

# St Benedict's Catholic College

## SEND Information Report



### Introduction

#### School Ethos

St Benedict's Catholic College is an 11-16 comprehensive secondary school which admits students to the College in line with the school's admission procedure.

Our College is a Christian community where each individual can develop his or her relationship with God, while also ensuring that each child is given the education necessary to allow them to move on appropriately. We strive to ensure that all young people in our care have a love of learning, developing their abilities and gifts in such a manner that they are inspired, encouraged and empowered to fulfil their potential. Each young person will be at a different stage of development and therefore the emphasis is always on the needs of the individual.

St Benedict's takes a whole-school inclusive approach to students with special educational needs and disabilities (SEND), recognising that the aims of the College are the same for all students, whatever their abilities.

The College recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the SEND 2014 Code of Practice, 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
- 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.

The College makes provision in accordance with the SEND Code of Practice (2014), the SEN and Disability Act [amended 2001] and the Equality Act 2010, to ensure that the curriculum is accessible to all students.

Special educational needs are identified in terms of cognition and learning, communication and interaction, social, emotional and mental health and physical and sensory. The College believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the College is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.



**The arrangements for consulting parents of pupils with special educational needs.**

We work hard to include parents/carers in their children's education. From making an application for a place and throughout their child's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:

- Meetings to agree transition arrangements and support (Yr 6 into Yr 7, KS3 into KS4, KS4 to Post 16)
- Regular meetings to discuss progress with the SENDCo or other appropriate staff (Member of SLT, Raising Standards Leader/Pastoral Lead, Assistant SENDCo, HLTA, Form Tutor or other dedicated member of the support team)
- A request from parents by email or telephone for a meeting
- Parents Evenings with subject specialist teachers
- Statutory meetings and reviews
- Attendance at professionals or multi-agency meetings, Pastoral Support Plan (PSP) meetings

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

The young person is central to the planning for the review and evaluation of the provision they receive to support their progress. The College is committed to hearing their voice and to ensuring their needs are met. The College seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:

- Use of student passports (provides information for teachers)
- CPD for teaching and support staff
- Student representation on the Student Council (includes SEND students)
- Use of Student Ambassadors (e.g. chaplaincy)
- Announcements in staff briefings
- Making presentations in assemblies
- Student surveys and forums
- Age-appropriate conversations about targets and progress
- Participation in statutory meetings or annual reviews
- Discussions about changes to the physical environment which would support the young person
- Working with outside professionals
- Learning conversations with appropriate members of staff
- The special educational needs department operates an open-door policy for all students.

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### The name and contact details of the SEND Co-ordinator.

Miss Emma Smale (NaSENCo) is the College SENDCo. She is contactable by telephone (01206 549222) or email [e.smale@stbenedicts.essex.sch.uk](mailto:e.smale@stbenedicts.essex.sch.uk)

She is a qualified SENDCo and an experienced teacher. She plays a key role in the life of the College and regularly meets with senior staff, teachers, learning support assistants, families and the SEND Governor.

Miss Emma Smale, with the Principal and Business Manager, is responsible for managing the SEND budget and, with the Principal and Governors, determining the strategic development of SEND policy and provision.

Mrs Natalie Sullivan is the Assistant SENDCo and is contactable on 01206 54922

Mrs Victoria Vingerhoets is the PA to the SENDCo and is contactable on 01206 549222

Mrs Debbie Cudmore is the Alternative Provision Teacher

Our special needs team consists of 2 Higher Level Teaching Assistants and 7 Learning Support Assistants

### Complaints procedure

As a College, we work hard to be in effective communication with children and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.

If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENDCo has been unable to reassure them that needs are being met effectively, then the College's complaint procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the College's attention.

### Information on where the Local Authority's local offer is published.

For information regarding The Essex Local Offer please see the ECC website at <http://www.essexlocaloffer.org.uk/>



## Identification and early intervention

The College works closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. Our method of identification for SEND follows a graduated approach and will include:

- Liaison with primary to discuss current level of support upon transition
- On entry, and twice per academic year, all students will take reading tests
- On entry, all students undertake CATs testing
- Mid-year transfers use information from previous school if available plus school tests
- Teacher raises query with SENDCo
- Staff observe student in subject area
- Suggested strategies are put in place by subject teacher and review after next assessment date

Curriculum Leaders and Raising Standard Leaders also track students after every report cycle and have their own interventions at their disposal, e.g. LABS meetings (Learning, Attendance, Behaviours, Safeguarding)

Parents should be aware that special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

- The College will work closely with the student and their parents/carers to identify what support is needed, what are the specific barriers to learning and to understand why a student may not be making progress. Subject teachers will use this information to deliver high quality teaching (as per the Code of Practice 2014) with appropriate differentiation. Support for teaching staff can be found in the document Ordinarily available – Inclusive teaching framework. If further support is required we will see to put in place appropriate interventions.

All interventions are monitored and evaluated for the effectiveness of their impact.

Provision beyond the normal differentiated classroom approach and learning arrangements take the form of high-quality personal teaching and learning. Schools have funding identified within their overall budget to provide high quality, appropriate support. Where there is significant need additional core funding may be sought and the Local Authority requested to carry out an Education Health Care needs assessment (EHCNA) and an Education Health Care Plan (EHCP) developed, this should take no more than 20 weeks to collect evidence and make an initial application. Local authority current timelines are far greater at the moment.

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A student with an EHCP has a 'one plan' which is developed in collaboration with the student and family, staff and other professionals, as appropriate. Progress is reviewed termly and adaptations to the provision are modified appropriately.

If the student has significant needs a third wave of intervention from specialists outside of College can be sought with funding support from the local authority.

### Provision

<b>1. Communication and interaction</b>  <b>Examples from College Provision</b>	<b>2. Cognition and learning</b>  <b>Examples from College Provision</b>	<b>3. Social, mental and emotional health</b>  <b>Examples from College Provision</b>	<b>4. Sensory and/or physical</b>  <b>Examples from College Provision</b>
1:1 Small group tuition Small group teambuilding/social skills Circle of Friends Social Skills Speech and Language Groups Key steps ASDAN Mersea Camp Art Therapy Emotional Literacy support Zones of regulation Daily check-outs	In class support to support pupils and teachers with differentiation Dyslexia groups 1:1 and group Small group Read and Write sessions inc. phonics  Literacy Interventions which may include: - Breakfast clubs - metacognition - Reading intervention - Spelling intervention - Individual and small group - Dyslexia specialist Numeracy Interventions which may include: - Small group/individual 1-1 teaching - Specialist teacher support - Life skills - GCSE Intervention groups One to one tutors Functional skills and entry level skills courses Mentoring Homework club	1:1 BCCS Counselling Small group teambuilding/social skills 1:1 mentoring Young Carers EWMHS – Emotional Wellbeing and Mental Health Service The Junction – youth service EYOS – Essex Youth Offending Service EYS – Education and Youth Services YES – Youth Enquiry Service Educational Psychologist Lay Chaplaincy Pastoral Team Beloved group – for young carers Link LSA subjects SENDCo/Assistant SENDCo Social Stories ASDAN Step Up Zones of regulation OASIS access	Input from specialist teacher Specific Equipment (tables/hoists etc.) Laptops Visual impairment hardware Input from Occupational Therapy Treatment room Specialist equipment Support from OT and specialist teacher team Comprehensive care plans Oasis Emotional Literacy support

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<b><i>How do we evaluate the effectiveness of the impact of the provision listed above?</i></b>	<b><i>How do we evaluate the effectiveness of the impact of the provision listed above</i></b>	<b><i>How do we evaluate the effectiveness of the impact of the provision listed above</i></b>	<b><i>How do we evaluate the effectiveness of the impact of the provision listed above</i></b>																		
<p>Track Levels of Progress with each report cycle (SENDCo/Deputy SENDCo) Reading ages assessed twice a year (English department)</p> <p>Sparx reader Round Robins Review meetings LABS data Student passport Start and end point assessments External reports Student feedback Parent feedback Reporting cycle Review Meetings</p>	<p>Track Levels of Progress with each report cycle. Reading ages assessed twice a year.</p> <p>Review meetings SENDCo tracks all progress against target outcomes Teacher Feedback Start and end point assessments External reports Student feedback Parent feedback Reporting cycle Review Meetings</p>	<p>Track via weekly behaviour log Round robins Review meetings SIMS notes SENDCo tracks all progress Teacher Feedback Start and end point assessments LSA Feedback sheets External reports Student feedback Parent feedback Reporting cycle Review Meetings</p>	<p>Round robins Review meetings with Parents/carers and external specialists</p> <p>Clear planning/assessment across all parties (class teacher/LSA/SENDCo)</p>																		
<b>Teaching and Expertise</b>																					
<p>The SENDCo is experienced and knowledgeable. There is a clear expectation that all members of staff make a significant contribution to raising standards of achievement. The SENDCo, senior staff and governors are committed to providing necessary support and training. The learning support department and pastoral team have wide ranging qualifications, skills and expertise in SEND. Specialisms include:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">EAL</td> <td>Social skills development</td> </tr> <tr> <td>Trauma (TPP)</td> <td>ADHD</td> </tr> <tr> <td>Autism</td> <td>SpLD (Specific Learning Difficulty) i.e. Dyslexia</td> </tr> <tr> <td>Behaviour Management</td> <td>Communication</td> </tr> <tr> <td>English</td> <td></td> </tr> <tr> <td>Maths</td> <td></td> </tr> <tr> <td>Science</td> <td></td> </tr> <tr> <td>Emotional Wellbeing</td> <td></td> </tr> <tr> <td>Leadership</td> <td></td> </tr> </table>				EAL	Social skills development	Trauma (TPP)	ADHD	Autism	SpLD (Specific Learning Difficulty) i.e. Dyslexia	Behaviour Management	Communication	English		Maths		Science		Emotional Wellbeing		Leadership	
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The CPD Plan for SEND is part of the overall college improvement plan which is reviewed termly by SLT and Governors. The SENDCo makes contact with any additional services required.

The learning support department has regular meetings to disseminate information and advice. The senior team provide in-house training for LSAs. All newly appointed LSAs have a fully inclusive induction programme in place. At performance management reviews, training requirements are discussed. The senior team attends regular curriculum department meetings; the senior team delivers SEND information at staff briefing in September for new intake.

### Quality First Teaching and Personalisation

#### **Information about the College's policies for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.**

The College is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. St Benedict's aims to ensure that:

- Members of staff understand that they are all teachers of students with special educational needs.
- All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum.
- All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.

#### **Graduated Provision**

- Teacher raises query with SENDCo/ Assistant SENDCo/pastoral manager/academic lead.
- Progress regularly discussed at parent's evenings.
- Interventions assessed regularly
- SENDCo observes pupil in subject area
- Suggested strategies are put in place by class teacher and reviewed after next assessment date
- Curriculum Leaders also track students after every report cycle and also have access to their own interventions.
- If no improvement, SEND department contacts parents for a meeting to discuss concerns/possible next steps
- If further "action", is required the student is added to the SEND register. A learning passport outlining support is agreed with the student and added to edukey, all staff can access these through class charts.
- Review of progress of additional interventions provided and reviewed.

Some students with a significant change to their need may jump these stages.



### **Equipment and Facilities for SEND**

The College works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy and specialist nursing team. Our broad approach here is captured in our equality and disability policies which are available on our website or open request.

- Disabled toilets
- Ramps
- Lifts
- Automatic electric doors
- Modified furniture
- Treatment Room
- First Aid / Medical Room
- Sensory room (OASIS)
- Hoists
- Mobility training
- Coloured overlays
- Access to laptop and tablet technology
- Specialist PE equipment, if appropriate
- Staff trained in lifting and personal care
- Special consideration for exams/access arrangements.
- Partnership arrangements with local Special Schools, e.g. Market Fields School

### **Early Intervention and the Education Health and Care Plan**

The Governing Body is committed to meeting the aims of the College. Its mission statement is explicit and it manages the College's budget to ensure best value and effective use of resources by:

- Publishing policies on the website or making them available on request
- Demonstrating good financial management
- Ensuring resources are fit for purpose and fully inclusive
- The SENDCo signposting, recommending and instigating links to services to meet identified needs
- The SEND Governor visiting and reporting to the Governing Body and Principal.

#### **The following may provide support:**

- The SENDCo
- Assistant SENDCo
- HLTA
- Alternative Curriculum Teacher
- Statutory assessment service



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- The College lead first aider
- Occupational therapy
- An optometrist
- GP surgeries
- The school's PHSE/ Citizenship programme and CEIAG
- Personalised KS4 programmes
- Transition arrangements KS2-KS3 SENDCo/Transition leader (Pastoral Lead/SENDCo attend meetings at current primary school prior to transition)
- Children and Young People Disability Service (Yr 9-KS4/KS5)
- Travel Training
- Professionals meetings
- Inclusion partner

Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult.

This includes:

- Close liaison with primary schools to ensure successful transition into secondary school
- Working with the Children and Young People Disability Service (Yr9-KS4/KS5)
- The school's PSHE/ Citizenship programme and CEIAG
- Support of Parents/Carers to apply for Travel Training
- Personalised KS4 programmes
- Facilitating transfer to appropriate Post 16 education or apprenticeships

### Transition

Through our inclusive approach the College seeks to support students during all stages of transition to prepare for adulthood.

This could include:

- Close liaison with primary schools to ensure successful transition into secondary school
- Working with the SEND careers advise service
- College's PSHE programme and careers guidance/education
- Organising travel or mobility training
- Facilitating transfer onto appropriate Post 16 College Courses
- Alternate KS4/KS3 Curriculum Provision with focus on confidence, team and life skills
- Personalised KS4 Programmes
- Children and Young People Disability Service (Yr9-KS4/KS5)
- Travel training
- Mobility officer
- Professionals meetings (e.g., CiC meetings, PSP meetings)
- Child in Need (CIN) meetings