

SEND Information Report

December 2017

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Aims and Objectives of SEND Provision at St. Patrick's Catholic College

Our Mission Statement states that:

'At St Patrick's Catholic College our aim is to provide a high quality education based upon the teachings of Christ; where all pupils are valued members of our community and able to develop their talents to the full...We acknowledge that each person is a unique individual and strive to respect each individual ...We will encourage everyone to develop their unique personality and educate the whole person within a loving and caring Christian environment.'

At St. Patrick's Catholic College, we believe that all children and young people are entitled to an education which:

- nurtures each individual's aspirations and talent
- provides outstanding learning experiences and opportunities
- promotes respect for one another and the environment
- encourages collaboration and partnership

At St. Patrick's Catholic College, we will endeavour to meet these aims for students with SEND by:

- Identifying and providing for students who have SEND and Additional Needs
- Adhering to the guidance provided by the SEND Code of Practice (2014)
- Operating a 'whole student, whole school' approach to the management and provision of support for SEND
- Providing a qualified SENCO who will work within, and further develop, the aims and objectives of the school SEND policy
- Providing support and advice for all staff working with SEND students
- Working closely with parents

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be provided.

SEND needs are broadly categorised into four key areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs (S/P)

These categories give an overview of the range of needs for which provision should be determined. The purpose of identification is to plan and inform the provision provided by St. Patrick's Catholic College; it is not intended to unnecessarily categorise a student, to primarily define them by an

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identified SEND need, or to place limitations on our expectations of their progress or their academic potential.

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 students of the same age
- has a disability, which prevents or hinders the child/ young person from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Our Core Offer

SEND Support at St. Patrick's Catholic College

Subject teachers are responsible and accountable for the progress and development of SEND students in their classes, including those students who access additional support from teaching assistants and/or specialist staff. St. Patrick's Catholic College believes that high quality differentiated teaching is the first step in responding to students who have or may have SEND needs.

In-class TA support will be allocated to students with a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). Additional in-class support may be offered on a needs basis with priority given to English, Maths and Science in Key Stage 3 (Years 7, 8 and 9) as part of an early intervention focus.

When a student is identified as having a particular SEND need their strengths and needs are identified on a SEND 'Pupil Portrait'. These portraits are attached to the student's details on SIMS.

The SEND Pupil Portrait includes the following information:

- Name / Year group / Tutor group
- Category of SEND
- Standardised assessment data
- Interventions (where applicable)
- Access Arrangements (where applicable)
- Strengths
- Difficulties
- Impact on Teaching and Learning
- Information on how teachers may support the student
- Information on how the student may support their own learning

Students on the SEND Register are offered a 'LINK Pass'; this allows access to a safe and supervised environment before school (08:30 – 08:45hrs), during break (11.05-11.20) and during lunchtimes (12:25-13:05hrs). Computers, board games and drawing materials are provided for the students in the LINK and packed lunches may be eaten there at lunchtimes.

Identification of SEND

At St. Patrick's Catholic College we recognise the importance of early identification of SEND need if a student is to achieve to their full potential. We believe that early intervention and response

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improves the long-term outcomes for our SEND students and we endeavour to ensure that appropriate provision is determined and implemented.

Assess – Plan – Do - Review

Underpinning all SEND provision at St. Patrick's Catholic College is the graduated approach cycle of:



Assess:

Each student's skills and attainment will be assessed upon entry to St. Patrick's Catholic College. The SEND needs of students are evaluated through a range of indicators; these may include some or all of the following:

- Primary liaison including KS2 attainment
- Outcomes from baseline assessments including CAT 4 data and subject specific assessments
- Ongoing assessment and monitoring from subject teachers to track student progress
- SEND review meetings with subject department representatives
- Concerns raised by staff, parents, the young person or outside agencies
- Standardised screening or SEND assessment tools
- Behaviour/attendance data analysis
- CAMHS / Medical reports
- External Agency reports
- Educational Psychologist reports
- Additional information (e.g. from assessments sourced by parents and carers) will also be considered; however such information will be used alongside the data gathered from usual school sources

All data gathered on a child or young person will be stored confidentially in compliance with current data protection legislation and the school's Data Protection Policy.

Plan:

The SENCO will work with Heads of Department, teaching staff, support staff, parents, students and outside agencies (where appropriate) to consider the learning needs of the identified young person in the classroom.

Do:

Interventions may include some or all of the following: Quality First Teaching; in-class differentiation; in-class TA support; specialist 1:1 interventions delivered by the SENCO or by external specialists.

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Review:

Subject teachers and learning leaders are available to discuss student progress either during Parents' Evenings or by appointment at any point over the academic year. The school has implemented robust tracking and monitoring procedures for all students, including those with SEND and those in the care of the Local Authority. The Pastoral Team offers considerable support via Form Tutors, Learning Leaders, The Pastoral Admin Team and the Assistant Head Teacher: Pastoral Care and Guidance. The SENCO is to work with teaching staff, support staff and/or 1:1 intervention deliverers to review student progress and determine the success of any intervention and the necessity for any further interventions or support. Students and parents will be invited to all reviews to ensure their views are noted.

SEN Needs

With particular regard to each of the four broad areas of need and support:

1. Communication and Interaction

Provisions offered within the school to assist pupils with communication and interaction difficulties may include:

- A clear reward and sanction system
- Written instructions
- Chunking of information
- Pre-teaching of subject specific vocabulary
- Additional time to help the student process instructions and information
- Examinations concessions
- Visual timetables
- Social stories
- Comic strip conversations
- Buddy system
- LINK Pass for before school, break times and lunchtimes
- Time Out cards
- Emotion cards
- Enhanced Transition from KS2 to KS3
- Additional Transition support from KS4 to Post-16 placements
- 1:1 TA support
- External Speech and Language Therapy (SALT) support
- External Child and Adolescent Mental Health (CAMHs) support
- Alliance Psychology Support Services
- Local Authority Educational Psychologist support
- SENDIAS support
- Referrals to Daisy Chain

2. Cognition and Learning

Provisions offered within the school to assist pupils with cognition and learning difficulties may include:

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- A clear reward and sanction system
- Written instructions
- Chunking of information
- Pre-teaching of subject specific vocabulary
- Differentiated subject interventions
- Additional time to help the student process instructions and information
- Examinations concessions
- Visual timetables
- Social stories
- LINK Pass for before school, break times and lunchtimes
- Time Out cards
- 'Sound Discovery' - Synthetic Phonics
- "LEXIA" literacy intervention
- Working memory training
- Additional subject interventions
- Accelerated Reading
- Enhanced Transition from KS2 to KS3
- Additional Transition support from KS4 to Post-16 placements
- 1:1 TA support
- External Speech and Language Therapy (SALT) support
- External Child and Adolescent Mental Health (CAMHs) support
- Alliance Psychology Support Services
- Local Authority Educational Psychologist support
- SENDIAS support

3. Social, Emotional and Mental Health

Provisions offered within the school to assist pupils with social, emotional and mental health difficulties may include:

- Additional support from the Pastoral Team, including tutors, Learning Leaders and Pastoral Admin Team.
- Examinations concessions
- Social stories
- LINK Pass for before school, break times and lunchtimes
- Time Out cards
- Additional Transition from KS2 to KS3
- Additional Transition support from KS4 to Post-16 placements
- 1:1 TA support
- External Child and Adolescent Mental Health (CAMHs) support
- Alliance Psychology Support Services
- Local Authority Educational Psychologist support
- 'Preventions' support
- SENDIAS support

4. Sensory and/or Physical Needs

Provisions offered within the school to assist pupils with sensory and/or physical needs may include:

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- Additional support from the Pastoral Team, including tutors, Heads of Year and Learning Managers
- Examinations concessions
- Individual Health Care Plans
- LINK Pass for before school, break times and lunchtimes
- Time Out cards
- Toilet pass
- Access to the LINK toilet and changing area
- Lift to upper floors
- Access to VI/HI services
- Laptop / tablet
- Audio recording
- Scribe
- Assistive technology for those with HI / VI needs
- Additional Transition from KS2 to KS3
- Additional Transition support from KS4 to Post-16 placements
- 1:1 TA support
- External Occupational Therapy (OT) support
- Alliance Psychology Support Services
- Local Authority Educational Psychologist support
- SENDIAS support

For a more detailed record of provision for each area please refer to the 'SEND Provision 2016' document available upon request. Internal processes are in place for monitoring the quality of provision and assessment of need.

As of December 2017 the school has 4 students in receipt of additional funding and 81 students on the 2016-2017 SEND register. There are 5 students with Education, Health and Care Plans and 1 student with a Statement of Educational Need.

Consultations with children, young people and their parents.

At St. Patrick's Catholic College we aim to involve young people and their parents in the Plan/Do/Assess/Review process.

Action / Event	Involvement	Frequency
SEND Pupil Portrait Review	Young person; parents/carers; TA; SENCO	Termly
Parents Evening	Young person; parents/carers; subject teachers; SENCO	Annually
Annual Review of Provision (Statement / EHCP)	Young person; parents/carers; TA; SENCO; External Agencies	Annually (although an early Review may be called if this is deemed necessary)

Staff Development

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At St Patrick's Catholic College we are committed to staff development. Over the past year staff working within the SEND department have had access to a variety of training including Exam Invigilation, Prevent, Safeguarding, Units of Sound and pupil specific training on ASD.

Staff Deployment

Support staff deployment is carefully considered and staff are timetabled in such a way to best promote positive outcomes for students at St. Patrick's. Staff seek to promote independence and resilience whilst supporting the often very complex needs to individual students.

In Years 7-8, support staff are allocated according to need and each student with an ECHP / Statement will have a key TA who is primarily responsible for in-class 1:1 support. TAs are expected to liaise with subject teachers and to report back to the SENCO in the fortnightly briefing. Any concerns are brought up immediately with the SENCO and recorded on CPOMS if necessary.

From Year 9 onwards, TA allocation is based upon the professional strengths of each member of support staff; this is to prevent over-reliance upon specific members of staff and also to ensure that students have access to appropriate support during their three-year GCSE pathway.

Finance

Our notational SEN Budget for 2015-2016 was £160,000.00; the notational SEN Budget for 2016-2017 stands at £164,000.00.

Expenditure breakdown:

SENCO (Dedicated SEN time)	£ 26,296
Support staff (in addition to Quality First provision):	£98,765
Commissioned external services	£ 11,302.00
Additional teaching resources	£ 3,000.00
Exams Invigilation (to support Exams Concessions)	£ 1,650.00
NASENCO Training for newly-appointed SENCO (January 2017)	£ 3,000.00

Schools Partnerships and Transitions

During the Summer Term of 2017 the SENCO attended transition meetings specifically for students with an identified SEND need at five local primary schools; these meetings facilitated the exchange of information about each student through discussions with class teachers and primary SENCOs and allowed the SENCO to meet with each student individually. SEND students were given additional transition in advance of the transition week in July and this will continue in 2018.

During transition to Post-16 training and education, the SENCO will work closely with the school's Career's Advisor and the Learning Support Departments at the local Higher Education Colleges, Further Education Colleges and Sixth Form Colleges. Representatives will be invited to transfer reviews and SEND information will be shared (in compliance with Data Protection Legislation) to ensure a smooth transition into further education.

Further Development

Strategic plans for developing and enhancing SEND provision at St. Patrick's Catholic College include: further support staff and teaching staff training on supporting Working Memory within the

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classroom; further development of the existing transition provision; the purchase and integration of assistive technologies; the further development of specific intervention programmes such as 'LEXIA, and 'Sound Discovery'.

Accessibility

All students with SEND are part of the mainstream school. They receive additional support (in class and/or through withdrawal) and have access to a broad and balanced curriculum. No SEND student will be prevented from accessing MFL at Key Stage Three.

Any student with sustained absence relating to long term illness will be offered additional support via the SENCO and the Attendance Officer.

The original school site was opened over fifty years ago and the school has made necessary updates to ensure that the site is accessible to all students.

Physical accessibility issues are met by taking the individual needs of the student into account.

The school has a lift to allow access to the first floor classrooms; this is securely operated with a key and any children or young people requiring the lift will be accompanied by an adult. Students may be allowed additional time to move between rooms if this is felt necessary and an additional single toilet is located in the Link area for those students who require additional privacy to meet their toileting needs.

All SEND students at St. Patrick's Catholic College have equal access to day trips, residential trips and extra-curricular activities in accordance with current equality legislation and the school's commitment to 'reasonable adjustment' of provision; the only proviso to this commitment is that determined by current Health and Safety legislation.

Complaints

All complaints will be recorded, whether received in verbal or written form. Complaints will be investigated by Mrs Clare Humble (Head teacher) and Ms Jan O'Neill (SEND Director) according to guidelines and protocols inherent in the Trust's complaints procedure.

Policies and Legislation

Relevant school policies underpinning the SEND information report include:

Admissions Policy (2016)

Whole School Behaviour Policy (2016)

SEND Policy (2016)

Anti-Bullying Policy (2016)

Child Protection Policy (2016)

Complaints Policy (2016)

Data Protection Policy (2016)

Equality Objectives (2016-2017)

Teaching and Learning Policy (2016)

Supporting Pupils with Medical Conditions Policy (2017)

Legislative Acts taken into account:

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Children and Families Act 2014

Equality Act 2010