

FREQUENTLY ASKED QUESTIONS



SEND

Q How will the different teachers know my child's needs?

A Every child with SEND has a Pupil Passport, which is accessible to all teaching staff and the SEND team. This is a document that is written by the SEND Team, including the views of the pupil and parent/carer. The Pupil Passport describes the child's area of need, diagnosis, strengths, involvement of external agencies, pupil views, parent/carer views and Exam Access Arrangements. The Pupil Passport is updated as new information becomes available and it is a working document.

Q My child has autism. What support will be provided?

A Pupils with a diagnosis of autism receive universal support through high quality teaching in the classroom and their Pupil Passport. They will be placed on the Special Education Needs and Disability Register. In addition, they have access to Mrs L McGowan, our Lead Teaching Assistant for Autism, who provides support before school with any difficulties they may have. With parental consent, pupils are referred to the Communication and Autism Team (CAT) for specialist support. A lot of specialist support is advice to teaching staff on approaches to use in the classroom with a child. The specialist teacher along with school identifies the child's level of need, and specialist support is provided accordingly. This is limited and on a needs basis. There is no individual one-to-one support provided in the classroom.

Q I usually have a chat with the teacher in the playground after school if I have any concerns about my child. How will I let school know my concerns?

A Mrs Wheeler, the SENCO will provide you with her email address on the school website. Any concerns can be emailed, as this is usually the easiest way to make contact. Mrs Wheeler will either email or phone you to discuss the concern. Information about SEND events is also provided on the school website 'BC14', which is published fortnightly.

There is a section on the school website called the SEND HUB. You can find relevant SEND policies, information about Exam Access Arrangements, information about different conditions and information from specialist agencies.

Q My child has an Education Health and Care Plan (EHCP). What support will be provided?

A As will all pupils with SEND, a child with an EHCP has a Pupil Passport and will be placed on the Special Educational Needs and Disability Register. However, due to your child having more complex needs, he/she will have a named teaching assistant who will monitor your child's progress through communication with subject teachers and their Head of Year. The teaching assistant will contact you fortnightly and any concerns can be quickly addressed. The SENO will lead EHCP reviews annually or sooner if the need arises. The SENCO will also contact relevant specialist agencies for specialist advice and guidance.

Q How many Teaching Assistants does the school have?

A There are two full time teaching assistants and three part time teaching assistants. They provide support for approximately 170 pupils.

Q My child has dyslexia. What support will be provided?

A Pupils with a diagnosis of dyslexia receive universal support through high quality teaching in the classroom and their Pupil Passport. In addition, they have access to Mrs Smith our Lead Teaching Assistant for Specific Learning Difficulties. Mrs Smith provides support before school with any difficulties your child may have and leads a touch-typing club. Your child will be placed on the Special Educational Needs and Disability register. For a minority of pupils, specialist support from the Pupil Support Service (PSS) is in the form of advice to teaching staff on approaches to use in the classroom. There is no individual one-to-one support provided in the classroom. Pupils with a diagnosis of dyslexia often require Exam Access Arrangements.

Q My child had extra time for her SATs. What will happen in the future when my child sits examinations?

A The Pupil Passport has a section entitled, 'Exam Access Arrangements (EAA), 'where it will be stated that your child received extra time for his/her SATS and therefore needs to be given extra time for all assessments. It will be stressed that this needs to be his/her 'normal way of working.' In year 9, Mrs Wheeler, who is responsible for EAA, will conduct up to date assessments to ensure that any necessary EAA are put in place for his/her GCSE exams. It is possible that these assessments could either demonstrate that your child no longer needs extra time, or that he/she continues to need extra time, and, it is also possible that additional EAs need to be put in place. If he/she progresses to the sixth form either at Bishop Challoner Catholic College or at an alternative school/college, then his/her EAA will continue to be in place for all GCSE Level exams. Throughout your child's education at Bishop Challoner Catholic College Mrs Wheeler will monitor him/her and liaise closely with the Exams Officer, Mrs Houldcroft-Flint.

Q My child had support from the Teacher of the Deaf. Will my child get support in secondary school?

A Pupils with a diagnosis of hearing loss receive universal support through high quality teaching in the classroom and their Pupil Passport. They will be placed on the Special Educational Needs and Disability Register. In addition, they have access to Mrs Wall our Lead Teaching Assistant for Sensory needs, who provides support before school with any difficulties they may have. A lot of support from the Teacher of the Deaf is advice to teaching staff on approaches to use in the classroom with a child. For pupils with a moderate or severe hearing loss, the Teacher of the Deaf meets with the pupil individually to ensure they have settled into school well and will meet throughout the year dependent upon the needs of the child. She will also contact parent/carers for their views.

Q My child suffers from anxiety. What support will be provided?

A Pupils with a diagnosis of anxiety receive universal support through high quality teaching in the classroom and their Pupil Passport. Pupils will be placed on the Special Educational Needs Register, and categorised as having a 'Social Emotional and Mental Health' need (SEMH). In addition, they have access to the mental health team who provide support with managing their anxiety. A lot of specialist support is advice to teaching staff on approaches to use in the classroom with a child (and this will appear on the child's Pupil Passport if appropriate). The mental health team along with school (and in consultation with parent/carers) identifies the child's level of need and specialist support is provided accordingly. There is no individual one- to- one support provided in the classroom. Where appropriate, referral to external agencies such as Forward Thinking Birmingham, PAUSE will be made.