

# St Joseph's Catholic High School

## SEND (Special Educational Needs and Disabilities)

### Information Report April 2017

*"Living, loving, learning – through Christ"*



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## **1. What are the different types of support available for children with SEN in this school?**

At St Joseph's RC High School we offer support to pupils who have a range of additional needs including; ADHD, dyslexia, autism and speech and language difficulties. Support may be delivered in-class, in small groups or 1:1. We also offer support before and after school.

## **2. How will the school let me know if they have concerns about my child's learning in school?**

Identifying pupils with additional needs starts when pupils are still at primary school. We attend year 5 and 6 annual review meetings for pupils who have a Statement of Special Educational Needs or Education, Health and Care Plans (EHCP). For other pupils who receive SEN support we work with local primary schools to ensure that the needs of pupils with additional needs are met and that transition arrangements are in place. Key staff at St Joseph's RC High School discuss the needs of all pupils transferring in year 7 through a series of transition planning meetings, so that provision can be agreed and in place prior to pupils starting in year 7. At St Joseph's RC High School we test pupils' basic literacy skills when they start in year 7 and pupils who require more specific or specialist support will be identified and support agreed.

The progress of pupils is monitored formally each term and where pupils are not making progress parents/carers will be invited to discuss concerns and be involved in the planning of additional support.

## **3. What support do you have for parents of a child with SEND?**

We acknowledged the importance of working together to achieve the best outcomes for our pupils. Pupils with a Statement or EHCP are allocated a named key worker. All parents receive written termly progress reports.

Support staff engage with the pupils they support on a daily basis. Pupils and parents/carers are encouraged to participate fully in the decisions about the support that they receive in school. They are encouraged to join in meetings about their support with their parents and, where relevant, with other key staff in school, such as their form tutor.

## **4. How can I let the school know if I have concerns about my child's progress?**

As well as formal review meetings and parents' evenings, parents are able to contact Learning Support staff on an informal basis via 'phone calls or email.

## **5. How will you measure the progress of my child in school?**

Progress is reviewed once every term and shared with parents. When support needs to be changed or amended significantly due to progress or lack of progress, parents will be fully

involved in the process. Subject and pastoral staff work closely with Learning Support staff to ensure that pupils receive the support they need to make progress. Spelling and reading ages will be shared with parents at parents' evenings or end of year review meetings.

## **6. How are the teachers in school supported to work with children**

The curriculum is differentiated as regular classroom practice by all subject teachers, so that all pupils, including those with SEND, are able to access work in class. For most pupils in-class support is focused on core subjects, such as English, maths and science. Some pupils with specific or complex needs may receive support in other lessons. In years 7 and 8 pupils who require additional support are taught in smaller classes and receive two sessions a week of additional numeracy and literacy support delivered in groups of 4-6 pupils. From September 2015 pupils receiving small group numeracy support will be working towards Entry Level Maths. This is a shared initiative with the maths department and will be delivered by both Learning Support and maths staff. The Learning Support department offers after school homework support where pupils are able to work in a supported environment to ensure that homework is completed and to develop organisation skills. Some pupils receive 1:1 support before school or after school to develop their literacy or other skills through structured programmes, such as "Phonological Awareness Training" (PAT) or "Handwriting Rescue".

In year 7 support staff link with form tutors to provide additional support to help pupils settle into secondary school. Each tutor group receives support from a member of the Learning Support department to help to develop organisation skills, self-esteem and confidence. Any issues that may be affecting a successful transition to secondary school will be addressed and pupils have an opportunity to have their voice heard. Pupils with identified social or emotional needs may receive enhanced support through small group support or on an individual basis. Pupils' needs are recorded on an information sheet that is created in year 7 with primary staff and up-dated each year. The Learning Support room is available to pupils before school, after school and at break times. A team-building club meets every week to develop self-esteem and confidence through physical exercise and team activities. Support staff also work closely with all pastoral staff to support pupils who are experiencing difficulties that prevent them from learning effectively.

## **7. How will the teaching be adapted for my child with learning needs?**

All pupils are offered a differentiated curriculum. For some pupils a full curriculum is not appropriate and a reduced timetable may be put in place to enable a pupil to maximise his/her potential. This may be put in place due to a pupil's learning difficulties or because there are special circumstances that require a temporary arrangement to be put in place. It may be in place due to a specific difficulty that a pupil is experiencing that requires a specialist intervention. Some pupils may require special arrangements when doing tests. This will be agreed after consultation with other staff and outside agencies.

## **8. Who are the best people to talk to in this school about my child's Special Educational Needs?**

At St Joseph's RC High School there is a Learning Support team which consists of:

Special Educational Needs Co-ordinator (SENCo)

Carrie Abernethy

#### Higher Level Teaching Assistants (HLTA)

Diane Shillito

Mary White

Catherine Keevil

#### Senior Teaching Assistants (STA)

Doreen Belford

Karen Bragg

Carol Dawson

Sandra Stockdale

#### Teaching Assistants (TA)

Julie Bater

Alyson Mitchell

Marilyn Lowery

All members of the team work with subject staff to support the needs of pupils with a SEND. Members of the support team have undergone additional training in supporting pupils with the following conditions; autism, dyslexia, medical conditions, ADHD, attachment disorder and speech and language disorders.

### **9. How is extra support allocated to children and how do they move between the different levels of support?**

Support staff meet every week to discuss provision in school. Every term a formal meeting takes place to assess the progress of all pupils. Provision is reviewed and changes made where appropriate. Provision and outcomes are recorded on school's internal provision maps. Some pupils are referred for additional support through weekly inclusion team meetings where pastoral staff and a member of the Senior Leadership Team (SLT) discuss pupils' needs.

### **10. Who are the other people providing services to children with an SEN?**

We work with a range of outside agencies to support the needs of our pupils including Inspira, Social Care, CAMHS, county psychological service, specialist teachers and voluntary agencies such as Barnardo's.

### **11. How will you support my child when they are leaving this school or moving to another year?**

Pupils with SEND often require additional support to prepare for change. At St Joseph's there are a number of events that pupils have an opportunity to participate in to develop the skills to cope with change and adulthood, including work-ready interviews, visits to colleges and sixth forms and information evenings. Support staff participate in extra-curricular activities, including residential visits, school trips and friendship days to provide additional support to pupils. Support staff help pupils prepare for work-ready interviews and work experience in year 10, arranging additional visits or special placements where required. Support for pupils going on to college and other post-16 provision is arranged on an individual basis, depending on needs.

## 12. How have you made the school accessible to children with SEN?

- Please see Accessibility Policy for details.

Review due April 2018