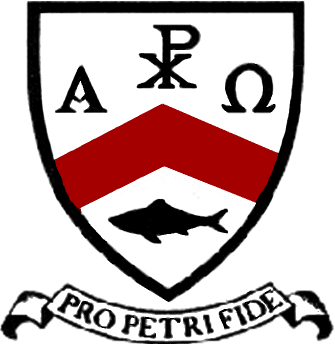
Special educational needs (SEN) information report

Bishop Milner Catholic College

“Inspiring hearts and minds with Christ

at the centre of all we say and do”

**The college offer for Special Educational Needs.**

“Therefore encourage one another and

build one another up, just as you are doing.”

**1 Thessalonians 5:11**

This document has been written in compliance with “The SEND Code of Practice: 0-25 years” (2015). As such, it is a working document and will be reviewed and updated as policies evolve.

**A translated version of our SEN Information report is available on request.**

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| --- | --- | --- |
| **Approved by:** | Fiona Bansal | **Date:** 03/03/25 |
| **Last reviewed on:** | 03/03/25 | |
| **Next review due by:** | 03/03/26 | |

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Special Educational Needs | Bishop Milner Catholic College](https://www.bmilner.dudley.sch.uk/copy-of-pupil-premium)

**Note:** If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

**The “Special Educational Needs and Disability Code of Practice: 0-25 years (2015)” (the Code of Practice) defines SEN as:**

* A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.
* A child 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 generally available in mainstream colleges.

# 1. What types of SEN does the school provide for?

Bishop Milner Catholic College is an inclusive school that values all its students and is committed to ensuring that all students reach their potential.

**Typically, our students with SEND have difficulties that fall within all four areas of need.**:

|  |  |
| --- | --- |
| **Area of need** | **Condition** |
| **Communication and interaction** | Autism spectrum disorder (ASD) |
| Speech and language difficulties |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|
|
| Moderate learning difficulties |
| **Social, emotional and mental health** | Attention deficit hyperactivity disorder (ADHD) |
| Attention deficit disorder (ADD) |
| **Sensory and/or physical** | Hearing impairments |
| Visual impairment |
| Multi-sensory impairment |
| Physical impairment |

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We strive to respect and value the individual. Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony.

We will endeavour to ensure necessary provision is made for any individual with Special Educational Needs (SEN) and that those needs are made clear to all who are likely to teach the student. We actively encourage all students to become involved in the wider College community, including extracurricular activities.

We aim to embrace any SEN for any student attending the College, without discrimination.

A student may be identified as having a Special Educational Need at any stage during their education. This may be a long-term difficulty requiring continuing support or a short-term difficulty requiring specific intervention.

# 2. Which staff will support my child, and what training have they had?

In addition to the SENCO, the SEN department is made up of:

# Our Alternative Provision Lead - Mrs F Farmer

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Mrs Farmer is currently trained in Team Teach and Safer Handling, Facilitation skills for Experiential Learning, delivering and assessing AQA unit awards, DBT for Adolescents, Functional Skills courses in English and Maths; Trauma focused CBT; Assessment and risk assessment of children and adolescents in crisis; Solution-Focused Therapy and the RAID approach to supporting challenging and disturbing behaviour.

Responsible for:

* The day-to-day operation of ‘Aquinas’ (our alternative resource provision (ARP) providing respite and outreach support for students struggling within mainstream lessons despite pastoral interventions).
* Carrying out assessments, observations, interventions, reviews and reintegration for students needing support around Social, Emotional and Mental Health needs, as well as in-year admissions.
* Supporting and coaching colleagues with de-escalating challenging behaviours from students and implementing restorative practice.

# Our Level 3 Teaching Assistant – Miss S Jones

Responsible for:

* The day-to-day operations of SEND provision at Bishop Milner
* Providing advice, guidance and training to classroom teachers on supporting pupils with SEN.
* Carrying out assessments of pupils with SEN to identify needs and monitor progress – including classroom observations.
* Quality assuring and development of SEN support learning plans
* Individual risk assessments.
* Access arrangements
* Implementation, Monitoring and reviewing Wave 2 interventions delivered by the SEN Team

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# Our Level 3 Teaching Assistant – Mrs B Russon

Responsible for:

* The day-to-day operations of SEND provision at Bishop Milner
* Providing advice, guidance and training to classroom teachers on supporting pupils with SEN.
* Carrying out assessments of pupils with SEN to identify needs and monitor progress – including classroom observations.
* TA induction
* Mentoring our TA Apprentices
* Quality assuring and developing TA practice and deployment within the classroom.
* Quality assuring and development of SEN support learning plans

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We have 4 permanent Level Two TAs – Miss M Rico, Mrs Y Phipps, Miss E Mponji and Miss M Zarychta

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We also currently have 2 TA Apprentices.

We also have a specialist phonics teacher Mrs S Zarin.

She is at the college once a week to support with our phonics intervention programme.

Our special educational needs co-ordinator, or SENCO

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Our SENCO is Mrs Fiona Bansal

They have over 7 years’ experience in this role and have been Assistant Principal for Inclusion since September 2024. They are a qualified teacher.

The SENCO completed and achieved the NASENCO qualification at Distinction level in September 2019.

She attends many training events and conferences as part of her continued professional development.

They are allocated 20 hours a week to manage SEN provision.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Training for teaching students with SEND is considered essential. There is a rolling programme of whole school training in teaching and supporting students including:

**Specific and Moderate Learning difficulties, Communication difficulties, Autism, ACES and attachment difficulties, Hearing impairment, Visual impairment, English as an Additional Language, Sensory Support and Disability Awareness.**

In addition, there is regular training in:

**Safeguarding and Child Protection, Quality First Teaching, Raising the Attainment of Disadvantaged Youngsters, Mental Health and Managing Challenging Behaviour.**

Teaching assistants (TAs)

We have a team of 6 TAs who are trained to deliver SEN provision.

We have 6 teaching assistants who are trained to deliver literacy interventions such as Precision Teaching, Lexia and Fresh Start.

We have 6 teaching assistants who are Safer Handling and Evac chair trained.

We have 1 teaching assistant trained to deliver Dynamo Maths.

We have 1 teaching assistant trained to deliver programmes for speech sounds, colourful semantics, verbal reasoning skills and vocabulary development.

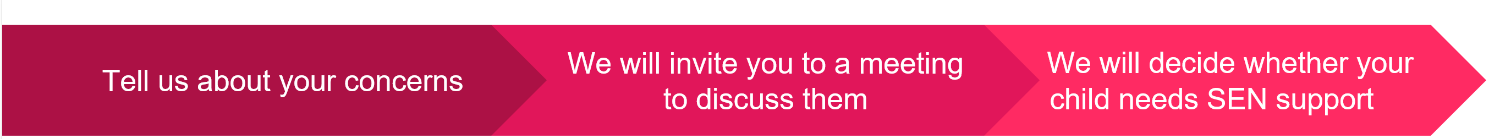
In the last academic year, TAs have been trained in Fresh Start, Precision Teaching, Speech and Language programmes, Handwriting and Interoception, in addition to whole school training.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

* Speech and language therapists (Cadmus, Mable Therapy, Dudley SALT)
* Specialist advisory teachers (CIPS, Cadmus, TWC Education, Odyssey Education)
* Dudley Educational Psychology Service
* Occupational therapists
* GPs or paediatricians
* School nurses
* Child and adolescent mental health services (CAMHS)
* Education welfare officers
* Social services and other local authority (LA)-provided support services (SEN Team, Inclusive Pathways, Connexions)
* Parent Partnership Services (SENDIASS)
* Voluntary sector organisations

# 3. What should I do if I think my child has SEN?



|  |  |  |
| --- | --- | --- |
| If you think your child might have SEN, the first person you should tell is your child’s Head of Year.  Parents/carers can get in touch with their Head of Year by email which can be accessed from our website:  [Key Staff | Bishop Milner Catholic College](https://www.bmilner.dudley.sch.uk/keystaff) .  They will pass the message on to our SENCO, Mrs Fiona Bansal who will be in touch to discuss your concerns.  You can also contact the SENCO directly:  **Telephone:** 01384 889422  Ext 106  **Email:** fbansal@bmilner.dudley.sch.uk | We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.  Together we will decide what outcomes to seek for your child and agree on next steps.  We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this. | If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school’s SEND register. |
|  |  |  |

# 4. How will the school know if my child needs SEN support?

All our subject teachers are aware of SEN and are on the lookout for any pupils who aren’t making the expected level of progress in their schoolwork or socially. This might include reading, writing, number work, verbal and non-verbal reasoning, fine and gross motor skills or emotional literacy.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don’t have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and during unstructured time to see what their strengths and difficulties are. They will have discussions with your child’s teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school’s SEND register, and the SENCO will work with you to create a SEN support plan for them.



# 5. How will the school measure my child’s progress?

Teachers, as part of their professional standards, monitor and review all students’ progress throughout the year, in accordance with the college’s assessment procedures.

Data is collected each term, from all subject teachers, showing the current level students are working at. This means that every subject area can track the progress of students across the school year and intervene if students experience difficulties.

Additionally, parents’ evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps with subject teachers. All students with an Education, Health & Care Plan have an Annual Review.

In the case of intervention programmes, progress is reviewed each term, which might include testing or screening. All provisions are reviewed and evaluated by the SENCO for their effectiveness using Edu Key Provision Maps. College provision is reviewed every year to ensure it continues to address the needs of current students.

We will follow the ‘graduated approach’ to meeting your child’s SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

**Review**

**We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of   
your child’s needs to improve the support we offer.**

**Assess**

**If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has.** **We will ask for input from you and your child, as well as getting help from external professionals where necessary.**

**Plan**

**In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.**

**Do**

**We will put our plan into practice.**

**The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.**

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

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# 6. How will I be involved in decisions made about my child’s education?

We will provide termly reports on your child's progress.

Your child’s form teacher will be available to meet you at least once a term to:

* Set clear outcomes for your child’s progress
* Review progress towards those outcomes
* Discuss the support we will put in place to help your child make that progress
* Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations. So we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child’s subject teachers or form tutor by email to info@bmilner.dudley.sch.uk.

# 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child’s age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child’s views by asking them to:

* Attend meetings to discuss their progress and outcomes
* Prepare a presentation, written statement, video, drawing, etc.
* Discuss their views with a member of staff who can act as a representative during the meeting
* Complete a survey



8. How will the school adapt its teaching for my child?

Our college provides a broad and balanced curriculum to meet the needs of students, and we believe that all students have the right to make good progress. Subject teachers set suitable learning challenges when planning and respond to students diverse learning needs by scaffolding resources, activities and adapting their approach to ensure students can access the learning.

The college makes every effort to provide a safe, secure and inclusive learning environment for teachers and students which ensures that the needs and disabilities of all students are met to acceptable standards and do not present barriers to learning.

You can access our accessibility plan and provision & access map on our website:

[Special Educational Needs | Bishop Milner Catholic College](https://www.bmilner.dudley.sch.uk/copy-of-pupil-premium)

These documents confirm the extent to which disabled pupils can participate in the curriculum.

Our college aims to teach all students together in their classes wherever possible with the class teacher personalising the learning for all students.

Your child’s teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all’ approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

* . Differentiating our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, alternative tasks for progress or home learning or provision of specially targeted texts and resources which are appropriate for students’ reading ages.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching and retrieval of key vocabulary and concepts, reading instructions aloud or multi-sensory activities and instruction.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Teaching assistants will support pupils on a 1-to-1 basis where identified within an EHC Plan, or to deliver identified access arrangements such as practical assistant, reader or scribe.
* Teaching assistants will support pupils in small groups where teachers have identified overlearning or pre-teaching is required.

At times it may be necessary for a student with SEN to access intervention; either as part of a group or 1:1. For a few students the College uses outside support and agencies.

We provide the following interventions:

|  |  |  |
| --- | --- | --- |
| **Area of need** | **Condition** | **How we support these pupils** |
| **Communication and interaction** | Autism spectrum disorder (ASD) | Visual timetables  Social stories  Talkabout Theory of Mind programme  Specialist teaching |
| Speech and language difficulties | Speech and language therapy  Talkabout for teenagers |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope  Phonics programme  Lexia  Dynamo Maths  Paired reading programme  Specialist teaching  Homework support  Guided writing support  Touch typing support |
|
|
| Moderate learning difficulties |  |
| **Social, emotional and mental health** | ADHD, ADD | Quiet workstation  Executive functions programme |
| Adverse childhood experiences and/or mental health issues | CBT approach programmes  Reducing Anxiety Management Plans  School counsellor  School nurse  Student mentoring – Peer mentoring/buddying  Holistic and accredited extra-curricular activities – Independent living, Gardening, Cooking, Art therapy, Mindfulness sessions  Reflexions  External Mentoring  Nurture provision in our ARP  Kooth  Wysa |
| **Sensory and/or physical** | Hearing impairment | Specialist teacher |
| Visual impairment | Specialist teacher |
| Multi-sensory impairment | School nurse |
| Physical impairment | Specialist teacher  Fizzy training program  Get Moving program  School nurse |

These interventions are part of our contribution to Dudley’s local offer.

# 9. How will the school evaluate whether the support in place is helping my child?

Bishop Milner Catholic College is committed to developing strong communication links with parents and carers. Teaching staff will discuss with parents if they feel a student needs any support additional to that ordinarily available.

Should a student require the involvement of outside agencies, the SENCO will liaise with parents to provide information and seek consent before contacting the relevant professional. Any reports or information provided by the external professional will be shared with parents or carers.

Where a student already has an Individual Learning Plan or EHCP, parents and carers will receive a written SEN report, in addition to progress data which is shared each term, providing information on the current needs and progress of the student. Parents and carers will be invited to review their child’s progress and plan the next steps for the student.

The college considers parent and carer’s views are a vital part of the reviews that take place during the academic year and therefore request your input and support. The SENCO is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality. In addition to this communication can be made through planners, by phone or by email. We also offer appointments with the SENCO to parents at the end of each term.

The statutory guidelines for those students with an EHCP include the Annual Review process, where the provision and needs are reviewed. Then recommendations are filed with the LA SEN team. Parents are always invited to attend the annual review and as such will contribute to the process. Advice is provided by the college, external agencies, the student and the parent/carer. Documentation is shared in advance and meetings held at mutually agreed times. Summary advice is sent to the LA, the parent/carer and college.

We will evaluate the effectiveness of provision for your child by:

* Reviewing their progress towards their goals each term
* Reviewing the impact of interventions after 6-8 weeks
* Using pupil questionnaires
* Monitoring by the SENCO
* Using provision maps to measure progress
* Holding an annual review (if they have an education, health and care (EHC) plan)

# 10. How will the school resources be secured for my child?

The College allocates money from its budget every year towards the provision of SEN support. These funds are to provide support, training and resources. Bishop Milner ensures that all students with SEND have their needs met to the best of the college’s ability, within the funds available.

Funds are allocated on a need’s basis. The students who have the most complex needs are given the most support. This approach reflects the fact that different learners require different levels of support to achieve age expected progress.

If you feel your child needs specialist support or equipment then please contact our SENCO, to discuss this.

It may be that your child’s needs mean we need to secure:

* Extra equipment or facilities
* More teaching assistant hours
* Further training for our staff
* External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

# 11. How will the school make sure my child is included in activities alongside pupils who don’t have SEN?

All students are entitled to be included in all parts of the curriculum and the college will provide the necessary support to ensure that all students are included.

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports day, school plays and workshops.

A risk assessment is carried out prior to any off-site activity to ensure everyone’s health and safety will not be compromised. In the unlikely event that it is considered unsafe for a young person to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided.

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# 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

For information on our approach to admissions for prospective pupils with SEN or a disability please refer to our website:

[Admissions & Transition | Bishop Milner Catholic College](https://www.bmilner.dudley.sch.uk/copy-of-admissions-transition)

The admission of pupils with an Education, Health and Care Plan is dealt with by a separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted.

# 13. How does the school support pupils with disabilities?

Our college is a safe and accessible building, and it is welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including lifts to access all areas; disabled toilets; wide corridors and equipment to help with reading, writing and physical education.

You can access our accessibility plan and provision & access map on our website:

[Special Educational Needs | Bishop Milner Catholic College](https://www.bmilner.dudley.sch.uk/copy-of-pupil-premium)

The Accessibility Plan contains relevant actions to:

• Improve awareness of Equality and Inclusion.

• Improve access to the physical environment of the college, adding specialist facilities as necessary. This covers improvements to the physical environment of the college and physical aids to access education.

• Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students;This covers teaching and learning and the wider curriculum of the college such as participation in after-college clubs, leisure and cultural activities or college visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

• Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the college and college events. The information should be made available in various preferred formats within a reasonable time frame

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# 14. How will the school support my child’s mental health, and emotional and social development?

 All students are supported by a Form Tutor, Head of Year, Pastoral Support Lead as well as our Behaviour and Academic Support Lead if required.

We provide support for pupils to progress in their emotional and social development in the following ways:

* Pupils with SEN are encouraged to be part of the school council
* Pupils with SEN are also encouraged to be part of Games club and extra-curricular clubs to promote teamwork/building friendships
* We provide extra pastoral support for listening to the views of pupils with SEN by allocating them a key worker, as well as access to school counsellor, school nurse, internal, external or peer mentoring.
* We run a nurture provision within our Alternative Resource Provision for pupils who need extra support with social or emotional development
* Here at Bishop Milner Catholic College, we have a strict zero tolerance policy to all forms of bullying.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance in power.

Here at Bishop Milner Catholic College all students make a commitment through our College Anti-Bullying Pledge:

* I will treat others with RESPECT and KINDNESS.
* I make a COMMITMENT to take a stand against bullying.
* I will have the COMPASSION to not be a bully and the COURAGE to not be a bystander.
* It is my RESPONSIBILITY to help others being bullied and to report bullying.

Our anti-bullying policy can be accessed on our website: [Anti Bullying | Bishop Milner Catholic College](https://www.bmilner.dudley.sch.uk/anti-bullying)

A couple of children's faces

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# 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Bishop Milner Catholic College liaises with SENCOs and teaching staff from other educational establishments to ensure a smooth transition for students joining College, or those transferring to another. Meetings are held where students are discussed in detail and SEN files are shared. Where a new student has an EHCP a phase transfer review will take place.

Please see details of additional support below:

Between years

To help pupils with SEN be prepared for a new school year we:

* Provide students with an advance copy of their timetable.
* Transition planning discussions with pupils, parents and pastoral staff.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We may set up new pupils with a buddy to help them get settled in and make friends.

We also provide the following:

* Transition booklet, which includes photos of the different areas within the college, including key staff
* regular visits to the college
* the opportunity to meet key staff
* their new timetable so they can talk about any concerns before they start
* a visual timetable if necessary
* the opportunity to try out lunchtime arrangements at their new school or college
* their transport planned, including any travel training they may need

Moving to adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

# 16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for looked-after children and previously looked-after children is Ms E Haughton. She can be contacted by email: [ehaughton@bmilner.dudley.sch.uk](mailto:ehaughton@bmilner.dudley.sch.uk) or telephone: 01384 889422

A person smiling at the camera

AI-generated content may be incorrect.

Ms E Haughton will work with Mrs F Bansal, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil’s circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

# 17. What should I do if I have a complaint about my child’s SEN support?

We would always ask that you address any concerns with your child’s subject teacher or their form tutor in the first instance. However, if you do wish to register a complaint, a copy of our complaints policy is available to download from the College website:

[Statutory Policies | Bishop Milner Catholic College](https://www.bmilner.dudley.sch.uk/policies)

If you are not satisfied with the school’s response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

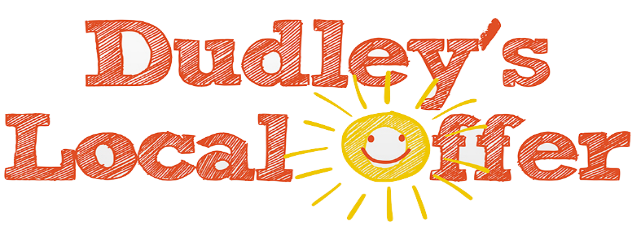
* Admission
* Exclusion
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

For further information on mediation, including contact details of mediation providers please follow the link below:

[What is Disagreement Resolution and Mediation? | Dudley Council](https://www.dudley.gov.uk/residents/dudley-local-offer/education-health-and-care-plan-ehcp/what-is-disagreement-resolution-and-mediation/)

# 18. What support is available for me and my family?



If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Dudley’s, Wolverhampton’s and Sandwell’s local offer. They publish information about the local offer on their website:

**Dudley**

https://dudleyci.co.uk/send-local-offer

**Sandwell**

https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page

**Wolverhampton**

https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0

Our local special educational needs and disabilities information, advice and support (SENDIASS) services are:

**Dudley:**

https://www.dudley.gov.uk/resident/learning-school/parental-support/dudleysendiass/

Telephone: 07900161363 or 07929777744

Email: [dudley.sendiass@dudley.gov.uk](mailto:dudley.sendiass@dudley.gov.uk)

**Sandwell SENDIASS**: <https://www.sandwellsendiass.co.uk>

**Wolverhampton SENDIASS**: <https://wolvesiass.org/>

Local charities that offer information and support to families of children with SEN are:

Autism West Midlands

277 St Pauls Road, Smethwick B66 1HE

[0121 555 7863](tel:01215557863)

[autismwestmidlands.org.uk](https://www.autismwestmidlands.org.uk/)

Aspire and reach

73 Dudley Road, Wolverhampton WV2 3BY

[07561 120831](tel:07561120831)

[aspireandreach.org.uk](https://www.aspireandreach.org.uk/)

Headway Black Country

Martins Hill Street, Town Centre, Dudley DY2 8RT

[01384 869961](tel:01384869961)

[headwayblackcountry.co.uk](http://www.headwayblackcountry.co.uk/)

Black country Mental Health

Head Office - The Hub, Black Country Mental Health, Bushey Fields Hospital Site, Bushey Fields Road, Dudley DY1 2LZ

[01384 685060](tel:01384685060)

[blackcountrymentalhealth.org.uk](https://blackcountrymentalhealth.org.uk/)

The WAY

[Homepage | The Way Youth Zone](https://www.thewayyouthzone.org/)

YMCA Black Country Group

[Youth Club in Wolverhampton - Ys Youth](https://www.ymcabc.org.uk/services/health-and-wellbeing/ys-youth/)

Yo! Wolverhampton Young Opportunities

[Home | Wolverhampton Young Opportunities](https://www.yowolves.co.uk/)

The What? Centre

[The What? Centre Limited](https://www.thewhatcentre.co.uk/)

National charities that offer information and support to families of children with SEN are:

* [IPSEA](https://www.ipsea.org.uk/)
* [SEND family support](https://sendfs.co.uk/)
* [NSPCC](https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/)
* [Family Action](https://www.family-action.org.uk/what-we-do/children-families/send/)
* [Special Needs Jungle](https://www.specialneedsjungle.com/)

# 19. Glossary

* **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
* **Annual review** –an annual meeting to review the provision in a pupil’s EHC plan
* **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
* **CAMHS** – child and adolescent mental health services
* **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
* **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
* **EHC plan** –an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
* **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
* **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
* **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
* **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
* **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
* **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
* **SENCO** – the special educational needs co-ordinator
* **SEN** – special educational needs
* **SEND** – special educational needs and disabilities
* **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
* **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
* **SEN support** – special educational provision that meets the needs of pupils with SEN
* **Transition** – when a pupil moves between years, phases, schools or institutions or life stage