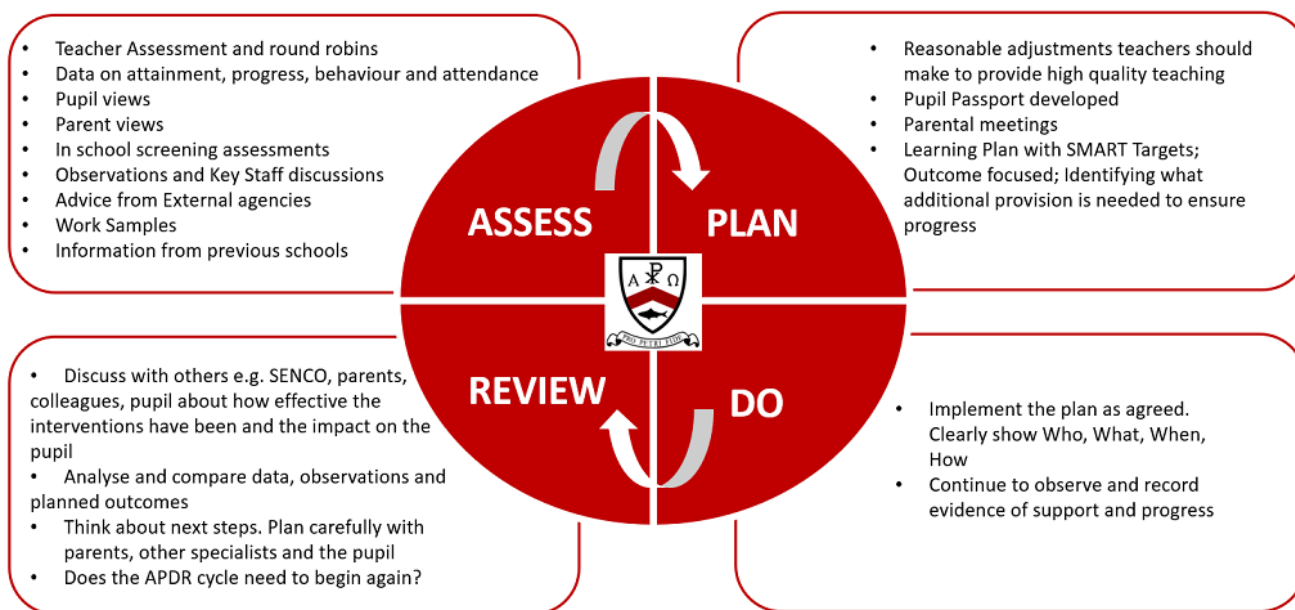
**Wolverhampton** <https://www.wolverhampton.gov.uk/localoffer>

**Dudley SENDIASS** provides impartial information, advice and support to young people and parents, covering special educational needs, disability, health and social care. Please make contact either by email [dudley.sendiass@dudley.gov.uk](mailto:dudley.sendiass@dudley.gov.uk) or by contacting their office mobiles 07824 543233, 07900 161363 or 07929 777744. <https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

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

**Wolverhampton Information, Advice and Support Service:** [www.wolvesiass.org](http://www.wolvesiass.org)

## APPENDIX 1 - ASSESS-PLAN-DO-REVIEW CYCLE



## APPENDIX 2 - GRADUATED RESPONSE WITHIN SCHOOL

Level	Triggers/Indicators of Need	Interventions
Quality First Teaching (QFT) UNIVERSAL	<ul style="list-style-type: none"> <li>Some difficulty acquiring skills, notably in language, literacy and numeracy.</li> <li>Some discrepancies between attainments in different core subjects or within one core subject.</li> <li>May be slower to retain, use and apply everyday concepts than age equivalent peers.</li> <li>Mild levels of sensory impairment or fine motor skills e.g. handwriting, may be poorly developed and finds recording difficult or visual / perceptual needs.</li> <li>May need time allowed for mobility issues.</li> <li>May have difficulties related to behaviour, social or emotional issues and needs some help with these.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are teachers of children with special educational needs (Code of Practice, 5:2).</li> <li>Quality First Teaching approach through: planning, organisation of groups, delivery of lessons, allocation of tasks, support &amp; resources, lesson objectives/outcomes and through classroom displays.</li> <li>Interventions such as step out cards, Lexia skill builders, Guided reading, Numeracy Ninjas, homework support, peer mentoring and pastoral support.</li> </ul>



<p>Monitoring (M) WAVE 1</p>	<ul style="list-style-type: none"> <li>• Continued difficulty acquiring skills, notably in language, literacy and numeracy for a term or more.</li> <li>• Pupils remain below flight path or attainment continues to be lower than those of their age equivalent peers for a term or more (i.e. their performance is amongst that of the lowest 10-15% of their age group).</li> <li>• QFT overtime hasn't resulted in progress being made in areas causing concern.</li> <li>• Evidence that pupil's difficulty with acquiring skills is interfering with their ability to make expected progress.</li> <li>• May have at least 2 periods of fixed term exclusions.</li> <li>• May have attendance below 90% for at least a term.</li> </ul>	<ul style="list-style-type: none"> <li>• Support is additional to or different from normal classroom provision but still remaining the overall responsibility of the class teacher.</li> <li>• SEND Cause for concern referral made by teacher/behaviour manager/attendance officer or parental meeting with SENCO requested.</li> <li>• Some targeted support from TAs in class (Collaborative Teacher/TA planning sheets)</li> <li>• Special arrangements for tests e.g. use of laptop with Docsplus, separate room, rest breaks, prompter.</li> <li>• Modified equipment or resources such as coloured paper, overlays etc.</li> <li>• Pupil Passport or learning plan led by pastoral team if required</li> <li>• Screening assessments and/or observations carried out.</li> <li>• Small group support e.g. 3 x 20 minutes sessions on Lexia; Dynamo Maths intervention sessions; guided reading/writing groups; Language and Social interaction development sessions.</li> <li>• Individual mentoring sessions guided by motivational interviewing.</li> </ul>
<p>SENS (K) WAVE 2</p>	<ul style="list-style-type: none"> <li>• Pupil continues to have significant learning difficulties that have not responded fully to additional support given within school for a term or more.</li> <li>• Progress remains unsatisfactory and there is evidence that the learner is falling progressively behind the majority of students the same age in academic attainment despite appropriate support for a term or more.</li> <li>• Measures of the learners' abilities (where available) show their performance to be below the 5<sup>th</sup> centile or below (equivalent to a</li> </ul>	<ul style="list-style-type: none"> <li>• Support is additional to or different from normal classroom provision but still remaining the overall responsibility of the class teacher.</li> <li>• Working on individual access arrangements in preparation for GCSE exams.</li> <li>• Additional planning and arrangements for transition.</li> <li>• Targeted support from TAs in class (Collaborative Teacher/TA planning sheets)</li> <li>• Modified small group or 1-1 interventions focused on specific learner needs.</li> <li>• Pupil passport and Learning Plan developed, with SEN Termly review meetings led by key worker from the SEND department.</li> </ul>

	<p>standardised test score of 75).</p> <ul style="list-style-type: none"> <li>• The school requests involvement from external professionals to help the student make progress, assess problems and review the type and level of support given.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued involvement of external agencies necessary – Speech and Language Therapists, Educational Psychologist, Phase trust, Specialist teachers etc.</li> </ul>
<p>Application for EHCP / EHCP (E) WAVE 3</p>	<ul style="list-style-type: none"> <li>• At least two terms of evidence that the learner's performance continues to be at the lower end of their expected flight path in some subject areas despite appropriate support in place.</li> <li>• May have at least two terms of evidence that the learner has continuing difficulties with sequencing, visual and/or auditory perception, co-ordination, concentration or short-term working memory.</li> <li>• May have at least two terms of evidence indicating that learner's low self-esteem and/or difficult behaviour is linked to avoidance of or frustration with tasks requiring their use of weaker skills.</li> <li>• Measures of the learners' abilities (where available) show their performance to remain below the 5<sup>th</sup> centile or below (equivalent to a standardised test score of 75), despite targeted intervention.</li> <li>• External assessments over time, together with advice and support for at least 2 terms are indicating a more</li> </ul>	<ul style="list-style-type: none"> <li>• Support is additional to or different from normal classroom provision but still remaining the overall responsibility of the class teacher.</li> <li>• Individual access arrangements in preparation for GCSE exams.</li> <li>• Additional planning and arrangements for transition with support from Connexions.</li> <li>• Individualised support from TAs.</li> <li>• Modified small group or 1-1 interventions focused on specific outcomes as agreed by LA.</li> <li>• SEN termly reviews by the SENCO (including annual reviews of EHCP with external agencies).</li> <li>• Continued involvement of external agencies where appropriate – Speech and Language Therapy, Educational Psychologist, Phase trust, Learning support service, Hearing/visual/physical impairment services etc.</li> </ul>

	<p>highly differentiated and individualised programme is necessary.</p> <ul style="list-style-type: none"><li>• Cost of provision to support learner's individual needs significantly exceeds SEN Notional Budget.</li></ul>	
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