



## SEN Information Report

St Francis of Assisi Catholic College recognises the four SEN profiles as identified in the SEND Code of Practice and Walsall Council's Local Offer.

These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

As a mainstream setting, St Francis of Assisi Catholic Technology College places great importance on ensuring that the needs of ALL children and young people in the school are met, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning.

As an inclusive school, we aim to ensure that each student in our care is provided with the support they need to enable them to achieve their full potential in a mainstream environment.

*"All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility." (SEN Code of practice 2014)*

We follow the Revised SEN Code of Practice on the identification and assessment of special educational needs, issued by the DFE on the 1<sup>st</sup> September 2014.

The Special Educational Needs Progress Leader is **Mrs Claire Walker**, whose role includes liaison between the school, the parents, the Local Authorities and the support services. It is her responsibility to complete and submit Annual Review reports and oversee the creation of Pupil Profiles and the Passports for Learning. Progress reviews take place termly and relevant documentation is shared with all parties.

As the designated SEN Progress Leader, Mrs Walker is also responsible for monitoring the progress of all pupils on the SEN register and reporting on this to the Headteacher and the governing body. A named member of the governing body has been designated as having responsibility for SEN provision - this is currently Mrs Meehan.

The responsibility for the day to day management of the individual pupil's needs devolves to the specialist teacher (for Additionally Resourced Pupils), relevant Heads of Achievement and Learning (HALs), and the Form Tutors.



The **Assess, Plan, Do, Review** approach recommended within the revised SEN Code of Practice is used to deliver effective provision.

## Assess

### **On Entry to our school**

When pupils have an identified special educational need before they join our school, we work very closely with the pupil, and all the people who already know them, and use the information available to plan how best to help that pupil progress. From this a **Learning support plan** is developed. This details the pupil's strengths, areas of need and what teaching strategies and resources work well for them. This information informs teacher planning and also helps us to place the pupil in the right teaching classes.

All pupils are assessed for reading and spelling in the first few weeks of the Autumn Term. This helps us to identify those pupils who will need support in literacy. The earlier we can put support in place, the sooner we can begin to resolve any difficulties they have.

### **On-going**

Within school, the SEN staff work alongside subject staff who alert them when a pupil is not making the expected progress. Again, the revised SEN Code of Practice is used as a guide and, therefore, a lack of progress is classified as such, if it;

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the gap

SEN staff monitor the pupil and decide if an intervention is needed. Sometimes we will ask for advice from more specialised services such as Educational Psychology or Speech Therapy.

At the end of Year 9 all SEN pupils are tested by specialist teachers to decide if they need extra support in examinations. Where possible, support such as 25% extra time, a reader or a scribe is applied for. If this is deemed necessary the pupil is then given many opportunities to get used to using the support in mock examinations and in

class assessments and this becomes their normal way of working. Parents are advised of the level of support their child will receive during examinations.

## Plan

Our SEN Progress Leader leads a team of talented support staff who are trained to support pupils with a wide range of educational, social and emotional needs. Our departmental teaching staff are all experienced SEN teachers with many years' service supporting children with special needs such as dyslexia, autism, speech and language disorders, EAL and physical or medical disabilities.

In addition to this whole school support, St Francis of Assisi Catholic Technology College has an **Additionally Resourced Provision** (ARP) for Dyslexia. The centre is staffed by qualified and experienced specialist teachers and has a wide range of teaching resources, assistive technology and computer software to teach and support pupils with dyslexia.

The SEN Progress Leader and her team attend relevant training, conferences and SENCO updates and there is an on-going programme of in house CPD for all staff.

## Do

All of our SEN staff are trained in a variety of approaches which means that we are able to adapt work for a range of special educational needs such as specific learning difficulties (dyslexia), Austistic Spectrum Disorder, speech, language and communication needs.

We have made every effort to make our school accessible to pupils with special educational needs and disabilities with the inclusion of

- Lifts and handrails have been installed.
- Ramps and a disabled toilet and changing area have been fitted.
- Where needed blinds, carpeting and adjustable tables have been provided.
- Six evacuation chairs have been fitted to enable disabled pupils to be evacuated safely and staff have been trained in the safe use of these chairs.

St Francis of Assisi Catholic Technology College uses a **Graduated Response** to SEN provision. In respect of this, the school provides the following support dependent on the needs of the pupil.



**Wave 1:**

- Quality first teaching and differentiation within small teaching sets

**Wave 2:**

- Additional support within class from support staff
- Small group interventions for reading, spelling, handwriting and maths delivered by support staff
- Toe by Toe programme delivered by 6<sup>th</sup> Form mentors
- Circle of Friends programme
- Mentoring
- Daily Homework Club
- EAL staff support pupils for whom English is their second language.

**Wave 3:**

- Small group intervention, delivered by specialist teachers to develop literacy, numeracy, speech and Language and social skills.
- One to one specialist teaching following individual and specific learning programmes

We ensure that our **pupils and their parents/carers are fully involved** in all aspects of education and school life with the use of regular meetings, reviews, termly reports, telephone consultation, letters and e-mails.

A **Learning support plan** is co-produced by pupils, parents and school staff. This is used by teaching staff to adapt lessons for pupils where necessary.

Our school has been awarded **Dyslexia Friendly School Level 2 status**. This means that all staff are aware of a range of strategies and teaching methods to support pupils with Specific Learning Difficulties, such as dyslexia. This may include visual timetables for those pupils who need them, ensuring that the background of the whiteboards are of a pastel colour, pupils are not asked to copy off the board, the use of assistive technology in lessons etc.

The specialist staff also provide extremely valuable pastoral support for all SEN pupils. This is available throughout the day and they are in close contact with subject staff and parents.



Our Special Needs Department is very well resourced with relevant and appropriate schemes of work and specialist teaching programmes. Technology is used widely to support SEN pupils with interactive white boards, computers and laptops being available. Specialist software to support dyslexic pupils is used extensively in lessons to support writing and spelling. A wide range of age appropriate reading materials that are suitable for secondary age interests are used in the SEN lessons.

To ensure that pupils with SEN are supported throughout the school day, and the wider curriculum, the following provision is in place:

- At lunchtime our support staff run a homework club where they help children with homework tasks.
- The Bistro is supervised at lunchtime by an LSA and vulnerable pupils can meet herewith their friends in a friendly environment.
- Support staff work with some SEN pupils after school and during morning registration to help them with any work that they are finding difficult.
- Educational visits have support staff in attendance to help SEN pupils.
- A quiet area is available for pupils who need emotional support.

## **Review**

Pupils have a progress check at the end of every half term and this is used to review the progress of SEN pupils.

All pupils who receive one to one support from our specialist teachers follow a specific individual programme which is reviewed termly and parents receive a report on this. Parents are also invited to attend all progress meetings and reviews.

Where a pupil has a Statement or EHCP, parents and pupils are invited to attend the annual statement review and their opinions are actively sought. This is an opportunity to share information, celebrate progress and plan the next steps.

An essential element of the review process is to evaluate the efficacy of the provision, support or intervention. At St Francis we continually monitor pupil progress through discussion with pupils, their teachers, support staff and parents and adjust or tailor their programmes or level of support accordingly.



## Transition

### On-entry

When children move from their primary school to St Francis, the SEN Progress Leader or Specialist Teacher and Head of achievement and learning for year 7/representative meet with the primary SENCO and class teacher in order to share their knowledge, experience and written records.

The students have the opportunity to visit our school and to meet key staff.

Students with a Statement or ECHP of SEN or identified with SEN on the COP are invited to an additional transition day in the ARP.

An individual transition plan is produced, if required, to ensure a successful move to the school, or to support the student in moving to their next educational phase. In some instances e.g. for children with Statements of SEN or EHCP, this Transition Plan is a legal requirement.

### On-going

*“All professionals working with families should look to enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy. As children grow older, and from Year 9 in school at the latest, preparing for adult life should be an explicit element of conversations with children and their families as the young person moves into and through post-16 education. For children and young people in or beyond Year 9 with EHC plans, local authorities have a legal duty to include provision to assist in preparing for adulthood in the EHC plan review.”*

*(SEN Code of practice 2014)*

In respect of this, all pupils in Year 9 have the opportunity to meet with our Careers Advisor who also attends their Annual Reviews.

### Post 16

Mr Connell is responsible for sixth form pastoral care and Miss Jones is the Sixth Form Learning Progression Coach. They can be contacted in school at any time.

### **Inclusion**

We have a range of clubs and extra-curricular activities which all pupils with SEN have the opportunity to attend such as:

- All Sports Clubs
- All Music Clubs
- History Aspire Club

### **Complaints**

Please see details of the full Complaints Policy on the school website.

January 2019 Mrs Claire Walker