

# St Pauls Catholic College Special Educational Needs and Disability Report.



This document will have due regard to legislation, including but not limited to:

Children and Families Act 2014

Health and Social care Act 2014

Equality Act 2010

Mental Capacity Act 2005

Children's Act 1989

This policy will take into account statutory and non-statutory related guidance, including, but not limited to:

SEN Code of Practice 0-25 (2014)

Supporting Children with Medical Conditions

Keeping Children Safe in Education

Working together to Safeguard Children.

*For the purposes of this report the terms "Disability" and "Special Educational Needs" are as defined in the Acts.*

24/11/16

	<b><u>St Paul's Catholic College</u></b>	St Pauls Catholic College is a Mainstream Secondary Catholic Comprehensive School. St Paul's educates children within a mainstream setting whilst meeting their Special Educational Needs or Disabilities as outlined below;
	<b>Questions</b>	<b>School Response</b>
1	<b>How St Paul's Catholic College know if young people need extra help and what should I do if I think my child may have special educational needs or a disability?</b>	<ul style="list-style-type: none"> <li>• The progress of all students is monitored regularly through half termly assessment by Tutors, Subject Teachers, Heads of Departments and the Senior Leadership Team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned.</li> <li>• If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the Form Tutor to discuss their concerns or alternatively they can speak to our Special Needs Coordinator (SENCO).</li> </ul>

2	<b>How will St Pauls Catholic College staff support my child?</b>	<ul style="list-style-type: none"> <li>• When the school identifies the need for additional support to enable a student to make expected progress the parents/carers will be invited to a meeting at the school with the SENCO to discuss a plan of support.</li> <li>• This individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long.</li> <li>• Our School Provision Map shows the range of interventions in place in our school which will be used where we identify students who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support students to make increased progress</li> <li>• We will monitor the progress of all students at receiving additional support to ensure that the provision we have put in place is having the impact we are expecting through half termly assessment and reporting and at the end of each intervention if appropriate</li> <li>• Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the SENCO on the progress of students with SEND.</li> </ul>
3	<b>How will the curriculum be matched to my child's needs?</b>	<ul style="list-style-type: none"> <li>• All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all students are able to make progress. If, for example, a student has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary. Staff are briefed on specific advice from SEN Advisory Teachers when necessary.</li> </ul>
4	<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>	<ul style="list-style-type: none"> <li>• Parents/carers will be invited to a meeting in November and May to discuss with the student the support that the school are providing, evaluate impact and success and support the parents/carers in knowing how they can help their child at home.</li> <li>• At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better</li> <li>• Specialists are available at meetings to share ideas and think strategically moving forward for the child.</li> </ul>

5	<p><b>What support will there be for my child's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• All students are supported with their social and emotional development through the curriculum.</li> <li>• Students with identified SEND are mentored regularly by members of the SEN team.</li> <li>• SEND students are invited to come to a Safe SEN space at break and lunchtimes.</li> <li>• SEND students are invited to attend a Home Learning Club each night where support is available to help them.</li> <li>• Small groups are offered to develop self-esteem and social confidence.</li> <li>• Attendance is closely monitored on a daily basis and monitored through regular meetings with Heads of Year and SEN team.</li> <li>• St Paul's operates a robust Behaviour for Learning Policy.</li> <li>• Support is offered through a pastoral support plan via a reporting system where necessary to minimise exclusion.</li> </ul>
6	<p><b>What specialist services and expertise are available at or accessed by St Paul's Catholic College?</b></p>	<ul style="list-style-type: none"> <li>• St Paul's has a number of internal staff who work alongside the SEN team to offer expertise and support these include; <ul style="list-style-type: none"> <li>○ East to west- Relational Support Worker</li> <li>○ School Counsellor</li> </ul> </li> <li>• External advisors may also come into St Paul's to work alongside the SEN team these currently include <ul style="list-style-type: none"> <li>○ Language and Learning Support Advisory Teacher</li> <li>○ Behaviour Support Advisory Teacher</li> <li>○ Hearing Impaired Advisory Teacher</li> <li>○ Visually Impaired Advisory Teacher</li> <li>○ Physical Disability Advisory Teacher</li> <li>○ ASD Outreach Service</li> <li>○ Referrals to CAMHS (Child and Adolescent Mental Health Service)</li> <li>○ ADHD Nurse Advisor</li> <li>○ School Nurse</li> <li>○ REMA support teachers</li> </ul> </li> </ul>

7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>• Teaching assistants benefit from regular training meetings held by the Advisory Teachers that work with the school, these have included “Supporting Children with ADHD”, Supporting Children with ASD”, for example.</li> <li>• 3 Teaching Assistants are trained to deliver pre-learning of vocabulary for Speech and Language difficulties.</li> <li>• All TA’s are trained in classroom support for students with SEN and updated on regular new initiatives.</li> </ul>
8	<b>How will my child/ young person be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>• All students are invited on all activities and school trips, this can involve support from a TA, or additional member of staff.</li> <li>• Parents with additional concerns may be invited in to discuss this with staff and other professionals. Action plans for the trip and an individual Risk Assessment may also be written with the parents support.</li> </ul>
9	<b>How accessible is the St Paul’s Catholic College environment?</b>	<ul style="list-style-type: none"> <li>• St Paul’s Catholic College is a large split site school on 3 levels. The ground floor is fully accessible. There are no lifts in either building. Due to the nature of the old convent house some routes are unconventional. We timetable where possible, to meet student needs.</li> <li>• There is high contrast on stairs throughout the school to aid visually impaired students in all conventional stairwells.</li> <li>• There are ground floor toilets that are accessible for wheel chairs on both sites.</li> <li>• All correspondence is conducted in English. Where possible staff are used to translate documents or communicate in meetings.</li> <li>• SEND students may be offered laptops for use in lessons or Kindles in reading lessons.</li> </ul>

<p><b>10</b></p>	<p><b>How will St Paul's Catholic College prepare and support my child to join the school, transfer to a college or the next stage of education and life?</b></p>	<ul style="list-style-type: none"> <li>• SENCO is available at Open evening or during School Tours for any immediate questions.</li> <li>• A robust transition programme is in place including individual additional Primary school visits for SEND students</li> <li>• SEND students are fully supported throughout the transition days in July.</li> <li>• SEND students are offered additional opportunities to visit the school after transition days.</li> <li>• SEND students benefit from Pathways Advisors who support their career decisions and attend review meetings throughout KS4.</li> <li>• Students with additional needs may benefit from Additional support from U-Explore advisors.</li> <li>• SEN Staff can help interview preparation, course selection and attend interviews.</li> </ul>
<p><b>11</b></p>	<p><b>How are the St Paul's Catholic College's resources allocated and matched to children's special educational needs or disabilities?</b></p>	<ul style="list-style-type: none"> <li>• Students are offered TA support at a level reflective of their needs based on their progress.</li> <li>• A tailored package of support is carefully matched to each students needs as they evolve. This can include social support, TA support in lessons, small group withdrawal, one-to-one withdrawal and IT support.</li> <li>• Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.</li> </ul>
<p><b>12</b></p>	<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<ul style="list-style-type: none"> <li>• Where a child is not making sufficient progress the Tutor, Head of Year, TA's and SENCO may feedback, make assessments and make amendments to the provision as appropriate.</li> <li>• Assessment is made regularly through monitoring tests to assess impact of interventions.</li> </ul>

13	<p><b>How are parents involved in the school?</b>  <b>How can I be involved?</b></p>	<ul style="list-style-type: none"> <li>• Parents are invited in regularly to information evenings to discuss curriculum and learning.</li> <li>• Individual parent meetings to discuss individual progress throughout the year.</li> <li>• Parents are always welcome to make an appointment at a mutually convenient time whenever the need should arise.</li> <li>•</li> </ul>
14	<p><b>Who can I contact for further information</b></p>	<ul style="list-style-type: none"> <li>• <b>School Admissions</b> <a href="mailto:admissions@st-pauls.surrey.sch.uk">admissions@st-pauls.surrey.sch.uk</a></li> <li>• <b>Mrs Charlie Allison SENCO</b> <a href="mailto:callison@st-pauls.surrey.sch.uk">callison@st-pauls.surrey.sch.uk</a></li> <li>• <b>Ms Annette Chatfield KS3 SENCO</b> <a href="mailto:achatfield@st-pauls.surrey.sch.uk">achatfield@st-pauls.surrey.sch.uk</a></li> <li>• <b>The Local offer for Surrey SEND can be found at;</b></li> <li>• <a href="https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page">https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page</a> - <b>Google Search</b></li> </ul>



### ***Provision Map for St Paul's Catholic College***

<b>Core Provision- Level 1 funding WAVE 1</b>	
<i>Curriculum</i> <ul style="list-style-type: none"><li>• Students in Key Stage 3 follow a curriculum of English, Maths, Science, RS, Humanities, ICT, PE and a Modern Foreign Language.</li><li>• Drama, Art and Music are taught on a rolling timetable throughout the year.</li><li>• Students in Key Stage 4 follow a curriculum of the core subjects including English, Maths, Science, RS and Geography. They also continue with Curriculum PE.</li><li>• Key Stage 4 students choose their options from a large list of differing qualifications including GCSE, BTEC and IDA.</li></ul>	<i>Pastoral</i> <ul style="list-style-type: none"><li>• Students are assigned to a Tutor Group and have a Tutor who provides the first home-school link.</li><li>• The Tutor meets with the students each day in tutor time for a collective Prayer, where they are also available for all student concerns.</li><li>• The Tutor also carries out reviews of their progress.</li><li>• Each year group has a Head of Year who conducts assemblies and leads the Year group through the team of tutors, in all school events and monitoring of academic progress.</li><li>• Students take part in school Masses and Liturgys throughout the year in addition to days off timetable for retreats.</li></ul>

*Staffing*

- Students have access to a Tutor, Head of Year, Subject Teachers and Heads of Departments.

*Environmental/Facilities*

- Students have access to a large split site school. Subjects are largely based in subject areas. Classes are taught on all three levels, including the old Convent building.
- The ground floor is fully accessible. There are no lifts.
- All Students have access to appropriate seating and tables in all classrooms, including ICT facilities, if appropriate.
- All stairs accessible for student use have high contrast edging and hand rails.

**Enhanced Provision- Level 2 Funding WAVE 2**

<p><i>Curriculum</i></p> <ul style="list-style-type: none"> <li>• Students at Key Stage 4 are guided through different pathways in their option choices in order to meet their needs, for example; <ul style="list-style-type: none"> <li>○ Pathway A Students choose from a strongly academic package.</li> <li>○ Pathway B students may choose BTEC subjects.</li> <li>○ Highly able students are encouraged to do Triple Science.</li> </ul> </li> <li>• Revision Classes run after school in the build-up to exams in all subject areas for students requiring support for target grades.</li> <li>• Drop-ins operate every night in all subject areas for catch-up opportunities.</li> <li>• During Easter holidays revision days run for Year 11 students across a variety of subjects.</li> <li>• Key Stage 4 Subjects including English, Science, Media, BTEC and Drama offer up to 6 week enhanced learning for students needing additional support in Key Stage 4.</li> <li>• Maths Club operates afterschool for Years 7-9 to complete homework with support.</li> <li>• English and Maths interventions in Year 9 support Students for the whole Year improving levels, including; Literacy, Numeracy and Spelling groups.</li> <li>• Science Club operates after school for Year7 Students.</li> <li>• The Drama Department produce a School Show.</li> <li>• Instrumental and vocal Music sessions take place in lunchtime and afterschool to improve confidence and performance for all Year groups.</li> </ul>	<p><i>Pastoral</i></p> <ul style="list-style-type: none"> <li>• St Paul's operates a reporting card system where students may report to a tutor daily to support their learning.</li> <li>• Students may be mentored in small groups according to need.</li> <li>• Peer Support Mentors from Key Stage 4 work with students in Key Stage 3.</li> <li>• Careers advice is offered through interviews in Year 11.</li> </ul>
<p><i>Staffing</i></p> <ul style="list-style-type: none"> <li>• Heads of Departments lead departmental interventions.</li> <li>• KS3 Literacy and Numeracy Co-ordinator ensures all students requiring intervention are catered for.</li> </ul>	<p><i>Environmental/Facilities</i></p>
<p><b>Personalised Provision –Level 3 Funding WAVE 3</b></p>	

<p><i>Curriculum</i></p> <ul style="list-style-type: none"> <li>• Students in Key Stage 3 may be offered Nurture Group, this is a smaller curriculum focusing on Literacy and Numeracy.</li> <li>• In Key Stage 4 Students may be offered Curriculum support Lessons in place of an option to do additional English, Maths, Science.</li> <li>• The SEN Department offers the following provisions; <ul style="list-style-type: none"> <li>○ Paired Reading</li> <li>○ 100 Words</li> <li>○ EAL small group and individual</li> <li>○ Spelling small group work</li> <li>○ Literacy small group work</li> <li>○ Speech and Language support sessions</li> <li>○ Handwriting skills</li> <li>○ Keyboard skills</li> <li>○ Numeracy intervention</li> <li>○ Laptops</li> <li>○ Kindles</li> <li>○ Reading intervention</li> <li>○ SEN Testing to monitor progress</li> <li>○ Homework Club run by TA's for all SEN students each night.</li> </ul> </li> <li>• Students can also be referred to CAMHS, ASD Outreach, Educational Psychology, Language and Learning Specialist Teachers, Behaviour Support Teachers, Pathways advisors, Sensory/Physical Advisory teachers and REMA should the need arise.</li> </ul>	<p><i>Pastoral</i></p> <ul style="list-style-type: none"> <li>• The SEND Department offers the following provisions; <ul style="list-style-type: none"> <li>○ Counselling</li> <li>○ Social Stories</li> <li>○ Mentoring</li> <li>○ Safe SEN Room</li> <li>○ East to West relational support work</li> <li>○ Anger Management, both small group and individual</li> <li>○ Self-Esteem in Circle Club and individual</li> <li>○ U-Explore Careers Service for Vulnerable Children.</li> </ul> </li> </ul>
<p><i>Staffing</i></p> <ul style="list-style-type: none"> <li>• Many interventions are delivered by the SENCO or Teaching Assistants who are trained in specialisms.</li> <li>• East to West Mentor</li> <li>• School Counsellor</li> <li>• Specialist Teacher Consultants</li> </ul>	<p><i>Environmental/Facilities</i></p> <ul style="list-style-type: none"> <li>• The SEND Department is housed in its own area of the school comprising classrooms for small group and individual interventions. The Safe SEND room is for use by vulnerable children at break and lunchtimes.</li> <li>• Homework Club is offered in a ICT suite four nights per week giving targeted support to SEN Students.</li> </ul>