**SEN INFORMATION REPORT: 2020-21**

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| **School Name** | Saint Joseph’s Catholic School |

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| **Type of School** | Mainstream Roman Catholic | **Phase:** Secondary School |

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| **Accessibility** | **Wheelchair Accessible** | Yes (ground floor in main building, lift access in Isidor Technology building) |
|  | **Auditory/Visual Enhancements** | Yes (auditory) + individual pupil devices. |
|  | **Other adaptations** |  |
| **Core Offer** | **Delivery of the Local Offer as set out in Wiltshire Guidelines** | Yes |
| **Policies** | **SEN** | Yes |
| **Safeguarding** | Yes |
| **Behaviour** | Yes |
| **Equality and Diversity** | Yes |

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

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| **Range of Provision** | **Details** |
| 1. **Specialist Services and Expertise Available or Accessed** | Child and Adolescent Mental Health Service (CAMHS)  Counselling  Educational Psychology Service (EPS)  Education Welfare Service (EWS)  Medical Needs Forms  Mental Health Support Teams (MHST)  SIPMS; Special Educational Needs and Disability (SEND) Service – Physical and Medical  School Nurse  Sensory Resources/Sensory Service  Speech and Language Therapy  SSENS |
| 1. **Staff Training for staff supporting children with SEND** | EPS training including Solution Surgeries  ICT Training  Interventions   * Claro Read * Social Programmes   Lucid Rapid Dyslexia Screening, Lucid Exact and Lucid LASS Screening  Medical training – selected EPI-pen training, diabetes training (JDRF)  SSENS training (Cognition & Learning, Communication & Interaction incl. ASD) |
| 1. **How is extra help requirement assessed?** | Baseline Performance   * Attendance monitoring * Behaviour monitoring * CAT Testing * Initial Testing in Year 7 * Parental Flagging * Teacher/Pastoral staff referrals   Consultation with parents via parent’s evenings and individual meetings organised by tutors and SENCO.  Primary School Transition Information  Primary School Visits |
| 1. **Transfer to New Setting** | Buddy system within school  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  Tiered visits to include key times of day  Transition Meetings  SEND Handbook and SEN Pupil Profiles  Year 7 early lunch for first fortnight |
| 1. **SEND Provision – examples of provision** | ASD (via WAAS Meetings)  Dyslexia and Literacy/Numeracy Support  Enhanced Learning Provision (ELP)  Physical Difficulties |
| 1. **Progression and Support for Learning and Development** | Communication Books (as appropriate)  Homework assignments – afterschool 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)  Teacher-Parent Communications where a concern is raised |
| 1. **Cultural Background Support** | EMAS – Ethnic Minorities Achievement Service |
| 1. **Complaints and Resolution** | * Resolution initially with appropriate subject teacher. * 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 |
| 1. **Support for Overall Wellbeing** | 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   Drop-in Pastoral and SENCo support  Link TA’s  Playground support at unstructured times  Safe Haven at Break and Lunchtimes  Safe Haven Social Games  Support at end of day for transport |
| 1. **SEN Breakdown** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year** | **EHC** | **ELP** | **SEN** | **% of year group total** | | **7** | 4 | 3 | 16 | 16.0 | | **8** | 3 | 0 | 22 | 23.5 | | **9** | 4 | 2 | 25 | 24.0 | | **10** | 8 | 3 | 23 | 32.6 | | **11** | 4 | 2 | 26 | 24.2 | |
| 1. **Communication** | Contact Books (where relevant)  Parent mail and email  Parent’s Evenings  Parent Information Evenings  Parent Gateway  Parent phone calls/Teams meetings  School Texts  Termly Newsletters |
| 1. **Curriculum Matching** | Learning Groups broken down into core areas   * Creativity * Humanities * Literacy * Numeracy * Science   Additional Resource Examples:  **Specific:**  Curriculum Support/Overlearning  Electronic Library  Group intervention for social skills  Maths and Word Game Puzzles  Play Readers  Practical Maths  Reading for Comprehension  Toe-By Toe  **General:**  Dyslexia/Reading 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 |
| 1. **Timetable/Day Flexibility** | Timetable 8.55am-3.35pm  Adaptive timetables available where a need arises (REP where there is appropriate supporting evidence) |
| 1. **Type and Amount of Support** | Support as identified in primary school in transition visits  Subject requests/observations  CAT Score indicators |
| 1. **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 |
| 1. **Support for Parent(s)/Carer(s)** | Appointments with SENCO  Direct line  Email facility  Pastoral Support Team |
| 1. **Resource Allocation** | ELP – withdraw 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 withdraw from areas e.g. Maths |
| 1. **Outside Activities** | Activity Risk Assessments  Availability (with planning) of Link TAs and specially trained TA’s where applicable  Medical Needs Risk assessments |
| 1. **Setting Environment** | Audio system set up in hall  Individual audio units linked to pupils  Map of School available (number of steps to be included) |
| 1. **Special Dietary Requirements** | Allergy warnings given in school in practical work and in canteen  Special Dietary Requirements can be accommodated with planning  Variety of main meals available |
| **Further Information** | Kathryn Lowe (SENCO)  Saint Joseph’s Catholic School  Church Road  Laverstock  Salisbury  SP1 1QY  01722 335380  [klo@sjcs.org.uk](mailto:klo@sjcs.org.uk) |