

**Bishop Challoner Catholic
College**



Next Review

March 2026

Review Period

Annual

FGB Reviewed

March 2025

Website Published

March 2025

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

SEND INFORMATION REPORT

The Special Educational Needs and Disability Regulations (2014) require each school to publish certain information regarding provision for students with special educational needs and disabilities (SEND). At Bishop Challoner Catholic College, we hope parents/carers of current and prospective students find the following information helpful. We encourage all interested parties to contact the school for more information.

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

What is SEND and SEND support?

SEND stands for special needs and, or a disability. The Code of Practice 2015 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.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers they present in an educational setting.

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

Ms R Hampson is the Special Educational Needs Co-ordinator (SENDCO).

The SENDCO, the Assistant SENDCO and the SEND Administrator can be contacted via email on SEND-enquiries@bishopchalloner.bham.sch.uk. When we receive your email, you will be sent an immediate acknowledgement and then a member of the SEND Team will respond to your query within 48 hours. If appropriate your query will be directed to the relevant member of the Pastoral Team.

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.

What are the four broad areas of SEND need?

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.

Cognition and Learning – Pupils may learn at a slower pace. Some may have memory and organisational difficulties. Some will have moderate learning difficulties (MLD) severe learning difficulties (SLD) It also includes specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia and dysgraphia.

Communication and Interaction - Pupils may have speech, language and communication needs (SLCN) They may find using and/or understanding language challenging. Pupils may find it challenging understanding social rules of communication and have a diagnosis of autistic spectrum disorder (ASD)

Social, Emotional and Mental Health Difficulties - Pupils in this category may manifest as withdrawn, isolated, challenging or may struggle to manage their relationships with other pupils. Some mental health difficulties can include anxiety, depression, self-harming, substance misuse and eating disorders. Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) and Attachment Disorder (AD) are also included in this category.

Sensory and Physical Needs - Pupils in this category may have a visual impairment (VI) hearing impairment (HI) multi-sensory impairment (MSI) or a physical disability (PD) Most sensory or physical needs requires specialist ongoing support and specialist equipment.

A child could be on the SEN register for any of the above. Pupils may have more than one area of need. In line with the Code of Practice 0 – 25 years (2015) we are required to identify the primary area of need from the four categories stated, and also a secondary area of need if there is more than one.

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

Within Birmingham, information about different types of Special Educational Needs and Disabilities, services and provision is available. You can find information about what is available in Derby at <https://www.localofferbirmingham.co.uk>.

How does Bishop Challoner Catholic College identify SEND need?

The SEND Code of Practice (2015) states that a child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, beyond that of most of their peers.

A learning difficulty means that the student has significantly greater difficulty in learning than most students of the same age. Or, it may mean that a student has a disability, which needs different educational facilities from those generally provided by schools for students of the same age.

Importantly, most pupils with SEND have been identified before entry to secondary school and steps taken to anticipate and meet their needs. However, if we have a concern about a pupil who has not already been identified, we begin monitoring and supporting the pupil as quickly as possible. Our process for this is as follows:

SEN AND DISABILITY INFORMATION REPORT

- Class teachers gather relevant evidence: pupil observations, work samples, assessment data, discussion with RAAs working with the pupil.
- The teacher arranges a meeting with the SENDCO or Assistant SENDCO to discuss concerns. A decision will be made whether to take this further or whether to provide support and monitor the situation more widely.
- If we decide to progress the concern, the SEND team will contact the parent/carer to discuss the concerns, needs, strengths, strategies and next steps.
- Parents will always be made aware that school is to make special educational provision for their child and will be asked to give consent for any outside agency involvement.
- The pupil is added to the whole school provision map system and a Pupil Learning Passport is created and shared. The Pupil Passport is reviewed as necessary.

How does Bishop Challoner College manage Provision for Pupils with SEND?

At Bishop Challoner Catholic College, students are kept in lessons as part of our inclusive approach, and in recognition of the fact that gaps in learning create additional stress and difficulties accessing the curriculum. We take a strengths-based approach, emphasising the importance of growth and development rather than focusing on helplessness and what students are supposedly 'unable' to do.

Following placement on the SEND register, a Pupil Passport is then written in conjunction with the student, parents/carers and school staff. If outside agencies are involved, they too are invited to take part in this planning. Where pupils require additional support, this follows a graduated approach and is reviewed as necessary. Interventions may be planned for individuals or groups of pupils who share similar needs. Information is shared with all staff by the means of our provision mapping system and the creation of Pupil Passports. Each profile includes details of the pupil's SEND history, specific needs, strengths and reasonable adjustments leading to more formalised access arrangements at KS4.

A provision mapping tool is used to map and manage any provisions that are *additional to and different from* an already highly differentiated curriculum and high quality teaching repertoire. The provision mapping is co-ordinated by the SEND team and is fed into the whole school, providing the various provisions on a day to day basis.

How does Bishop Challoner Catholic College approach the teaching of pupils with SEND?

High quality teaching, adapted for individual pupils 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. Teachers at Bishop Challoner Catholic College 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. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of young people, including those with SEND.

We are proud to be a TIASS School – Trauma Informed and Attachment Aware. Therefore, all of our staff members are trained in TIASS principles by the Educational Psychology Team. An Attachment Aware School is a place where resilience is promoted and the most vulnerable children can recover from trauma.

Targeted support

Where appropriate, students may receive additional support to target specific needs such as literacy, numeracy, and social, emotional and mental health/wellbeing:

- 'Corrective Reader' for students with literacy difficulties
- Maths interventions both in class and small group/ one to one.
- Paired reading intervention groups
- Subject drop-in at KS3 and KS4.
- Access to Assistive technology: Reader pen, Laptop, Claro Read.
- Enhanced pastoral support from non-teaching Heads of Year and Form Tutors.
- Sessions with visiting CAT worker (Communication and Autism Team)
- Sessions with in-house Communication and Autism Lead TA.
- Sessions with external speech and language therapist from WMSALT.
- Sessions with in-house EAL Lead.
- Alternative activities at break and lunch.
- Access to the school nurse.
- Educational Psychologist input for the most significant areas of need.
- 1:1 Specialist Teaching Assistant support where needs are significant.
- Specialist external support from Physical Disability Support Services
- Specialist external support from Pupil and School Support Services
- Specialist external support from the Specialist School Outreach Service
- Specialist external support from Visual Impairment team.
- Specialist equipment as required.
- Part-time Alternative Provision in exceptional cases.

How will Bishop Challoner Assess and Review the progress of pupils with SEND?

We follow the graduated approach and the four-part cycle of assess, plan, do, review. This happens across all subject areas. The subject teachers work with the SEND Team as necessary in this process.

Assessing and Reviewing the Progress of pupils with SEND will include:

- The subject teacher's assessment and classroom experience of the pupil.
- Their previous progress, attainment and behaviour.
- Pupil progress in comparison to their peers and national data.
- The views and experience of parents and pupil.
- Advice from external support services, where relevant.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

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. Heads of Department attend regular meetings with the SENDCO. This enables best practice to be shared and implemented.

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. Where necessary, 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 SEN. 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)
Communication and Autism Team (CAT)
Speech and Language Therapy
Forward Thinking Birmingham (FTB)
Sensory Support (hearing or visual impairment)
Physical Difficulties Support Service (PDSS)
School Nurse

What should I do if I think my child/young person may have special educational needs?

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to their child's Form Tutor or Head of Year to discuss their concerns, who will then liaise with our Special Needs and/or Disabilities Coordinator (SENDCo) appropriate.

How does Bishop Challoner Catholic College manage pupils on the SEND register?

At Bishop Challoner Catholic College, we maintain a register of those pupils who receive SEND support in the form of additional resources, interventions and reasonable adjustments. This register is compiled by the SENDCO and Assistant SENDCO and managed day to day by the SEND Administrator. It includes pupils at school support level, those with an SSPP (SEND Support Provision Plan) those with an EHCP (Educational and Health Care Plan) and those for whom we make reasonable adjustments to meet their needs.

This register categorises SEND pupils into the four broad areas of need as stipulated in the Code of Practice 2015. This list feeds into our provision mapping system and provides us with vital information that informs our whole school planning and training.

Can a Pupil be removed from the School SEND Register?

If a pupil makes expected progress, and all parties are in agreement that the barrier to learning has been removed or the gap between them and their peers has closed sufficiently, then the pupil will be removed from the school SEND register. This decision is made based on school assessment data, evidence from any standardised testing and following consultation with subject teachers, the SEND team, any outside agencies involved, the student and parents/carers.

How does Bishop Challoner Catholic College enable pupils with SEND to engage in activities available to all pupils?

Our ambition is that our wider learning offer, including extra-curricular activities, school visits, clubs and residential trips, enable all of our pupils to participate. There is a free breakfast club for all pupils from 08.15 - 08.45 every morning, staffed by the SEND Team. Where pupils wish to take part in a particular activity, from our wide-ranging offer, and they present with significant physical or medical needs, we take advice from parents/carers, medical professionals and our local authority advisory team to see if we can remove any barriers to their participation.

Bishop Challoner Catholic College strives to be a welcoming and fully inclusive community. This is reflected in both the curriculum and the comprehensive enrichment offer. Please see the wider learning section of our website for full details. We strive to adapt any club or enrichment activity to meet the needs of all pupils wishing to be involved.

How does Bishop Challoner consult and involve pupils and parents?

We discuss with the pupil and their parent/carers when identifying if they need special educational provision. This happens in person or virtually. These conversations make sure that everyone contributes to developing the best possible understanding of the pupil's areas of strength and difficulty. Everyone will understand the agreed outcomes sought for the child. Notes of any discussions are added to the pupil's SEND file and a copy to the parents if requested. We formally notify parents if it is decided that a pupil will receive SEND support.

Pupil voice is a fundamental part of the school's ethos and permeates all that we aim to achieve. In their own annual review meetings, pupils are at the centre of the process and attend all meetings. They are encouraged to reflect on and talk about their learning experiences and ambitions, and as they progress through the school increasingly set their own targets. Pupils are encouraged to talk about their needs with teachers.

How Does Bishop Challoner Catholic College Support the Families of Pupils with SEND?

At Bishop Challoner Catholic College, our intention is to create a close working partnership with the parents and carers of pupils with SEND. We incorporate parent/carer views in assessments and reviews of SEND provision and to keep everyone fully informed about relevant procedures.

The teaching SENDCO, the Assistant SENDCO and the SEND Administrator can be contacted via email SEND-enquiries@bishopchalloner.bham.sch.uk. When we receive your email, you will be sent an immediate acknowledgement and then a member of the SEND Team will respond to your query within 48 hours. If appropriate your query will be directed to the relevant member of the Pastoral Team.

We seek parental consent before referral to any specialist outside agency. We take into account any reports and recommendations from such professionals and implement strategies that are recommended where we have the necessary resources available.

The SEND team attend parent consultations and school events. We welcome parent views, ideas and feedback about our provision for pupils with SEND. We also welcome conversations about concerns that parents may have not been addressed to their satisfaction during interactions with subject specific staff.

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, Dyslexia Club (Dobble), Break time/lunchtime club and/or Touch Typing Club before school as appropriate.

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.

SEN AND DISABILITY INFORMATION REPORT

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 Catholic College follows the procedures and guidelines laid out on the Birmingham MyCare website when undertaking this process, with guidance from the educational psychologist and SENAR.

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

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 Catholic College 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.

The SENDCO – Takes overall responsibility for co-ordinating provision for pupils with SEND. Has overall strategic responsibility for the provision, providing guidance, support and training to all adults in the school who 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 team regularly liaise with subject specialist RAAs to evaluate the impact of support being offered in subject areas to pupil with SEND. **The Assistant SENDCO –** Supports the SENDCO with all of the above and is responsible for Exam Access Requirements

EAL Coordinator – Responsible for ensuring that all pupils with English as an additional Language are happy, learn well and are able to achieve their potential at Bishop Challoner Catholic College and beyond. Pupils arriving from overseas receive a warm welcome and the support they need to develop their English proficiency and become fully integrated into our school community. Through careful assessment, continued monitoring, adapted resources and a range of small learning groups, all our EAL pupils have full access to the educational opportunities provided at Bishop Challoner Catholic College.

The SEND Governor – A member of the governing body with specific oversight of the school's arrangements for SEND. The SENDCO works alongside the Head Teacher and the SEND Governor to make decisions about the direction and development of SEND in our school. The SEND Governor helps 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 – 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 also ensure that Bishop Challoner Catholic College fulfils its statutory duties with regard to SEND.

What policies for SEND are available?

Our SEND Policy is available on the school website. Other school policies available that relate to SEND include: Behaviour Policy, Attendance Policy, Careers Policy, Curriculum Policy, Teaching and Learning, Medical Conditions, SEMH, Safeguarding, Equal Opportunities and the school accessibility plan. This report is written in compliance with the SEND Code of Practice (2015) and section 69 (2) of the Children and Families Act (2014).

What do I do if I have a Complaint or Concern about the SEND Provision?

At Bishop Challoner Catholic College, we pride ourselves on positive working relationship with our parents and carers. In the event of a complaint, we work closely with parents/carers to resolve matters effectively and satisfactorily. All complaints are dealt with promptly and in line with our complaints procedure statement policy. If the complaint or concern is in relation to SEND, in the first instance please contact the SEND team at SEND-enquiries@bishopchalloner.bham.sch.uk. If we cannot resolve the matter to your satisfaction you can contact the Head Teacher. The complaints procedure statement is on our school website.