

St Mary's Catholic College SEND Information Report

Ratified by Governors October 2018

Definition of Special Educational Needs

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years states that: 'a 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. 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:

'A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 Four Categories for Special Educational Needs and Disability are:

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

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas.

Special Educational Needs and Disability provision at St Mary's Catholic College

SEND provision for all four categories of need is available at SMCC. Pupils' needs are met through high quality first teaching supported by curriculum and pastoral differentiation and modifications according to need. All pupils with a SEND are taught in mainstream classrooms and academic support and intervention is solely classroom based.

Criteria for inclusion on SMCC's SEND CAR, Special Educational Needs Care and Action Register

We identify required actions for SEND students in terms of rates of progress to be achieved and access to learning. When a child or young person can be ascribed an identifiable learning need (as stated in the SEN definition above), the child or young person will be placed on the SEND CAR so that all staff are aware of their needs.

Important: Defining a child or young person as having additional needs does *not* mean that they will necessarily require additional support.

SMCC Monitoring: If a pupil is making progress they will be placed on our SEND CAR at this stage. This will enable staff to be aware of their needs, and have access to information and guidance regarding the meeting of that need via our Guidance and Support folder. However, as long as the pupil continues

to make progress in line with expectation, ordinary differentiated curriculum will meet their needs: additional support and intervention will not be offered. Their progress will be carefully monitored.

SMCC Action: For pupils who require modifications and support additional to, or different from, that offered to all pupils and who may also have outside agency intervention/monitoring.

E: For pupils with an Education Health Care Plan : These pupils' needs will be met in line with the statutory outcomes detailed in their EHCP

Intervention and Support, including Identification of Need

The SMCC SEND Department is committed to:

Ensuring that all pupils can access the curriculum and wider school opportunities.

Supporting teaching colleagues with appropriate strategies as they deliver Quality First Teaching.

Identification, Information Gathering and Review: The identification of SEND is integral to the monitoring and progress of all students and includes taking the following information into account.

- Information from Primary School, including KS2 SATs
- Information received from parents
- Information received from outside agencies
- Monitoring of progress on a half termly basis
- Any concerns/ observations shared by teaching/support staff
- CATs Testing
- Reading age assessment
- Specialised additional testing if required, for example reading tests/comprehension tests, and writing speeds
- Observation/intervention by specialist teachers from SENAAT
- Referral to LA Educational Psychologist for pupils with identified/observed SEND who are failing to make progress despite SMCC having exhausted all other school based strategies

Intervention

All intervention is initially classroom based. SMCC prides itself on having smaller than average class sizes where regular assessment and monitoring of progress informs our further support which will be decided at AIM (Additional Intervention Meetings) in consultation with our Senior Leadership Team. Intervention is part of our graduated response to needs.

Responsibility for SEND

Curriculum and Pastoral Teams

Mrs M Todd and Mrs C Moor are the SEND Coordinator and is responsible for co-ordinating the day-to-day provision and Local Authority provision.

Mrs Sue Banks is SEND Learning

Coach

All staff at SMCC have relevant training to inform their teaching and support of pupils with SEND.

Parent/Carer and Pupil Voice

A key element of the 2014 legislation is to ensure that children, young people and their families and carers are central in the process of creating EHCPs and Additional Support Plans. At SMCC we ensure that this is the case by adopting a person-centred approach to the creation of plans and to inform strategies.

We abide by a process whereby students' thoughts and feelings about their own learning and needs are considered and utilised in planning advice and strategies that may be shared with staff. Similarly, the views and feelings of parents/carers, and, where appropriate, the young person's wider family are also collected. To carry out this process properly, time needs to be spent in discussion with both the young person and their families.

Parents and Carers: All parent/carers of pupils with additional needs have the opportunity to meet with all a pupil's teachers on a twice yearly basis and can request meetings to discuss any issues/consult with curriculum/pastoral or SEND staff according to needs.

In addition, all parents/carers of pupils with an EHCP or Statement are also invited to an Annual Review of their needs.

Pupils: All pupils with additional needs are supported by curriculum staff, pastoral team and SEND Team. Pupils have achievement plan meetings with their year team P&A Coach in which their views are sought and shared.

As part of a graduated response to needs some pupils will also have a pupil centred profile written in conjunction with a member of the SEND team. This is then shared with all staff.

All pupils with an EHCP/Statement have all of the above and in addition attend and contribute to their annual review of needs. They will also have a named Key Teaching Assistant who will meet with them 4 times each term to discuss progress and look at strategies to further support.

St Mary's Catholic College aims to be sensitive to the needs of all students and their parents/carers. The SEND Team welcomes meeting with parents/carers at mutually agreed times to discuss the needs of their children and the school's provision for them. Parents/carers who have a concern specific to a pupil's additional needs are encouraged to meet and discuss this with a member of the SEND Team in the first instance.

If they feel that an issue has not been adequately resolved they may put their concern in writing to the Chair of the Governing Body.

Involving Outside Agency Support

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, we will consider involving specialists once we have exhausted all school-based intervention and support available to us.

SMCC may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. We will aim to involve a specialist where a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially

below those expected of students of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The student's parents/carers will be involved in any decision to involve specialists.

Specialist Support that SMCC's SEND Department may request according to need might include the following:

- SENAAT
- Educational Psychological Service
- Hearing and Visually Impaired Service; Speech Therapy
- Kilgarth Outreach
- School Nurse
- Referral to CAMHS
- Referral to paediatrician

We work closely with outside agencies facilitating a multi-disciplinary approach, working closely with Children's Services.

Transition Arrangements for Students with SEND

All students who gain a place at SMCC will, in the summer term of Year 6, meet in their Primary School environment, a key member of Pastoral staff from SMCC. Pupils then attend SMCC on Induction Day. Some students will, on account of their additional needs, require an enhanced transition. This may require an additional visit in order that students can experience various aspects of the school day in advance of Induction Day or following Induction Day and in response to any issues that are identified. It is SMCC's expectation that primary schools will liaise with us to identify pupils requiring enhanced transition.

Post-16:

Under section 41 of the Children and Families Act 2014 (the Act) we will carry out the following specific statutory duties:

- Co-operate with the Local Authority on arrangements for children and young people with SEN. This is a reciprocal duty.
- The duty to admit a young person if we are named in an Education Health and Care EHCP. Young people have the right to request that an institution is named in their EHCP, and local authorities have a duty to name that institution in the EHCP unless, following consultation with the institution, the Local Authority determines that it is unsuitable for the young person's age, ability, aptitude or SEN, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.
- We will support children and young people in moving between phases of education and in
- Preparation for adulthood – as young people prepare for adulthood this will be reflected in outcomes that reflect their ambitions (eg in relation to employment, higher education, independent living and participation in society).

How accessible is the school environment

The school is fully accessible via stairs or lift apart from some DT food rooms. Please see Attached Accessibility Plan for more information

Contact details of support available for parents/carers of pupils with additional needs The Wirral Family Forum

The Wirral Family Forum is a member of the National Network for Parent Carer Forums (NNPCF) and receives regular updates as well as meeting frequently with a North West representative.

The Wirral Family Forum represents the views of parents in the local area but does not advocate for individual families.

Further details about Wirral Family Forum can be found at: <http://www.wirralfamilyforum.org>

Wirral SEND Partnership

Wirral SEND Partnership (formally Parent Partnership) is an impartial, independent and confidential service which gives free information, advice and support about matters relating to Special Educational Needs or Disabilities (SEND) and is for parents or carers of children aged 0-25, and young people aged 16-25 with special educational needs and/or disabilities.

Further details about Wirral SEND Partnership can be found at: <http://www.wired.me.uk/Parent-Partnership.asp>

Wirral's Local Offer

This can be accessed by clicking this link: <http://localofferwirral.org/>

This provides information for children and young people (0-25 years) with special educational needs and disabilities.

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care as well as information about other local, support services.