



Saint Joseph's
CATHOLIC SCHOOL

SEN Information Report

2020–2021

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

SEN INFORMATION REPORT: 2020–21

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

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
2. Staff Training for staff supporting children with SEND	EPS training including Solution Surgeries ICT Training Interventions <ul style="list-style-type: none"> • 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)
3. How is extra help requirement assessed?	Baseline Performance <ul style="list-style-type: none"> • Attendance monitoring

	<ul style="list-style-type: none"> • Behaviour monitoring • CAT Testing • Initial Testing in Year 7 • Parental Flagging • Teacher/Pastoral staff referrals <p>Consultation with parents via parent's evenings and individual meetings organised by tutors and SENCO.</p> <p>Primary School Transition Information Primary School Visits</p>
4. Transfer to New Setting	<p>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</p>
5. SEND Provision – examples of provision	<p>ASD (via WAAS Meetings) Dyslexia and Literacy/Numeracy Support Enhanced Learning Provision (ELP) Physical Difficulties</p>
6. Progression and Support for Learning and Development	<p>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</p>
7. Cultural Background Support	EMAS – Ethnic Minorities Achievement Service
8. Complaints and Resolution	<ul style="list-style-type: none"> ➤ 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
9. Support for Overall Wellbeing	<p>Tutor System Pastoral Care</p> <ul style="list-style-type: none"> • Member of one of four houses • Buddy system initiated in Year 7 • Older School Mentor

	<ul style="list-style-type: none"> • Pastoral department (including Pastoral Manager and Wellbeing Officer) • Pastoral classroom <p>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</p>																														
10. SEN Breakdown	<table border="1"> <thead> <tr> <th>Year</th> <th>EHC</th> <th>ELP</th> <th>SEN</th> <th>% of year group total</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>4</td> <td>3</td> <td>16</td> <td>16.0</td> </tr> <tr> <td>8</td> <td>3</td> <td>0</td> <td>22</td> <td>23.5</td> </tr> <tr> <td>9</td> <td>4</td> <td>2</td> <td>25</td> <td>24.0</td> </tr> <tr> <td>10</td> <td>8</td> <td>3</td> <td>23</td> <td>32.6</td> </tr> <tr> <td>11</td> <td>4</td> <td>2</td> <td>26</td> <td>24.2</td> </tr> </tbody> </table>	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
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11. Communication	<p>Contact Books (where relevant) Parent mail and email Parent's Evenings Parent Information Evenings Parent Gateway</p> <p>Parent phone calls/Teams meetings School Texts Termly Newsletters</p>																														
12. Curriculum Matching	<p>Learning Groups broken down into core areas</p> <ul style="list-style-type: none"> • Creativity • Humanities • Literacy • Numeracy • Science <p>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</p>																														
13. Timetable/Day Flexibility	<p>Timetable 8.55am-3.35pm Adaptive timetables available where a need arises (REP where there is appropriate supporting evidence)</p>																														

14. Type and Amount of Support	Support as identified in primary school in transition visits Subject requests/observations CAT Score indicators
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
16. Support for Parent(s)/Carer(s)	Appointments with SENCO Direct line Email facility Pastoral Support Team
17. 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
18. Outside Activities	Activity Risk Assessments Availability (with planning) of Link TAs and specially trained TA's where applicable Medical Needs Risk assessments
19. Setting Environment	Audio system set up in hall Individual audio units linked to pupils 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 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