

SEND INFORMATION REPORT

2023-24

Bishop Milner Catholic College



“Inspiring hearts and minds with Christ
at the centre of all we say and do”

Mission Statement

The college offer for Special Educational Needs.

“Therefore encourage one another and
build one another up, just as you are doing.”

1 Thessalonians 5:11

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.

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

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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 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

What kinds of SEND do students have in your school?

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.

Typically, our students with SEND have difficulties that fall within all four areas of need. These can be communication difficulties such as delays in their expressive and/or receptive language, general learning difficulties (especially reading and/or writing) or difficulties relating to their social/emotional development. Some of our students have physical disabilities and others have sensory difficulties with sight and/or hearing.

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. We actively encourage all students to become involved in the wider College community, including extracurricular activities.

We aim to embrace any SEN for any student attending the College, without discrimination.

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

How does the college know if students need extra help?

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.
- Screening tests for reading, spelling and numeracy.
- Day to day observations of the young person in their learning environment.
- Assessments carried out by external agencies.



**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



How will I know that my child is making progress? How do you evaluate provision?

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year, in accordance with the college's assessment procedures.

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.

Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps with subject teachers. All students with an Education, Health & Care Plan have an Annual Review.

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 Edu Key Provision Maps. College provision is reviewed every year to ensure it continues to address the needs of current students.



How do you check and review the progress of my child and how will I be involved?

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. We also offer appointments with the SENCO to parents at the end of each term.

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.

Every term parents and carers are also invited to attend the Bishop Milner SEND Coffee Mornings, where drop in discussions, questions and conversations can be had with the SENCO and other families.

How do teachers help pupils with SEND?

Our college aims to teach all students together in their classes wherever possible with the class teacher personalising the learning for all students. 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.

Our 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 scaffolding resources, activities and adapting their approach to ensure students can access the learning.

This can mean teachers plan for:

- Multi- Sensory activities and instruction.
- Pre-learning and retrieval of key vocabulary and concepts.
- Over-learning topics
- Set alternative tasks for progress or home learning.
- Provision of specially targeted texts and resources which are appropriate for students' reading ages.
- Provision of additional apparatus or materials
- Adaption and/or adjustment of 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.

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 using the Fresh Start Programme.
- 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.

How accessible is the school environment?

Our college is a safe and accessible building and it is welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including lifts to access all areas; disabled toilets; wide corridors and equipment to help with reading, writing and physical education.

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

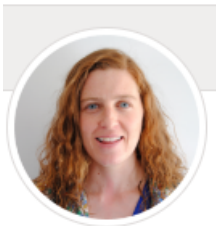


Is there additional support available to help pupils with SEND and their learning?

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.

In addition to the SENCO, the SEN department is made up of:

Our Deputy SENCO – Ms C Flynn



Ms Flynn is a highly experienced teacher who holds the NASENCO qualification.

Responsible for:

- The day to day operations of SEND provision at Bishop Milner, including the line management of Teaching Assistants.
- Providing advice, guidance and training to classroom teachers on supporting pupils with SEN.
- Carrying out assessments of pupils with SEN to identify needs and monitor progress – including classroom observations and meeting with teachers and parents.
- SEN extra-curricular provisions such as Games Club, Homework Club and Wheel Chair Basketball
- Quality assuring and development of SEN support learning plans
- Individual risk assessments.
- Access arrangements
- Implementation, Monitoring and reviewing Wave 2 interventions delivered by the SEN Team

Our SENCO Admin– Ms B Shuker



Responsible for:

- Providing overall administration support to the Special Educational Needs Department

Our Alternative Provision Lead - Mrs F Farmer

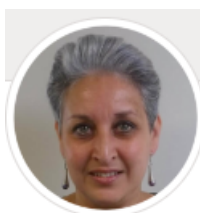


Mrs Farmer is currently trained in Team Teach and Safer Handling, Facilitation skills for Experiential Learning, delivering and assessing AQA unit awards, DBT for Adolescents, Functional Skills courses in English and Maths; Trauma focused CBT; Assessment and risk assessment of children and adolescents in crisis; Solution-Focused Therapy and the RAID approach to supporting challenging and disturbing behaviour.

Responsible for:

- The day to day operation of 'Aquinas' (our internal alternative provision).
- Carrying out assessments, observations, interventions, reviews and reintegration for students needing support in the area of Social, Emotional and Mental Health needs, as well as in-year admissions.
- Supporting and coaching colleagues with de-escalating challenging behaviours from students and implementing restorative practice.

Our Level 3 Teaching Assistant – Mrs B Russon



Responsible for:

- TA induction
- Mentoring our TA Apprentices
- Quality assuring and developing TA practice and deployment within the classroom.

We have 4 permanent Level Two TAs – Miss S Jones, Mrs C Kimberly, Miss M Rico, and Miss M Zarychta



We also currently have 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, specific and moderate learning difficulties and the SEN 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

Dudley's Local Offer

How are the school's resources allocated and matched to children's special educational needs and how is the decision made about how much/what support my child will receive?

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.

**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.



What support is there be for my child's overall well-being?

All students are supported by a Form Tutor, Head of Year, Pastoral Support Lead as well as our Behaviour Manager if required. In addition, students with SEND may be included in programmes to develop their social and emotional literacy during break and lunchtime. **Other provisions include:**



- Counsellor
- School Nurse
- Careers Advisor
- External Mentoring
- Internal Peer / Adult Mentoring
- Nurture activities
- Extra- Curricular clubs
- Rewards
- Buddy system
- Student Contracts
- Breakfast Club
- Homework Club

How will my child be involved in their own learning and decisions made about their education?

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.



What training have the staff supporting children and young people with SEND had or are 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, English as an Additional Language, Sensory Support and Disability Awareness.

In addition, there is regular training in:

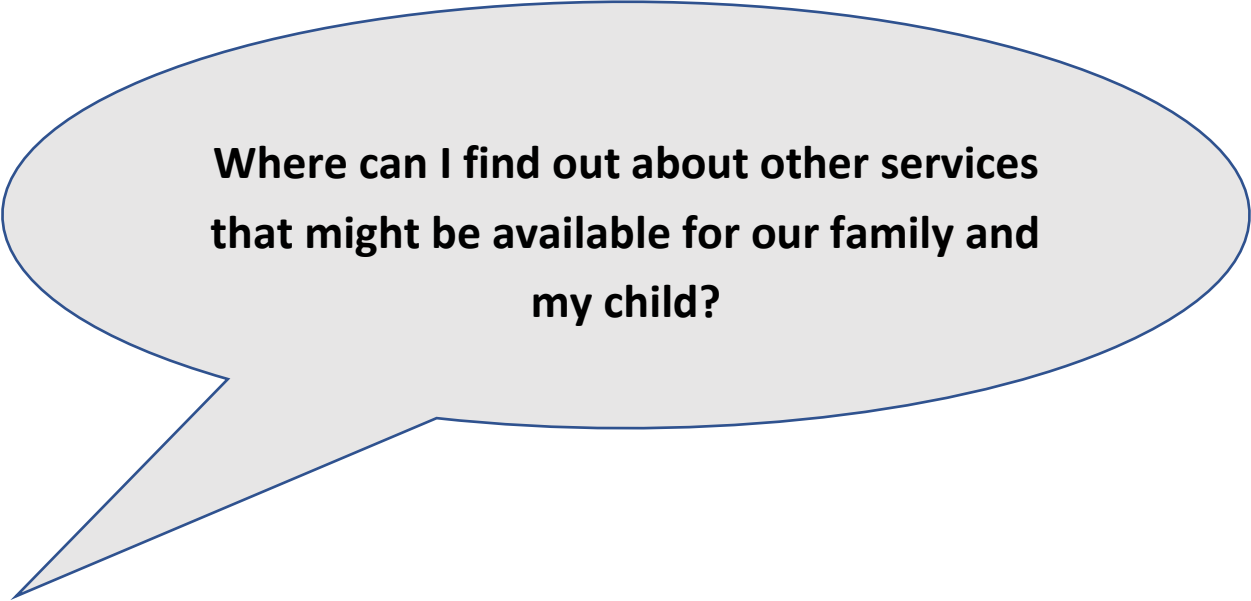
Safeguarding and Child Protection, Quality First Teaching, Raising the Attainment of Disadvantaged Youngsters, Mental Health and Managing Challenging Behaviour.

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 key 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



**Where can I find out about other services
that might be available for our family and
my child?**

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.

Here are the links below for the Local Authorities we work with:

Dudley <https://dudleyci.co.uk/categories/send-local-offer>

Sandwell

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/family.page?familychannel=2>

Wolverhampton

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

**Who should I contact to find out
about support for parents and
families of children with SEND?**

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

Other useful contacts:

The Special Educational Needs and Disabilities (SEND) Assessment Team

Telephone: 01384 814360

Email: senteam@dudley.gov.uk

Dudley SENDIASS

Further information:

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

Telephone: 07824 543233, 07900161363 or 07929777744

Email: dudley.sendiass@dudley.gov.uk

Sandwell SENDIASS: <https://www.sandwellsendiass.co.uk>

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

Autism Outreach: 01384 816974

Sunflower Centre

- Occupational Therapy: 01384 366912; Email: bcpft.childrensOT@nhs.net
- Physiotherapy: 01384 361243; Email: Bchft.paediatricphysiotherapy@nhs.net

Who should I contact if I am considering whether my child should join the college?

Visit: <https://www.dudley.gov.uk/residents/learning-and-school/school-information/school-admissions/>

Or contact Dudley Council Plus on:

Telephone: 0300 555 2345

Who can I contact if I have a complaint?

We would always ask that you address any concerns with your child's subject teacher or their form tutor 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.