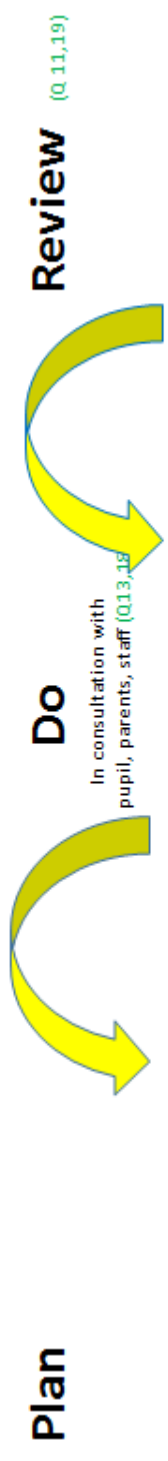


SEND Information Report

St Anne's Catholic School and Sixth for College.



Approved by:	Full Governing Body
Frequency	Annual
Last reviewed on:	February 2019
Next review due by:	March 2020
Owner:	Gerry Ganter



		Area of Need			
Tier/Category of need/Support (Q3,8,9,12)	Access arrangements as merited and evidenced by assessments and classroom teacher feedback and approved by JCQ	Communication and interaction (Q12) Overseen by SENCo	Cognition and learning (Q12) Overseen by SENCo	Sensory and/or physical (Q12) Overseen by SENCo	Social, mental and emotional health (Q12) Under Safeguarding: Overseen by JWA/BTR
Wave 3 EHCP		SAL group or 1:1 Specialist TA support In-class or withdrawal support Provision as advised by EHCP	Intervention in Literacy/Numeracy – 1:1 or small group Specialist TA support 1:1 or small group TA support: in class or withdrawal Provision as advised by EHCP	Liaison with appropriate teams and School Nurse Adaptation of resources as required Provision of specialist equipment if available TA as required/available Individual access arrangements as appropriate Provision as advised by EHCP	ELSA / Psychiatric nurse Personalised TA as required/available Counsellor Consideration of alternative provision as appropriate Learning Mentor as appropriate Provision as advised by EHCP
Wave 2 Interventions (Teacher led, TA, Focused Groups, Literacy and Numeracy Groups, Chaplaincy Team ELSA, (Q8) Counselling, EWO, Nurse (wellbeing and administration of medicines), Mental Health Nurse etc (Q9)		SAL group or 1:1 In-class or withdrawal support (Q12) Further screening as appropriate	Interventions for Literacy/Numeracy small group (Q12) Group sessions by need led by TAs (Q12) Further screening as appropriate	TA support for mobility/access as required/available Liaison with external teams as appropriate Provision of overlays etc dependent upon advice / availability (Q12) Further screening as appropriate	Learning Mentor as appropriate Group sessions as appropriate eg anger management, social skills, self-esteem etc. (Q10,12) Further screening as appropriate
Wave 1	Identification of SEN and movement between waves is via:	<p align="center">High Quality Inclusive Teaching (HQIT) - Differentiation for all</p> <p align="center">Support from Teacher, Tutor, Head of Year, EWO, Chaplaincy Team(Q16) School wide data analysis termly by departments and SLT (Q1,7)</p> <p>Parent teacher meetings, reports and concerns re pupil progress will be reported to parents as per the school reporting cycle etc. Parental Concern or Query: Please contact Teacher, Tutor, Head of Department, Head of Year or Learning Support as appropriate. (Q2,6,20)</p> <p align="center">SEND</p> <p>A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.</p> <p>All teachers are teachers of SEND and as such provide HQIT which takes account of the particular needs of students with SEN in their classroom. The SENCO, TAs and HLTAs liaise with and provide information on needs of individual pupils so that teachers may match the curriculum to the individual need. Staff receive training, materials and resources to help support the individual needs of pupils. (Q5,13,17)</p> <p>Accessibility: Please be aware that St Anne’s is a complicated site with many staircases. There are no pupil elevators on site. St Anne’s is compliant with the Disability Discrimination Act and Risk Assessments are carried out as required. (Q14,15) Pupils are included in all aspects of school life as far as possible and appropriate in respect to health and safety. Should a health and safety concern arise then adaptive provision may be offered. (Q14,18)</p>			
‘Teacher of All’					
Differentiation (Please see ABCs of Differentiation)	<ul style="list-style-type: none"> transition meetings (yr6-7, post yr11, post yr13) teacher or pastoral referrals in and/or as a result of positive internal/external diagnostic assessments health diagnosis progress tracking by teachers/TAs/HOD/HOY and SLT TA support in transition TA monitoring and feedback in lessons <p>(Q1,7,16,18,20) For admissions advice please contact the Admission Team at Southampton City Council (Q21)</p>				

Summary of Graduated Response to SEND

The school operates a system of waded intervention/provision:

N.B.

Wave 1 intervention is the most effective - as highlighted by recent research. Students in

Wave 1: provision within the classroom (High Quality Inclusive Teaching (HQIT) including differentiation)
Wave 2: support in and beyond the classroom (TA support, Attendance at support groups e.g. Literacy/Numeracy/phonic group/social skills etc.)
Wave 3: individualised programmes (EHCP target led)

mainstream classrooms should gain access to quality learning experiences and Higher Quality Inclusive Teaching (HQIT). In order to facilitate this, the school has identified 3 main strategies for differentiation provision to support students in the classroom.

The ABCs of Differentiation:

(A) Human resources: Consider use of 1-1, deployment of Teaching Assistant, use of your Department Differentiation resources, extra member of staff, outside agency support.
(B) Resources: materials, equipment, time. All should be appropriate and support all pupils' learning.
(C) Classroom Teaching Methods and Management: individual, paired, group, whole class, guided learning experiences.

N.B.

If a student does not make expected progress when all of the above are in place and HQIT is in place, then a referral should be made by the teacher concerned to the HOY initially. The HOY will gather evidence of need from the pupil's teachers and then make a referral if appropriate to the Learning Support Team using the school referral form.

SLT

Executive Head Teacher = Miss Bourne

Head of School = Mr Rouse

Deputy Head Teacher = Mrs Gould

Assistant Head Teacher and SENCo = Mrs Ganter

Assistant Head Teacher = Mr Waterfield

Assistant Head Teacher = Mr Fakhoury

Assistant Head Teacher = Mrs Leat

Assistant Head Teacher = Mrs Wright

Business Manager = Mrs Murphy

Learning Support Team

HLTA=Mrs Mitchell

HLTA=Mrs Thomas

TA=Mrs Trueick

TA=Mrs Hawa

TA=Miss Martin

TA= Mrs Parker

TA= Miss Wieczorek

SEND Links and Governor Link

Link SLT in Charge of Learning Support: Mrs Ganter [\(Q.20\)](#)

Link Governor SEND: Mrs Davis [\(Q.4\)](#)

Link staff meet termly and report to Governing Body [\(Q.4\)](#)

SEND Information Report

Please click on the link below to see the SEND information report table which summarises answers to the following questions. If you have any further queries, please contact us.

1. How does the school know if students need extra help with learning?
2. What should I do if I think my child has special educational needs?
3. How will school support my child?
4. How are the school governors involved and what are their responsibilities?
5. How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?
6. How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?
7. How does the school know how well my child is doing?
8. What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?
9. How does the school manage the administration of medicines?
10. What support is there for behaviour?
11. How will my child be able to contribute their views?
12. What specialist services and expertise are available at or accessed by the school?
13. What SEND training have the staff had or are currently having?
14. How will my child be included in activities outside the classroom including school trips?
15. How accessible is the school environment?
16. How will the school prepare and support my child when joining the school and transferring to a new school?
17. How are the school's resources allocated and matched to children's needs?
18. How is the decision made about what type and how much support my child will receive?
19. How do we know if it has had an impact?
20. Who can I contact for further information?
21. Who should I contact if I am considering my child joining the school?

St Anne's Catholic School Learning Support

Last update: October 2018

Our beliefs and values

St Anne's Catholic School values the contribution that every child and young person can make and welcomes the diversity of different intellectual abilities, personal strengths and learning styles. We believe that every person is created in the image of God and equal in his eyes, therefore we ensure children feel safe, and are supported by consistently good and outstanding teaching and will learn effectively. Our vision for children with special educational needs and disabilities (SEND) is the same as for all children and young people – that they achieve well.

Introduction

Students with SEND may be provided, if deemed appropriate, with the additional support and if funding is available, with additional resources to enable them to make the best possible progress and take a part in the life of the school alongside those students who do not have identified needs. Much of the support offered will be in the classroom with other students while some is more effectively provided by withdrawing individual students or small groups to provide the required intervention as deemed appropriate.

Our aims

- The school seeks to raise achievement and remove barriers to learning and increase curricular access for all.
- To ensure that, with support, children with SEND are encouraged to have equally high aspirations for their future and experience an appropriate degree of challenge just as for all students.
- The school identifies and supports those students who have learning difficulties or disabilities so that they have the opportunity to achieve the best possible results of which they are capable, leaving school with personal and social skills and qualifications, which will enable them to continue their learning and be well equipped for the demands of adult life.
- To successfully support the child's transition:
 - to this school;
 - from this school to further/higher education and to the world or work.

Our objectives

1. To identify and reasonably provide for students who have additional needs including special educational needs and disability.
2. To involve children in decision making and discussions about their support.
3. To operate an approach which supports academic, social, behavioural and emotional development taking into account the range of needs of the student.
4. To provide a reasonable curriculum for each student that offers a level of challenge and content which is appropriate for their needs and the resources available.
5. To work in partnership with parents and other agencies.
6. To provide support and advice for all staff working with special educational needs students.
7. To work within the guidance provided in the SEND Code of Practice, 2015.
8. To provide a Special Educational Needs Co-ordinator (SENCo).
9. To make effective use of available resources.

The identification of SEN

A child has SEND if he/she has a learning difficulty or disability which calls for a SEND provision to be made for him/her. A child has a learning difficulty or disability if he/she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Children with sensory impairments or long-term health conditions do not necessarily have SEND but, where they require SEND provision, they will also be covered by the SEND definition.

The SEND Code of Practice identifies four broad areas of special educational need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In practice, labelling individual children or young people becomes counterproductive as they often have needs that cut across all these areas and their needs may change over time. Many children will have special needs of some kind at some time during their education and not all will benefit from being labelled. The St Anne's SEN Report uses the four categories of special educational need to plan the school's support.

St Anne's Catholic School uses a range of indicators to identify a child's area of need and plan provision. Before arriving at St Anne's Catholic School;

- Admissions information including CATs, routine assessments, KS2 transfer data (where available) and Year 6 annual reviews are used to inform provision. Every effort will be made to collect this information before the end of Year 6 so that provision can be in place at the start of Year 7 or as soon as possible.
- The SENCo team attends the school's Open Evening for prospective pupils and SEND support staff assist in the activities on the Year 6 visiting days.
- Year 6 teachers and parents who have identified SEND pupils, are encouraged to complete a SEND Transfer Information Request Form and, where appropriate, contact the SENCo to discuss transition.
- When students with identified SEND transfer to this school from other secondary schools after the start of Year 7, the SENCo may discuss the needs of the student with the previous school so that suitable reasonable support arrangements are put in place.
- Students joining St Anne's Catholic School in sixth form are also requested to complete a SEND Transfer Information Request Form, which is issued as part of their enrolment pack. The SENCo or member of the SEND team may also liaise with the SEND department at their previous school to establish any identified needs and support that has been in place for the pupil as well as evidence of normal way of working.

St Anne's Catholic School assesses each student's current skills and levels of attainment on notification of entry, building on information from previous settings and key stages where appropriate.

- Progress measures are used at the start of Year 7
- Students with SEND are assessed by a qualified assessor during Year 9, 10, 11, 12 or 13 to identify those who qualify for access arrangements for external examinations. In KS3, exam access arrangements may be put in place where teachers and / or parents inform the SENCo of a need and where assessment proves a need and where JCQ and examination board criteria are met. An examination access arrangement in Year 6 does not automatically trigger the same provision in Year 7 or after as criteria differ. The school reserves the right to accept or decline any application for examination access arrangements that is not compiled by the school assessor in line with

recommendations to holders of a Certificate in Psychometric Testing, Assessment and Access Arrangements (CP3TA) and from the Joint Council for Qualifications (JCQ). The school reserves the right to accept or decline any privately funded assessment / report of a pupil which contradicts the results of the school's own assessment of that pupil, as well as evidence of pupil need within school and regular way of working. A privately funded report may also be declined if there is no evidence provided of the qualification of the assessor submitted with it.

- Subject assessments, as part of whole school data monitoring and intervention procedures, take place throughout the academic year as part of our reporting cycle.
- On-going in-class classroom assessment by teachers and teaching assistants.
- The concerns of parents and staff about a child's progress are investigated by Heads of Department.
- Where appropriate, the advice from external agencies is sought (Educational Psychologist, Local Authority advisory services, Psychiatric Nurse, CAHMS etc.).

Other factors affecting students' progress

In assessing the needs of the child, the school takes a holistic approach. There may be other factors affecting a student's progress that would not constitute SEND but which will be taken into account in the school's provision such as:

- **Disability** (the SEND Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN). If appropriate, the school is also guided by the Equality Act and the DfE's Support Pupil's at School with Medical Conditions and the school's Accessibility Plan.
- **Attendance and Punctuality**
- **Health and Welfare:** housing, family or other domestic circumstances may affect progress and a multi-agency approach, where the school works with health services and social care agencies, may be appropriate.
- **EAL (English as an Additional Language)**
- Being from a disadvantaged background which may mean that the child is in receipt of school led **Pupil Premium** Benefit
- Being a child in the **care system**
- Being a child of **Service Personnel**

While the above do not constitute SEN, support may be provided for these students to meet their needs if deemed appropriate and funding /staffing allows.

A graduated approach to meet SEN

The Code of Practice states that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. The provision for students with SEND may be considered in three 'waves'.

Wave 1 describes the offer for all children: the effective inclusion of all pupils in high quality inclusive teaching (HQIT). Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. At St Anne's Catholic School, the quality of teaching and learning is primarily monitored through a programme of lesson observations by senior staff and middle leaders during the year and the collection of data which describes the progress that students are making. In addition, teaching staff are given opportunities for continued professional development (CPD) in

supporting students with special educational needs and to develop their skills through our Teacher Effectiveness Enhancement Programme (TEEP).

Wave 2 SEND support takes the form of a cycle of assessment, planning and review through which earlier decisions and actions are revisited, refined and revised -with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. Wave 2 will often include targeted individual or small-group intervention for pupils who can be expected to catch up with their peers or make progress in line with their ability. Wave 2 intervention is designed for children for whom a well-structured short-term programme, possibly delivered by a teaching assistant (TA), Higher Level Teaching Assistant (HLTA) and/or working with a teacher, will enable them to make progress.

Wave 3 intervention includes additional support where that provided through waves 1 and 2 is not having the desired effect. Wave 3 will include targeted individualised support and will **be different from and additional to** the school's normal differentiated curriculum.

This graduated and integrated approach is shared by the relevant educational, health and social care services to ensure that the process of identification is robust and that the child and family are supported with appropriate information. A parent may choose to investigate their child's needs through a private assessment, however please be advised that the school reserves the right to accept or decline any report that is not compiled in liaison with the school, or is in conflict with the school's own assessments. Any report should also be completed by a qualified assessor who provides a copy of their qualifications and registration numbers in the report. The school will consider the recommendations of the report in light of the school's own procedures and resources, taking into account the different nature of such assessment compared to that carried out by the school's assessor, as well evidence of pupil need within school and regular way of working.

Cycle of Action

Assess

A referral can be made by a member of staff, usually through the HOY, who will have an overview of the child across all areas of the curriculum and other, or following a supported parental request. At this stage the SENCO, HLTA/TA will carry out a clear analysis of a student's needs using teachers' assessment and experience of the student, their previous progress and attainment, effort and behaviour in their school reports and in class as well as feedback from TAs. The views and targets of the parent and the student are also sought.

When a referral is made and the child is still making progress in curriculum areas that would be affected by the area of need, the child's name may be added to a SEND monitoring list signifying that there may be a "cause for concern". Where progress is not being made, and where intervention and support is agreed, a plan may be developed. A child needing an examination access arrangement will not necessarily be added to the SEND list and may not need a plan. The school reserves the right to accept or decline any application for examination access arrangements that is not completed by the school assessor in line with CPT3A and JCQ recommendations and regulations and which lacks evidence of normal way of working.

Plan

During the planning stage there is an emphasis on what we want to achieve rather than the provision that will be put in place. Outcomes are agreed, provision is agreed as appropriate and available and people working with the child are informed. A Keyworker (HLTA/TA) may be allocated to each child on the SEN register as appropriate. At this stage, the child's name may be added to the SEND list as receiving Wave 2: SEND Support and strategies shared with staff, which seek to match the strategy/intervention to the

needs in the classroom. Parents may be requested to give practical support, assistance and encouragement. Keyworker HLTAs/TAs/ Tutor or teachers may set and review target(s) with the child throughout the academic year as part of the reporting system, feedback in lessons (both oral and written), identifying next steps for improvement and via marking of pupil work (this is not an exhaustive list).

If a child's outcomes are formalised in an EHC plan, relevant staff members are sent, and have access to, the student's pupil profile and Education Health Care Plan (EHCP) to inform lesson planning and teaching. An EHCP may be sought when the assessed Special Education Needs of the student cannot reasonably be met by the resources normally available to students in the school. An EHCP takes into account the students' educational, health and social care needs and the views of the student, the students' parents/carers and other key workers who may be involved.

Do

This stage may last the duration of a term (six to eight weeks), and more commonly two. Specialist staff,, HLTAs and TAs work closely with classroom teachers to link interventions and classroom teaching. HLTAs and TAs who deliver interventions also provide in-class support so that they are well-informed about the demands of curriculum areas and they can aid the transference of skills back to the classroom. Where the intervention is literacy and numeracy based, Teaching Assistants, Teachers and/or those with additional training and experience deliver the intervention which is overseen by the English and Mathematics departments.

Review

The review of any targets set by e.g. the allocated Keyworker TA or teacher takes place termly or annually where appropriate. If the student has achieved positive outcomes and the intervention has been successful, the child's name will be moved from the SEND register to the monitoring list. Where the intervention has not enabled the child to achieve the target outcomes, the results of the intervention should be discussed and feed back into the analysis of the student's needs and changes to the intervention. At this point, the child may enter a successive cycle informed by the first. This should be documented as part of building a history and a better understanding of the child's needs/difficulties. If a child with SEND continues to fall behind their peers academically and below the targets set for their ability and we are unable to provide further support within our provision and arrangements, the SENCo may consider starting procedures for the application for an EHC plan or alternative provision.

When a child has an EHC plan, the progress of the child will be reviewed annually; the student and their parents should be involved in the discussion and review of the targets. This could take the form of a formal annual review meeting, a telephone conversation or a parents' evening appointment or as part of the reporting cycle.

Managing students' needs on the SEND register

Students may be invited to an intervention programme with a small group of students with similar needs if appropriate. Some pupils may attend 1:1 intervention, although it is more likely to be a small group intervention. These interventions will be based on the student's identified need.

Where appropriate, Higher Level Teaching Assistants (HLTAs), TAs, SENCo will document the outcomes and actions for an individual. The SENCo, HLTAs and Keyworkers make updated information available for all relevant teachers, HLTAs and TAs to inform planning and practice. As described in the cycle of action, any plans and targets set may be reviewed after a term but sometimes after two or annually.

The school's SEN Report, on the website, describes our provision although it is subject to change through the annual review of our provision and availability of resources. The school is also developing a provision map which is also subject to change.

As part of the graduated approach, the school may employ the services of other agencies to advise on the support of needs of a student or to provide an intervention. This may occur after successive cycles have demonstrated that no progress has been made.

Students on the SEND register may receive information, advice or guidance to support them in making the next step after school.

Monitoring and evaluation of the effectiveness of the SEND policy

- The Governing Body receives information as required from the SENCo.
- The SENCo may meet with the SEND governor as required to review the implementation of the policy and practice.
- The SENCo/HLTAs also meets with TAs in departmental meetings to discuss provision and the progress of those students with EHC plans and on the SEND Register
- The school analyses student data to assess performance and identify areas of concern. Classroom practice is reviewed by teachers, head of departments, heads of year and the SENCo, HLTAs, TAs and Senior Leadership Team.

Roles and Responsibilities

Provision for students with SEND is a matter for the school as a whole. All teachers have to **take account of and make provision for** the needs of students with SEND at various times.

The Headteacher

- Has overall responsibility for the provision for children with SEND.
- Monitors the use of resources in delivering the SEND policy.
- Ensures the SENCo is given time to fulfil their role
- Appoints SEND staff as required
- Supports the SENCO with allocated administrative time

Leadership Group

- The SENCo is a member of the Leadership Group.
- All members of the Leadership Group will take into account the needs of students with SEND with respect to their areas of responsibility.

Special Educational Needs Co-ordinator (SENCo)

The school's SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCo). The key responsibilities of the SENCo include:

- Line management of HLTAs and TAs.
- Overseeing the day to day operation of the school's SEND policy.
- Liaising with the SEND link Governor of the progress of the implementation of the policy.
- Liaising with subject teachers.
- Leading and managing the SEND team of teaching assistants.
- Co-ordinating provision for students with special educational needs.
- Liaising with parents of students with SEND.
- Contributing to in service training of staff as appropriate.
- Liaising with external agencies, including Local Authority (LA) support and educational psychology services, the Careers Service, health and social services and primary school staff, sixth form staff,

JCQ and examination board access arrangement services, Health Advisors, Surgeons, SENCo circle and SENCo network and examination officers..

- Ensuring staff are informed of students' needs and are given strategies to support high incidence SEND.
- Ensuring that students who have EHC plans have appropriate targets and outcomes via annual review process.

Teaching Assistants

The school employs a team of Teaching Assistants who will work with individual students, small groups and provide whole class support as appropriate. They will often have the best knowledge of the needs and progress of individual students and therefore have a key role in supporting those with SEN. They are expected to keep appropriate records and registers, to work in cooperation with subject teachers and to provide feedback to the SENCo.

Heads of Year

- Liaise with SENCo over students with special educational needs including social emotional and mental health difficulties (SEMH) and make SEND referrals as required to SENCo. SEMH is an area which is currently overseen by the KS4 pastoral manager and safeguarding lead as directed by the head teacher.

Heads of Department

- Monitor progress of all pupils and liaise with the SENCo/HLTAs/TAs/ HOY over students with special educational needs. Employ interventions to help diminish the difference between SEND and Non-SEND pupils in terms of achievement.

Teachers and Tutors

Will be aware of students in their groups who are:

- On the SEND register and the information disseminated about these students.
- On the examination access arrangements list.
- Receiving interventions.

Storing and the Management of Information

- Please refer to the school's Freedom of Information Policy.
- Student's SEND files are stored securely.
- Teacher reference documents regarding a student's needs are on the school's network that can be accessed by staff, not students
- Teachers, HLTAs, TAs and other staff must store distributed SEND information securely at all times and in line with the data protection policy.

Dealing with Complaints

There are a number of ways in which a complaint may be pursued. For matters concerning Special Educational needs, the following would normally take place. The parent or carer makes direct contact with the Headteacher or SENCo who will investigate the complaint and communicate with parents/carers within 7 working days of receiving the complaint. The parent or carer may wish to contact an outside agency, who will come and act as advisor and mediator in the event of disputes over provision.