SEN Information Report – 2021/22

School Name:	Saint Joseph's Catholic School
Type of School:	Mainstream Roman Catholic
Phase:	Secondary School

Accessibility	
Wheelchair Accessible	Yes (ground floor in main building, lift access in Isidor Technology building)
Auditory/Visual Enhancements	Yes (auditory) + individual pupil devices. In–class support: colour overlays, font size adjustments, printouts. SIPMS; Special Educational Needs and Disability (SEND) Service – Physical and Medical Individual plans made for acute needs, e.g. use of auditory software
Other adaptations	Bespoke dietary plans for pupils with medical needs such as diabetes and allergies.

Core Offer	
Delivery of the Local Offer as set out in Wiltshire Guidelines	Yes

Policies	
Accessibility Plan	Yes (Under Review)
Behaviour	Yes
Equality and Diversity	Yes
Medical Needs	Yes
Safeguarding	Yes
SEN	Yes

Disability Legislation	
Aware/Familiar with the requirements of the Disability Discrimination Act 1995 and Equality Act 2010	Yes

SEND Provision

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1. Specialist Services and Expertise Available or Accessed

- Child and Adolescent Mental Health Service (CAMHS)
- Counselling
- Educational Psychology Service (EPS)
- Education Welfare Service (EWS)
- Emotional Literacy Support Assistant (ELSA)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Family Counselling Trust (FCT)
- Medical Needs Forms
- Mental Health Support Teams (MHST)
- Special Educational Needs & Disabilities Information Advice & Support Service (SENDIASS)
- SIPMS; Special Educational Needs and Disability (SEND) Service – Physical and Medical
- School Nurse
- Sensory Resources/Sensory Service
- Speech and Language Therapy
- Specialist SEN Service (SSENS): Cognition and Learning Team, Communication and Interaction Team,
- THRIVE (Accessed via The WASP Centre)

2. Staff Training for Staff Supporting Children with SEND

- ELP Community of Practice
- EPS training including Solution Surgeries
- ICT Training: Microsoft Teams
- Interventions
  - Claro Read
  - Social Programmes
- Lucid Rapid Dyslexia Screening, Lucid Exact and Lucid LASS Screening
- Medical training – diabetes (JDRF), epilepsy (Epilepsy Action), selected EPI-pen training (Allergy wise).
- SENCO Network
- SSENS training (Cognition & Learning, Communication & Interaction incl. ASD)
- Teaching Assistant (TA) training: Autistic Spectrum Disorder (ASD), Dyslexia, Dyscalculia, Speech and Language.

3. How is extra help requirement assessed?

- Baseline Performance
- Attendance monitoring
- Assessment Point monitoring
- Behaviour monitoring
  - CAT Testing
  - Initial Testing in Year 7

- o Parental Flagging
- o SEN Teacher Referral system in liaison with the school Safeguarding team
- o Pastoral staff referrals
- Consultation with parents via parent's evenings and individual meetings organised by tutors and SENCO.
- Exam Access Arrangements assessment
- Lucid Rapid Dyslexia Screening, Lucid Exact and Lucid LASS Screening
- Primary School Transition Information
- Primary School Visits

Evaluation of effectiveness of provision through:
- Assessment Points – analysis of student progress
- Learning walks with SENCo and Senior Leadership Team(SLT)/Directors of Learning (DoL)
- Microsoft Forms to review stakeholder engagement, understanding and identification of areas for development
- Staff feedback via SENCo requests for review meetings

4. Transfer to New Setting

Transition from Primary setting/in-year transfer:
- Buddy system within school
- Feeder school and parent transition Meetings
- Go-To person
- Link TA for form groups for initial fortnight
- Open Evening and Open Mornings [dates TBC in Covid-19 context)
- Organised phased transition visits
- Photo-mapping of the school to allow build-up of key safe areas (opportunities for 'virtual tours' in Covid-19 context where in-person visits not possible)
- Teacher Training Presentations
- Visual timetables
- School tours
- SEND Handbook and SEN Pupil Profiles
- Year 7 early lunch adjustments
- Year 7 tutor parent evenings

Transition to post-16 provision:
- Annual Review process
- Career's Advisor support
- Enhanced transition: meetings, visits
- SEN Pupil Profiles

5. SEND Provision – examples of provision

- ASD (via WAAS Meetings)
- Dyslexia and Literacy/Numeracy Support
- Enhanced Learning Provision (ELP)
- Physical Difficulties
- Supervised break and lunchtime provision – 'The Haven'

6. Progression and Support for Learning and Development

- Communication Books (as appropriate)
- Headteacher's Commendation
- Homework assignments – after school Homework club, Show My Homework Online platform
- Reports showing progress against targets
- Safe Haven Break and Lunch supervised provision
- School Postcards for Effort and Achievement
- Small Group Support (Year 10/11 timetable slot)
- Student leadership opportunities (Head Student, Student council)
- Teaching assistant (TA) provision:
    - Recruitment of specialist TA's: Autism, Dyslexia, Dyscalculia, Speech and Language
    - Allocated additional support from teaching staff
- Teacher–Parent Communications where a concern is raised

7. Cultural Background Support

- Ethnic Minority and Traveller Achievement Service (EMTAS)
- International Mass
- Specialist 1:1 support for EAL learners

8. Complaints and Resolution

- Resolution initially with appropriate subject teacher.
- Referral to DOL in liaison with SENCO
- Further referral to SENCO
- Referral to Senior Leadership Team if appropriate
- Headteacher
- Referral to Chair of Governors
- Referral to LA and/or Secretary of State

9. Support for Overall Wellbeing

- Bullying – School adopts zero–tolerance approach to any form of peer–on–peer abuse, investigates and intervenes, sanctioning whilst seeking to adopt restorative approaches to educating students around feelings, actions, consequences and making better choices
- Child and Adolescent Mental Health Service (CAMHS)
- Drop–in Pastoral and SENCo support
- Educational Psychology Service (EPS)
- Emotional Literacy Support Assistant (ELSA)
- Extensive revamp of school website to include directory of services signposting stakeholders
- Mental Health Support Teams (MHST)
- School Nurse
- Tutor System
- Pastoral Care
  - Member of one of four houses
  - Buddy system initiated in Year 7
  - Older School Mentor
  - Pastoral department (including Pastoral Manager and Wellbeing Officer)
  - Pastoral classroom
- Link TAs
- Playground support at unstructured times
- Safe Haven at Break and Lunchtimes
- Safe Haven Social Games
- Support at end of day for transport

10. SEN Breakdown

Year	EHC	ELP	SEN	% of year group total
7	2	1	26	22.0
8	4	2	19	18.4
9	4	1	21	24.2
10	4	2	20	20.5
11	7	3	16	26.4

11. Communication

- Contact Books (where relevant)
- Parent mail and email
- Parents' Evenings
- Parent Information Evenings
- Parent Gateway

- Parent phone calls/Teams meetings
- School Texts
- Weekly parental news updates

12. Curriculum Matching

- Learning Groups broken down into core areas
  - Creativity
  - Humanities
  - Literacy
  - Numeracy
  - Science

Additional Resource Examples

Specific:
- Curriculum Support/Overlearning
- Electronic Library
- Lucid Rapid Dyslexia Screening, Lucid Exact and Lucid LASS Screening
- Maths and Word Game Puzzles
- Practical Maths
- Reading for Comprehension
- Social skills group intervention

General:
- Dyslexia/Literacy difficulties
- Numeracy (scales, mirrors, clocks, money, solid shapes, unifix, counter dice)
- Phonics for reading/spelling
- Reading fluency/accuracy/enjoyment
- Reading/Handwriting/Spelling skills
- Speech and Language Programme

13. Timetable/Day Flexibility

- Timetable 8.55am–3.35pm
- Adaptive timetables available where a need arises (Positive Return to Education Plan (PREP) where there is appropriate supporting evidence)

14. Category of need

Category of need	Total	Year group				
		7	8	9	10	11
Behaviour, Emotional & Social Difficulty	20	4	3	4	8	1
Hearing Impairment	1	0	1	0	0	0
Moderate Learning Difficulty	13	4	1	4	0	4
Other Difficulty/Disability	7	1	2	1	0	3
Physical Disability	7	2	3	2	0	0
Profound and Multiple Learning Difficulty	1	1	0	0	0	1
Severe Learning Difficulty	1	0	0	0	0	1
Social, Emotional and Mental Health	32	7	4	10	6	5
Specific Learning Difficulty	24	8	6	3	4	3
Speech, Language or Communication Need	13	3	3	2	2	3
Vision Impairment	1	0	0	0	0	1

15. Support Alerts

- 1 – SEN Support (SEN Pupil Profile)
- 2 – My Support Plan (MSP)
- 3 – Education Health Care Plan (EHCP)

- Each pupil has an SEN Pupil Profile within the SEND handbook outlining strengths and barriers to learning together with teaching and support strategies
- Safeguarding Cause for Concern forms, Pastoral, or multi-agency concerns, shared with Designated Safeguarding Lead (DSL), Pastoral Manager, SENCo.
- Signposting for parent support from SENDIASS

16. Support for Parent(s)/Carer(s)

- Advocacy services (Educational Psychology Service, Social Workers)
- Appointments with SENCO
- CRUSE Bereavement Support
- Family Counselling Trust
- Pastoral Support Team
- SENDIASS
- SWAPP Parenting course
- Triple Parenting courses
- Young Minds
- School: Direct line, email facility

17. Resource Allocation

- ELP – withdrawal session 1:1 and small group work Resource Allocation based on observation and assessment together with EHCP/MSP
- Shared time with Teaching Assistant
- Small group withdrawal from areas, e.g. Maths
- **TA provision:**
  - 6 Teaching Assistants: Autistic Spectrum Disorder (ASD), Dyslexia, Dyscalculia, Speech and Language.
  - Shared in-class support (EHCPs, MSPs)
  - Teacher allocation for in-class support

18. Outside Activities

- All activities off-site assessed by Educational Visit Coordinator (EVC)
- Activity Risk Assessments
- Medical Needs Risk assessments
- TA allocation or specialist teacher, to support medical or educational need, where appropriate.

19. Setting Environment

- Accessibility – environment can be modified through use of ramps for wheelchair users and lift installed in Isidor building
- Audio system set up in hall
- Enhanced transition support – school website transition page and virtual school tour, opportunities for visits to aid orientation of school site.
- Individual audio units linked to pupils
- Key staff are visually identifiable
- Map of School available (number of steps to be included)

20. Special Dietary Requirements

- Allergy warnings given in school in practical work and in canteen
- Catering Manager creates diet plans for identified students with medical needs
- Special Dietary Requirements can be accommodated with planning
- Variety of main meals available

Further Information

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LA contact for SEN support: https://rightchoice.wiltshire.gov.uk/Services/category/746