

St Wilfrid's RC College: SEN Information Report

The kinds of special educational needs for which provision is made at the school.

We aim to support our students with SEND and their parents and carers so that they can achieve their full potential and increase their life chances.

Provision and support exists throughout the school for students with special educational needs and disabilities. The kinds of SEND for which provision is made include:

Autistic Spectrum Disorder

Asperger's Syndrome

ADHD

ADD

Dyscalculia

Dyslexia

Dyspraxia

Diabetes

Hearing Impairment

Visual Impairment

Learning Disabilities

Physical difficulties

Attachment Disorders

The table below shows the current areas of need:

Primary area of need								
Year group	Cognition & learning		Communication & interaction		Social, emotional & mental health		Physical & sensory	
	EHCP	SEND support	EHCP	SEND support	EHCP	SEND support	EHCP	SEND support
Year 7	1	20	3	2	1	9	0	1
Year 8	2	19	0	6	0	13	1	0
Year 9	0	26	1	2	0	8	0	5
Year 10	1	19	1	5	0	6	0	0
Year 11	1	14	2	7	0	4	2	0
Year 12	0	3	0	0	0	1	0	1
Year 13		1	1	1	0	1	0	0
Total	5	102	8	23	1	42	3	7
								193 SEND
								1314 On roll
								14.5 % SEND

Information about the school's policies for the identification and assessment of pupils with special educational needs.

St. Wilfrid's RC College values the achievement of Special Educational Needs and encourages all students to reach their potential.

The child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made they will be covered by the SEN definition.

Children are identified as having SEND when their progress has slowed or stopped and interventions; resources etc, put in place do not enable improvement. Once this occurs, we use support plans which include, pupil's views and parent's views, strategies to be used, identified outcomes and all teachers to help support their development and increase progress.

Children with SEND at St Wilfrid's RC College make good progress and achieve at least in line with other schools nationally and many above. Other useful documents such as our SEND and Inclusion policy are available on the school website. If you would like further information about what we offer here at St Wilfrids RC College then please do not hesitate to contact us directly.

We work closely with feeder primary schools and ensure we receive all necessary information on levels, identified outcomes and support requirements of each pupil. The SENCo visits feeder primary schools to discuss individual children. Parents of children identified by the primary schools as having SEND are invited to meet the SENCo and receive information about the SEND provision at St Wilfrid's. This aids transition for parents and child.

Children complete a number of assessments at the start of Year 7, which gives us a greater insight into their learning needs. These tests inform the interventions which will run.

Access Arrangement assessments are carried out by the SENCo and evidence is gathered throughout a child's education at St Wilfrid's to build up a picture of need by class teachers. This also gives children the opportunity to use Access Arrangements in school examinations so they are familiar with them and become a normal part of working.

Students are monitored throughout their school career by teachers and our support staff. Any concerns are flagged up and dealt with. If parents have any queries or concerns they can contact the SENCo, Miss Siedle, at any time.

Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

It is the responsibility of each Head of Department to ensure that all pupils have access to the curriculum and that, when necessary, this is delivered in a modified form as required to meet the needs of individual pupils. Heads of Department, SENCo and SLT Links are involved in half termly monitoring of teacher's planning, marking and pupils books to ensure all pupils are making progress.

Teachers recognise the range of pupil abilities and planning reflects awareness of the need to provide appropriate work. Each department provides differentiated work and directed differentiation is a whole school focus this year for the full range of ability.

Teachers are aware of the importance of following advice in support plans as well as identifying pupils who have special educational needs and referring them to the SENCo.

Time is allocated during department meetings so that SEND is a standing item. Each department has a SEND champion and they meet with the SENCO each half term where information is shared and disseminated back to departments.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

If a pupil is causing concern due to lack of progress that teacher will first take appropriate action in their preparation and teaching following assess, plan, do and review. If they are still concerned they will inform their Head of Department or/and department SEND champion who may offer advice or produce additional materials. If the concern persists the pupil may be referred to the SENCO through a referral form. The SENCO will log their concern and open a file on the pupil. If two departments or a Head of House refer the pupil, then the SENCO will place the child's name on the Access and Inclusion Register and gather information to produce a support plan to address difficulties and plan outcomes. This will involve pupils and parents views as well as subject teacher's views.

Reviews will be held each term with parents at a convenient time for the parent. If it is felt necessary outside agencies advice and support will be requested.

If progress is still not achieved, the child may be assessed bearing in mind the LA criteria with a view to initiating an Education, Health Care Plan. The appropriate forms will be used for recording and referral as necessary.

(c) the school's approach to teaching pupils with special educational needs;

St Wilfrid's is an inclusive school. The Learning Support Department is built around a strong desire to identify as early as possible the potential in all students regardless of need and to ensure students are enabled to meet their full potential in order to create possibilities for the future. We pride ourselves in providing a flexible approach, which is tailored to the individual needs of each child within the constraints of a mainstream school.

(c) how the school adapts the curriculum and learning environment for pupils with special educational needs;

The school aims to ensure that all pupils have access to a broad and balanced curriculum. All departments have differentiated Schemes of work and materials. Teachers use a variety of teaching styles and strategies. Heads of Department and Senior Leadership Team monitor these. Support in lessons is available when the timetable allows. Any adaptations to the learning environment will be highlighted in the support plan of an individual child and these will be monitored at review meetings.

(e) additional support for learning that is available to pupils with special educational needs;

We aim to support our students with SEND and their parents and carers so that they can achieve their potential and increase their life chances.

Provision and support exists throughout the school for students with special educational needs and disabilities. SEND provision is an integral part of our overall school provision. Teachers use the SEND data we collect from primary schools and our own information and assessments to plan lessons and differentiate provision for students with SEND.

The provision may be in the form of extra classes, specifically designed extension opportunities, specific support or self-supported study, literacy enhancement programmes, one to one tuition, mentoring. We aim to be quick at identifying under-achievement and addressing it at individual or group level.

We offer in-class support with a team of highly dedicated Learning Support Assistants.

We are an inclusive school and have students with a range of SEND in our year groups. The Learning Support Team strives to support students across the 11 – 18 age range by working closely with other departments to personalise the learning of SEND students and maximise their learning opportunities. The department policy reflects current best practice in line with the Code of Practice for Special Educational Needs and other relevant legislation.

The Learning Support Teams' Work Includes:

- Providing focused in-class support/tuition/mentoring as far as resources will allow.
- Screening all students for reading, comprehension or spelling difficulties in year 7.
- Monitoring, assessing and observing students teachers are concerned about and providing expertise around individual student's needs and strategies for supporting them.
- Partnership work with our primary feeder schools.
- Preparing reports in relation to students' needs for outside agencies.
- Managing any SEND referrals to outside agencies or specialists.
- Working in multi-disciplinary teams supporting SEND students with complex needs or who are vulnerable.
- Delivering Literacy enhancement programmes.
- Providing Access arrangements for examinations for students with SEND

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

The site team is vigilant in making sure the site is safe for all users including those with disabilities such as physical and visual impairment. We have disabled toilets and lift. We have the support of the EAL service for students whose first language is not English. We routinely complete accessibility audits and adapt to the needs of the students on role.

All children are encouraged to join clubs and take part in activities at lunch, break and after school. As a department, we try to ensure that all students can go on trips they would like to attend, by offering support and guidance.

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs;

Children requiring support for improving the emotional, mental and social development are invited to attend the Social Skills group which runs weekly **during lunchtime**.

The school employs a counsellor. Referrals are made via Deputy Head Pastoral or Heads of House

If further support is required a member of the **Healthy minds or lifecycles** team may become involved in supporting the young person.

The name and contact details of the SEN co-ordinator.

Miss C Siedle is the SENCo she can be contacted via:
csiedle@st-wilfrids.org
phone 0191 4569121
or writing to the school St Wilfrid's RC College,
Temple Park Road,
South Shields,
Tyne and Wear
NE34 0PH

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

September 2019 all staff completed a SEND Audit to identify any training needs. This information will be used to inform further training needs. Ongoing training in relation to meeting pupils needs within the classroom, including special educational needs and disabilities. Our fully qualified and trained Special Needs Coordinator provides advice and guidance to staff.

Where a specific need is required a specialised outside agency may be asked to provide training. **Last year there was specialised training from the school nurse of Epilepsy, the hearing impairment service and the visual impairment service.**

All staff received training on making reasonable adjustments in their teaching to enable SEND pupils to achieve.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school uses formula funding to allocate resources to each department to develop differentiated materials to allow all pupils access to the curriculum in all subjects.

The SENCO is available to advise on appropriate resources.

The funding allows for smaller class groupings. Pupils are identified by profiles provided by junior schools and the school baselines indicators.

The department uses the allocation to provide:

- Stationary to use in the classroom
- Differentiated materials
- Differentiated texts (Graphic Shakespeare- shared materials with the English Department)
- Reading material- impact, Down Load
- Computer equipment
- Base line testing materials
- Support equipment for Reading, Spelling and Maths schemes
- Photo copying
- Coloured overlays
- Access Arrangement Assessments
- Specialist writing pens
- Approved Fidget Pencil tops

If specialist equipment is required then a request will be made for this to be purchased.

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

At St Wilfrid's, we enjoy very close links with parents and careers. The department sets out to liaise with parents of pupils with Special Educational Needs and encourage them to have an active role in their child's education. Parents lay a key role in enabling children and young people to achieve their potential.

There are a number of opportunities throughout the year for parents to talk to staff. Parents are invited to review meetings each term and if these times are not convenient for parents a more convenient appointment will be made. Parent's views are sought and included on each of their child's support plan.

In addition, reports in the form of data captures are sent home following each ten week module of work and more in-depth subject reports are sent home to parents prior to parents evening. Parents and carers are welcome to phone or email the SENCo, Miss Siedle, at any time with concerns.

- Parents are invited to meet the SENCO in July prior to transfer when transition issues are discussed.

- Parents are informed about a pupil's progress through the school's general and progress reports.
- Parents are given pupil baseline assessment data.
- Parents are encouraged to attend Annual Parents Evening.
- Parents of children involved in the reading club are given information how to support reading at home.
- Study Skills evening for Year 11 is arranged for pupils and parents.
- Liaison with parents whenever necessary and at parents, as well as at the school's request.
- Working with Parent Partnership and other parent support groups.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Children are invited to review meetings each term and encouraged to give their views. Children's views are sought from a form which is completed at home and this information is included on each of their support plan.

Arrangements made by the governing body or relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Complaints about Special Needs provision in the school should be made to the SENCO. She will arrange a meeting to discuss the issue. Should the matter be unresolved she will involve Senior Management and if necessary outside agencies.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Learning Support Department has worked hard to develop close working relationships with specialist support services in the local community and Local Authority.

In addition, many of our staff have areas of specific interest and expertise such as dyslexia, dyscalculia, hearing impairment, visual impairment, speech language and communication needs, emotional health and social skills.

Extra Exam Arrangements

In order to award Extra Exam Arrangements, such as 25% extra time, the school has to apply to the examinations board and produce reports to prove that the arrangement gives fair access to the exam. The school employs an AMBDA assessor who applies standard tests recognised by the examination board such as TOWRE and WRAT. We can apply for Extra Exam Arrangements in Year 10 but need to gather evidence to prove this is the pupil's "usual way of working." In order to do this we provide the facilities for pupils to have special arrangements based on their needs in end of module exams but it does not follow that they will meet the criteria after the rigorous testing in Y 10 for that arrangement to be put in place for formal exams. Parents will be informed in writing of formal Extra Exam Arrangements.

The contact details of support services for the parents of pupils with special educational needs:

Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and/or disability.

Phone 0191 4246345

Email parentpartnership@southtyneside.gov.uk

The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

We work in partnership with other providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition.

We provide the following support to pupils when they are leaving school:

During reviews from year 9 upwards our careers advisor from Zenith attends and is able to provide strong considered advice for the young person and the family. The close links with local colleges allow for movement to other education providers post 16. Pupils with Statements or Education Health Care Plans have a 139A document, which

The local authority's local offer can be found at:

<http://www.southtyneside.info/article/8126/Special-educational-needs>

References

The **SEND Code of Practice** (June 2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions

<http://preview.tinyurl.com/p4qu8ar>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SA: School Action

SA+: School Action Plus (The plus indicated the involvement of external agencies)

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

Statement: Statement of Educational Need

PPS: Parent Partnership Services

