

# 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

**St Paul's Catholic College**

St Paul's 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. St Paul's is part of the Ascension Catholic Academy Trust.

	<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>• Before transition in Year 7, the transition team from St Paul's Catholic College work closely with our primary feeder schools to gather information and data on all the students transitioning to St Paul's. Information on students already on the SEND register from their primaries is shared with the staff at St Paul's. If a child has an EHCP, the SENCO will attend the Annual Review at the primary school in order to make the transition into secondary school as smooth as possible.</li><li>• Every child on the SEND register will have a Student Passport which identifies the learning needs of that child, what their barriers to accessing learning might be and the strategies that teaching staff should use in order to support them in the classroom. All staff are expected to provide Quality First Teaching and to make reasonable adjustments to their teaching and their classroom environments to provide an inclusive curriculum</li><li>• All Year 7 are screened in their first half term. We use the GLS NGRT (reading test), NGST (spelling test) and Dyslexia Screener tool.</li><li>• The progress of all students is routinely monitored 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. All staff are encouraged to feedback any concerns they have to the SENCO. Information is gathered from all those involved with the student and a decision</li></ul>

		<p>is made whether to assess them further. This will then be discussed with parents/carers and the student concerned.</p> <ul style="list-style-type: none"> <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 or Head of Year to discuss their concerns or alternatively they can speak to our SENCO, Miss Chatfield</li> </ul>
2	<p><b>How will St Pauls Catholic College staff support my child?</b></p>	<ul style="list-style-type: none"> <li>• There are many ways that St Paul's staff support our students. All students are monitored rigorously by teaching staff, HOY's, the SENCO and SLT (Senior Leadership Team).</li> <li>• Strategies are first and foremost implemented in the classroom to support the student's needs. All staff are trained to support students with SEND in their classrooms</li> <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 the types of provision in place, what outcome is expected, who is providing it and for how long. Many interventions are put in place such as a Teaching Assistant in the classroom, small group and individual interventions. These interventions are monitored and adjusted when needed. Where we feel something's not working we are quick to respond and find alternatives through talking to the students and their parents.</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>

<p><b>3</b></p>	<p><b>How will the curriculum be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• At St Paul's Catholic College, we ensure that we tailor our teaching and learning to the needs of every pupil in the classroom. We regularly assess the quality of our teaching to ensure that all students are receiving a high standard of teaching and learning. In KS3 all students participate in a broad and varied curriculum to ensure that they are able to use their skills of literacy and numeracy in a wide variety of subjects. Some of these subjects are taught in 'sets' with others being taught in mixed ability groups. Quality First Teaching ensures that students are able to access this curriculum.</li> <li>• We also run a paired reading programme for years 7 through to 9, along with a spelling programme, a handwriting programme and a 1:1 literacy programme. These programmes are proven to increase the students' reading and spelling ages which in turn gives them more confidence in the classroom. Students are identified for these programmes through early testing at the end of year 6 and the beginning of year 7</li> <li>• All teaching staff are provided with information on the needs of individual pupils so that they can plan the learning and 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.</li> </ul>
<p><b>4</b></p>	<p><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></p>	<ul style="list-style-type: none"> <li>• We regularly share progress with students and their families. All students across the school have a parents evening where parents/carers are invited into school to meet their child's teachers. Every year group also have a parent's information evening in September where families are invited into school to see what the shape of each year group will look like for the year ahead.</li> <li>• You will also receive a termly report on your child which will show, in KS3 progress and attitude to and behaviour for learning, in KS4 &amp; 5 grades and attitude to and behaviour for learning. This enables parents/carers to be clear about their child's progress. Our staff monitor all students' progress against their targets and appropriate interventions are put in place if necessary. Parents are always informed if their children are falling behind.</li> </ul>

		<ul style="list-style-type: none"> <li>• For children on the SEND register, parents/carers will be invited to a review meeting in November and May (September for year 7) 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. In addition, students with an EHCP will have a yearly review meeting with the SENCO. At these 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. Specialists are available at meetings to share ideas and think strategically moving forward for the child.</li> <li>• Parents are encouraged to contact the school should they have any concerns. The first point of contact would be your child’s form tutor or subject teacher; you may also contact the Head of Year.</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>• At St Paul's Catholic College, our students’ wellbeing is highly valued. All our staff are regularly trained to provide a high standard of pastoral support and we have a very strong pastoral system. Each year group has a Head of Year and an assistant Head of Year, an Assistant Headteacher oversees each year group and one of our Deputy Heads oversees all the pastoral care for the school. We also have a school Chaplain, East to West Youth Relational Worker, Primary Mental Health worker and school counsellor all of who have regular contact with parents and students; and our SENCo who has an overview of the students on the SEND Register. We also have an ELSA who works with students who struggle with their emotions. This system ensures that you or your child will always have someone to talk to if something is bothering you.</li> <li>• All students are supported with their social and emotional development through the curriculum. Students with identified SEND are mentored regularly by members of the SEND team. SEND students are invited to come to a safe space in the SEND department in the mornings before school, at break and lunchtimes. SEND students are invited to attend a Home Learning Club each night giving the students the opportunity to complete their homework with support, if required. Small social 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. Support is put in place to help prevent prolonged unauthorised absence.</li> </ul>

		<ul style="list-style-type: none"> <li>• St Paul's operates a robust Behaviour for Learning Policy which includes guidance on expectations, rewards and sanctions and is fully understood by all staff and students and is accessible to parents through our website. In addition, 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>• All our staff receive regular training and all our teachers hold qualified teacher status. We have a number of established relationships with professionals in health and social care available at or accessed by the school and these are recorded on our provision map. All external partners that we work with are vetted in terms of safeguarding and when buying in additional support. All our SEND staff are well trained and experienced. St Paul's has a number of internal staff who work alongside the SEND 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> <li>• Chaplain</li> <li>• Primary Mental Health worker</li> </ul> </li> <li>• External advisors may also come into St Paul's to work alongside the SEND team. These include <ul style="list-style-type: none"> <li>• Language and Learning Support Advisory Teacher (SALT)</li> <li>• Behaviour Support Advisory Teacher (STIP)</li> <li>• Educational Psychologist</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>• School Nurse</li> <li>• TAMHS primary care</li> </ul> </li> <li>• We also refer pupils to alternative provision if required. We have a particular duty in ensuring that Children Looked After (CLA) are given the appropriate support and care to help support</li> </ul>

		<p>their progress and engagement with the learning environment. A personal education plan (PEP) is produced termly to help support the child develop holistically</p>
<b>7</b>	<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>• At the start of every year all staff are trained in SEND and the specific needs of the SEND students in the school. Regular SEND briefings are held with all the staff – at least twice per half term. There are regular opportunities throughout the year for additional training on SEND, if required. The SEND staff are kept up to date on current issues and initiatives and the SENCO is very experienced.</li> <li>• Heads of Year have a focus on the SEND students on their year group in their briefings to staff</li> <li>• Teaching assistants benefit from regular training meetings. Our Teaching Assistants are trained to deliver pre-learning of vocabulary for Speech and Language difficulties. We have a trained ELSA (Emotional Literacy Support Assistant). All TA's are trained in classroom support for students with SEND and updated on regular new initiatives.</li> <li>• One of our TA's is ELKLAN trained and will work with children with speech, language and communication needs</li> </ul>
<b>8</b>	<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>
<b>9</b>	<b>How accessible is the St Paul's Catholic College environment?</b>	<ul style="list-style-type: none"> <li>• We have an Accessibility Plan in place and all our staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. 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 (aside from one small lift connecting the North site mezzanine level with the ground floor). 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 reading pens where appropriate.</li> </ul>



10	<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>• The 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>• SEND Staff can help interview preparation, course selection and attend interviews.</li> </ul>
11	<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>
12	<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? 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> </ul>
14	<p><b>Who can I contact for further information</b></p>	<ul style="list-style-type: none"> <li>• School Admissions <a href="mailto:admissions@st-pauls.surrey.sch.uk">admissions@st-pauls.surrey.sch.uk</a></li> <li>• Mrs Dee Wood Designated SENCO (SLT) <a href="mailto:dwood@st-pauls.surrey.sch.uk">dwood@st-pauls.surrey.sch.uk</a></li> <li>• Ms Annette Chatfield SENCO <a href="mailto:achatfield@st-pauls.surrey.sch.uk">achatfield@st-pauls.surrey.sch.uk</a></li> <li>• The Local offer for Surrey SEND can be found at: <a href="http://www.surreylocaloffer.org.uk">www.surreylocaloffer.org.uk</a></li> </ul>

### **Dealing with complaints**

If a parent wishes to complain about provision or policy, they should in the first instance raise it with the SENCO Miss Chatfield, who will endeavour to resolve the situation.

If the issues cannot be resolved the parent can submit a formal complaint in line with the school's complaints procedure.

Our complaint policy is on the school website.