

Our Lady and St John Catholic College



SEND REPORT

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Position: SENDCO

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Introduction

At Our Lady and St John Catholic College all our policies are underpinned by our mission statement:

Our Lady & St John Catholic College aims to be a caring Catholic Community centred on Christ, so as to fully develop the gifts and talents of each person in order to love and serve God, others and themselves.

Our Lady & St John is an 11-16 Voluntary Aided Catholic Comprehensive School whose task is to provide an environment wherein boys and girls will be able to develop spiritually, socially, intellectually and physically.

- Nurture in all a knowledge and love of our faith in the context of a caring community that has concern and respect for the welfare of others.
- Acknowledge that every young person has intrinsic value and worth and celebrate their uniqueness and autonomy.
- Provide a secure, stimulating environment for learning that will enable our pupils to mature into responsible, self-confident young people, who achieve their academic potential.
- Work towards the total development of each child, encouraging them to develop as caring members of the community with a sense of self-esteem, aware of their responsibilities and duties as well as their rights and an awareness and appreciation of the world in which they live.

Key Terms

This table shows the meaning of some common abbreviations that will be referred to during this report.

ADD	Attention Deficit Disorder
ASC	Autistic Spectrum Condition
ADHD	Attention Deficit Hyperactivity Disorder
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
EHCP	Education, Health and Care Plan
HI	Hearing Impaired
MLD	Moderate Learning Difficulty
PD	Physical Difficulties
SENDCo	Special Educational Needs Coordinator
SIBA SIBB SIBC	Support intervention Bands A=low, B=moderate, C=High. This is how the K category of SEND is broken down. <i>*See SEND policy for further information.</i>
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties e.g. Dyslexia, Dyspraxia and Dyscalculia
VI	Visual Impairment
SEMH	Social, Emotional, Mental Health

General Principles

SEND provision at Our Lady and St John Catholic College follows the principles outlined in the Code of Practice 2015.

A child with SEND should have his/her needs met.

The views of the child should be sought and taken into account.

Parents have a vital role to play in supporting their child's education.

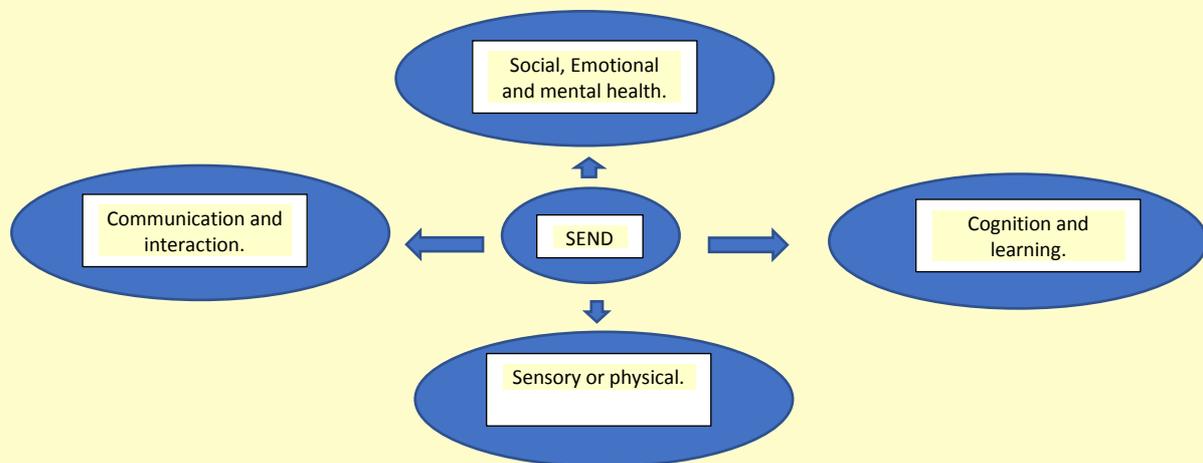
Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

What does 'special educational needs and disability' mean?

The term 'special educational needs' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education. The special educational needs and disability code of practice (Jan. 2015) outlines the legal obligations that all schools must adhere to in order to support those students with SEND.

In essence, the code highlights the importance of working together with families, school and other agencies, (where necessary). For students who require intensive support, Education Health Care Plans (EHCP) are created.

Special Educational Needs and Disability has been divided into 4 categories. Children may have one type of need or a combination of several.



Social, Emotional, Mental Health: children may have difficulties with managing their behaviour, making friends and relating to adults. Children suffering from anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Communication and Interaction: children may have difficulties in expressing themselves and/or understanding others; including, speech, language and communication needs (SLCN) and autistic spectrum Condition (ASC).

Cognition and Learning: children may have difficulty in one or more area of literacy, numeracy, reading or understanding ideas and information; including, moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.

Sensory or Physical: children may have difficulties with senses such as hearing or sight, co-ordination or mobility.

How are students with SEND identified?

Information is initially gathered from primary schools from visits by the SEND teacher. A discussion takes place with the Primary Schools about each student who has SEND. Further discussions with parents take place at the intake meeting, where opportunities to speak to staff regarding any concerns about their child's additional needs are made available. At the start of Year 7, students take a baseline assessment which are taken and analysed. This allows us to identify which students may need further support, intervention, or additional assessment.

Following their arrival at Our Lady and St John, regular mainstream assessments are carried out by staff throughout the year so that any concerns around students' progress can be identified as early as possible. Depending upon the identified need, appropriate support will be put in place and regular monitoring will occur to ensure it has the intended impact.

Should support from outside agencies be required to offer further support, parents will be invited to contribute and work with the school to look at the best course of action to support their child.

We continue to keep up to date on all SEND developments and offer support and training for staff in identified areas of need.

If a student is identified as having SEND, then their name will be added to the SEND list initially under the category 'K'. This is to ensure class teachers are fully aware and can support them appropriately. We do recognise that students' needs may change over time and provision will reflect this. At some point after this they may be removed from the SEND list as their need is no longer a barrier to learning.

How are SEND students supported during transition?

Staff from the SEND department visit the feeder primary schools during years 5 and 6 to get to know students prior to coming to Our Lady and St John. For those students who it is thought may need additional transition support, additional visits are arranged either 1-1 or within small groups. Extra visits are planned for pupils with complex SEND or for those with EHCPs.

Year 9 SEND students, prior to making option decisions have face to face meetings with a member of the SEND department to discuss option choices.

Year 11 SEND students are provided with additional support when applying for college placements and liaising with colleges to share support strategies.

SEND students' profiles show student's careers and aspirations which are shared with all staff.

What does Our Lady and St John do to support students with SEND?

First and foremost, all students at Our lady and St John receive quality first teaching. In order to support staff to deliver high quality teaching and learning, staff advice and training from other professionals is provided. In this way, teachers and teaching assistants are given the expertise to plan effectively differentiated work to remove barriers that some students

may have. A range of interventions are used to assist in maximising students' potential.

These include:

In the classroom.

- Teaching Assistant support.
- Reduced class sizes.
- Differentiated resources.
- Individual needs met through personalised teaching.
- Provision to facilitate access to the curriculum and independent learning.
- Advice and training through Educational Psychology and outreach support from the Authority.
- Information from the SEND team via Pen Portraits/student passports are shared with all staff.
- Shared discussion with classroom teachers regarding identified pupils, help to create Reduced Anxiety
- Management Plans (RAMPs) these provide consistent support for identified SEND students across all subject areas.
- Regular SEND meetings with identified SEND reps from each department, helps to disseminate support strategies consistently across the school.
- Staff specialisms around SEND
- Teaching Assistants are trained to have a wide range of understanding of students with additional needs with some staff having expertise in specific areas.
- Sensory support services from the Local Authority, working with staff and students with visual and auditory difficulties.
- School Nurse.
- ELCAS Practitioner from outside agencies.
- Educational Psychologist from the authority.
- SEMH mentors.
- Level 3 TAs are all ELKLAN* trained (*See later information about Speech and Language support)

Provision for SEMH

A range of interventions delivered by the SEMH team and outside support to improve social and emotional development. These include group and individual sessions using a range of Cognitive Behaviour Therapy (CBT) intervention programmes.

Extra-curricular activities.

Equal opportunities are shared through form time and during mainstream lessons, SEND pupils have access to all extra-curricular activities. SEND staff have good knowledge of all activities going on through the school and encourage the students to participate.

Safety

Our school is accessible for students with SEND.

We will endeavour at all times to make reasonable adjustments to accommodate the needs of our students.

Our school is safe and accessible for all, and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a number of lifts to access all areas, disabled toilets, and equipment to help with reading and writing. Where necessary, students may leave the class 5 minutes early to avoid crowds, with the support of a teaching assistant or peer. We have dedicated procedures for those students who are unable to exit a building. The school has 4 disabled parking bays.

There are staff on corridors at lesson change over.

How are staff trained to ensure they are meeting students' needs?

There is regular training for all staff every term, which is updated dependent upon individual training needs. Appropriate information is shared with all staff for students with additional needs including data on reading ages, Maths and English levels along with different strategies to support students. Specific testing completed by the SEND department is regularly shared with all staff. A member of the SEND team provides SEND updates on a weekly basis to all staff during staff briefings.

What special facilities and resources are available?

• Nurture Group

Working closely with primary schools, and parents, some students are identified as requiring additional support with their core basic skills in literacy and numeracy, and to enable them to successfully manage the demands of high school. These students join our nurture group upon arrival to Our Lady and St John, where they receive further literacy and numeracy intervention, along with support developing wider social awareness. Whilst still following a regular timetable, numbers in the nurture group are kept smaller than other classes to allow students to grow in confidence.

• Learning Support Centre (LSC)

The LSC provides short-term teaching and support programmes for a minimum of 6 weeks, tailored to the needs of students who require further support with emerging Social and Emotional Mental Health needs during KS3.

The curriculum is followed in line with regular timetable requirements, along with further support tailored to individual needs. This support enables students to improve their SEMH and follows a programme of CBT delivered by experienced learning mentors. We are striving to become an emotionally friendly school, and all programmes completed are validated and recommended by the Educational Psychologist service.

After consultation with subject teachers and sharing successful strategies to manage student behaviour, students are integrated slowly, with TA support, back into lessons. Regular target setting and monitoring mechanisms ensure that students are successfully integrated back into mainstream lessons.

- **The Ignatius Centre**

This is a designated area of school, inaccessible from mainstream, which is dedicated to students who are, and have been, displaying challenging SEMH needs. The area is staffed by a combination of specialist support and teaching staff that can offer the potential of a long term on-site alternative provision. Whilst in the Ignatius centre, students receive a bespoke timetable which includes a combination of curriculum/work placements and SEMH support. This ensures students develop effective coping strategies and improve their SEMH barriers. Resources which are provided to support students in the mainstream are as follows: Support staff are assigned to departments and also lessons by the directions of the SENDCo to meet the Special Educational Needs of students within subject areas. Support includes consultation between class teacher and support teacher to identify need, with essential planning and reviewing occurring. A Teaching Assistant (TA) may be working with a group of students and not only an individual.

Reading Recovery Scheme involves paired reading following a reading Scheme (Accelerated Reader), which is used in collaboration with phonics based programs (Sounds Write and IDL cloud). The scheme takes place during registration. Students' reading is tested at least termly to monitor progress. Students requiring intensive support to improve their literacy are also withdrawn from targeted lessons where appropriate. KS3 Students with a reading age of 9.9 or below complete this intervention.

Cognitive Behaviour Therapy sessions are available for students on a one to one/group basis, identified by Pastoral Staff, subject teachers, or through student self-referral. The programmes are to support those children unable to access social inclusion in its widest sense. The sessions are delivered by learning mentors and may be individual or small group based. Programmes include Motivational Interviewing, Coping Power, Friends and rebalance.

Speech and Language support is available for students identified by Subject Teachers. This programme is delivered by Elklan (Elklan training was established in 1999 by two speech and language therapists Liz Elks & Henrietta McLachlan) trained TAs, individual or small group based. This programme is to support the communication skills of students with Speech, Language and communication needs.

Handwriting support is available for students highlighted by Subject Teachers. The sessions are delivered by a TA on a one to one basis in class or withdrawn. Handwriting materials are collated from Educational Psychologist and Teodorescu resources for improving fine motor and perceptual skills needed in handwriting.

Social Skills support is available for students identified by subject teachers and transition mentors. This support is delivered by TAs in group work sessions to support the social development of students.

Core Intervention support from Maths and English is available for students requiring additional support in literacy and numeracy.

Arrangements for external alternative provision

To meet the needs of some students they are educated off-site provision. Mrs J Arslan SENDCo along with Mr G. Jones (Associate Deputy Headteacher) co-ordinates their provision and monitors their progress. She can be contacted via the school number or on <mailto:jarslan@olsj.blackburn.sch.uk>

The main providers we use are St Thomas PRU, The Heights and alternative provision providers that are recommended by the local authority.

Examination arrangements.

Access arrangements are provided for students through assessments via external agencies to inform specific provision for examinations. These arrangements can include supporting students with readers, scribes, providing extra time, use of a laptop, large print as well as separate rooms for those students who have health difficulties. Pupils that may require access arrangements are identified by subject teachers and the SEND department, and are then tested by the SENDCo, who is a specialist assessor. The senior member of staff with responsibility for examinations is Mrs A Hussain who can be contacted via the school number or <mailto:Ahussain@olsj.blackburn.sch.uk>

How are the school's resources allocated and matched to students' special education needs?

Students with an Education Health and Care Plan have specific resources/provision and support as outlined in their EHCP. Teaching Assistants are allocated and support students in their lessons. Other resources are allocated based on evidence of need. The SEND department have resources that can be used by students including ICT (desktop and laptop computers) interactive white boards, interventions and dedicated subject resources. If required, a range of specialist equipment including writing slopes, software and differentiated text and student workbooks can also be provided.

A provision mapping tool is used to ensure that provision used by the school meets the SEND of the students. This also allows us to measure the impact of our interventions to ensure that they reduce student's barriers to learning.

How do we evaluate our provision?

Teaching and Learning for all students is monitored through the school's quality assurance processes involving subject leaders and the Senior Leadership Team. SEND specific learning walks and book checks are part of the evaluation process. Teaching Assistants are also observed through learning walks by the SENDCo. Good practice is shared at staff CPD sessions.

Attendance, progress scores, achievement points, emotional well-being scores, behaviour data, and Standardised test such as the Boxall Profile, digit memory test, (this is not an exhaustive list) are all used to measure the success of the intervention programmes. All intervention delivered by the SEND team is evaluated at the end of a cycle to ensure that it is effective and has made a positive impact. Effectiveness and impact measures are evaluated using a provision mapping tool.

How are those students with SEND reviewed?

For those students who have an EHCP, a face to face review meeting is held at least once a year, to which all parties working with the student are invited. (Due to Covid these are currently being held by conference call).

All students on the SEND list are closely monitored by their subject teachers and the Heads of Departments. Following termly assessments, the SENDCo, along with the SEND teacher, will assess the student's progress and review the effectiveness of the interventions in order to determine any future support. Parents will receive a letter from the SEND department outlining any interventions that are taking place with their child. Parental meetings are child centred and are arranged based on need. Most students at SIBC receive regular review meetings at least every term.

The SEND teacher and those staff who carry out intervention work meet weekly and map out the provision and impact on an individual student's provision map.

Appropriate information about individual student SEND needs, are shared with staff, along with strategies to support them in the classroom. Termly Targets are set with a member of the SEND team and students are encouraged to include information about what helps them to make progress into their SEND profile. Parents are also given the opportunity to contribute, review and discuss their child's provision and progress.

Discussions take place dependent on need, but at least termly with the student to review their progress and set new targets. As part of this discussion the department will discuss aspirations and careers with the student. Annual reviews for those students with EHCPs will, from year 10 pupils will have input from our careers advisor regarding future education and employment opportunities.

How will the school prepare and support my child when it is time to leave Our Lady and St John?

All students receive careers education as part of the form time programme. Towards the end of year 10, students have the opportunity to visit a 6th form college. Sixth form colleges make presentations to Year 11 in the autumn term. We also host a careers roadshow with post-16 providers. Students are encouraged to visit multiple colleges to explore all post-16 opportunities. Students with SEND are supported in completing their college application forms with help from a member of the SEND team. These applications are quality checked by the Head of Year 11. SEND students are prioritised for careers interviews during year 10 and 11. All students with an EHCP or on the SEND list have all information passed to their post 16 provision.

Who can you contact for further information?

If you are a Parent/Carer of a Year 5 or Year 6 student who has SEND and you want to know further information about how the school can support your child, please contact the SENDCo, Mrs J Arslan on 01254588388 or <mailto:jarslan@olsj.blackburn.sch.uk>

If you already have a child at Our Lady and St John the first point of contact is your child's form tutor or Head of Year. All information regarding policies and procedures can be found on the school website.

Complaints.

In the first instance please contact school to speak to Mrs J Arslan. A copy of the school's complaints policy is available on the school website.

Other Information regarding Special Educational Needs.

Information about Blackburn with Darwen's Local Authority 'Local Offer' can be found at: <https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>