



# ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY



## **1.0 The St. Catherine's College Church of England School SEND Information Report 2016-2017**

At The St. Catherine's College Church of England School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities. All students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the full range of their school experience. Support is provided for any student who at any time in their school career requires additional or different provision to help them to achieve success. These students may be those identified with Special Educational Needs (SEN), have a permanent or temporary disability or from groups that are nationally recognised as vulnerable to underachievement such as Looked After Children (LAC), students eligible for free school meals (FSM), Gypsy, Roma Travelers (GRT) and those from ethnic minority groups (EM).

The information below should give you all the details you need about our approach to SEN. If you have any concerns or would like any further information please don't hesitate to contact us.

## **2.0 Provision**

Your child's education at St. Catherine's College falls broadly into three phases: Year 7 is a period of transition from Primary School, the remainder of Key stage 3 (Year 8) and Key Stage 4 (Years 9, 10 & 11). Support strategies and interventions vary across these phases and are tailored to meet the needs of each student. We offer a range of interventions coordinated by the Pupil Support Department that include:

- Full access to the National Curriculum suitably differentiated to take account of each individual's Special Educational Needs and taught in classes by subject specialist teachers
- Support within lessons designed to create independent learners. St. Catherine's College do not use Individual Needs Assistants (INA's), support is allocated to a class to enable the teacher to use the resources as they see fit.
- Support for transition from primary school
- Bespoke individual support and mentoring for student's social and emotional well-being for targeted students in KS3 and 4.
- Access to a supervised and supported environment during break and lunchtimes.
- Access to key staff with whom trusting relationships can be developed and students can share their concerns.
- Supported homework clubs in English and Maths
- Access to bereavement support and anger management.
- Access to the school nurse.
- Access to literacy and numeracy interventions.
- Dyslexia specialist TA.

All interventions are subject to staffing and may change without notice.

### **3.0 How does the school know if students need extra help and what should I do if I think my child may have special educational needs?**

- i. Information from your child's previous school
- ii. Base line assessments are completed in the first few weeks of year 7
- iii. Pupils are closely monitored during the first 2 terms of year 7, to identify what extra help may be required, if not already identified through a statement, EHCP or school based plan. If you are worried that your child may have special educational needs you should contact the Pupil Support Department to discuss the matter further.
- iv. When parents raise concerns about their child's educational needs the SENCo will gather all relevant data and information from the child's teachers so that a full assessment can take place to identify the best way to move forward.

### **4.0 How does the school categorise SEN?**

There are 2 different ways that we categorise special educational needs:

- i. By SEN 'Status'
- ii. By SEN 'Need Type'

### **5.0 SEN 'Status'**

There are currently 3 different levels of SEN 'status' that we use at St. Catherine's College :

- i. 'S' or 'E' – Statement of Special Educational Need or an Education, Health and Care Plan (a formal plan put in place and monitored by the Local Authority).
- ii. 'K' – SEN Support. Where a pupil has an identified special educational need AND has some support to help them with their learning (at this level a School Based Plan or Provision Map may be in place).
- iii. 'I' – Internal Monitoring. Where a pupil has an identified SEN but does not currently need any support with their learning.

### **6.0 SEN Need Type**

There are many different learning needs that are categorised as a SEN, however these are grouped into 5 main areas:

- i. Communication and Interaction
- ii. Cognition and Learning
- iii. Social, Emotional and Mental Health (SEMH)
- iv. Sensory and Physical
- v. Independence and Community Involvement

We use these headings to help clearly communicate all pupils' individual needs to our teaching staff.

### **7.0 How will the school support my child's learning?**

- i. Through high quality teaching by subject specialist staff that take account of the needs of each child.
- ii. Inclusive teaching with appropriate resources and a range of teaching styles takes place in all subject areas.
- iii. Where necessary, an individual programme of support and intervention will be drawn up by the parent and the school. The plan can include any of the things above listed under 'Provision' and may also include input from external agencies and services.
- iv. Some students, where the needs are less complex have a shorter Individual Provision Plan.
- v. Students who carry a Statement or EHCP will be served with an individual plan through their annual review process.

### **8.0 How will the curriculum be matched to my child's needs?**

- i. Teaching groups are organised to suit the ability range of the students.
- ii. Lessons are pitched appropriately so that all students can learn and progress.
- iii. All teachers take account of the needs of the individual and differentiate tasks and materials appropriately.
- iv. At each assessment point each class teacher analyses the progress of all students and targets those who are underperforming.
- v. All teachers pay particular attention to students in their class that are from groups that can be at a disadvantage. This is monitored by the achievement team and senior staff.
- vi. At each assessment point students' progress against their targets is checked; and where needed extra support is given.
- vii. Key Stage 3 we have two groups who have an additional literacy subject to address gaps in literacy skills and boost performance.
- viii. Key Stage 4 Options give students the opportunity to choose their pathway to have the best possible opportunity for examination success.

### **9.0 How will both you and I know how my child is doing?**

- i. Annual full school reports
- ii. Twice a year 'Academic Tutoring Report'
- iii. Annual parents evening
- iv. Students' progress is closely monitored at each assessment point and, where required, interventions put in place.
- v. Students with special needs or other circumstances that make them vulnerable to under achievement are closely monitored by the SENCo and senior staff.
- vi. All students carrying Statements, Education, Health and Care Plan or a School Based Plan will have an Individual Provision Plan that clearly outlines the support that is in place.
- vii. Children with a statement of special needs or an Education, Health and Care Plan will also have an annual review.

### **10.0 What support will there be for my child's overall well-being? -**

- i. Daily support will be given by your child's tutor.
- ii. Every year group is led by a Head of Year who along with the child's tutor will be available to discuss your child's well-being with you.
- iii. A dedicated Student Services team are available to support pupils with difficulties during lesson time.
- iv. Use of 'Pupil Voice' to hear your child's views
- v. Social skills support
- vi. School Nurse
- vii. A consistent approach to behaviour management with parental involvement as appropriate.

### **11.0 What specialist services and expertise are available at or accessed by the school?**

We work in partnership with a wide range of specialist agencies including:

- i. ESCC Children's Services
- ii. Educational Psychology Service
- iii. Communication Learning and Autism Support Service
- iv. Services for children with Sensory Needs
- v. Child and Adolescent Mental Health Service (CAMHS)
- vi. NHS Speech and Language therapists
- vii. Targeted Youth Support (TYS)
- viii. Traveller and English as an Additional Language Service (TEALS)



- ix. Sussex Police
- x. School Nurse
- xi. Education Support Behaviour & Attendance Service (ESBAS)

All of these resources are limited and provided by other agencies, such as the NHS. We therefore have limited control over their availability.

### **12.0 What training have the staff had who support children and young people with SEND?**

There is ongoing training for all staff to increase and refresh their skills. This is done both internal and through external agencies. Examples of the training staff receive include:

- i. Quality First Teaching
- ii. Differentiation
- iii. Focuses on specific special educational needs

Many TA's have individual training to meet the needs of our students including:

- i. Phonics Training
- ii. Dyslexia specialist
- iii. HLTA (English and Maths specialisms)
- iv. Attachment disorders
- v. Positive behavioural management

### **13.0 How will my child be included in activities outside the classroom including school trips?**

At St Catherine's College we strive to ensure that all young people, regardless of their individual needs, have access to the whole range of educational opportunities and activities. We comply with all legislation in respect of accessibility and make reasonable adjustment where necessary. Risk assessments are carried out and medical advice is always taken into account when planning to include children with any additional needs.

As a parent we encourage you to discuss your concerns with us so that we can plan for full inclusion.

### **14.0 How accessible is the school environment?**

St. Catherine's College is fully accessible to all students. All parts of the school building can be accessed via the school lifts.

Please let us know if your child encounters any problems or you feel that your child has needs that are not being catered for.

### **15.0 How will the school prepare and support my child to transfer to college or the next stage of education and life?**

- i. The PSHEe curriculum covers many aspects of the college application process and preparing them for the next stage.
- ii. Year 10 careers fair
- iii. Year 10 one week work experience placement.
- iv. All students are given the opportunity to visit local college taster days.
- v. Students with additional needs are given greater 1:1 support with CVs, application forms and personal statements as the need arises.
- vi. All students carrying a Statement or EHCP are provided with specialist careers advice from the county SEN team.

### **16.0 How are the school's resources allocated and matched to children's/young people's special educational needs?**





Resources will be allocated according to need and with regard to the overall budget of the school.

**17.0 How is the decision made about what type and how much support my child/young person will receive?**

- i. Evaluation of the student’s needs by the school, working with the parents.
- ii. Analysis of the pupil’s progress, both academic and socially.
- iii. Meetings between school staff, parents and the student to plan appropriate support.
- iv. Listening to the student’s views and what they would like.
- v. Advice from external agencies where appropriate.
- vi. Follow a ‘Plan – Do – Review’ cycle, where we identify and plan support, put the support in place and then review the support after a given time frame to adapt the support provided.

**18.0 How do SEN Pupils Achieve at St. Catherine’s College?**

At St. Catherine’s College SEN pupils make good progress and achieve a wide range of qualifications. We add significant ‘value’ to our SEN students, this means that they have made significant progress from the level that they joined us at (Maths and Reading SATs Results). Our unvalidated results from 2016 GCSE exams show that our statemented or Education, Health and Care Plan students made marginally more progress than the rest of the school.

		<u>Cohort</u>	<u>Value Added (KS2 to KS4)</u>	<u>Progress 8</u>
<b>2016 (unvalidated results)</b>	<b>Statemented/ EHCP Pupils</b>	7	1010.54	-0.01
	<b>Whole School</b>	203	1005.87	-0.02

**19.0 How can I be involved? Who can I contact for further information?**

If your son/daughter has special educational needs and you wish to become more involved in their learning with us do not hesitate to contact the Mr Lomath through school reception, 01323 465400 or by email, mlomath@stcatherines.college. Similarly, if you still have a question, want to look round or perhaps you feel that your son/daughter’s needs are hard to meet and you want to discuss the matter in much more depth, we would love to hear from you.

The tutor or subject teacher is your first point of contact. If they are unable to answer your query please speak to:

- i. The head of year
- ii. The head of department if the issue is based around a specific subject

Please find the details of all staff you may need to contact on our ‘Contact Staff’ page.

To find out more information about East Sussex County Councils local offer please go to:

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/schoolchildren.htm>

**20.0 Request for Statutory Assessment for an Education, Health and Care Plan (EHCP)**

The purpose of and EHCP is to secure the best possible outcomes for the student across education, health and social care and to prepare them for adult life.



The school will request a statutory assessment from the local authority when, despite an individualised programme of sustained intervention on a school based plan, the student remains a significant cause for concern.

A statutory assessment might also be requested by a parent. This process must take no more than 20 weeks and every effort is made to use a person-centered approach in order that the student and parent(s) are involved in all aspects of planning and decision making.

The school will have the following information available for the assessment process:

- The school based plan
- Current student passport
- Information on the student's health and relevant medical history
- Current assessment grades/levels/scores in all subjects and their progress against targets
- Other relevant assessments from specialists such as support teachers, educational psychologists, social care etc.
- The views and aspirations of parents
- The views and aspirations of the student (the needs of the student should sit at the heart of the process)
- Any other involvement by professionals.

### **21.0 Education, Health & Care Plan (EHCP)**

An EHCP draws together the support to build a holistic plan around the student. It will specify the individual's special educational needs and give a clear and concise plan of action that focusses on the desired outcomes for the student. The SENCO is responsible for the day-to-day management of these plans and will ensure that the provisions outlined are in place on a case by case basis both in class and through our Wave provision.

### **Reviews of Education, Health and Care Plans (EHCP)**

EHCPs are used to actively monitor the student's progress towards their specified outcomes and longer term aspirations.

They are reviewed annually and the Director of Inclusion (SENCo) will involve:

- The student's parent(s)
- The student
- The relevant teacher(s) and support staff
- A representative from the local authority
- Relevant professionals from social care and/or health, where appropriate.
- Any other person the SENCO considers appropriate.

The aim of the review is to assess the progress made by the student and the provision made by the school, health and social care. The appropriateness of the plan will be considered and revisions made openly and collaboratively. New targets are set for the year.