



Bishop Ullathorne Catholic School

Special Education Needs & Disability Report

Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves. Let each of you look not only to his own interests, but also to the interests of others.

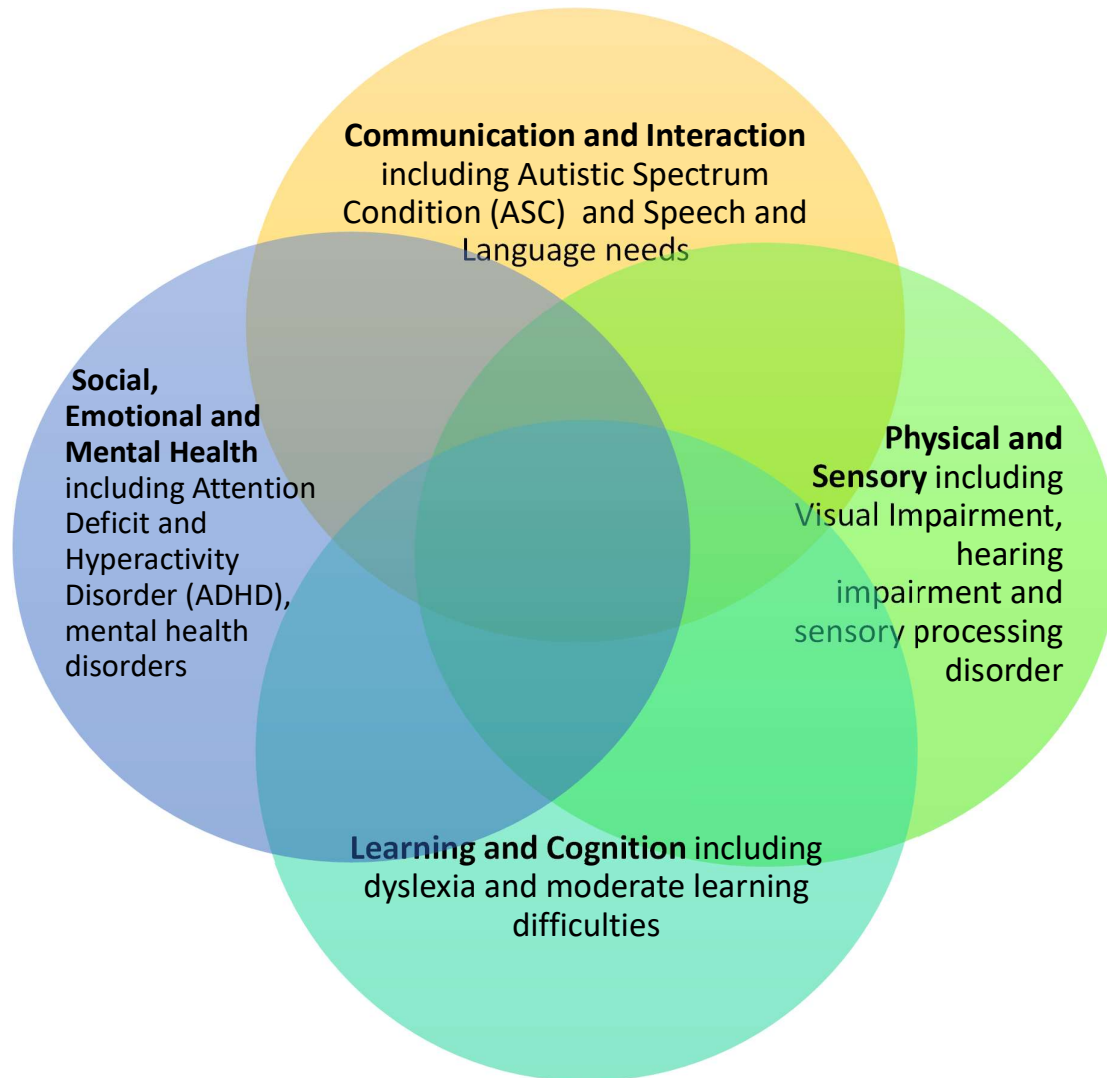
Philippians 2:3-4 (ESV)

Bishop Ullathorne has a busy and successful Learning Support department, with a high profile across the school. How does it work? Read on to find out about our offer to parents and children.

Mrs Salter (SENDCo)
(Special Needs Co-ordinator)

The SEN (Special Educational Needs) register

Our school currently provides different provision for a range of needs, including:



Our SEN (special educational needs) register is a list of pupils who need additional and/or different provision from their peers in one or more of these areas.

How pupils are identified and added to the SEN register.

Firstly, we begin in year seven by taking account of primary school information and assessing reading ages. Many departments also do baseline tests. Slow progress and low attainment will not automatically mean a pupil is put on the register. We assess whether we can provide support by adapting our **core offer**, this is the provision that all

pupils are given. If something different or additional is needed, then a child is put on the register.

Secondly, class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.



Finally, concerns are sometimes triggered by parents and students themselves and listening to students and parents is an essential partnership at our school.



Transition

At every transition point, our SEN pupils are supported.

Year 6 transition: [Bishop Ullathorne year 6 transition](#) Meetings with feeder-school SENDCos from The Holy Cross MAC (Multi Academy Company) are held regularly. Mrs Salter (SENDCo) and Mrs Maxwell (Head of Year 7) visit primary feeder schools to discuss the needs of the students and extra SEN visits are arranged as well as the main transition day.

Each school year change is a transition and where needed, new teachers are introduced, and timetables discussed before the beginning of the school year.

Preparation for adulthood is high on our agenda and the SEN team and careers advisor work closely together to give aspirational advice and opportunities. High need students are seen by the Careers Advisor, Mrs Bellingham, in advance of their annual reviews from year 9 onwards.

SEN students are supported throughout their application to college, apprenticeship or sixth form. Where there is a need, a member of the SEN team and/or a parent can attend careers interviews. We can also accompany the pupils to interviews or bespoke tours at college. There is valuable information about careers on our website page.

[Bishop Ullathorne Careers](#)

What support will children on the SEND register have?



We follow the graduated approach which is provided in three Waves:

Wave 1: Our core offer – How does it work?

This is our commitment to ensure that every SEN child has the same opportunities as other children, both in and out of the classroom.

High quality teaching is our first step in responding to pupils who have special needs. Adaptations are made so that their barriers to learning do not stop their progress. Subject teachers are responsible for the progress and development of students in their class.

Student Support Plans: Every teacher develops a good understanding of the pupil’s areas of strength and difficulty through using the child’s SSP (Student Support Plan) – example below.

Cognition & Learning

| Barriers to Learning: | How best to support me: |
|---|---|
| I have a formal diagnosis of dyslexia | |
| I find it difficult to process information easily; I have poor working memory | Try and give me instructions or information on the desk next to me, rather than copying from the board Give me extra time where needed- particularly in English. |
| Spelling and reading difficult words are a challenge, although I have an above average level of understanding | |
| I find it difficult to concentrate on more than one thing at a time | Give one instructions at a time or write them down in a list to tick off |
| It's a challenge to think things through logically and plan | Break things up, don't expect me to work on a long piece of work without pauses or advice |

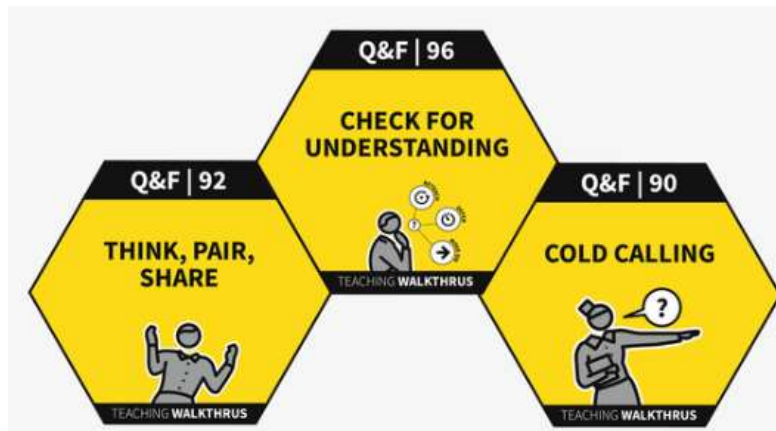
Communication & Interaction

| Barriers to Learning: | How best to support me: |
|---|--|
| I find it difficult to think about what I am saying in advance - I tend to blurt things out | Make sure that I know that I will have a chance to answer a question |

This identifies areas of difficulty and suggests strategies and actions. These plans are shared with all staff, and teachers use them to plan and adapt their lessons, which allows our SEN pupils to make the progress of which they are capable. Thursday morning briefings are dedicated to teachers learning about individual children in their classes

Training

All teachers attend in-school CPD (Continuing Professional Development). Our teaching and learning training programme this year is focused on lesson adaptations that will help all pupils, including for SEN. This year teachers are working with the Core 10 training package.



Our fortnightly Teaching and Learning bulletin, has a regular 'Spotlight on SEN' section, to inspire and challenge.

Opportunities are also given for staff to extend their knowledge of all areas of SEN, by training outside of school. This year this has included, Memory Magic, Autism in girls, exam access arrangements and dyslexia.

Opportunities to study

KS3 (years 7-9) and KS4 (years 10-11) subject options are open to all. We believe in an aspirational curriculum, where all can succeed. In the 6th form (years 12 -13) we still support our SEND students, although we hope that they will begin to develop their independence ready for their transition to post-18 provision.

[Bishop Ullathorne Curriculum](#)

Outside the classroom

Extra-curricular activities and school visits are available to all of our pupils including our before and after-school clubs. We also have homework clubs, where SEN pupils can get extra support and use our facilities and resources to do their homework.

[Bishop Ullathorne clubs and activities](#)



Wave 2: Additional in-school interventions. How does it work?

Some children need extra help, beyond class room teaching, in order to address their barriers to learning and this is decided by Mrs Salter (SENDCo), with input from pastoral and subject staff, parents and pupils.

Teaching Assistant Support

We have a skilled, committed and enthusiastic Learning Support team that consists of five Higher Level Teaching Assistants (HLTAs) and three Teaching Assistants (TAs) as well as our SENDCo. Each member of has an area of specialism, which they have developed and trained towards. [Link to Bios on the website to follow.](#) Some classes have a TA to support pupils in class and teachers



Out of class interventions

Our support staff are constantly acquiring new skills or furthering their knowledge in their specialist areas, and throughout the day our Learning Support Department is constantly active with interventions, including:

Year 11 booster classes

Lego therapy

Speech and Language sessions

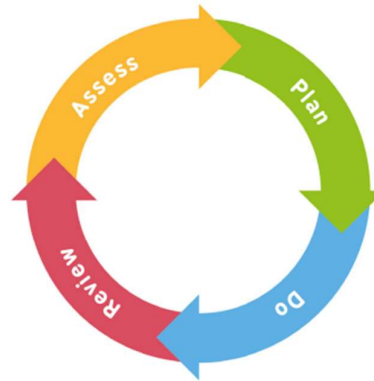
Memory Magic

Spelling group

Pre-teaching vocabulary

Some of our interventions are bespoke and developed as we get to know each child well.

All interventions are carefully assessed and managed, using the Assess, Plan, Do, Review model.



Mentoring

Some children need one-to-one or small groups to support them socially and emotionally as well as academically. There are several different areas for mentoring.

Mrs Parker is training as a counsellor and mentors children who are anxious or need support with their mental wellbeing.

Mr McGough mentors pupils who have SEMH challenges in terms of their behaviour and social interaction

Miss Frenguelli mentors children who have a diagnosis of ASC (Autistic Spectrum Condition) or who have been referred for an assessment.

Miss Rattigan champions the dyslexic children and they come to drop in sessions as well as formal meetings and interventions. [A message from Miss Rattigan](#)

Reading

Reading is a skill that is important in every area of life. The English and Learning support departments work together to boost children's reading skills from the beginning of their time at secondary school. Reading interventions are led by the librarian and HLTAs as well as 6th formers doing paired reading. In English lessons reading is a key homework every week. Our S (support) group in each year group have extra English lessons and use this time to focus on boosting their reading skills through the Accelerated Reader scheme



Sixth form enrichment



We are proud of the young people in our sixth form who want to give back to the school. We work together with those who want to gain experience or skills for their future study or career. Currently we have an aspiring Speech and Language therapist, Psychology students running a well-being course and a 6th former with dyslexia mentoring a younger dyslexic student.

Pastoral support

The Learning Support Unit, affectionately called 'The Hut', is a safe space for those pupils who find the hustle and bustle of the main school a bit too much at social times. Before school and at both breaks, pupils come to eat, chat, be listened to, colour, do homework and play games. We also work closely with the pastoral support managers and year heads to identify children who need extra help and work out a plan.



Wave 3: External support services. How does it work?

If a child needs more expert support and intervention in order to make progress, then Mrs Salter liaises with external support services and professionals to provide appropriate strategies. The specialist services and the Learning Support Team plan the provision together, liaising with parents, pastoral staff and teachers.

Who are the external agencies?

We are currently working with several services including:

- The Social, Emotional, Metal Health and Learning Team (SEMHL)

Miranda Carroll from SEMHL, comes in one day a week.

[A message from Miranda Carroll of SEMHL](#) [More from Miranda](#)

- The Complex Communication Team (CCT)

Amanda Rawlings is from the CCT (Complex Communications Team) She works with

children who have a diagnosis of autism, or those who are finding social communication challenging.

[A message from Amanda Rawlings of CCT](#)

- Educational Psychology

Dr Claire Lunham is our link Educational Psychologist.

We also have opportunities to host NHS agencies for example:

The Sensory team, whose specialist teachers visit our children with a hearing or visual impairment

The Speech, Language and Communication therapists.

The Occupational Therapy Service

Physiotherapists

EHCPs (Education, Health and Care Plans)

If, after all this support is in place, expected outcomes have not been met and the student still has a significantly greater difficulty in learning than their peers, then a request for an Education and Health Care Plan (EHC Plan) may be considered. The process directed by the SEND and Disability Code of Practice 0 to 25 years (2015) is followed. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What support is available for a child who has an EHC plan?

We ensure that students with an Educational and Health Care Plan receive equality of entitlement to the National Curriculum and are integrated into all the activities of the school. Regular meetings are organised throughout the year, to ensure all parties involved are able to make a contribution to the child's care.

More information

Click on the link for more information on the Local Offer in Coventry <https://www.coventry.gov.uk/sendlocaloffer>