

St Richard's Catholic College

SEN Information Report 2020-2021

Most recent updates:
13th Oct 2020, 8th Sep 2020, 26th Jun 2020

SENCO: Mr. Ian Smith

LEARNING SUPPORT ADMINISTRATOR: Mrs. Kirsten Britt

SEN GOVERNORS: Mr. Richard Parker-Harding

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Dedicated SEN Time: SENCO, 5 days.

SEN Pupil Cohort:

Year	EHCP	SEN Support	Total	% of Year Group
Year 7	8	20	28	13.7
Year 8	1	18	19	8.9
Year 9	2	18	20	9.4
Year 10	3	11	14	6.5
Year 11	2	10	12	6.2
Total	16	77	93	9.0

* The classification of SEN Support pupils in Year 7 is provided by Primary School transition data and is subject to review.

(Information correct at October 2020.)

Whole School Approach:

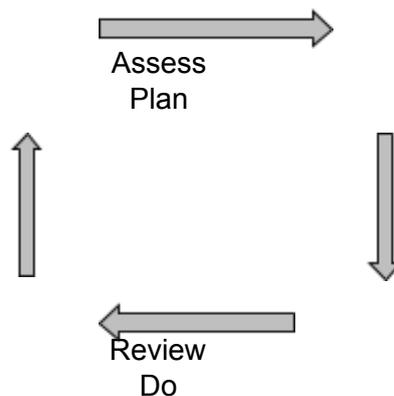
Differentiated Quality First Teaching is at the heart of our approach, to ensure that all pupils access a broad and balanced curriculum. All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching and Learning Policy)

All children requiring interventions are identified, discussed and their learning needs addressed, including through the writing of a pupil profile. Children who have a higher level of need are given a pupil passport, and, where needed, an Additional Needs Plan (previously known as a School Based Plan). These documents help us to review regularly and record what we offer every child or young person in our care and what we offer additionally.

Regular discussions as a learning support team and within curriculum departments also serve to embed our high expectations about quality first teaching and the application of a differentiated and personalised approach to teaching and learning with teaching staff.

We promote aspirations with all our learners, including meeting aspirational targeting and consistent use of growth mindset language.

Underpinning all our provision in school is the **graduated approach** cycle of:



Assess:

- Children are regularly assessed, with regular scheduled data capture points throughout the school year.
- Progress is carefully tracked and monitored according to challenging, highly aspiration targets, set using the top 5 percentile of FFT (D).
- Some children require more specific assessments to track progress in smaller steps; for example, use of the Glynde Gap P Scales, Step-Up Silver and Gold as an alternative qualification to GCSE English and Maths, and assessments linked to a specific intervention programme, such as Sound training.
- Occasionally it may be necessary to assess children using a formal standardised test, for example, the Dyslexia Portfolio, Comprehensive Test of Phonological Processing (CTOPP) or the Detailed Assessment of Speed of Handwriting (DASH).

- Reading and Spelling ages are regularly assessed where pupils are identified as significantly below age-related expectations.

Plan:

- All children who have an Education, Health and Care Plan (EHC Plan) have a Pupil Snapshot, and may need intervention and planned provision.
- A smaller number of children with more complex needs in addition to this group of children will have an Additional Needs Plan (ANP).
- It is the responsibility of the subject teacher to plan for interventions and inclusion techniques that any child may require within their class, including timetabled Literacy Support classes in smaller teaching groups. Advice on planning can be sought from the SENCO, and information on pupils and learning needs are available to all staff via the Google Drive.

Do:

- It is recognised that Differentiated Quality First Teaching enables all children with SEND to make the best progress.
- Teachers plan for individual children as part of the whole class planning process, using specific techniques and strategies to include individual pupils.
- Teaching Assistants are well trained in SEND and have particular expertise with the children they are working with, for example, Attachment Disorder, Visual Impairment and Dyslexia.

Review:

- Children's progress is regularly reviewed by teachers and teaching assistants as part of an ongoing process.
- The SEN department meet twice per half-term and regularly discuss the progress and effectiveness of the strategies and interventions that have been used.
- In addition, Additional Needs Plan review meetings are held and include parents, staff and external agencies (where appropriate).
- If a strategy or intervention is not proving to be effective, we discuss alternative provision and/or involve external agencies in providing advice.

This approach is also embedded in the use of Additional Needs Plans by all Pastoral Leaders.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

- We are well supported by Occupational Therapy (OT) services, dyslexia specialists and the Speech and Language Service who provide ongoing advice.

- We use Communicate in Print to aid children with speech and language difficulties.
- Social Skills groups offer additional support.

2. Cognition and Learning

- We use multi-sensory approaches as part of our quality first teaching and provide interventions where appropriate.
- All teachers are conversant with a range of special needs and strategies to support children.
- We have a specialist dyslexia teacher in school and two specialist teaching assistants. They are able to advise on dyslexia strategies to use in class.
- We are able to carry out dyslexia screening using the Dyslexia Portfolio or Dyslexia Screening Test when required.

3. Social, emotional and mental health

- We run Spectrum groups for children suffering bereavement, anger management, social skills and social use of language groups (SULP) for those requiring support in this area.
- A part-time School Counsellor is also available each week to talk about any issues which may be troubling pupils.
- Members of school staff, including the SENCO and SEN Administrator, are trained in Mental Health First Aid.
- Where a child is displaying emotional and mental health issues that interfere with his or her learning, a multi-agency approach is used, involving the Virtual School or East Sussex Behaviour and Attendance Service (ESBAS) as required; and the child has pastoral support which is reviewed on a regular basis.

4. Sensory and/or physical needs

- Provision is put in place at the advice of our Sensory Needs Service.
- Teachers are aware of any SEND and adapt the environment to suit the child. Examples may include enlarging text, use of Braille or considering a child's seating so they can see and hear the teacher.
- We offer Theraputty sessions as a therapeutic aid.

As of September 2019, we have 99 children formally listed as receiving SEN support or who have an Education, Health and Care Plan. The different identified needs of pupils throughout the college is indicated on page 2 of this information report.

We have internal processes for monitoring the quality of provision and assessment of need. These include lesson observations, observations of intervention work, work scrutiny and Additional Needs Plan review meeting.

All pupils are regularly assessed as part of the school's ongoing assessment and data collection processes. Additional specialist tests and assessments are carried out to identify

needs as required. External agencies are also able to provide specialist assessments as required.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach.

We carry this out in the following ways:

Action/Event	Who is involved	Frequency
SENCO Drop-in	Mr. Smith, SENCO TA Year Co-ordinators: <ul style="list-style-type: none"> ● Mrs J. Di Mascio (Year 7); ● Mrs. Lea-White (Year 8); ● Mr. Nuckhir (Year 9); ● Mrs. Campbell (Year 10); and ● Ms. Hubbard (Year 10). 	Three times per year (3x 1 hour)
SEN Meetings: <ul style="list-style-type: none"> ● Annual Reviews of EHC Plans ● Additional Needs Plan review meetings ● Pupil meetings to review Pupil Snapshots. Structured Conversations.	Mr. Smith and/or Year Co-ordinator, as appropriate. All professionals working with the child concerned, e.g. Form Tutor, Pastoral Leader.	<ul style="list-style-type: none"> ● EHC Plan Annual Reviews: once per year. (Pupils with an EHC Plan also have a Pupil Snapshot.) ● Additional Needs Plans: three times per year for Looked After Children; as required for all other pupils. ● Pupil Snapshots: three times per year. As required.

Staff development

We are committed to developing the on-going expertise of our staff.

St. Richard's College provides a programme of training to enrich teaching and learning experiences.

All teachers have Qualified Teacher Status (QTS) and all staff have training in areas such as:

- Vulnerable groups (including Pupil Premium and Looked After Children)
- Autism spectrum
- Sensory Needs, including visual and hearing impairments
- Child Protection and Safeguarding
- Dyslexia and Dyscalculia
- Inclusion and Differentiation
- Structured Conversations
- Inclusion of pupils with English as an Additional Language (EAL)
- Literacy, including reading and subject-specific literacy
- Numeracy

Mr. Smith, SENCO, has completed the National Award for SEN Co-ordination (Postgraduate Certificate).

We have three Higher Level Teaching Assistants and three members of support staff hold an accredited dyslexia qualification.

All TAs have undertaken the ASC Online INSET course, recommended by the Communication, Learning and Autism Support Service (CLASS) and all staff have frequent refresher INSETs on how to support children with autism spectrum conditions and other high incidence needs within the college. Five of our TAs have also completed speech and language Online INSET courses and three have completed the EAL course and led INSET on it.

Other areas of specialism include social skills groups, anger management, bereavement support (Spectrum) and management of diabetes.

Staff Deployment

Considerable thought, planning and preparation goes into utilising our support staff. This ensures that children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We have a highly trained team of Teaching Assistants. Careful consideration is given to the expertise of staff and the needs of the children.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of feeder schools and neighbouring partners.

We work with all our feeder primary schools to ensure a smooth transition to school. Where a child comes into school with a high level of need, we have additional meetings which can involve parents, Year 6 teacher and SENCO.

Mr. Smith was also involved in a transition research project with one of our feeder Primary schools, which involves jointly planning and delivering literacy teaching a Year 6 class with their main class teacher.

Where a child transfers to another school, we liaise closely with the receiving school providing additional information and support.

Complaints

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's subject teacher. In our experience most matters of concern can be resolved positively in this way.

All teachers work very hard to ensure that each child is happy at school, and making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.

Where parents feel that a situation has not been resolved through contact with the subject teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the SENCO and Year co-ordinator. If this meeting does not resolve the issue, an appointment can be made with the Principal. Our Complaints Policy is available on our website if further information is required.

Challenges this year

We have made changes to our departmental way of working in direct response to the Coronavirus pandemic, and the school returning to full opening in September 2020 as a Covid-secure environment.

The following steps are applicable to TAs' day-to-day working, and are under regular review by the department:

Refining the differentiation methods available in every class
Support from at least one metre

TAs using mini whiteboards to support tasks
Individual out-of-the classroom support where possible
TAs leave lessons 5 minutes early with vulnerable pupils to keep them away from the masses
TAs provided with visors in addition to masks
Shared expectations for support - TAs to have own mini-whiteboard/pens, own anti-bac

Working with the link governor, the SENCo has been looking for ways to present detailed SEN pupil data, to take in pupils' needs and also any gaps in levels of progress between different areas of SEN need.

The SEN Department has undergone an internal review by the Leadership and Management Team in January 2019, resulting in updates to the departmental three-year plan and a plan of actions resulting to develop monitoring and impact of interventions provided for pupils with additional needs.

As of September 2019, Teaching Assistant timetables have been allocated to deliver 1-to-1, intervention or mentoring time. This has led to a necessary reduction in teaching assistant support within some classroom lessons, but has allowed their input to be more focused and, it is hoped, increasingly effective.

Further development

Plans for further development are set out in our SEN Three Year Plan with direction from the college Leadership and Management Team.

In preparing this report we have included staff, parents and children and young people through sharing the report and policy with the Parental Focus Group.

Relevant school policies underpinning this SEN Information Report include:

- SEN Policy
- Access Arrangements and Reasonable Adjustments Policy; Word Processor policy

I Smith
SENCO

September 2020