

**Bishop Challoner Catholic
College**



Next Review	March 2025
Review Period	Annual
FGB Reviewed	March 2024
Website Published	March 2024
Current Status	Complete
Staff Owner	R Hampson
Government/DfE Requirement	Statutory

SEND Information Report

Our Mission Statement

In our Community of Faith in
Bishop Challoner Catholic College
We give glory to God by developing our full potential and in our
service to others
In the name of the Father and of the Son and
Of the Holy Spirit

Welcome to our school **Special Educational Needs and Disabilities (SEND)** Information Report. We update this report every year, or more frequently if any significant changes occur during the school year. Here, you can find out how we carry out all aspects of our SEND policy. This year we have created a SEND Forum comprising of our SEND Link Governor, two parents and two students with SEND, the SENDCO and Assistant SENDCOs; together we have reviewed and improved this report.

We regularly involve pupils, parents and external experts in the quality assurance of our provision for pupils with special educational needs.

Our Vision

Bishop Challoner Catholic College believes that pupils with special educational needs and disability (**SEND**) should have their needs addressed in an inclusive environment. They should have access to a broad and balanced education, including access to the National Curriculum. Pupils will be enabled to access lifelong learning, allowing them to fulfil their potential as confident, determined and resilient members of society. We adhere to the Equality Act of 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents> . A copy of our Accessibility Plan can be found on our website.

Who is Bishop Challoner's Special Educational Needs and Disability Co-ordinator and how can I make contact?

Ms R Hampson is the **Special Educational Needs and Disability Co-ordinator (SENDCO)**. She can be contacted via the school office:

tel: 0121 444 4161

email: r.hampson@bishopchalloner.bham.sch.uk



Appointments for parents to discuss the needs of their child are available on request. The SENDCO and members of the SEND team are available during open evenings, parent consultation days and SENDCO surgeries.

How can I find the Local Offer for the Birmingham authority?

Bishop Challoner Catholic College is just one aspect of the much wider 'Birmingham Local Offer' for young people with SEND.

Families are strongly advised to become familiar and to regularly look at the **Birmingham Local Offer**. There you will find more information on the wide range of services that are available to support all areas of your young person's life. This includes support with education, physical and mental health, social care, leisure activities and moving towards independence and adulthood. The local offer gives help, advice and information about all the services available for children and young people from birth to 25 years with any form of special educational need or disability.

We regularly advise parents and carers where there are high quality and free courses, seminars and workshops available that relate to the particular SEND need of their child or young person. However, these can all be found on the **Birmingham Local Offer website**.

The Local Offer for the Birmingham authority can be found at:

<https://www.localofferbirmingham.co.uk/>

Click here and follow the link for information about services for children, young people and families with special educational needs.

What kinds of Special Educational Needs and Disability (SEND) does Bishop Challoner make provision for, what does this provision look like and do we know it works?

All students at Bishop Challoner have access to high quality teaching. In addition, provision is made under the four broad areas of need, as described in the Special Educational Needs and Disability Code of Practice: 0 – 25 years, June 2014, which can be found here;

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

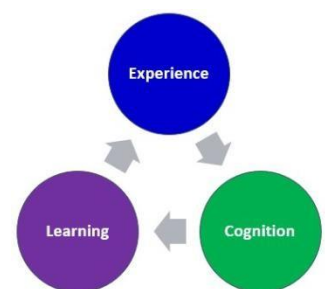
Cognition and Learning

Types of need and what they could look like

A pupil learns at a slower pace or in a different way to their peers and their long term outcomes may not be the same.

Examples of support in our school

- High quality teaching
- Pupil Passport will be provided for teaching staff
- Some pupils will access support within the classroom from an additional adult
- For a very small number of pupils, additional literacy / numeracy intervention will be provided
- For a very few pupils 1 – 1 support will be accessible
- Invitation to attend touch typing before school
- Invitation to daily before school Breakfast, break and lunch time nurture club



How we check it is working

- Using normal school monitoring and tracking procedures e.g. teacher observations, pupil assessments, attendance monitoring, learning walks
- Conversations with the pupil and their parents/carers about their learning
- Further and more specialist assessments will be undertaken for the pupils receiving more focussed teaching and support

Communication and Interaction



Types of need and what they could look like

A pupil may have difficulty in understanding what is said, being able to express what they want to say and understanding social behaviours.

Examples of support in our school

- High quality teaching
- Pupil Passport will be provided for teaching staff.
- Pastoral support – Form Teacher, Head of Year, Assistant Head of Year, Personal Tutor
- A very small number of pupils will access support within the classroom from an additional adult
- For pupils with a diagnosis of autism, advice is available from the **Communication and Autism Team (CAT)**
- For pupils with a speech, language and communication need; advice is available from the speech therapist and the speech therapy helpline
- Invitation to daily before school Breakfast, break and lunch time nurture club

How we check it is working

- Using normal school monitoring and tracking procedures e.g. teacher observations, pupil assessments, attendance monitoring, learning walks
- Conversations with the pupil and their parents/carers about their learning
- Further and more specialist assessments will be undertaken for the pupils receiving more focussed teaching and support

Social, Emotional and Mental Health



Types of need and what they could look like

This encompasses a broad range of difficulties that may affect a child at various times throughout their education.

Examples of support in our school

- High quality teaching
- Pupil Passport will be provided for all teaching staff
- Pastoral support – Form tutor, Head of Year, Assistant Head of Year, Personal Tutor
- For a very small number of pupils, personalised plans will be put into place as required

- Mentoring is available to some pupils on a limited basis
- Referrals to Forward Thinking Birmingham, school nurse, and other specialist organisations will be made as required
- Invitation to Year 7 students to attend games club at lunchtime
- Invitation to daily before school Breakfast, break and lunch time nurture club

How we check it is working

- Using normal school monitoring and tracking procedures e.g. teacher observations, pupil assessments, attendance monitoring, learning walks
- Conversations with the pupil and their parents/carers about their learning
- Further and more specialist assessments will be undertaken for the pupils receiving more focussed teaching and support

SENSORY AND /OR PHYSICAL NEEDS



Types of need and what they could look like

Some children may have a hearing impairment, a visual impairment or a physical disability.

Examples of support in our school

- High Quality Teaching
- Pupil Passport will be provided for all teaching staff
- Pastoral support – Form teacher, Head of Year, Assistant Head of Year, Personal Tutor
- For children with a medical diagnosis, advice is provided by the Sensory Support Services, (Visual Impairment and Hearing Impairment) and the Physical Difficulties Support Service (PDSS)
- Invitation to daily before school Breakfast, break and lunch time nurture club

How we check it is working

- Using normal school monitoring and tracking procedures e.g. teacher observations, pupil assessments, attendance, attendance monitoring, learning walks
- Conversations with the pupil and their parents/carers about their learning
- Further and more specialist assessments will be undertaken for the pupils receiving more focussed teaching and support

Please click on the links below to access the following policies:

<https://bishopchalloner.org.uk/about/policies>

‘Supporting Students with Medical Conditions Including First Aid, and Special Educational Needs and Disability Policy’

<https://bishopchalloner.org.uk/catholic-college/about/School-Policies>

‘Allergy Management’

How does Bishop Challoner identify and assess SEN?

Bishop Challoner follows a graduated approach (Assess, Plan, Do and Review) as recommended in the 'SEN and Disability Code of Practice: 0 to 25 years 2014' <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This includes:

- Information is gathered from the pupil's previous school
- Standardised assessments for reading comprehension (NGRT) is completed at transition.
- Further testing takes place in September of Year 7 for pupils with standardised scores below average (SS 84 or below).
- Pupils starting school at a different time will also be assessed, as appropriate.
- Relevant information is shared with teaching staff in the form of a pupil passport.
- Pupils who meet the criteria for SEND are placed on the SEND register.
- Pupil progress is monitored via whole school progress tracking data and regular liaison with heads of year and teaching staff.
- Concerns raised by teachers, parents/carers, or individual pupils during the year are explored and acted upon.
- Pupils may be observed in the classroom and further assessments carried out by the SEND team.
- Parents/carers may be asked for permission for their child to be seen by an external specialist who can assist with identifying SEN and/or advice.
- Information and advice is shared with parents and teachers.
- Parents/carers have the opportunity to discuss their child's progress with the SEND team at half-termly SENDCO surgeries and on parent consultation days.
- Pupils who need more specialist help in addition to the support provided by the school, are referred to outside agencies, as appropriate (see pages 8 and 9 for full list of outside agencies).
- Reasonable adjustments are made for pupils who may have a disability under the Equality Act 2010 which can be found here;

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

How is progress measured for pupils with SEN?

Bishop Challoner's academic reporting process measures the progress of all pupils, including those with SEND. Heads of Department, overseen by the Associate Principal, are responsible for monitoring progress and identifying underachievement. The Head of Department is responsible for reviewing the data for pupils with SEND and liaising with subject teachers/the SEND team, as appropriate, to ensure that suitable provision is being made.

Where pupils receive additional provision, progress is monitored by the staff involved and provision is adjusted accordingly.

Pupils on the SEND register have a Pupil Passport which is reviewed regularly, and easily accessed by all teachers.

The Pupil Passport provides an overview of a pupil with SEND's strengths and needs, information and advice. It describes the pupil's;

- Strengths

- Needs
- Diagnoses
- involvement of school staff and outside agencies
- Exam Access Arrangements
- reasonable adjustments
- summary of provision
- extra-curricular interests
- Pupil and Parent / Carers views

Template of a Pupil Passport

Date: 7/2/2023
Teacher: Mrs Rachel Wheeler

Photo of student, name, DOB, Year Group, Form Group goes here	Diagnosis	Strengths
Areas of need	Provision	Professional involvement
Reasonable adjustments	Exam access arrangements	Extra curricular activities
Parent/Carer view	Pupil view	

Education and Health Care (EHC) plan reviews take place annually as outlined in the Code of Practice guidelines. Views of the pupil and their parents/carers are essential in assessing the impact of additional support provided.

Parents/carers are able to discuss the progress of their child with subject teachers as well as the SENDCO on parent consultation days. Parents/carers also have the opportunity to discuss their child's progress at half-termly SENDCO surgeries. Urgent concerns can be discussed by appointment with the SENDCO.

What training do the staff in school receive in relation to pupils with Special Educational Needs?

Every teacher is a teacher of SEND. Staff training (CPD Pathways) focus on developing high quality teaching for all pupils. A lesson observation schedule allows Senior Leaders, Heads of Department and the SENDCO to ensure that high quality teaching is being delivered for all pupils. This enables best practice to be shared and implemented. In addition, specific training and awareness about the different needs that pupils have is available for all staff on a regular basis:

- Good practice from the school's Curriculum and Teaching team (school CAT)
- Research based upon good practice from senior leaders
- Updates around new initiatives and developments from the SEND team
- Autism awareness delivered by the Communication and Autism team
- Awareness of the impact of diabetes and epilepsy provided by the school nurse
- Pupil Passports and information about specific conditions are provided to inform high quality teaching
- Regular half termly SEND Teaching and Learning Briefing for all staff

How does the school get more specialist help for pupils if they require it?

Additional support can be accessed from the school's pastoral team, senior leadership team and the SENDCO. However, specialists may be involved when a pupil continues to make little or no progress despite evidence-based SEN support. Specialists may also be involved to advise school staff on early identification of SEND.

These are the agencies that work within our school and the pupil's parents/carers will always be involved in any decision to involve specialists:

Pupil and School Support (PSS)

Support for pupils with cognition and learning difficulties.

Contact: Via school SENDCO

For further information on Access to Education, Telephone: 0121 303 8288 Web:

<https://accesstoeducation.birmingham.gov.uk/>

Communication and Autism Team (CAT)

Specialist support for pupils with a diagnosis of Autistic Spectrum Condition (ASC).

Contact: Via school SENDCO

For further information on Access to Education, **Telephone:** 0121 303 1792

Email: birminghamaethubtraining@birmingham.gov.uk

Web: <https://accesstoeducation.birmingham.gov.uk/>

Speech and Language Therapy

Citywide service for pupils with communication difficulties.

Contact: Via school SENDCO

West Midlands Speech & Language Therapy Service

Moseley Hall Hospital, Alcester Road, Moseley, and Birmingham, B13 8JL

Telephone: 0121 466 6256, **Web:** <http://wmspeechtherapy.co.uk/>

Forward Thinking Birmingham (FTB) Mental

health support from 0 - 25 years.

Contact: Via school SENDCO

For further information, **Telephone:** 0300 300 0099,

Web: <https://forwardthinkingbirmingham.nhs.uk/>

Sensory Support (hearing or visual impairment)

Specialist support for pupils with a sensory impairment.

Contact: Via school SENDCO

For further information on Access to Education, **Telephone:** 0121 303 1792

Email: A2Egeneral@birmingham.gov.uk Web: <https://accesstoeducation.birmingham.gov.uk/>

Physical Difficulties Support Service (PDSS)

Specialist support for pupils who may require physical accommodations to access education.

Contact: Via school SENDCO

For further information on Access to Education

Telephone: 03030 402 040, **Email:** DRC@disability.co.uk Web: <https://www.disability.co.uk/>

School Nurse

Provides care plans for pupils with long-term health conditions which impact on their education.

Contact: Via school SENDCO

The Information Advice and Support Service (this service is currently under review)

Provides a single point of contact for professionals and members of the public who want to seek support or raise concerns about a child. Local Offer Birmingham website.

Contact: Via school SENDCO

SENDIASS (Formerly called Parent Partnership Service)

Provides quality and impartial advice to parents, children and young people to ensure they can fully participate in all education, health and other care decisions.

Contact: Via school SENDCO

Telephone: 0121 303 5004

Email: sendiass@birmingham.gov.uk

All Saints Youth Projects

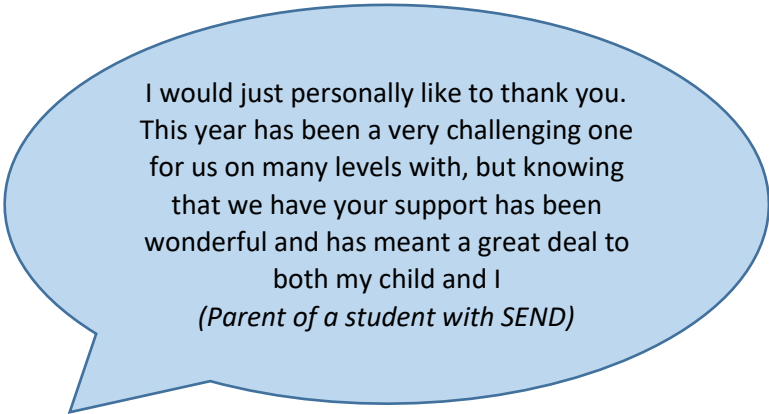
Supporting young people and their families.

Contact: Telephone number: 0121 443 1842

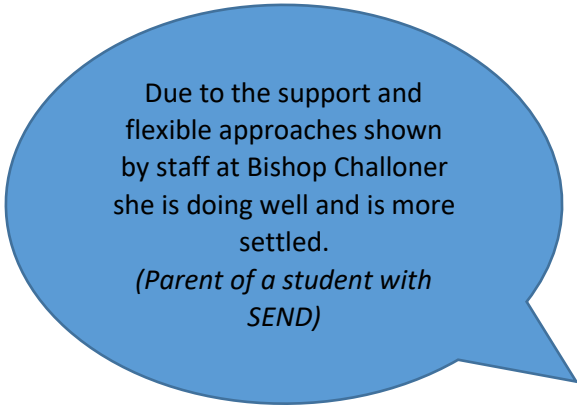
Website: <https://www.allsaintsyouthproject.org.uk>

How important is my involvement in the education of my child with Special Educational Needs at Bishop Challoner?

Education is a partnership between the child, parents/carers and school. Bishop Challoner seeks to establish good communication with parents/carers and involve them in their children's learning. Research shows that this enhances children's happiness, confidence and achievement.



I would just personally like to thank you. This year has been a very challenging one for us on many levels with, but knowing that we have your support has been wonderful and has meant a great deal to both my child and I
(Parent of a student with SEND)



Due to the support and flexible approaches shown by staff at Bishop Challoner she is doing well and is more settled.
(Parent of a student with SEND)

Bishop Challoner recognises and values that parents/carers hold key information and have unique knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them.

Parents/carers will be informed if their child is going to have extra help and will be invited into school to discuss how home and school can work together.

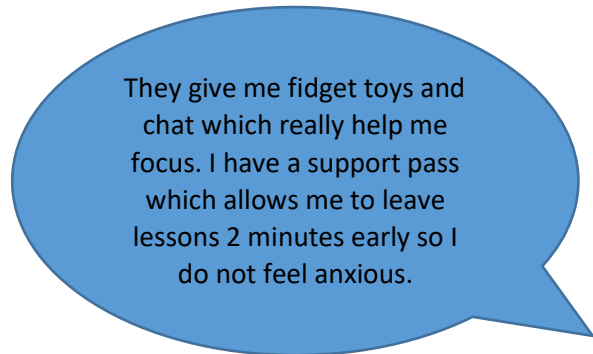
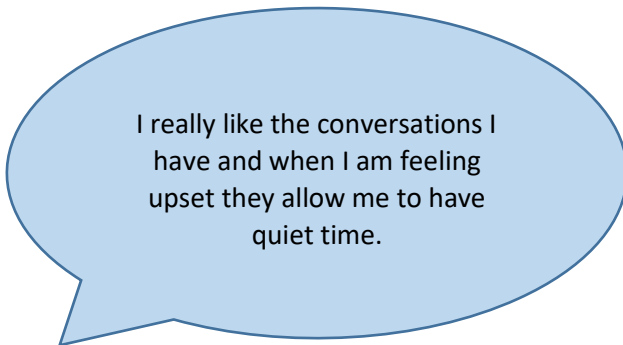
Parents/carers are strongly encouraged to use the Bishop Challoner website to keep up to date with general information about the school and to attend parent consultation days and reviews to keep up to date about their child.

How will my child be involved in their learning?

The SEND Code of Practice (2014) states that pupil participation in all decision making processes has to be central to achieve successful outcomes. Pupils with SEND have knowledge of their own strengths and difficulties and need to be consulted about the best way to support their learning. Pupils are encouraged to talk about their learning with their subject teachers.

Pupils with a SEND meet regularly with a teaching assistant to share their views about what is working and not working in school. Actions are agreed and put into place.

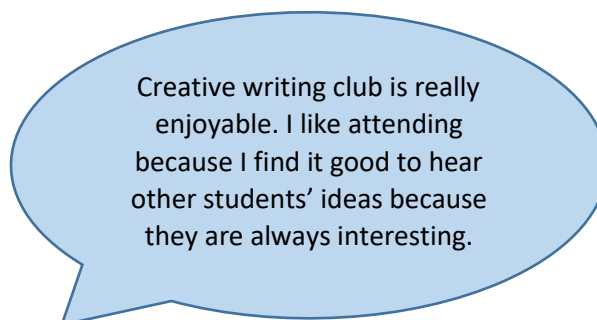
Students with EHC plans share their views during their annual review meetings.



What extra-curricular activities can a pupil with Special Educational Needs access at school?

Bishop Challoner offers a wide range of extra-curricular activities including sport, technology, music and subject related clubs, which take place before school, at lunchtime and after school. A timetable of these activities is made available to all pupils and can be found on the Bishop Challoner website. All pupils are encouraged to participate. Risk assessments and school protocol are reviewed frequently to ensure the needs and safety of all pupils are met.

Where appropriate, pupils with SEND may be accompanied by a teaching assistant and reasonable adjustments made in order for them to access to these activities. Pupils with SEND will also be invited to attend Breakfast Club, Break time/Lunchtime club, Corrective Reading Intervention and/or Touch Typing Club before school as appropriate.



How can my child with SEND improve their outcomes whilst at school?

- Your child's outcomes will be considerably improved by regular attendance and full participation in school life.
- Joining one of the many extracurricular activities offered at Bishop Challoner is an excellent way to improve outcomes.
- We encourage parents/carers to support their child to complete homework and read together regularly.
- Parents/carers of pupils with an EHC plans have regular phone contact with their child's teaching assistant, when concerns can be discussed and addressed.

- Class Charts will enable you to keep track of your child's behaviour, view attendance records, access their weekly timetable, view assigned homework tasks, track scheduled detentions, and view announcements. Class Charts for parents can be accessed via their website, or through their iOS and Android apps. Please click on the link below for full guidance on how to set up your account and a summary of how you can use it to support your child;

https://pages.classcharts.com/wp-content/uploads/Class_Charts_for_parents_guide.pdf

How will my child with SEND be supported through transition?

We are aware that transition can present particular difficulties for pupils with SEND.

For pupils moving from Year 6 to Year 7 our SENDCO liaises with the SENDCO at your child's primary school to support them through this important transition:

- Visits to feeder primary schools are made by Head of Year 7 and the Assistant SENDCO in the summer term to meet new pupils. Where appropriate, the Assistant SENDCO will also attend EHC Plan reviews for children who have been offered a place at Bishop Challoner.
- All pupils are invited to attend two Year 6 Induction Days in July.
- Pupils with additional needs are invited to attend a third induction day to meet the SEND team. This day allows everyone to get to know each other better.
- Pupils with more complex needs are invited to make additional visits to school by arrangement.

In years 9, 11 and 13 transition planning takes place for students with EHC plans. They have access to independent careers advice and specialist support services, as required (e.g. teacher of the deaf). Where appropriate, pupils are assessed for exam access arrangements.

How does Bishop Challoner support pupils with an Education and Health Care Plan?

Pupils who already have an Education and Health Care plan: Provision for pupils who already have an EHC plan will be in accordance with the statutory guidelines. Pupils and their parents/carers are encouraged to visit the school to discuss the provision that Bishop Challoner is able to offer.

EHC plans are reviewed annually with the outside agencies involved, using a person centred approach. For students transitioning between Key Stages 3 and 4, this will take the form of a 'Pathway' where career and future aspirations will also be considered within the provision. Pupils will have two other less formal reviews during the year to discuss targets and ensure that provision is working.

Applying for a new EHC Plan: If the SENDCO, parents/carers and outside agencies agree that the pupil is not making progress, despite a high level of targeted and personalised support, it may be appropriate to apply for an EHC plan. Bishop Challoner follows the procedures and guidelines laid out on the Birmingham My Care website when undertaking this process, with guidance from the educational psychologist and the Special Educational Needs and Review Service (SENAR).

How does Bishop Challoner ensure that children with disabilities have equal access? Bishop Challoner complies with section 69 (2) of the Children and Families Act, which describes the arrangements for the admission of disabled pupils.

For more information, please read the following documents which are available on the school website under SEND:

- Bishop Challoner Accessibility Plan Bishop Challoner Access Audit
- Exam Access Arrangements Policy

What should I do if I have a complaint about how my child's SEND are being met and how will my complaint be dealt with? Both staff and governors are committed to resolving complaints as quickly as possible. If possible, concerns and complaints will be handled and resolved informally, by your child's SENDCO, without the need to make a formal complaint. If you are dissatisfied with informal attempts to resolve your complaint and you wish to take the matter further, a formal complaints procedure will need to be started.

Further information can be obtained from the school website:

<https://bishopchalloner.org.uk/about/policies>

What are the Different Roles and Responsibilities of the Bishop Challoner Catholic College Staff in Relation to Providing for Pupils with SEND?

- **The Class Teacher** - Teachers at Bishop Challoner have high ambitions and set challenging targets for all pupils that they teach, including pupils with SEND. Class teachers across all subjects are responsible for high quality teaching and tracking pupil progress against targets and long term outcomes. High quality teaching, adapted for individual pupils or groups of learners, is the first and most impactful step in responding to pupils who have or who may have SEND. Additional intervention and support may sometimes be necessary at subject level.
- **Teaching Assistant Team** – Teaching Assistants will develop a specialised grasp of an area of SEND, and their main aim is to move pupils towards independence (Preparation for Adulthood outcomes).
- **The SENDCO** – The SENDCO at Bishop Challoner, takes overall responsibility for co-ordinating the provision for pupils with SEND. They have overall strategic responsibility for the provision and will provide guidance, support and training to all of the adults in the school that work directly with pupils. The SENDCO is responsible for reviewing and where necessary improving teachers' understanding of the full range of SEND needs that make up our school community
- **The SEND Governor** – This is a member of the governing body with specific oversight of the school's arrangements for SEND. The SENDCO will work alongside the Head Teacher and the SEND Governors to make decisions about the direction and development of SEND in our school. The SEND Governor has a role in helping to raise awareness of SEND issues at governing body meetings. They will give up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school in conjunction with the SENDCO.
- **The Head Teacher and Senior Leadership Team** – Will ensure that Bishop Challoner Catholic College holds ambitious expectations for all pupils with SEND and that we sustain cultures and practices that enable pupils to access the curriculum and learn effectively. They will also ensure that Bishop Challoner Catholic College fulfils its statutory duties with regard to the SEND

Key Members of Staff Involved in Targeted SEND Provision:

Mrs L Choudhury – Assistant Principal, Line Manages SENDCO

Ms R Hampson - Acting SENDCO

Mrs I Goetschel– Assistant SENDCO

Miss L Crump - SEND Administrator

Mrs T Potter – SEND Link Governor

Mrs L McGowan – Communication and Autism Lead Teaching Assistant

Ms E Hamilton – Lead Speech and Language Needs Lead Teaching Assistant

Mrs Y Jones – Lead for Social and Emotional and Mental Health Needs

Mr P Phelan – Lead for Specific Learning Difficulties and Moderate Learning Difficulties

Glossary

CAT	Communication and Autism Team
EHCP	Education and Health Care Plan
Outside agencies	These are
PDSS	Physical Difficulties Support Service
PSS	Pupil and School Support Service
PP	Pupil Premium
SEMH	Social Emotional and Mental Health Needs
SENAR	The Special Educational Needs Assessment and Review Service
SENDCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SENDIASS	Special Educational Needs and Disability Information, Advice and Support Service