




BISHOP CHALLONER CATHOLIC COLLEGE

Bishop Challoner Catholic College 	FGB Next Review	December 2021
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	Current Status	Complete
	Staff Owner	E. Breen
	Government/DfE Requirement	Statutory

Special Educational Needs (SEN) and Disability Information Report

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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

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. A copy of our Accessibility Plan (November 2019) can be found on our website.

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

Mrs S. Warhurst is the Special Educational Needs Co-ordinator (SENCO). She can be contacted via the school office: tel: 0121 444 4161

email: s.warhurst@bishopchalloner.bham.sch.uk

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

How can I find the Local Offer for the Birmingham

authority? The Local Offer for the Birmingham authority

can be found at:

<https://www.birmingham.gov.uk/localoffer>

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

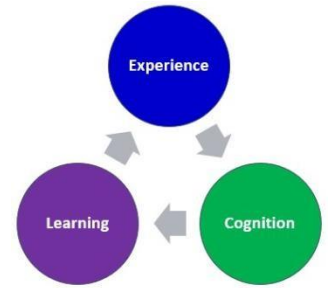
What kinds of Special Educational Needs and Disability (SEND) does Bishop Challoner make provision for, what does this provision look like and do we know it works?

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.

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

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 attend breakfast club before school

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

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)

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

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'.

This includes:

- Information is gathered from the pupil's previous school
- Standardised assessments for reading comprehension (NGRT) and spelling (NGST) are 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 profile.
- 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 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 have the opportunity to discuss their child's progress with the SEND team at half-termly SENCO surgeries and on parent consultation days.
- Pupils who need specialist help which school is unable to provide are referred to outside agencies, as appropriate.
- Reasonable adjustments are made for pupils who may have a disability under the Equality Act 2010.

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 Senior Vice 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. The Pupil Passport describes the pupil's strengths, needs, diagnosis involvement of external agencies, Exam Access Arrangements, Pupil and Parent / Carers views.

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 SENCO on parent consultation days. Parents/carers also have the opportunity to discuss their child's progress at half-termly SENCO surgeries. Urgent concerns can be discussed by appointment with the SENCO.

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 SENCO to ensure that high quality teaching is being delivered for all pupils. Heads of Department attend regular meetings with the SENCO. 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

BC_036 SEN AND DISABILITY INFORMATION

- Updates around new initiatives and developments from the SEND team
- Autism awareness delivered by the Communication and Autism team

BC_036 SEN AND DISABILITY INFORMATION

- 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
- SEND Continuing Professional Development Pathway during 2020-21

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 SENCO. 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 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)

Support for pupils with cognition and learning difficulties.

Contact: Via school SENCO

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 SENCO

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 SENCO

West Midlands Speech & Language Therapy Service

Moseley Hall Hospital, Alcester Road, Moseley, 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

SENCO

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

Web: <https://www.forwardthinkingbirmingham.org.uk>

Sensory Support (hearing or visual impairment)

Specialist support for pupils with a sensory

impairment. **Contact:** Via school SENCO

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 SENCO

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 SENCO

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.

Contact: Via school SENCO

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 SENCO

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.

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 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.

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 SENCO liaises with the SENCO 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 SENCO in the summer term to meet new pupils. Where appropriate, the Assistant SENCO 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 SENCO, 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 MyCare website when undertaking this process, with guidance from the educational psychologist and 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 2019 Bishop Challoner
Access Audit**

How does Bishop Challoner ensure that the Pupil Premium is spent well?

Pupil Premium is intended to reduce barriers to learning for disadvantaged pupils. The **Bishop Challoner Pupil Premium Policy**, which is available on the school website, explains the rationale for how this budget is spent and how outcomes are measured. It also explains how the Pupil Premium allocation was spent in the previous academic year and the impact of this expenditure.

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 SENCO, 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:

www.bishopchalloner.org.uk-home-about-policies-

[complaintsprocedure](#)

Who is the named Governor responsible for Special Educational Needs at Bishop Challoner Catholic College? Mrs T. Potter is the named Governor for SEND at Bishop Challoner Catholic College. Mrs Potter receives an annual report from the Principal and the SENCO/Assistant SENCO detailing the provision made and outcomes for pupils with SEND. Governors have a responsibility to challenge, support and advise the Principal if outcomes are not being met.