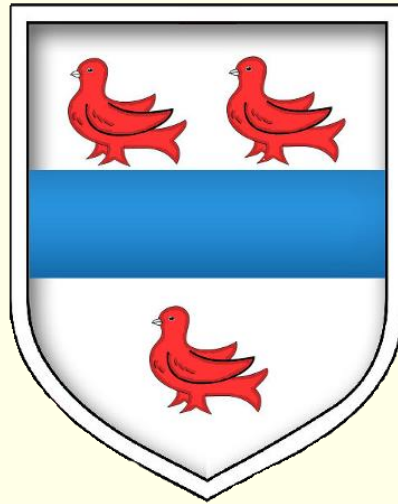


Bishop Walsh Catholic School



SEND Information Report

SENCO	Miss Amber Fraser
Principal	Mrs Natalie Brodie
SEND Governor	Mr Peter McCann

Bishop Walsh Catholic School follows statutory guidance laid down in the Special Educational Needs (SEN) and Disability Code of Practice: 0 to 25 years.

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What kinds of special educational needs might pupils at Bishop Walsh Catholic School have?

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

Area of Need	Examples of conditions
Communication and Interaction	<ul style="list-style-type: none">• Autism spectrum disorder• Speech and language difficulties
Cognition and Learning	<ul style="list-style-type: none">• Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia• Moderate learning difficulties• Severe learning difficulties
Social, emotional and mental health	<ul style="list-style-type: none">• Attention deficit hyperactivity disorder (ADHD)• Attention deficit disorder (ADD)
Sensory and/or physical	<ul style="list-style-type: none">• Hearing impairments• Visual impairments• Physical impairments

Which staff will support my child?

SENCO: Miss Fraser enquiry@bishopwalsh.net	Assistant SENCO: Mrs Gill
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MAC – St John Paul II Multi-Academy School Improvement Lead for Inclusion: Mrs Fahema Hussain enquiry@sjp2.net

Our special educational needs coordinator (SENCO) is Miss Amber Fraser and the Assistant SENCO is Mrs Gill. Our SENCO and assistant SENCO oversee support and progress of any child requiring additional support across the school.

The subject teachers will oversee, plan and work with each child with SEND in their class to ensure that progress is made.

There may be a Learning Progress Assistant (LPA) working with your child either individually or as part of a group, if this is seen as necessary by the SENCO and or Assistant SENCO. The regularity of these sessions will be explained to parents when the support starts.

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

External agencies and experts

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

- Speech and language therapists
- Communication and Autism Team (CAT)
- Pupil and School Support (PSS)
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Forward Thinking Birmingham (formally known as CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

How are children with Special Educational Needs identified?

At Bishop Walsh children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Learners progress and assessment data
- Concerns raised by parents
 - Contact Miss Fraser (SENCO) – enquiry@bishopwalsh.net
- Concerns raised by school staff
- Concerns raised by pupil
- Liaison with external agencies
- Health diagnosis

When will my child be put on the SEND register?

A diagnosis of an additional need does not result in putting your child on the SEND register. Children on the SEND register require specific support additional too or different from other pupils, which is stated in the SEND code of practice. Only the SENCO can place a pupil on the SEN register. Pupils on this list will undergo regular reviews.

Your child may have SEND needs that are managed at a classroom level and the SENCO communicates this to staff via the 'Additional Needs' list. Pupils on this list will not be categorised as SEND with regular planned reviews, however will be monitored and supported by the class teacher.

Who do I contact if I have got a concern?

If you think that your child may have a special educational need, that has not been previously identified, then you should contact the SENCO.

We can then discuss your concerns by speaking with colleagues, your child and yourselves to identify and better understand what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

SENCO: Miss Amber Fraser

Telephone: 0121 351 3215

Email: enquiry@bishopwalsh.net (mark your email for the attention of the SENCO)

How will the school measure my child's progress?

All students will receive learning cycle reports highlighting their progress and attitude to their learning. This helps to inform our monitoring of a pupils' progress. For children with an identified need, we will follow the 'graduated approach' to meeting their needs. The graduated approach is a 4-part cycle of assess, plan, do, review.

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. The initial assessment 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 if necessary adapt the support 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 SEND support. For others, the cycle will continue and the targets, strategies and provisions will be revisited and refined.

How will I track the progress of my child?

- Learning Cycle results
- Parents evening
- Meetings with the SEN team (Parents/carers can book a termly meeting with a member of the SEN team).
- Speaking with the SENCO

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.

We consider 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, by appointment, to ensure privacy and confidentiality. In addition to this, communication can be made through email \(\[enquiry@bishopwalsh.net\]\(mailto:enquiry@bishopwalsh.net\)\) or by phone \(0121 351 3215\).](#)

How will the school adapt its teaching for my child?

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 adapt how we teach to suit the way your child 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 may include:

- Adapting the delivery of our curriculum to make sure all pupils are able to access it, for example, by grouping,
 - We use prior attainment data for each child to match the curriculum to their needs. Initially this happens between year 6 and year 7 but it is reviewed every year in our banding process so that as a child intellectually develops their needs are matched to the curriculum. Class sizes are tailored to reduce as the needs of the individual pupil become greater. Differentiation is about making sure that children are presented with work that is as difficult as possible in order to stretch and challenge all pupils.
- 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also be able to provide the following interventions where appropriate for your child:

- Access to 'Our Lady's Room', which is a quiet area, during breaks and lunchtime.
- Meet and Greet
- Access to 'Home Learning Club' after school.
- Small group support sessions
- Academic coaching
- Mentoring

We make every effort to ensure that pupils with SEND are able to participate fully in all aspects of school life including extra-curricular activities. This can involve meeting with parents to plan appropriate support for activities and trips outside of the school environment as well as providing Learning Progress Assistant (LPA) support for trips and residential.

How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development which includes:

- Pupils with SEND are encouraged to be part of the school community such as being part of school council, chaplaincy team, eco team, clubs and sports teams.
- We deliver a SAINT curriculum to support students' development and understanding in these areas. The SAINT curriculum is delivered every morning during form time.
- Students have access to pastoral support team where they can share their concerns, including their form tutor and head of year.
- We have a quiet space available at break and lunchtime. The location is Our Lady's.
- We have a 'zero tolerance' approach to bullying.

How will my child be able to contribute their views?

At Bishop Walsh we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through Pupil Voice and the School Council which has an open forum for any issues or viewpoints to be raised.

Pupils with a pupil profile in place will meet with the SENCO, Assistant SENCO and/or Learning Progress Assistant to review their pupil profiles. This is also an open opportunity to discuss their views and give their feedback and opinion.

Pupils are always encouraged to speak to a member of the SEND team if there are any concerns.

What arrangements are made by the Academy Committee for dealing with complaints concerning the SEND provision made at the school?

There is a clear stepped approach that parents should take when making a complaint. This is outlined in our school Complaints Policy, which can be found on our school website.

What specialist services and expertise are available at or accessed by the school?

The SENCO will work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Educational Psychology Service
- Communication and Autism Team (CAT)
- Autism Lead Practitioners
- Pupil and School Support (PSS)
- Forward Thinking Birmingham (FTB)
- School Nurse
- Social care
- Health Professionals
- Specialist support for visually or hearing impaired
- Physical Disabilities Support Service
- Local Organisations / Charities

Who can I contact for support outside of school?

<p>Birmingham Local Offer To see what support is available to you locally, have a look at Birmingham’s local offer.</p>	<p>https://www.localofferbirmingham.co.uk/</p>
<p>SENDIASS The Birmingham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.</p>	<p>https://www.localofferbirmingham.co.uk/what-is-send/what-is-sendiass/</p>
<p>Charities to support</p> <ul style="list-style-type: none"> ● IPSEA ● SEND family support ● NSPCC ● Family Action 	<p>https://www.ipsea.org.uk/ https://sendfs.co.uk/ https://www.nspcc.org.uk/ https://www.family-action.org.uk/</p>
<p>Mental Health Services</p> <ol style="list-style-type: none"> 1. Urgent mental health help line. Ring for advice and support. This line is available 24hours, 7 days a week and can be used whether you are known to the service or not. 2. Kooth (Online chat, resources and direct help for 10-25yr olds) 3. Pause (Mental health and emotional wellbeing support): to register and request support online via 	<p>0121 262 3555</p> <p>www.kooth.com</p> <p>https://forwardthinkingbirmingham.nhs.uk/pause/ or call the registration line 0207 841 4470.</p>

<p>4. Childline is available for 24 hours a day, 7 days a week. Calls are not recorded, and their number does not show up on any phone bills, or records.</p>	<p>0800 1111</p>
<p>5. Samaritans Whatever you're going through, a Samaritan will face it with you. We're here 24 hours a day, 365 days a year call</p>	<p>116 123</p>
<p>6. Shout is a free, confidential, 24/7 text messaging support service for anyone who is struggling to cope.</p>	<p>Text SHOUT to 85258</p>
<p>7. HopelineUK advisers want to work with you to understand why these thoughts of suicide might be present.</p>	<p>Call 0800 068 4141 or Text 07860039967</p>
<p>8. Hub of Hope - this is a website that shows all the help that is available in your locality.</p>	<p>https://hubofhope.co.uk/</p>

How will the school prepare and support my child when joining the school or transferring to a new school or post-16 setting?

Primary to Secondary Transition

We encourage all children joining in Year 7 to visit the school prior to starting so they can meet staff and be shown around the school. For those children with SEND we encourage additional transition visits to assist with acclimatisation to the new surroundings. We may also visit pupils in their current primary school.

If transition is potentially going to be difficult we meet with the primary school SENCO, pupil and parents/carers to gain as much information as possible and begin our relationship early, ensuring all information is shared and all relevant paperwork is passed on. We liaise closely with staff at primary schools running a programme specifically tailored to aid transition for the more vulnerable pupils.

We provide pupils with a booklet containing pictures of the building and staff so they have a visual resource to take away and refer to over the summer holidays and we personalise the experience of their transition visits to meet their needs. If your child has complex needs we are happy to attend review meetings at primary schools as part of the transition process.

Post-16 Transition

We realise that transition to post 16 settings is a big step for pupils with SEND and procedures are in place to ensure this transition is successful. Planning for transition is started from Year 9 onwards so that pupils and parents have time to explore the different types of post 16 provisions available. We encourage pupils to visit colleges and Learning Progress Assistants are always happy to accompany pupils on these visits if required. Pupils have opportunities to meet regularly with the school's careers adviser who provides advice and guidance as to what post 16 options are available as well as information regarding grade requirements and course content.

Pupils staying on at Bishop Walsh Sixth Form, or joining Bishop Walsh Sixth Form from another school, are given support in choosing the right course and have opportunities to make transition visits to the sixth form centre so they can familiarise themselves with their new surroundings and meet the sixth form leadership team. The SENCO works closely with the sixth form leadership team to ensure appropriate support is in place for pupils as they start their courses. This can include providing a quiet place for pupils to work in during unstructured periods of the day or help with independent study skills. The SENCO works with the sixth form leadership team to ensure pupils are supported in their plans as they prepare to leave Bishop Walsh Sixth Form. This can include advice on further education or help with personal statements and student finance for those students applying to university.

The school's careers adviser is Sarah Forsythe. Sarah is a member of the Career Development Institute.. She can be contacted by email at careers@bishopwalsh.net

Glossary

SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SEN	Special Educational Needs
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
LPA	Learning Progress Assistant
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind
Transition	When a pupil moves between years, phases, schools or institutions or life stages