



SEND Information Report

2021 - 2022

Definition of Special Educational Needs

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years defines SEND as a pupil who may have:

(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 in the SEND Code of Practice are:

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional and Mental Health
4. Sensory and/or physical disability

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

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

All teachers at SMCC are teachers of students with special educational needs. Pupils' needs are met firstly through high quality teaching and supported by our world class curriculum and pastoral differentiation. All pupils with a SEND need are taught in mainstream classrooms and academic support and intervention is on the whole classroom based with some modifications where it is deemed appropriate. Where necessary students are taught in small intervention groups or in a 1-1 capacity.

Criteria for inclusion on the SEND 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 register 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 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, the ordinary differentiated curriculum should meet their needs.

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. Such students will be monitored in line with their intervention or classroom support through the GAS (Guidance and Support) meetings held fortnightly, and the AIM meetings (Additional Intervention Meetings) held each term.

EHCP/PFA: For pupils with an Education Health Care Plan: A pupil's needs will be met in line with the statutory outcomes detailed in their EHCP. This includes having their own and their parent's views listened to, and acted upon, as part of the annual review process.

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 of provision:

The identification of all pupils with SEND is integral to the monitoring and progress of all students and includes taking the following information into account.

- Information from Primary School, including assessments, reading and spelling ages, processing speed and NV (Non Verbal) assessment data is shared as part of our robust and detailed Transition programme (see Transition section for further details)
- Information received from parents
- Information received from outside agencies
- Monitoring of progress on a half termly basis by class teachers, Curriculum Leaders and the SEND team

- Any concerns/ observations shared by teaching/support staff
- CATs Testing and NGRT assessments
- Class teachers' assessment using the Arbor system and their own in class tests and assessments
- Specialised additional testing such as for processing or Dyslexia screening
- In class observations and 'book looks'
- Intervention feedback

All intervention is initially classroom based. St. Mary's College prides itself on having smaller than average class sizes where regular assessment and monitoring of progress informs where further support may be required.

This is part of the GAS (Guidance and Support meetings) held fortnightly or at AIM (Additional Intervention Meetings) held each term, in consultation with our Senior Leadership Team and pastoral staff. In attendance at these meetings is:

- SENDCO for the year group
- SEND coach
- Head of Year
- Pastoral coach for the Year
- Member of Senior Leadership team attached to the year group

If a pupil is not making the relevant progress an intervention is the first Wave of support available:

Interventions available with the SEND team:

- Precision Teaching
- Reciprocal Reading
- Osiris Reading provision
- Additional Literacy Class (timetabled within the pupil's usual timetable)
- Recharge Base support
- Life Skills group
- Maths Nurture group
- Rainbows Bereavement and Loss group
- Social Skills - Jed Baker Programme
- Talk Boost Speech and Language programme
- Next Steps programme - 1-1 intervention sessions for mental health
- The Blues Project for mental health support
- Kilgarth Outreach 1-1 behavioural coaching
- HSIS - 1-1 and small group intervention with the Youth Team worker

Responsibility for SEND

- Curriculum and Pastoral Teams
- KS3 SENDCO - Mrs. C Moor
- KS4/5 SENDCO - Mrs. M. Todd
- SEND Coach - Mrs. S. Banks
- HLTA : Mrs. Hutchinson
- Teaching assistant Level 3: Mr. Docherty, Mrs. Elias, Mrs. Churchill, Mrs. Bradshaw, Mrs. Savage, Mrs. Bradford
- Teaching assistant Level 2: Mrs. Schumann-Edwards, Mrs. Bradbury, Ms. Ward

All staff at SMCC have relevant training to inform their teaching and support of pupils with SEND as part of their weekly CPD programme as well as the initial training days at the start of the year. Here SENDCOs deliver any SEND updates, provide any relevant training and give an overview of vulnerable or new students to the whole staff body.

As part of the ongoing training and support for the ECF (Early Career Framework), RQT (recently qualified teachers) and new staff to SMCC the SENDCO team deliver a further update and training in how SEND information is shared with the whole staff. Staff follow a robust assessment and review system that clearly identifies any learners who may be struggling to make the required progress over a period of time. This is monitored via the Curriculum AIM (Additional Intervention Meetings) and Pastoral AIM meetings that take place each term and monitor all children with or without identified SEND to ensure that all children are identified who may require further intervention or investigation.

SMCC has a three wave process for supporting a child who is experiencing SEND difficulties:

Wave 1 – Quality First Teaching – All teachers at SMCC are teachers of SEND and deliver high quality, differentiated teaching responding to a child’s need as identified on the SEND register, or their Person Centred Plan (PCP). This is the responsibility of all staff and is monitored and assessed by the AIM process.

Wave 2- Students who are not making the expected progress in learning will be identified through the GAS/AIM process. These students are identified for appropriate interventions that focus on their individual needs and targets. Sometimes this is monitored via the ASP (Additional Support Plan) process that is shared with parents/carers and the child themselves.

Wave 3 – This is intensive and targeted support that is often delivered in a 1-1 form as part of an EHCP or PFA agreement. Interventions and use of the Recharge Base may also be a part of our Wave 3 offer for identified students.

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.

Communicating with parents and carers:

Parents and Carers:

Contacting the SEND team:

- A designated telephone line that reaches the SEND team: 201 4518
- A designated email address: sendco@stmaryswallasey.com
- Reports to parents on a termly basis
- Parents Evening - The SENDCO is always in attendance and available for parental enquiries
- Parent and SENDCO meetings
- Person Centred Planning meetings (one page profile)
- Options Evening, Sixth form evening - all calendared events are attended by the SENDCOs to advise and inform parents of the next stages
- Annual Review Meetings for students with an EHCP or PFA

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. The pupil'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 Psychologist Service
- Hearing and Visually Impaired Service
- Kilgarth Outreach
- 0-19 team
- Paediatrician
- Referral to CAMHS
- Early Help
- Autism Together
- Response

- Speech and Language Therapy
- Barnardos
- Caritas
- ADHD nurses
- ADHD Foundation
- Rainbows Bereavement support
- Next Steps - CAMHS
- HSIS- Health Service in Schools
- Occupational Therapy
- Careers Connect

We work closely with outside agencies facilitating a multi-disciplinary approach, working closely with Children's Services. Our Student Support Hub lends itself to working in partnership with both families and other agencies, giving a bespoke space and team to coordinate and collaborate to get the best results for a pupil and their family.

The Student Support Hub

The Hub is staffed by the SEND and pastoral team. Here we support any young person who may be unable to manage with their day. There is a sensory room available and support for those who need quick access to our team.

Recharge Base :

Our Base provides wrap around care for those students who may experience the following areas of need:

- **Anxiety**
- **Illness that requires a reduction of timetable**
- **Reduced curriculum offer**
- **Small group interventions for Social Skills and Mental Health**
- **Before school drop in**
- **Break and Lunchtime club - there is a dual provision of a 'Quiet Space' for those who may need somewhere quiet for lunchtime**
- **Study Club - after school Homework support and tuition for targeted SEND students led by our experienced teaching assistant team. This is available for Ks3, Ks4 and KS5 and is very popular**

Transition Arrangements for Students with SEND

We take Transition very seriously at St. Mary's and offer a bespoke and exciting approach to the process.

As part of the SEND offer of Transition:

- All parents and carers will be called from a member of the SEND team on acceptance of a place
- All SEND students are invited for tours with our SEND team
- All SEND students have the opportunity to share their thoughts and feelings about coming to SMCC in the questionnaire shared with primary partners
- Some SEND students will need more than one tour or school visit before the Induction day - we try to accommodate this on a needs basis
- Some SEND students will need the SENDCO to attend meetings before they come to our school - we think this is really useful and means students with physical disabilities or high SEND needs are well prepared for and we know exactly what you may need at SMCC
- Some SEND students will need to meet with other children in one of our Enhanced Transition afternoons - we have great fun at these but also introduce the pupils to our Recharge Base and key SEND staff, have a snack in our Canteen and any other activities that they may find helpful
- Those students with PFAs or EHCPs (even pending) will invite us to the Y6 annual review or SEND meeting in school - this is very important
- Teaching assistants will be available during the early days in each form
- SENDCOs deliver a SEND briefing with an overview of new students to whole staff
- Y7 SEND information is collated, reviewed and all systems are updated in time for the 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 adult hood this will be reflected

In outcomes that reflect their ambitions (e.g. in relation to employment, higher education, independent living and participation in society). We work closely with the Careers team and ensure that all those young people with additional needs are given access to high quality support and guidance at transition points.

How accessible is the school environment

The school is fully accessible via stairs or lift. There is also a disabled toilet and changing facilities in the PE area. All external doors are accessible via ramps. See Accessibility Policy for more information. Contact details of support available for parents/carers of pupils with additional Needs.

Wirral SEND Partnership

Wirral SEND 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/ParentPartnership.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.