

# Blessed Edward Oldcorne Catholic College

## Special Educational Needs & Disability Information Report 2024/25



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:

- 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.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:

Mrs Muriel Fitzer -Special Educational Needs and Disabilities Coordinator (SENDCO)

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

At Blessed Edward Oldcorne Catholic College (BEOCC), 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 Special Educational Needs and Disability (SEND) provision plans are assessed in both the Autumn and Summer Term to monitor and measure progress.

We assess whether a student needs additional support when 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 indicating a gap in knowledge and/or skills.
- tracking attainment outcomes indicating a lack of expected rate of progress
- observation of the student indicating that they have additional needs.
- information from 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 Head of year of visits primary schools with Y6 students transferring to BEOCC. At meetings with the Primary Schools, information is shared about relevant students, including those with SEND. Their existing and future provision needs for Y7 are discussed. The SENDCo can attend meetings for students with higher needs, including EHCP review meetings, to help remove barriers to learning upon transition. KS2 SATS scores are shared to indicate current literacy and numeracy skills. When students begin Year 7 at Blessed Edward Oldcorne Catholic College, they are further assessed to help to develop a learner profile and detail any further areas of unmet needs.

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

Parents are informed about progress using the college's progress report system, 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 progress logs. In addition, we are happy to arrange meetings outside of these times.

All students will access additional teaching support if they need to narrow any gaps in their learning. Such support does not imply that the student has a special educational need or disability. All such provision will be recorded, tracked, and evaluated on an Individual Learning Plan (ILP) and shared with their parents.

If improvements in progress are not evidenced, following a normal provision intervention and two cycles of the graduated response, we will contact parents to discuss the use of internal or external assessments. These assessments will give further information to enable the college to better address the student's needs. Students may then be given formal targeted support to address specific needs. At this point the student will be identified as having special educational needs. This support or intervention will be tracked and monitored. Parents will be invited to all planning and reviews of this provision and will be supported actively to contribute to assessment, planning and termly reviews.

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 who might be involved with the student. In some cases, students with more complex needs may require more than one annual review.

### Areas of Need as Identified in the Special Educational Needs and Disability (SEND) Code of Practice

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

### Roles and Responsibilities

#### The SENDCO

The SENDCO is Muriel Fitzer. She can be contacted via email at [mmf10@blessededward.co.uk](mailto:mmf10@blessededward.co.uk) or by telephone on 01905 345615.

The SENDCO will:

- work with the Headteacher, Deputy Head Teacher and SEND 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 Special Educational Needs and Disability (SEND) policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs.
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with Special Educational Needs and Disability (SEND) receive appropriate support and high-quality teaching
- advise on the graduated approach to providing Special Educational Needs and Disability (SEND) 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 regards to reasonable adjustments and access arrangements
- Ensure the college keeps the records of all students with Special Educational Needs and Disability ( SEND) up to date

### **The SEND Governor**

The SEND governor will:

- help to raise awareness of Special Educational Needs and Disability ( SEND) issues at governing board meetings
- monitor the quality and effectiveness of Special Educational Needs and Disability ( SEND) 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, Deputy Head Teacher and Special Educational Needs and Disability (SEND) 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 SEND

### **The Senior Leadership Team**

The Headteacher and Deputy headteacher work closely with the SENDCO and the Assistant Deputy SENDCO to:

- focus on SEND matters
- work on strategic planning, reviewing and development of SEND
- deliver staff CPD in SEND
- work collaboratively on SEND priorities
- focus on specific needs of groups or individuals
- develop learning resources for the ever-changing needs of students and their families

### **Teachers**

Each class teacher is responsible for:

- knowing their students
- the progress and development of every student in their class
- planning for and making learning accessible to all learners
- requesting CPD to develop knowledge and understanding of SEND categories and specific students with SEND
- working closely with Learning Support Mentors (LSM's) 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 Special Educational Needs and Disability ( SEND) policy
- identify and refer students not making progress to the Special Educational Needs and Disability ( SEND) Department for further assessment through student monitoring process

- make the necessary reasonable adjustments for students with Special Educational Needs and Disability ( SEND) as laid out on the college synergy 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 (SEMH), their Tutor or Head of Year will contact their 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 about 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 SEND 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 SEND 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, to learn about them as individuals and their needs. This key information is intended to make the transfer as seamless as possible. Heads of Year and the SENDCo visit all the primary feeder schools that will be transferring students from Year 6 to Year 7. Key information about students with Special Educational Needs and Disability ( SEND) or other needs is shared. Other schools and parents of students transferring from other primary schools, other schools outside of Worcestershire and those coming from other countries are encouraged to contact us to share information to support and share information about individuals.

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 Special Educational Needs and Disability ( SEND)and how we adapt the curriculum and learning environment for them**

Our college has high aspirations and clear expectations for all learners. Regular meetings are held within curriculum departments and students who are 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. These may include the application of classroom strategies relating to:

- the way materials and tasks 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 by access to a broad, balanced and differentiated curriculum. Consistent and high-quality classroom teaching is key to our students' success.

We regularly review the range, type and frequency of interventions offered to support students. Students with persistent difficulties related to their special educational needs will be considered for additional intervention-based support.

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.

Most lessons at the college are delivered without the support of a Learning Support Mentor or an additional adult nevertheless exceptions may apply for specific learners with EHCPs and/or high needs.

Teachers regularly review student attainment and progress making referrals to the SEND department where necessary.

### **How we train our staff who provide support to students with Special Educational Needs and Disability ( SEND)and the existing expertise they have**

All staff are required to attend professional development training. There are also specific 'Think SEND' whole staff briefings. 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 Special Educational Needs and Disability ( SEND)Team**

The college has a committed team of Learning Support Mentors. Several 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. We are also working on developing our coaching and mentoring teaching and support skills with our school Educational Psychologist.

## SENDCO

Mrs Fitzer is an experienced Special Educational Needs and Disabilities Co-ordinator and qualified teacher. She has been a SENDCO since 2004 and has a background in teaching Special Educational Needs and Disability (SEND) in specialist provision. She has a diploma in SpLD but as a SENDCO in post before 1 September 2009 she is not required to undertake the Special educational needs co-ordinator's (SENCO) National Professional Qualification, which is mandatory for all SENDCO's from September 2024. Mrs Fitzer continues to attend continued professional development in all areas of additional needs, for example at SEND conferences including those delivered by The National College and NASEN. Mrs Fitzer works closely with the Worcestershire SENDCO network and makes sure she continues to be updated on regional and national updates and expectations for SEND.

Mrs Fitzer has completed professional development which includes:

- What do dyslexic pupils find difficult? Summer 2024
- Time to think both upstream and downstream- PIXL conference June 2024
- Understanding executive functioning- NASEN 2024
- meeting the needs of anxious students through our college
- Avoidance & Anxiety - Worcestershire Children First Educational Psychology Service- June 2022
- observing Adolescents with Attachment Difficulties in Educational Settings: A Tool for Identifying and Supporting Emotional and Social Difficulties in Young People Aged 11-16
- Autism Education Trust-progression framework – 2019
- Character Education – Birmingham University 2018
- Developmental Trauma Autumn 2018
- Speech Language and Communication- CPD -NHS Worcestershire speech and language therapy service
- Mental Health and SEND CPD from Worcestershire Children's First
- Updates from SEND Worcestershire Children's first and Chadsgrove SENDCO network, including conferences and online meetings and CPD 2022-2023.
- Reading and updating her knowledge of SEND needs via a variety of SEND platforms

Mrs Fitzer is a member of NASEN and Chadsgrove SENDCO Network to keep up to date about developments in Special Needs nationally and locally. She is part of the governance group for Worcestershire SENDIASS and has delivered workshops and seminars when required, in areas of Special Educational Needs and Disability (SEND) to PGCE Worcester University students.

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

The Special Educational Needs and Disability (SEND) Team uses 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 work with a caseload of students assigned to them. 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 known as an Individual learning plan (ILP) and will be informed by the views of the student, their parents, and class/subject teachers. This information is collated to evidence progress and, in doing so, identify students making less than expected progress given their age and individual circumstances. The nature of less than expected progress is often characterised by:

- 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 with their effectiveness documented will be shared with the Headteacher and may be shared with the governing body. Emergency reviews and interim 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 Special Educational Needs and Disability (SEND) are shared with all teaching and learning support staff. The college has an inclusion register which it uses to share key information on students. There is also a monitoring process for students that have been identified as potentially having unmet needs. Information is available for teachers using the college's information systems to enable teachers to make reasonable adjustments so that students can access the curriculum. This information includes additional needs, support strategies, 'must do's' for each SEND student and any Exam Access Arrangements, current reading ages and any outside agency advice and reports. Furthermore, any formal external assessments from medical or educational professionals are 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 has persistent difficulties, they log the evidence and refer this to the Special Educational Needs and Disability (SEND) Department via a student monitoring form. 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. The graduated response cycle is used for most students, which is a two-term cycle of assess, plan, do and review. Students, parents, teachers, LSM's, professional advice and any other agencies are all encouraged to inform and communicate progress, concerns, and future intervention/s.

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

In 2022, we introduced a student body in addition to the SEND staff team. This team is called the Additional Needs and Disability Inclusion Team (ANIT). They are student ambassadors who share their experiences of school life with other SEND students, visitors, new students starting the college and other professionals. They are active in meetings which focus and discuss relevant SEND topics. They attend weekly meetings with the SENDCO and ensure that SEND events (e.g. Autism Acceptance Week) are shared with the wider college community. They have been part of SEND transition for Year 5 and Year 6 students and have attended induction and open evening events. They are actively working on developing the SEND student website for 2024-2025.



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 and disabilities, including Education Health and Care Plans. The college provides additional adult support to enable the safe participation of students with Special Educational Needs and Disability in the activity where necessary, for example by ensuring vision impaired students have 1:1 support for external visits.

Students with Special Educational Needs and Disability (SEND) and those who may find unstructured social times challenging can access the college Sanctuary area, before the college day begins at break and at 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 Special Educational Needs and Disability are encouraged to take part in the inclusive sports club that takes place each week. Students participate in a range of activities and sports that are accessible to all. Extra-curricular enrichment visits for students with Special Educational Needs and Disability are supported by Learning Support Mentors.

To support learners with additional needs or those for whom homework can be a challenge to complete at home, we run a homework club three days a week. Students can access resources to support learning. This is staffed by LSMs.

There are clubs in the college that are attended by students with additional needs: Chess Club, Art Club, Sports Team practices, inclusive sports club/ and STEM 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 in Y11 who will leave the college this year (July 2025)**

Seven

### **How we engage with external services to meet a student's Special Educational Needs and Disability (SEND) 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 student'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:

- Local Authority Sensory Impairment Team
- Local Authority CCD/Autism Team
- CAMHs (Child and Adolescent Mental Health)

- The Umbrella Pathway Team to assess neurological conditions and needs such as Autism and ADHD
- Chadsgrove School Support Services
- NHS Worcestershire Speech and Language Therapists
- Educational Psychologists
- Worcestershire NHS Community Paediatricians
- The Medical Education Team
- Mentoring services
- Community Paediatricians
- Early help
- Social Care
- Exam Access Arrangements assessment specialist teacher assessment
- Learning Support assessments from specialist assessors

Mrs Fitzer can offer information and advice about those and any other agencies and services that support our students.

### **Complaints about Special Educational Needs and Disability (SEND) provision**

In the first instance, complaints about Special Educational Needs and Disability (SEND) provision in our college should be made to the SENDCO. 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 Special Educational Needs and Disability 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 and updated with any changes made during the academic year. It will also be annually approved by the governing board.

### **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.