

St Richard's Catholic College

SEND Information Report 2023-2024

Most recent update:
26th September 2023

SENCO: Mr. Ian Smith

LEARNING SUPPORT CO-ORDINATOR: Mrs. Kirsten Britt

SEN GOVERNOR: Mr. Glenn Clark / Mr. Richard Parker-Harding

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Dedicated SEN Time:

- SENCO, Ian Smith: 5 days; and
- Specialist Assessor, Kerry Tadros: 3 days.

SEN Pupil Cohort:

Year	EHCP	SEN Support	Total	% of Cohort
Year 7	0	24*	24*	12.1*
Year 8	6	18	24	11.4
Year 9	1	24	25	12.1
Year 10	8	21	29	14.1
Year 11	3	15	18	8.7
Total	18	102*	120*	11.7*

*Information correct at September 2023. Please note that the Year 7 SEN Support figures are at this time provisional and not yet confirmed.

Whole School Approach:

Differentiated Quality First Teaching is at the heart of our approach to ensure that all pupils access a broad and balanced curriculum. All teachers are responsible for every child in their care, including those with special educational needs.

All of our teachers are teachers of SEND. (Reference: Teaching and Learning Policy)

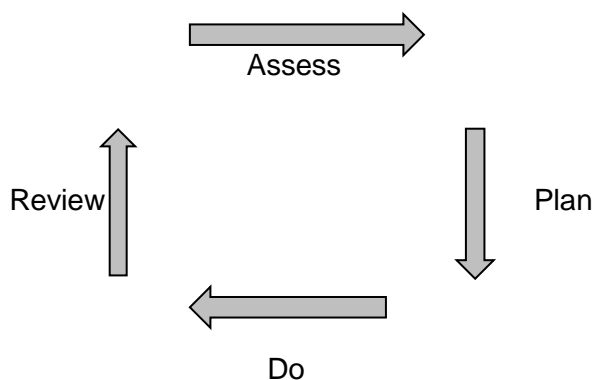
All children requiring interventions are identified, discussed and their learning needs addressed. Children who have a higher level of need in terms of provision that is 'additional to' or 'different from' their peers are listed on our school's SEN Register and a Pupil Snapshot is created to indicate their level of support in place. Where appropriate, an Additional Needs Plan (ANP) is also used.

These documents help us to plan, record and review what we offer to each child/young person in our care regularly, and identifies our 'additional to' and 'different from' provision for those pupils.

Regular discussions as a learning support team and within curriculum departments also serve to embed our high expectations about: (i) quality first teaching; and (ii) the application of a differentiated and personalised approach to teaching and learning with teaching staff.

We promote aspirations with all our learners, including meeting aspirational targeting and consistent use of growth mindset language.

Underpinning all our provision in school is the **graduated approach** cycle of:



Assess:

- Children are regularly assessed, with three scheduled data capture reporting points in each school year from September 2023.
- Progress is carefully tracked and monitored according to challenging, highly aspirational targets, set using the top 5 percentile of FFT (D).
- Some children require more specific assessments to track progress in smaller steps; for example, assessments linked to a specific intervention programme, such as the Lucid Exact screening tool or Sound training.
- For some pupils, it may be necessary to assess children using a formal standardised test, for example, the Dyslexia Portfolio, Comprehensive Test of Phonological Processing (CTOPP) or the Detailed Assessment of Speed of Handwriting (DASH).

- Reading and Spelling ages are regularly assessed where pupils are identified as significantly below age-related expectations.

Plan:

- All children on the SEND Register and who have an Education, Health and Care Plan (EHC Plan) have a Pupil Snapshot, and may need intervention and planned provision.
- A smaller number of children, which may include those with more complex needs, will also have an Additional Needs Plan (ANP). Pupils may have an ANP but not be on the school's SEND register, and vice versa; it is not an SEND-specific document.
- It is the responsibility of the subject teacher to plan for interventions and inclusion techniques that any child may require within their class, including Literacy and Numeracy interventions which may be provided within smaller teaching groups.
- Advice on planning can be sought from the SENCo, and information on pupils and learning needs are available to all staff via the Google Drive.

Do:

- It is recognised that differentiated Quality First Teaching enables all children with SEND to make the best possible progress.
- Our model is inclusive and aims for all pupils to be supported to access learning within the classroom, without the need to be regularly withdrawn or taught separately to their peers.
- Teachers plan for individual children as part of the whole class planning process, using specific techniques and strategies to include individual pupils.
- Teaching Assistants are well-trained in various areas of SEND, and have particular expertise with the children they are working with: for example, learners who are on the Autism Spectrum, or who have Attachment Disorder, a Visual or Hearing Impairment and/or Dyslexia.

Review:

- Children's progress is regularly reviewed as part of an ongoing process.
- The SEND department meets weekly and regularly discuss the progress and effectiveness of the strategies and interventions that have been used, and monitor individual pupils and any updates or concerns.
- Additional Needs Plan review meetings are held throughout the year and include parents/carers, staff and external agencies as appropriate.
- If a strategy or intervention is not proving to be effective, we discuss alternative provision and/or involve external agencies in providing advice.

This approach is also embedded in the use of Additional Needs Plans by all Pastoral Leaders; as above, the ANP is not an SEND-specific document at St. Richard's.

SEN Needs

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

- We are supported by the Speech and Language Therapy (SALT) service via CITES, who provide ongoing advice and a limited pupil assessment role, alongside CITES Occupational Therapy (OT) services and our specialist assessor, as well as independent OT and Speech and Language Therapist who work with the school and whose time we buy-in.
- We use Communicate in Print and other visually-based programs to aid children with speech and language difficulties and support in organisation, especially for new Year 7 pupils; and TA-led interventions including the Social Use of Language Programme, Emotional Literacy Support Assistants (ELSA) and friendship groups are also available to offer additional support.

2. Cognition and Learning

- We use multi-sensory approaches as part of our quality first teaching and provide interventions where appropriate.
- All teachers are conversant with a range of special needs and strategies to support children and receive regular training, updates and briefings from the SENCo, SEND team and outside specialists.
- We have a specialist dyslexia teacher in school and one specialist Teaching Assistant. They are able to advise on dyslexia strategies to use in class.
- We are able to carry out dyslexia screening using the Dyslexia Portfolio when required.
- During 2023/24, the Learning Levers project will be used as a springboard to promote TA-led revision intervention for small groups, which may be extended into post-assessment Purple Pen tasks. This has been launched to all staff in Sep 2023.

3. Social, emotional and mental health

- We run Spectrum groups for children suffering bereavement, anger management, social skills and social use of language groups for those requiring support in this area.
- A School Counsellor is also available for three days per week for any issues which may be troubling pupils.
- Members of school staff, including the SENCo and Learning Support Co-ordinator, are trained in Mental Health First Aid or as Mental Health Champions.
- Where a child is displaying emotional and mental health issues that interfere with his or her learning, a multi-agency approach is used, involving the Educational Inclusion team (formerly ESBAS) or CLASS as required; and the child has pastoral support which is reviewed on a regular basis.

- During 2023/24, it is anticipated that a schools-based keyworker will begin in post, whose time will be shared between St. Richard's and our four Deanery partner Primary schools, who will focus on providing additional support for SEN Support pupils and their families, especially where they are at risk of Emotionally-Based School Avoidance (EBSA).

4. Sensory and/or physical needs

- Provision is put in place at the advice of our Sensory Needs Service, via both the Visual Impairment Service and Teachers of the Deaf. Up to date training has been provided to the SENCo and Learning Support Co-ordinator during 2022/23, and this has been disseminated to all staff via a whole-staff meeting.
- Teachers are aware of any SEND and adapt the environment to suit the child. Examples may include enlarging text, considering a child's seating so they can see and hear the teacher, use of alternative means of recording such as a word processor, or providing handouts/exercise books with different colour pages.
- We offer Theraputty sessions as a therapeutic aid.

As of September 2023, we have 120 children formally listed as receiving SEN support or who have an Education, Health and Care Plan, which comprises 11.7% of all pupils in Years 7-11. In addition, a further 83 pupils in Years 8-11 are identified on our Additional Needs Register, making a total SEN cohort in these year groups of 21.6% of all pupils.

We have internal processes for monitoring the quality of provision and assessment of need. These include SEND Pupil Snapshot review meetings with pupils and parents/carers, lesson observations, observations of intervention work, work scrutiny, parent/carer consultation and drop-in meetings, and EHC Plan Annual Review and Additional Needs Plan review meetings.

All pupils are regularly assessed as part of the school's ongoing assessment and data collection processes. Additional specialist tests and assessments are carried out to identify needs as required, including those carried out by referral to external agencies, such as CLASS and Educational Psychology. It is noteworthy that the capacity of such outside services has become increasingly restricted, and so an increasing amount of our capacity has been grown from internally, such as two of our TAs being trained as ELSAs, and the proposed schools-based keyworker to whom we (and our partner Deanery schools) can directly refer.

Consulting with children, young people and their parents/carers

Involving parents and learners in the dialogue is central to our approach.

We carry this out in the following ways:

Action/Event	Who is involved	Frequency
SENCO Drop-in	Mr. Smith, SENCO TA Year Co-ordinators: <ul style="list-style-type: none"> • Mrs. N. Campbell (Year 7 and Transition); • Miss Yau (Year 8); • Mrs Kerrigan (Year 9); • Mrs. J. Di Mascio (Year 10); • Mrs. Lea-White (Year 11). 	Three times per year (3x 1 hour)
SEN Meetings: <ul style="list-style-type: none"> • Annual Reviews of EHC Plans • Additional Needs Plan review meetings • Pupil meetings to review Pupil Snapshots. 	Mr. Smith and/or Year Co-ordinator and/or Pastoral Leader/Pastoral Support Manager, as appropriate.	<ul style="list-style-type: none"> • EHC Plan Annual Reviews: once per year. • Additional Needs Plans: three times per year for Children who are Looked After; a reduced form is used as required for all other pupils with an ANP. • Pupil Snapshots: three times per year. (NB. Pupils with an EHC Plan also have a Pupil Snapshot.)
Structured Conversations.	All professionals working with the child concerned, e.g. Form Tutor, Pastoral Leader.	As required.

Professional development

We are committed to developing the ongoing expertise of our staff.

St. Richard's College provides a programme of training and continuing professional development to enrich teaching and learning experiences.

All teachers have Qualified Teacher Status (QTS), and all staff have training in areas such as:

- Vulnerable groups (including Pupil Premium and Looked After Children)
- Autism Spectrum condition
- Sensory Needs, including visual and hearing impairments
- Child Protection and Safeguarding
- Dyslexia and Dyscalculia
- Inclusion, Differentiation and Personalisation
- Structured Conversations
- Inclusion of pupils with English as an Additional Language (EAL)
- Literacy, including reading and subject-specific literacy
- Numeracy

Mr. Smith, SENCO, has completed the National Award for SEN Co-ordination (Postgraduate Certificate).

We have three Higher Level Teaching Assistants and three members of support staff who hold an accredited dyslexia qualification.

All TAs have undertaken the ASC Online INSET course, recommended by the Communication, Learning and Autism Support Service (CLASS) and all staff have frequent refresher INSETs on how to support children with autism spectrum conditions and other high incidence needs within the school.

All of our TAs received speech and language training in July 2021, three have completed the EAL course and led INSET on it, and during 2020-21 two Year Co-ordinators became accredited Emotional Literacy Support Assistants (ELSAs). A further Year Co-ordinator gained a qualification in Drawing & Talking and, as aforementioned, the SENCO and Learning Support Co-ordinator received training from the Sensory Needs Service during 2022/23. Several of the department and wider school staff have received Mental Health First Aid or Mental Health Champion training.

Other areas of specialism include social skills groups, anger management, bereavement support (Spectrum) and management of diabetes and other health conditions.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff. This ensures that children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We have a highly-trained team of Teaching Assistants with varying experience, including subject specialisms and experience in providing pastoral support. Careful consideration is given to the expertise of staff and the needs of the children.

School partnerships and transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of feeder schools and neighbouring partners.

We work with all our feeder primary schools to ensure a smooth transition to school. Where a child comes into school with a high level of need, we have additional meetings which can involve parents, Year 6 teacher and SENCO.

Where a child transfers to another school, we liaise closely with the receiving school providing additional information and support.

Complaints

If a parent/carer is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's subject teacher. Most matters of concern can be resolved positively in this way.

All teachers work very hard to ensure that each child is happy at school, and making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.

Where parents/carers feel that a situation has not been resolved through contact with the subject teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the SENCo and Year Co-ordinator. If this meeting does not resolve the issue, an appointment can be made with the Principal.

Our Complaints Policy is available on our website if further information is required.

Further development

Plans for further development are set out in our SEN Three Year Plan with direction from the college Leadership and Management Team.

Relevant school policies underpinning this SEN Information Report include:

- SEN Policy
- Access Arrangements and Reasonable Adjustments Policy; Word Processor policy
- Accessibility Policy

I Smith
SENCO

September 2023