

Blessed Edward Oldcorne Catholic College

**Special Educational Needs & Disability
Information Report 2025/26**



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 students with SEND
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for Education, Health, and Care Plans (EHCP), SEND co-ordinators and the SEND information report

Other useful links are:

- SEND Code of Practice: 0 to 25 years (Statutory Guidance):
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- 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.worcestershire.gov.uk/council-services/childrens-services/send-local-offer>

If you require any further information about anything in this report, then please do not hesitate to contact the Special Educational Needs and Disability (SEND) Department:

Ms Rebecca Mullins -Special Educational Needs and Disabilities Coordinator (SENCo)

Tel: 01905 345615 Email: rmullins@blessededward.co.uk or send@blessededward.co.uk

How we identify if a child needs additional support

At Blessed Edward Oldcorne Catholic College, we use a range of strategies to identify students who may need extra help:

Regular Monitoring: We review every student's academic progress at least twice a year. Teachers, parents/carers, and students can also raise concerns at any time through our referral process.

Baseline Assessments: At the start of Key Stage 3, all students complete assessments in spelling, reading, and free writing. Students with Education, Health and Care Plans (EHCPs) or SEND support plans are assessed in both the Autumn and Summer terms to monitor progress.

Sources of Concern: We consider concerns raised by:

- Parents/carers
- Teachers
- External agencies
- Previous schools
- The student themselves

Additional Indicators:

- Screening results showing gaps in knowledge or skills
- Tracking data indicating slower progress than expected
- Classroom observations suggesting additional needs
- Reports from external professionals (e.g., educational psychologists, NHS specialists)

Transition from Primary:

In the summer term, our Head of Year 7 visits primary schools to meet Year 6 students transferring to us. Key information about students with SEND is shared, including current provision and future needs. The SENCo attends meetings for students with higher needs, including EHCP reviews, to ensure smooth transition. KS2 SATs scores are reviewed to understand literacy and numeracy levels. When students join Year 7, we carry out further assessments to create a learner profile and identify any unmet needs.

How we consult with parents and students and involve them in their education

We believe that strong communication and partnership with families is essential. Here's how we keep parents and students involved:

- **Regular Updates:** Parents receive progress information through our reporting system, parents' evenings, consultations, and annual reviews for students with Education, Health and Care Plans (EHCPs). For students with more complex needs, we may provide daily or weekly progress logs.
- **Flexible Meetings:** We are happy to arrange additional meetings at any time if parents wish to discuss their child's progress or support.
- **Support and Intervention:**
 - All students may receive extra teaching support to help close gaps in learning. This does not automatically mean a student has SEND.
 - Any additional provision is recorded on an Individual Learning Plan (ILP), tracked, and shared with parents.
- **Graduated Response:**
If progress does not improve after interventions and two cycles of the graduated approach (Assess, Plan, Do, Review), we will contact parents to discuss further assessments. These may include internal or external evaluations to better understand the student's needs.

If a student is identified as having SEND, targeted support will be put in place, monitored closely, and reviewed regularly with parents. Parents are invited to all planning and review meetings and encouraged to contribute actively.

- Annual Reviews for EHCPs:
Parents of students with EHCPs are invited to attend annual reviews, which include input from other agencies where possible. For students with complex needs, more than one review may be held each year.

Primary Areas of Need and Specific Provision

Primary Area of Need	Specific Needs Supported
 Communication & Interaction	<ul style="list-style-type: none">• Autism Spectrum Disorders• Speech, Language and Communication Needs
 Cognition & Learning	<ul style="list-style-type: none">• Moderate Learning Difficulties• Severe Learning Difficulties• Dyslexia• Dyspraxia• Dyscalculia• ADHD/ADD• Students with English as an Additional Language
 Social, Emotional & Mental Health	<ul style="list-style-type: none">• Social Needs• Emotional Health and Well-being• Behavioural Needs• Mental Health and well-being
 Sensory &/or Physical Needs	<ul style="list-style-type: none">• Specific medical or physical needs• Hearing Impairment• Visual Impairment• Multi-sensory Impairment

Roles and Responsibilities

The SENCo

Our Special Educational Needs and Disabilities Coordinator (SENCo) is Rebecca Mullins.

Contact: Email rmullins@blessededward.co.uk Tel: 01905 345615

The SENCo is responsible for ensuring high-quality provision for students with SEND. Key responsibilities include:

- Strategic Leadership: Work with the Headteacher, Deputy Headteacher, and SEND Governor to develop and implement the college's SEND policy and provision.
- Operational Management: Oversee the day-to-day operation of the SEND policy and coordinate specific support for students with SEND, including those with Education, Health and Care Plans (EHCPs).
- Professional Guidance: Provide advice and support to colleagues, and work collaboratively with staff, parents, and external agencies to ensure students receive appropriate support and high-quality teaching.
- Graduated Approach: Advise on and implement the statutory *Assess, Plan, Do, Review* cycle for SEND support.
- External Liaison: Act as the main point of contact for external agencies, including the local authority and specialist services.
- Transition Planning: Liaise with next-stage education providers to ensure smooth transitions for students and their families.
- Compliance and Record Keeping: Ensure the college meets its duties under the Equality Act 2010, including reasonable adjustments and access arrangements, and maintain accurate records for all students with SEND.

The SEND Governor

The SEND Governor plays a vital role in ensuring that the college meets its responsibilities for students with Special Educational Needs and Disabilities (SEND). Key responsibilities include:

- Raising Awareness: Promote understanding of SEND issues at governing board meetings and ensure they remain a priority in strategic discussions.
- Monitoring Provision: Review the quality and effectiveness of SEND provision across the college and report findings to the governing board.
- Strategic Development: Work collaboratively with the Headteacher and SENCo to shape and oversee the strategic development of the SEND policy and provision.

The Headteacher

The Headteacher has overall responsibility for ensuring that students with Special Educational Needs and Disabilities (SEND) receive high-quality provision and make good progress. Key responsibilities include:

- Strategic Leadership: Work with the SENCo, Deputy Headteacher, and SEND Governor to shape and oversee the strategic development of the college's SEND policy and provision.
- Accountability: Maintain overall responsibility for the progress and outcomes of learners with SEND.

Senior Leadership Team (SLT)

The Headteacher and Deputy Headteacher work closely with the SENCo to:

- Hold regular meetings focused on SEND priorities and student needs.
- Lead strategic planning, review, and development of SEND provision.
- Deliver and monitor staff CPD to ensure high-quality inclusive practice.

- Collaborate on SEND priorities for groups and individual students.
- Develop and adapt learning resources to meet the evolving needs of students and their families.

Teachers

Every class teacher is responsible for ensuring that all students, including those with SEND, can access high-quality learning. Key responsibilities include:

- Knowing Your Students: Understand each student's needs, strengths, and areas for development.
- Progress and Development: Take responsibility for the progress of every student in your class.
- Inclusive Planning: Plan lessons that are accessible to all learners and make reasonable adjustments as required.
- Professional Development: Request CPD opportunities to deepen understanding of SEND categories and strategies for supporting individual students.
- Collaboration: Work closely with Learning Support Mentors (LSMs) and specialist staff to plan interventions and assess their impact, ensuring these link effectively to classroom teaching.
- Review and Adapt: Meet with the SENCo to review student progress and agree on any changes to provision.
- Policy Compliance: Follow the college's SEND policy and procedures at all times.
- Identification and Referral: Refer students who are not making expected progress to the SEND Department using the student monitoring process.
- Reasonable Adjustments: Implement adjustments for students with SEND as outlined in the college's Synergy system.

Additional Responsibilities for Form Tutors and Heads of Year:

Form Tutors and Heads of Year monitor students' wellbeing and progress within their form and year group. If a student has social, emotional, or mental health (SEMH) needs, they will contact parents and offer support such as mentoring. If needs persist or escalate, the Head of Year will alert the SENCo so that further provision can be arranged.

How We Assess and Review the Progress of Students with Additional Needs

We are committed to working in partnership with parents and carers to monitor and support every student's progress. Our approach includes:

Regular Monitoring

- The progress of all students, including those with SEND, is reviewed regularly by subject teachers and leaders.
- Assessments take place in an inclusive learning environment, ensuring that adaptations are made where needed.
- Staff have access to up-to-date information on each student's targets and classroom strategies, maintained by the SEND Department.

For Students with Education, Health and Care Plans (EHCPs)

- Annual Reviews: Statutory reviews are held in line with local and national guidance.
- Flexible Meetings: Additional meetings or "catch-ups" can be arranged at any time to address concerns.

- Emergency Reviews: Interim or emergency reviews are conducted if a student's needs change significantly.

Collaboration and Involvement

- The views of parents and young people are central to every stage of the process.
- All parties are encouraged to contribute to setting and reviewing targets.
- Both formal and informal assessments are used to measure progress across subjects.

How We Support Children in Moving Between Phases of Education

We work closely with students, families, and other education providers to ensure transitions are smooth and well-planned.

Primary to Secondary Transition

- Our SENCo and key members of the SEND team attend transition meetings with students and families to gather essential information.
- Heads of Year and the SENCo visit the majority of primary feeder schools to meet Year 6 students and discuss their needs.
- Information about students with SEND, including current provision and future requirements, is shared to support continuity.
- For students transferring from other schools, outside Worcestershire, or from overseas, parents are encouraged to contact us directly so we can plan appropriate support.

Transition and Careers Support

We provide a comprehensive programme to prepare students for post-16 education, including:

- Careers and Transition Assemblies: Delivered from Year 7 to Year 11.
- One-to-One Careers Guidance: Appointments with our link careers advisors.
- Post-16 Opportunities: Access to sixth form presentations, open evenings, and taster days.
- Additional Support: Students who need extra help with transition can attend induction programmes offered by post-16 providers after Year 11 exams.

For Students with EHCPs

- Transition planning forms part of the annual review process in Year 10 and Year 11.
- The college provides detailed information to post-16 providers to ensure continuity of support.

Our approach to teaching children with Special Educational Needs and Disability (SEND) and how we adapt the curriculum and learning environment for them

We have high aspirations and clear expectations for all learners. Our approach is based on quality-first teaching and proactive support:

Identifying and Supporting Needs

- Curriculum teams meet regularly to review progress and agree classroom strategies for students making less than expected progress.
- Support strategies vary depending on the type and level of need and may include:
 - Adapting how materials and tasks are presented.
 - Providing access to specialist equipment.
 - Using recommended teaching approaches.
 - Implementing strategies for sensory or physical needs.

Inclusive Curriculum

- We believe the best outcomes come from access to a broad, balanced, and differentiated curriculum.
- Consistent, high-quality classroom teaching is the foundation of success for all students.

Interventions

- We regularly review the range, type, and frequency of interventions offered.
- Students with persistent difficulties may receive additional targeted support beyond classroom strategies.

Classroom Practice

- All lessons are designed to meet the needs of all learners.
- Most lessons are delivered without additional adult support, but Learning Support Mentors (LSMs) may be deployed for students with EHCPs or high needs.
- Teachers monitor progress and refer concerns to the SEND Department when necessary.

Staff Training and Expertise

- Training covers a wide range of SEND areas and is updated regularly to reflect student needs.
- Professional development includes strategies for inclusive teaching, understanding specific SEND categories, and implementing effective interventions.

The Special Educational Needs and Disability (SEND) Team

Our college has a dedicated team of Learning Support Mentors (LSMs) who play a vital role in supporting students with additional needs. Key features of our team include:

- Experience and Qualifications: Several team members hold degree-level qualifications, and most have developed extensive expertise through many years of service at the college.
- Specialist Training: The team regularly undertakes professional development in areas such as:
 - Speech, Language and Communication
 - Autism Spectrum Disorders
 - Mental Health and Well-being
 - Sensory Needs
 - Memory Development
 - Developmental Trauma
- Collaborative Practice: We work closely with our school Educational Psychologist to enhance coaching and mentoring skills, ensuring that support strategies are evidence-based and effective.

SENCo Profile – Ms Rebecca Mullins

Ms Rebecca Mullins is an experienced Special Educational Needs and Disabilities Coordinator (SENCo) and qualified teacher. She has held the role since 2023 and brings a strong background in teaching SEND within specialist provisions.

- Qualifications and Compliance:
 - Ms Mullins holds the [National Award for SEN Coordination \(NASENCO\)](#)
- Commitment to Professional Development:
 - Ms Mullins actively engages in ongoing CPD to stay updated on best practice and statutory requirements. She attends national and regional SEND conferences and works closely with SENCo networks to ensure alignment with local and national expectations.

How We Evaluate the Effectiveness of Provision for Students with Additional Needs

We regularly review the impact of our SEND provision to ensure it meets the needs of every learner. Our approach includes:

Monitoring and Data Analysis

- The SEND Team uses college assessment data and progress information to evaluate interventions and identify areas for improvement.
- Interventions are reviewed regularly to ensure they are effective and adapted where necessary.

Role of Learning Support Mentors (LSMs)

- LSMs support students in and out of the classroom, focusing on learning, cognition, social and emotional development, and wellbeing.
- Each LSM monitors the progress of their assigned students and works closely with teachers to adjust strategies as needed.

Individual Learning Plans (ILPs)

- Every ILP review includes input from the student, parents/carers, and subject teachers.
- Reviews use evidence of progress to identify students making less than expected progress, which may include:
 - Slower progress than peers from the same starting point.
 - Failure to match or improve on previous progress rates.
 - Failure to close attainment gaps.
 - Widening attainment gaps.

Annual and Interim Reviews for EHCPs

- Students with Education, Health and Care Plans have statutory annual reviews.
- Emergency or interim reviews are arranged if needs change significantly.
- Outcomes of reviews are shared with the Headteacher and may be reported to the governing body.

Information Sharing

- The college maintains an Inclusion Register and uses its information systems to share key details with staff, including:
 - Additional needs and support strategies.
 - “Must-do” classroom adjustments.
 - Exam Access Arrangements.
 - Reading ages and external agency reports.

This ensures teachers can make reasonable adjustments and plan effectively.

Teacher Monitoring and Referral

- Teachers monitor progress continuously and refer concerns to the SEND Department using the student monitoring process.
- Records of referrals are kept in Teaching and Learning folders.

Graduated Response

- For most students, we follow a two-term cycle of Assess, Plan, Do, Review.
- Progress is communicated with parents and informed by input from students, teachers, LSMs, and external professionals.

How we encourage and enable students with Special Educational Needs and Disability (SEND) to engage with activities

We are committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), have full access to the life of the college.

Student Leadership and Voice

- In 2022, we introduced the Additional Needs and Disability Inclusion Team (ANIT) – a group of student ambassadors who:
 - Share their experiences with other SEND students, visitors, and new starters.
 - Participate in meetings on SEND-related topics.
 - Attend weekly meetings with the SENCO.
 - Promote SEND awareness events (e.g., Autism Acceptance Week).
 - Support transition activities for Year 5 and Year 6 students and assist at induction and open evenings.

Inclusive Learning Environment

- Our Catholic ethos places students at the heart of everything we do.
- Students learn in a variety of group settings (mixed ability, streamed, or targeted groups) to ensure inclusion and progress.
- No student is excluded from any activity because of additional needs.

Access to Clubs and Activities

- All clubs, visits, and enrichment activities are open to students with SEND, including those with EHCPs.
- Additional adult support is provided where necessary (e.g., 1:1 support for visually impaired students on trips).
- Examples of inclusive activities include:
 - Chess Club
 - Art Club
 - STEM Club
 - Sports Teams and Inclusive Sports Club
 - Homework Club (twice weekly, staffed by LSMs)

Support During Social Times

- Students who find unstructured times challenging can access the Sanctuary, a supervised nurture space available before school, at break, and at lunch.
- The Sanctuary offers a calm environment for social interaction, educational games, and support.

Transition and Enrichment

- SEND students are encouraged to participate in all enrichment opportunities, including sports and cultural visits.
- Learning Support Mentors provide additional support for extra-curricular activities and homework completion.

Seven students with an EHCP in Y11 will leave the college this year (July 2026)

How We Engage with External Services to Support Students and Families

As part of our graduated approach to SEND support, we work closely with external agencies when additional expertise is needed to meet a student's specific needs. This ensures that provision is comprehensive and tailored.

Multi-Agency Collaboration

The college is experienced in working within a **multi-agency framework** to provide holistic support for students and their families. We seek parental consent before involving any external professionals and keep families informed throughout the process.

Examples of External Services We Work With

- **Local Authority Services:**
 - Sensory Impairment Team
 - Autism and Communication Team
- **Health Services:**
 - NHS Speech and Language Therapy
 - Community Paediatricians
 - CAMHS (Child and Adolescent Mental Health Services)
- **Specialist Support:**
 - Educational Psychologists
 - Chads Grove School Support Services
 - Exam Access Arrangement specialists
- **Other Agencies:**
 - Early Help and Social Care
 - Mentoring and therapeutic services

Our Commitment

We aim to ensure that every student receives the right support at the right time. By working in partnership with families and external professionals, we provide coordinated interventions that address educational, health, and social needs.

Information and Advice

Our SENCo, Ms Rebecca Mullins, can provide information and guidance about all available agencies and services that support students with SEND and their families. Please contact the SEND team at send@blessededward.co.uk

Complaints About SEND Provision

We aim to resolve concerns quickly and fairly.

- **Step 1:** Contact the SENCo in the first instance.
- **Step 2:** If the issue is not resolved, the Headteacher will become involved.
- **Step 3:** Parents may use the college's formal complaints policy at any stage.

Parents of students with disabilities also have the right to make disability discrimination claims to the First-tier SEND Tribunal if they believe the college has discriminated against their child. Claims can relate to:

- Exclusions
- Provision of education and associated services
- Failure to make reasonable adjustments, including providing auxiliary aids and services

Monitoring and Review

- This SEND Information Report is reviewed annually by the SENCo and approved by the governing board.
- Updates may be made during the academic year to reflect changes in legislation or practice.
- **Next review due:** July 2026.

Links to Other Policies

This report links to the following college policies:

- Accessibility Plan
- Admissions Arrangements
- Behaviour Policy
- Equality Information and Objectives
- Supporting Students with Medical Conditions

All policies are available on the college website.

Compliance Statement

This report complies with:

- Children and Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
and aligns with Worcestershire Local Offer expectations.