Blessed Edward Oldcorne Catholic College

Special Educational Needs & Disability Information Report 2019/20

This information report is based on the statutory Special Educational Needs and Disability Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEND and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators and the SEND information report

Other useful links are:

The new Code of Practice provided by the Department for Education which can be found using the following link:

<https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years>

The ‘Local Offer’ provided by Worcestershire County Council which describes what is ‘Ordinarily Available’ in schools.

This can be found using the following link:

<https://www.edulink.networcs.net/senreform/SEN%20Reform%20Documents/Ordinarily%20Available%20DraftV2%20April%202014.pdf>

If you require any further information about anything in this report then please do not hesitate to contact the Additional needs Department:

Mrs Muriel Fitzer (Special Educational Needs and Disabilities Coordinator)

01905 352 615

mmf10@blessededward.co.uk

**How we identify if a child needs additional support**

At Blessed Edward Oldcorne Catholic College we monitor the progress of all students twice a year to review their academic progress. We also use a range of assessments with all the students at the start of each academic year during KS3. We assess students: spelling age, reading age and free writing ability. Students with EHCPs or additional needs provision plans are assessed in the autumn and summer term to monitor and measure progress. We know when a student needs help additional support if concerns are raised by:

* parents/carers,
* external agencies
* teachers
* the student’s previous school
* the student themselves

Other ways in which the college identifies if a child needs additional support include:

* Screening, such as that completed on entry indicates gap in knowledge and/or skills.
* Whole college tracking of attainment outcomes indicates lack of expected rate of progress.
* Observation of the student indicates that they have additional needs
* Some students are assessed by outside agencies such as educational psychologists, NHS professionals and other relevant assessments of needs that may be medical or clinical.

In the summer Term, the SENDCo visits all primary schools which have pupils transferring to us in the new school year. At meetings with the primary SENDCos, information is shared and provision that is already in place is discussed for pupils who are require support or have an EHCP. Meetings also take place with some parents that have been identified by the primary SENDCo and we attend EHCP review meetings.

When a higher level of need is identified by the primary school, parents meet with the SENDCo in the summer term at the college to discuss and agree provision that needs to be in place in September in order to remove barriers to learning upon transition. Added to this, upon entry to the college we will assess each pupil’s current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate.

**How we will consult with parents and children and involve them in their education**

Parents are informed about progress using the college progress reports, parents’ evenings, parent consultations and annual reviews for students with Education Health and Care Plans. Some students with more complex needs have daily or weekly logs of progress. All parents of students at Blessed Edward Oldcorne Catholic College are invited to discuss the progress of their children on a number of occasions a year and receive a progress report twice a year. In addition we are happy to arrange meetings outside of these times.

All students will access additional teaching support to help narrow gaps in learning. This will not imply that the student has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents. If following normal provision intervention, improvements in progress are not evidenced, we will contact parents to discuss the use of internal or external assessments. These will give further information to enable the college to address the student’s needs better. Students may then be given formal support to address specific needs and as a consequence of this will be identified as having special educational needs. Parents will be invited to all planning and reviews of this provision and will be actively supported to contribute to assessment, planning and review. Students will have targeted support or intervention which will be tracked and monitored. This is reviewed termly.

Parents of students with Education, Health and Care Plans will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. In some cases students with more complex needs may require more than one annual review.

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| **Areas of need as identified in the ADDITIONAL NEEDS code of practice report** | |
| Area of need | Specific Needs the college provides support for |
| Communication & Interaction | * Autism Spectrum Disorders * Speech, Language and Communication Needs |
| Cognition & Learning | * Moderate Learning Difficulties * Severe Learning Difficulties * Dyslexia * Dyspraxia * Dyscalculia * ADHD/ADD * Students with English as an Additional Language |
| Social, Emotional & Mental Health | * Social Needs * Emotional Health and Well-being * Behavioural Needs |
| Sensory &/or Physical Needs | * Specific medical or physical needs * Hearing Impairment * Multi-sensory Impairment |

**Roles and responsibilities**

**The SENDCo**

The SENDCo is Muriel Fitzer. She can be contacted via email at mmf10@blessededward.co.uk

Telephone: 01905 352615

The SENDCo will:

* Work with the Headteacher, the Deputy Headteacher who line manages Additional Needs and Additional Needs Governor to determine the strategic development of the SEND policy and provision in the college
* Have day-to-day responsibility for the operation of the additional needs policy and the coordination of specific provision made to support individual students with SEND, including

those who have EHC plans

* Provide professional guidance to colleagues and work with staff, parents, and other agencies

to ensure that students with additional needs receive appropriate support and high quality

teaching

* Advise on the graduated approach to providing additional needs support
* Be the point of contact for external agencies, especially the local authority and its support

services

* Liaise with potential next providers of education to ensure students and their parents are

informed about options and a smooth transition is planned

* Work with the headteacher and governing board to ensure that the college meets its

responsibilities under the Equality Act 2010 with regard to reasonable adjustments and

access arrangements

* Ensure the college keeps the records of all students with additional needs up to date

**The Additional Needs Governor**

The Additional Needs Governor will:

* Help to raise awareness of additional needs issues at governing board meetings
* Monitor the quality and effectiveness of additional needs and disability provision within the

college and update the governing board on this

* Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the college

**The Headteacher**

The Headteacher will:

* Work with the SENDCo and additional needs governor to determine the strategic

development of the SEND policy and provision in the college

* Have overall responsibility for the provision and progress of learners with additional needs

**Teachers**

Each class teacher is responsible for:

* The progress and development of every student in their class
* Planning for and making learning accessible to all learners
* Request support / CPD to help further teaching and learning for all additional needs

students.

* Working closely with Learning Support Mentors or specialist staff to plan and assess the

impact of support and interventions and how they can be linked to classroom teaching

* Working with the SENDCo to review each student’s progress and development and decide on any changes to provision
* Ensuring they follow the additional needs policy
* Identify and refer students not making progress to the Additional needs department for

further assessment

* Make the necessary reasonable adjustments for students with additional needs as laid out

on the college Mintclass system.

In addition Form tutors and Heads of Year monitor students in their form and year group. If students

have social, emotional or mental health needs, they will contact parents and offer support such as

additional mentoring. If students continue to need support or their level of need increases, Heads of

Year will alert the SENDCo for extra provision to be put in place.

**How we will assess and review the progress of students with additional needs**

The college is committed to working closely with parents of all students to review, plan and support

the progress of our students. The progress of all students, including those with special educational

needs, is regularly monitored and reviewed by subject teachers and subject leaders. We assess

students in an inclusive learning environment. Information on all students with special educational

needs is available to staff, including details of relevant targets and specific support strategies for the

classroom. This information is regularly updated by the special educational needs department to

ensure that teachers can make the necessary adaptations in their planning and assessment of

students.

**For students with Education Health Care Plans**

Statutory Annual Reviews are held in accordance with local and national guidance. In addition,

flexible meetings and catch-ups are arranged on an individual basis. Parents are encouraged to

contact the ADDITIONAL NEEDS department should issues or concerns arise throughout the

academic year.

The views of parents and young people are acknowledged at each stage and all parties are

encouraged to be involved in reviewing and setting targets. Formal and informal assessments are

used to measure the progress of individual students in each subject the study. The views of parents

and young people are acknowledged at each stage and all parties are encouraged to be involved in

reviewing and setting targets.

**How we will support children in moving between phases of education**

At Blessed Edward Oldcorne Catholic College we work closely with the primary schools the students

attend before they transfer to us, in order to learn about their needs. This key information is

intended to make the transfer as seamless as possible. Heads of Year and the SENDCo visit all of the

primary schools that will be transferring students from year 6 to year 7. Key information about

students with additional needs or other needs is shared.

The college provides transition and careers support for all students with additional needs. This

includes:

* Access to assemblies focused on careers and transition
* One-to-one appointments with our link careers advisor
* Opportunities to attend sixth form presentation evenings.
* Students requiring additional support with transition have additional opportunities to access

taster days at college and take part in induction programmes offered by post 16 providers.

These are introduced as part of a package of transition after formal examinations in Year 11.

For students with, Education Health and Care Plans, transition support forms part of the annual

review process in Year 10 and Year 11. The college will also contribute information to a student’s onward destination by providing information to their post 16 provider.

**Our approach to teaching children with additional needs and how we adapt the curriculum and**

**learning environment for them.**

Our college has the highest expectations of all learners. Regular meetings are held within curriculum

departments in which students making less than expected progress are identified and strategies for

support within the classroom are agreed.

Strategies for supporting young people with special educational needs vary depending on the type

and level of need but may include the application of classroom strategies relating to:

* The way materials are produced/presented for a young person
* Requirements for access to special equipment
* Recommended approaches to teaching
* Strategies to support sensory or physical needs

We firmly believe that the best outcomes for students are provided through access to a broad,

balanced and differentiated curriculum and that consistent, high quality classroom teaching is key to

our students’ success.

Students with particular difficulties related to special educational needs will be considered for

additional intervention-based support. We regularly review the range, type and frequency of

interventions offered to support students.

All lessons within the college are delivered to meet the needs of all learners. This means that every

teacher is committed to providing lessons designed to support all learners, including those with

additional needs.

The vast majority of lessons at the college are delivered without the support of a Learning Support

Mentor or additional adult. Exceptions may apply for specific learners with EHCPs and/or high needs.

Teachers regularly review student attainment and progress making referrals to the Additional needs

Department where necessary.

**How we train our staff who provide support to students with additional needs and the existing**

**expertise they have.**

All staff are required to attend professional development training. Past training has covered a wide

range of areas related to special educational needs and future training is planned with the needs of

students in mind.

**The Additional Needs Team**

The college has a committed team of Learning Support Mentors. A number of the team are qualified

to degree level and the majority have developed their expertise over many years of service with the

college. The team accesses specialist training in areas such as Speech Language and Communication,

Autism, Mental Health, Sensory Needs, memory development and Developmental Trauma.

**SENDCo**

Mrs Fitzer is an experienced Special Educational Needs Co-ordinator and is a qualified teacher. She

has been a SENDCo since 2004. Mrs Fitzer has a background in teaching additional needs in specialist

provision. As a SENDCo in post before 1 September 2009 she is not required to undertake the National Award for Special Education Needs Co-ordination. She has a diploma in SpLd. Mrs Fitzer continues to attend continued professional development in all areas of additional needs. Recently completed professional development includes:

* Character Education – Birmingham University 2018.
* Developmental Trauma Autumn 2018,
* Speech Language and Communication - NHS Worcestershire speech and language therapy service.
* Understanding Trauma Solihull Approach 2020

Mrs Fitzer is also a member of NASEN and Chadsgrove SENDCo Network; she keeps up to date about

developments in Special Needs nationally and locally. She is part of the governance group for

Worcestershire SENDSIASS and continues to deliver workshops and seminars in areas of additional

needs to PGCE Worcester University students.

How we evaluate the effectiveness of the provision made for students with additional needs

The Additional needs Team use college data and information to monitor the progress and

development of all students. This enables the development of effective interventions. These

interventions are reviewed on a regular basis.

Learning Support Mentors are deployed to support the learning of all students with additional needs. They provide support in various ways in and out of the classroom. They work to promote learning and cognition, social and emotional development and wellbeing and ensure that students are working towards their targets. Learning Support Mentors monitor the progress of students and

support and liaise with teachers and other learning Support Mentors.

Each review of a student’s support plan will be informed by the views of the student, parents and

class/subject teachers. This information is collated to evidence if adequate progress is being made.

These reviews seek to identify students making less than expected progress given their age and

individual circumstances. This can be characterised by progress which:

* is significantly slower than that of their peers starting from the same baseline
* fails to match or better the child’s previous rate of progress
* fails to close the attainment gap between the child and their peers
* widens the attainment gap

For students with an Education, Health and Care Plan there will be an annual review of the provision

made for the child, which will enable an evaluation of the effectiveness of the special provision. The

collation of all annual review evaluations of effectiveness will be shared with the Head teacher and

may be shared with the governing body. Emergency reviews may also be arranged for students

whose needs change or, for whom the type of provision they are currently experiencing needs to be

addressed.

The needs of students with additional needs are shared with all teaching and support staff. The

college has an inclusion register which it uses to share key information on students. Information is

available for teachers using the college’s information systems to enable teachers to make

reasonable students so that students can access the curriculum. This information includes:

additional needs, support strategies, any exam access arrangements, current reading ages and any

outside agency advice. Further to this any formal external assessments from medical or educational

professionals is also shared. This information is key for staff in understanding and making provision

for teaching and learning in their lessons. Targets for students with EHCPs are also shared through

this system.

Teaching staff monitor the progress of all the students they teach. When they notice that a student

is persisting in having a difficulty they log the evidence and refer this to the Additional needs

department. Teachers keep record of their referrals in their Teaching and Learning folders.

The progress of students supported through additional intervention is also closely monitored and

communicated with parents.

**How we encourage and enable students with additional needs to engage with activities.**

Students are educated in an inclusive environment at Blessed Edward Oldcorne Catholic College. Our

Catholic ethos and values mean that students are at the centre of what we do. Students experience

a variety of learning groups depending on the subject and year group they are in such as mixed

ability, streamed and grouped classes. In some instances specific groups are arranged to achieve

specific outcomes- for example: to enhance teaching and learning before a year 11 exam. In this way

all students have opportunities to be part of the college community and learn and mix alongside one

another.

All clubs, visits and activities at Blessed Edward Oldcorne Catholic College are offered to all students

with special educational needs or, Education, Health and Care Plans. Where necessary the college

provides additional adult support to enable the safe participation of students with additional needs

in the activity. An example is ensuring vision impaired students have 1:1 support for external visits.

Students with Additional needs are able to access the college Sanctuary area before the college day

begins and at break and lunch times. The Sanctuary offers an inclusive and supportive environment

for social interaction, educational games and discussions. This area is staffed by skilled professionals

and students are supervised in a calm and friendly environment.

Students with additional needs are encouraged to take part in the inclusive sports club each Tuesday

at lunchtimes. Students participate in a range of activities and sports that are accessible to all. Extracurricular enrichment visits for students with additional needs are supported by Learning Support Mentors.

There are clubs in the college that are attended by students with additional needs such as: Japanese

club, Art Club, sports teams practices, library club, STEM club and chess club. All extra-curricular activities and college visits are available to all students.

No student is ever excluded from taking part in these activities because of their additional needs.

**Number of students with an EHCP who left the college this in July 2020.**

One

**Number of students with an EHCP who will leave the college in 2021.**

Two

**How we engage with external services to meet a student’s additional needs and support their**

**Family**

As part of the cycle of additional need support the college will consider whether to involve external

services to make sure the child’s specific needs are being met. The college is experienced in working

as part of a multiagency approach to support a student.

Parents are always involved in any decision to involve specialists and consent is sought before any

involvement with another professional is agreed.

The college accesses a range of external services such as:

The LA Sensory Impairment Team

The LA CCD/Autism team -

CAHMs (Child and Adolescent Mental Health)

The Umbrella Pathway Team for the assessment of neurological conditions and needs such as

Autism and ADHD.

NHS Worcestershire Speech and Language Therapists

Educational Psychologists

Community Paediatricians- Worcestershire NHS

The Medical Education Team

Mrs Fitzer, will be able to offer more information and advice about the other agencies and services

that support our students.

**Complaints about Additional Needs provision.**

Complaints about additional needs provision in our college should be made to the SENDCo in the first instance. If the complaint cannot be resolved the Headteacher will become involved. At all stages parents have the right to use the college’s complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the

first-tier additional needs tribunal if they believe that our college has discriminated against their

children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

**Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo every year. It will also be updated

if any changes to the information are made during the year.

It will be approved by the governing board on an annual basis.

**Links with other policies and documents**

This policy links to the following college policies:

* Accessibility plan
* Admissions arrangements
* Behaviour
* Equality information and objectives
* Supporting students with medical conditions

All these policies can be found on the college website.