


<p>Bishop Challoner Catholic College</p> 	Next Review	March 2023
	Review Period	Annual
	FGB Reviewed	March 2022
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	Current Status	Complete
	Staff Owner	R Wheeler
	Government/DfE Requirement	Statutory
Special Educational Needs and Disability		

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

Special Educational Needs and Disability Policy

Introduction

At Bishop Challoner Catholic College, all children are entitled to a broad, balanced, relevant and differentiated curriculum. As a Catholic school, we acknowledge the unique creation of every person and endeavour to meet the individual educational needs of all pupils. We are committed to providing the right support in order to meet the needs of every pupil so that they can reach their full potential. Every teacher is a teacher of every pupil including those with special educational needs and disability (SEND).

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE June 2014 ○ Bishop Challoner's SEN Information Report, September 2021 (available on the school's website) ○ Statutory Guidance on Supporting pupils at school with medical conditions, December 2015 ○ Keeping Children Safe in Education, September 2020.
- Teachers Standards 2012 ○ The principles embedded in this policy link to other policies relating to: Admissions, Attendance,
- Antbullying, Behaviour, Safeguarding, Complaints Procedures, Disability Equality Scheme and Policy, Exam Access Arrangements, Freedom of Information, Looked After Children, Pupil Premium and Race Equality Policy.
- Covid 19 School Safeguarding

This policy was created by the school's Special Educational Needs Coordinator with the SEND Governor in liaison with the Senior Leadership Team, Assistant Special Educational Needs Coordinators, staff, parents/carers and pupils with SEND. Co-producing this policy complies with the spirit of the SEN and Disability Code of Practice 0-25 (2015).

Bishop Challoner's Special Educational Needs Co-ordinator

Ms R Wheeler is the school's Special Educational Needs Coordinator (SENCO). She is a member of the Extended Leadership Team. Ms Wheeler has been a SENCO in two different secondary schools prior to Bishop Challoner Catholic College, and has the National SENCO Award, as well as a Postgraduate Diploma in Specific Learning Difficulties (Dyslexia). She has an MA in Children's Literature (her dissertation was a case study of a student with dyslexia). Ms R Wheeler can be contacted via the school office on 0121 444 4161.

According to the SEN and Disability Code of Practice 0 to 25 years (2015)

“A child or young person has SEND 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 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*
- DfES: Special Educational Needs and Disability code of practice: 0 to 25 years, January 2015 p15-16.

Aims

- To provide an environment in which all pupils are able to reach their potential
- To raise the aspirations of and expectations for all pupils with special educational needs; improving their outcomes
- To ensure that the special educational needs of pupils are identified, assessed and provided for
- To identify the roles and responsibilities of staff in providing for a pupil's special educational needs
- To ensure pupils are partners with school and parents/carers in the decision making about their education
- To ensure that parents/carers are able to play their part in supporting their child's education

Objectives

- To implement the SEN and Disability Code of Practice 0 to 25 years (January 2015)
- To respond to the requirements of any Education and Health Care Plan (EHC Plan) relating to a pupil in school
- To adhere to the Birmingham Local Authority (LA) guidelines for Inclusion ○ To implement the Equality Act 2010
- To maintain a register of pupils with special educational needs and disabilities (SEN Support and pupils with an EHC Plan)
- To liaise with outside agencies to assist in making appropriate provision for children with special educational needs and disabilities
- To monitor, record and evaluate the progress of pupils on a continuous basis
- To monitor the progress of pupils receiving SEND Support or who have an EHC Plan at weekly SEND review and monitoring meetings
- To establish a good communication system, both within the school and between school, external agencies, governors and parents/carers
- To work closely with senior staff, pastoral staff and subject teachers, providing information on pupils and their needs
- To provide the school's Curriculum and Teaching (CAT) group with relevant information about SEND.
- To ensure that a wide variety of teaching strategies are used for pupils with special educational needs, including the use of information technology to support learning
- To endeavour to provide pupils with special educational needs and/or disabilities opportunities to be fully included in all aspects of school life
- To work with pupils in order that they find suitable college/training/employment when they leave school
- To liaise with the school's careers advisor and support pupils with Post 16 choices

- To encourage parents/carers to become partners with the school in their child's education
- To lead reviews for pupils with an EHC plan
- To regularly review the policy and provision for special educational needs and disabilities (SEND)
- To track the deployment of the notional SEND budget and allocated resources
- To keep up to date with new policy and practice and disseminate information to the department / school/ governors as appropriate
- To deliver training to teaching assistants and other staff as appropriate
- To visit Year 6 feeder schools and compile relevant data
- To lead Y6 Transition Day 3 for pupils with additional needs.
- Liaising with SENCOs locally and sharing good practice through the South Network (secondary SENCOs) and the Tolkien SENCO group (primary SENCOs)

Identifying Special Educational Needs

Clear procedures exist within school to identify a pupil's special educational needs under the broad areas of need: **communication and interaction, cognition and learning, social, emotional and mental health difficulties, sensory and or physical needs.** The purpose of identification is to work out what action school needs to take, and not to fit a pupil into a category. Bishop Challoner Catholic College considers the needs of the whole child which includes more than their special educational needs.

Records for pupils with SEND from primary schools are used to identify those pupils already on the SEND Register. The SENCO, Assistant SENCOs and Head of Year 7 visit primary feeder school SENCOs during May and June to discuss the needs of the pupils and the provision that has been made for them in primary school.

All pupils on entering Year 7 complete a reading test, a spelling test and a piece of free writing. The results from these determine if further assessment is required. Pupils are placed on the SEND Register if they meet the criteria. The SEND Register is regularly reviewed by the SEND Team.

The SENCO, Assistant SENCOs and Higher Level Teaching Assistant (HLTA) determine support that is in addition to or different from their peers. A Pupil Passport is written for all pupils identified as having needs and these passports are shared with all staff on Class Charts.

A Pupil Passport provides a concise summary of pupil's strengths, weaknesses, barriers to learning and strategies to support the pupil in the classroom. Parents/carers and pupils contribute their views to the Passport.

Pupils who need extra support will be placed on Bishop Challoner's SEND Register. Parents/carers of those pupils will be informed and invited into school to discuss their child's special needs and provision. Every endeavour will be made to make reasonable adjustments for pupils who may have a disability under the Equality Act 2010. Pupils who need specialist help at a level which school is unable to provide, are referred to an appropriate outside agency.

It is important to consider the following that may impact on progress and attainment but are not special educational needs:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child and Previously Looked After
- Being a child of a Serviceman/woman

A Graduated Approach to SEND Support

Subject teachers are responsible for the progress and development of pupils in their class, including the support given by Teaching Assistants or external agencies. High quality teaching, differentiated for pupils' needs, is the main way we respond to pupils with SEND. Additional intervention and support cannot make up for a lack of good teaching. However, if pupils still experience a significantly greater difficulty in learning then further assessments will be carried out. Bishop Challoner Catholic College practises the recommended graduated approach of: Assess, Plan, Do and Review.

- The SENCO organises the assessment of the pupil's needs.
- The SENCO, Assistant SENCOs and subject teachers in consultation with parents/carers and the pupil **plan** the adjustments, interventions and support that will be put into place.
- Teaching Assistant's will be deployed to meet the additional needs of pupils on the SEND Register. When required, they meet with pupils individually to gain their views about what's working/not working and identify actions. This will inform school staff how to best support the pupil. Listening to and working with our pupils is very important at Bishop Challoner Catholic College.
- To **do** the plan, the subject teacher remains responsible for working with the pupil.
- The interventions are formally **reviewed** termly against expected impact on progress taking into account the views of the parent and pupil.
- Every pupil is reviewed three times (minimum) each year by the SENCO and Assistant SENCOs using on track data from each subject teacher, school reports, PASS data and attendance.

Managing pupils' needs on the SEND Register

In order to fully comply with the SEN and Disability Code of Practice 0 to 25 years, 2015, the SENCO has a managerial role in coordinating effective educational provision for children with special educational needs. The responsibilities are:

- overseeing the day to day operation of this policy
- liaising with and advising colleagues and subject departments
- coordinating provision for children with special needs
- maintaining the school's SEND Register and overseeing the records on all pupils with SEND
- advising on the graduated approach to providing SEND support
- liaising with parents/carers of children with SEND
- contributing to training of staff and governors
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with and being a key point of contact to external agencies including the educational psychology service and other support services, medical and children's services and voluntary bodies
- liaising with SENCOs locally and sharing good practice through the South Network (secondary SENCOs) and the Tolkien SENCO group (primary SENCOs)
- liaising with the next providers of education to ensure a pupil and their parents/carers are informed about options for a smooth transition
- working with the Principal and school governors to ensure school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All pupils on the SEND Register are in teaching groups equivalent to their academic ability years (with the exception of year 7 who are taught in mixed ability groups). Therefore, SEND support is dispersed across many teaching groups and in consultation with subject teachers to the level of support that is required.

SEND Support

Interventions are provided that are **additional to or different from** those provided as part of our school's usual differentiated teaching. Intervention is triggered by concerns raised by teachers and others and supported by evidence about a pupil who, despite receiving high quality teaching and differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- 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 high quality teaching.

Concerns can also be triggered by parents/carers and /or pupils themselves. Listening to pupils and parents/carers is an essential partnership at Bishop Challoner Catholic College.

The SENCO and Assistant SENCOs facilitate further assessment of the pupil's specific needs. The SENCO plans future support and expected outcomes for the pupil in discussion with colleagues. The action taken is monitored and reviewed against the outcomes. The pupil's teachers remain responsible for working with the pupil on a daily basis and for planning and delivering the curriculum.

All known information about the pupil is collected and additional new information is sought from the parents/carers and others. A Pupil Passport is updated regularly. All members of staff are directed to Class Charts where the needs of pupil(s), the level of support to be provided, relevant assessment data and strategies for supporting the pupil(s) to achieve are kept. Parents/carers are consulted and kept fully informed of the action taken to help their child, and of the outcome of the action.

If progress is not made against expected outcomes, then the SENCO liaises with external support services and professionals to provide appropriate strategies to support a pupil. The specialist services, together with the SEND Department staff plan the provision together and provide specialist support.

If expected outcomes are met, the level and type of intervention will be reviewed and modified. If, however, expected outcomes have not been met and the pupil still has a significantly greater difficulty in learning than their peers, then a request for a SEND Support Provision Plan (SSPP) or an Education and Health Care Plan (EHC Plan) will be considered.

Education and Health Care Plans

The SENCO follows the process governed by the SEN and Disability Code of Practice 0 to 25 years (2015).

We ensure that pupils with SEND receive equality of entitlement to the National Curriculum and are integrated into all the activities of the school as far as it is practicable.

Parental involvement and links with Primary Schools

We actively seek to work with parents/carers of pupils with SEND, and this process begins at the Open Evening at the beginning of Year 6. This is an occasion when parents/carers of prospective pupils have the opportunity to meet with staff and look at resources in the whole school. Staff explain the work of the SEND Department to parents/carers so that they are clear about the kind of support that is available to their child.

The SENCO and Assistant SENCOs attend the Induction Evening for the new Year 7 pupils which take place in July. This provides an opportunity for parents/carers concerned about their children's needs to discuss the provision that may be made for them.

Parents/carers of pupils with SEND are encouraged to contact the SEND Department at any time if problems arise in school or at home.

EHCP review meetings take place and parents/carers and external agencies are invited to attend and contribute to the review. Bishop Challoner Catholic College uses pupil centred approaches to glean pupil's views about their learning.

Drop in sessions are organised for parents/carers and their children with Autism, ADHD, anxiety, Speech, Language and Communication Needs. Additional meetings with the Teacher of the Deaf are organised for parents/carers and their children with hearing loss. For parents/carers who are unable to attend these meetings, relevant information is emailed to keep parents/carers and their children informed. Feedback is gathered from parents/carers at these meetings to inform future planning.

The SENCO and Assistant SENCOs hold SENCO Surgeries five times a year (3:30-6pm). This is an opportunity for parents/carers and carers to discuss any concerns. Where necessary, the SENCO provides parents/carers with information about specialist services that can support them. Further information regarding support and activities available in school and in the locality is published in the BC14, the school's online fortnightly newsletter.

Training and resources

Keeping all staff up to date with changes in SEND policy and practice is essential to achieving successful outcomes for pupils with SEND. The SENCO and Assistant SENCOs will ensure that all teaching and other relevant staff are aware of a pupil's specific SEND. The training is delivered by school staff with specialist knowledge and experience as well as by external agencies.

- School-based INSET is provided for teaching assistants.
- Teaching staff also attend in-service training organised by outside agencies to develop their skills and knowledge in working with pupils with SEND.
- Each department has a link SEND member of staff who attends SEND inset meetings, where outside agencies are invited to share their expertise.
- The SENCO attends courses and online training to keep up to date with new policy and procedures and extend their expertise.

Funding for pupils with an EHC Plan is accessed via the 'Top Up Funding' route which is allocated to the school depending on the individual needs of the pupil, and replaces CRISP. The LA has introduced SEND Support Provision Plans. Information about these developments can be accessed at [https://www.localofferbirmingham.co.uk/Pupils with an EHC Plan](https://www.localofferbirmingham.co.uk/Pupils%20with%20an%20EHC%20Plan) may have a personal budget identified by LA. The LA provides details about personal budgets in their local offer.

Roles and responsibilities

The named governor for SEND is Mrs Potter; she ensures that the school and the SENCO carry out their duties.

Bishop Challoner is committed to providing highly skilled staff and the SEND department consists of:

Ms R Wheeler – SENCO

Ms C Brown – Assistant SENCO

Ms B Hampson – Assistant SENCO

Ms I Goetschel – Assistant SENCO

Miss M Wray – Higher Level Teaching Assistant

Mrs. L McGowan – Level 3 Teaching Assistant

Mrs M Smith – Level 3 Teaching Assistant

Mrs Y Jones – Learning Support Assistant

Mrs. M Court – SEND Administration Support

Becky Hampson Assistant SENCO	Isabelle Goetschel Assistant SENCO	Caroline Brown Assistant SENCO
SEMH & S/PN Operational Lead	Tolkien SENCO Meeting	C&L (SpLD, MLD - Num.) operational lead
Y6 Transition Liaison with Sensory Support	C&L (SpLD - literacy.) and Speech and Language and Communication Difficulties (SLCD) operational lead	Dyscalculia screening and assessments
Liaison with Sensory Support PDSS	Specific Learning Difficulties/ SpLD	SSPP Reviews
PIPA and PASS	Training Provider	Pupil Passports
Motor Skill Group	Reading eggs lead	EHCP Reviews
EHCP Reviews for S/PN	SSPP Reviews	Data Analysis (SEND in a Nutshell)
Pupil Passports	Pupil Passports	Numeracy interventions lead
SSPP Reviews	EHCP Reviews	SEND in a Nutshell
EHCP Reviews	Literacy Intervention (Reading Eggs)	Lead on Year 11 Preparing for Adulthood Reviews
Supervisor to SEND SSWIS (student social worker)	SEND Bulletin, BC14 and SEND HUB on school website	Lead on identifying SEND in students who are struggling in school/newly joined the school.
ADHD Lead		
PASS Analysis		
SEMH Lead, Hearing Impaired, Physical Difficulties, Medical Needs Lead		
Referrals (ADHD & OT)		
Check specialist hearing impaired equipment		

Marlene Wray Higher Level Teaching Assistant	Lisa McGowan Teaching Assistant	Marianne Smith Teaching Assistant
Literacy Interventions Lead	C&I Monitoring Group	C&L Monitoring Group (SpLD)
Homework Club Lead	Liaison with CAT	Pupil Centred Conversation
Exams/Invigilation/Timetables	ASC Lead	SPLD Support
Cover for TAs	Whole school spelling marking	Testing
Testing: NGRT, Hodder, SaLT Screens	Hodder reading tests	7W2 Support
GCSE English Support	Taxis	Touch Typing Lead
	Breakfast Club	Actions lead
		Working/Not Working

Yvonne Jones Learning Support Assistant		
Breakfast Club, Lunch and Break time Club support		

Rachel Wheeler SENCO	
Multi-Agency Planning Meeting	Testing Lead
Strategic Lead for C&I, C&L, SEMH, S/PN	Liaison with PSS, CAT, EP, SaLT
SEND Register and Census	SEND Governors
EHCP Register	Student Social Workers supervisor
EHCP Reviews for C&I and C&L	PMR of team
EAA Lead	SENCO Surgery
Consortium Meeting	

The teaching assistants' line manager is Ms Wheeler, the SENCO. Ms Wheeler leads the performance management reviews of teaching assistants. Each teaching assistant provides support for pupils with an EHC Plan in lessons and during social time when needed. Teaching assistants also deliver small group 1-1 literacy programmes as required, to pupils receiving 'SEND Support' and those pupils with an EHC Plan. Every teaching assistant has a specific area of responsibility e.g. for pupils with a hearing loss. Teaching assistants play a key role in liaising with pupils, subject teachers (who remain responsible for the pupil's progress) and parents/carers. They also monitor pupils' progress and provide support during transition or periods of change within the school calendar and contribute to the weekly SEND Team monitoring and review meetings. Also in the team are three Assistant SENCOs, Ms Brown, Ms Hampson and Ms Goetschel. They have clearly defined roles and responsibilities, such as overseeing students with SEMH.

Mrs Breen is the Designated Senior Leader for child protection and the designated teacher for Looked After Children

- Mrs I Goetschel is responsible for managing Pupil Premium

Storing and managing information

Data is stored in the school's information management systems which is password protected:

- Test and screening results
- Subject assessments
- Outside agency and specialist reports
- General information

The following data is stored in our online Provision Mapping tool (Edukey):

- Pupil Passports
- Communication Logs
- Meeting Logs
- Provisions
- Learning Plans
- Assessment Logs

The following data is stored in SIMS (linked documents):

- Diagnoses letters and reports
- Proof of Exam Access Arrangements Online Approved Applications
- Form 8s
- Data Protection Consent Forms signed by pupils

Dealing with complaints

The staff and Governors are committed to resolving complaints as quickly as possible. If at all possible, concerns and complaints will be handled and resolved informally without the need to make a formal referral. Any complaints are taken very seriously and are dealt with promptly and efficiently by the designated senior leader who:

- encourages parents/carers to come into school to discuss their views and problems
- consults the SEND records
- refers to other staff
- discusses the issues with the Principal

Parents/carers can refer to the Complaints Procedure on the school website for further information.

Success criteria for this policy

All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

DfES: Special Educational Needs and Disability code of practice: 0 to 25 years, January 2015

Monitoring and reporting arrangements

The Principal is responsible for day to day management of all aspects of the school's work including special educational needs and disability and keeps the governing body fully informed.

The SENCO provides an annual written report to the Governing Body, detailing current issues, developments and future plans. The SENCO provides termly reports to the SEND Governor. The SENCO, and SEND Governor meet termly when they discuss current practice. The SENCO expects to be challenged by the SEND Governor in order to continually improve practice and delivery for all pupils with SEND at Bishop Challoner Catholic College.

Reviewing the policy

This policy is monitored by the Vice Principal and the SENCO. She also receives support from Mrs Potter, the named Governor for SEND at Bishop Challoner Catholic College; parents/carers with children who have SEND and pupils on the SEND Register.