

ANNUAL REVIEW

SEND Information Report 2019-2020

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

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|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	St. Chad's Catholic and Church of England High School
School website address:	http://www.st-chads.co.uk/
Type of school:	Voluntary aided mainstream high school.
Description of school:	<p>St Chad's Catholic and Church of England High School is a larger than average joint-faith comprehensive school which serves the community of Runcorn.</p> <p>The school has a specialist language college status. Almost all of the pupils are white British.</p> <p>The proportion of students with special educational needs who receive additional support is in line with the national average.</p> <p>The proportion of disadvantaged students is higher than average.</p>
Does our school have resource base? Yes or No	No
If Yes please provide a brief description.	
Number on roll:	620
% of children at the school with SEND:	%
Date of last Ofsted:	14-15 June 2017
Awards that the school holds:	Inclusion Quality Mark, Confucius Classroom, Healthy Schools Award, RE Gold Award, Bronze Schools Games Award ,Career Academies UK, NACE Member.
Accessibility information about the school:	Access Plan. School has Disabled Toilets, automatic doors. Lifts and Disabled Changing Area in the Sports Facilities.
Please provide a web link to your school's Accessibility Strategy	https://drive.google.com/drive/folders/1bVkk8uAmbxD-hgnzsb-7FmdWXz02JM1l

Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Inclusion Team have received training in Dyslexia/Dyspraxia/Autism/Speech and Language difficulties/Behaviour Management/Nurture Groups/ADHD/Epilepsy and Medical Conditions/VI/HI/Access arrangements for exams/SEN Legislation		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<p>Students who have identified needs, that join St. Chad's are supported by a dedicated transition process.</p> <p>Ahead of transition we work closely with feeder primary schools and collaborate with parents/carers to ensure a smooth entry.</p> <p>Information is transferred on SIMS, and All Y7 pupils are screened for reading to identify Any literacy difficulties are identified using CATS and other assessments to screen pupils from Year 7-11</p> <p>The SENCO and members of the Inclusion Team meet with the parents of pupils with special educational needs on a termly basis to review progress and agree support plans.</p> <p>Pupils meet with their Key Workers on a termly basis to review progress and agree Individual Support Plans.</p> <p>Subject teachers/PPCs can raise concerns about pupils who are not making progress and these concerns are investigated by the SENCO.</p> <p>Parents can contact the SENCO or PPC if they have concerns about their child which they want investigating.</p> <p>Progress is monitored and interventions are actioned accordingly. This information is shared with parents and reviewed.</p>
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	<p>We liaise regularly with the following services;</p> <ul style="list-style-type: none"> • Local Authority SEN Service and the Specialist Teachers for Autism, Cognition and Learning, and Visual and Hearing Impairment. • The Educational Psychology Service. • Health Professionals at Woodview including Physiotherapy, Occupational Services, Speech and

	<p>Language Services and the Additional Needs Team.</p> <ul style="list-style-type: none"> • Other health professionals including CAMHS, the School Nurse, the Ophthalmic Team at Warrington Hospital and specialist nurses for pupils with medical needs. • Speech and Language therapists • Other agencies who work with young people including Young Addaction, Canal Boat Project, Halton Young Carers and Barnardos. • Children's Social Care. • Multi agency meetings are held (CAFS) regularly for pupils with complex needs.
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	<p>Provision of Specialist equipment for pupils with disabilities e.g. posture chairs, adjustable tables, medical room.</p> <p>Disabled toilets and accessible routes around school for wheelchair users. (ramps)</p> <p>Provision of any resources recommended by specialists e.g. posture packs, coloured overlays, and coloured exercise books for VI pupils, laptops for Dyslexic pupils.</p>
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<p>Regular consultation and advice from colleagues in the Speech and Language Service and the Specialist Teacher for Autism and Learning.</p> <p>1-1 Language Programmes delivered by support staff.</p> <p>Year 7 Nurture Group to develop social communication skills and emotional resilience.</p> <p>Nurture area and pupil support base where pupils can be supervised in safe, quiet space.</p>
What strategies/programmes/resources are available to speech and language difficulties?	<p>Year 7 Nurture group.</p> <p>Use of 'home-school' diaries to enable communication of ASD pupils and their parents.</p>
Strategies to support the development of literacy (reading /writing).	<p>The development of Literacy Skills is a whole school priority.</p> <p>Regular training is held for all staff to support the development of literacy skills. In addition, there is access to In Class Support, Corrective Reading Programme, Accelerated Reading Programme, 1-1 tuition, SSER Spelling, Rapid Progress Reading, Paired Reading and Everyone Can Read.</p> <p>Pupils in Y7 who did not reach expected levels in literacy will be offered Catch Up Literacy intervention.</p>
Strategies to support the development of numeracy.	<p>Maths mastery as part of the curriculum</p>

<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>All teachers are teachers of pupils with special educational needs and plan their lessons accordingly as part of Quality First teaching. Pupils are set in ability groups based on KS2 SATS scores from Y7. Pathway D Provision is in place for a target group of pupils in Y0-Y11 with a reduced academic curriculum including BTEC Courses and Life Skills. Differentiated resources. Teaching Assistant Support. Reduced timetable. Alternative Provision, working in partnership with The Bridge vocational unit. Use of technology</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>Annual Reviews for pupils with EHC Plans. Annual Reviews for pupils with Enhanced Provision. Individual Support Plans- reviewed every term. Parents are invited to termly Review Meetings. Provisions extended /altered as part of Action Plans from Review Meetings. KS3 and KS4 Raising Attainment Meetings are held each term with Senior Leadership Team, Heads of Year and Heads of Department to track progress and evaluate the effectiveness of intervention.</p>
<p>Strategies/support to develop independent learning.</p>	<p>Nurture Group in Year 7 Use of Visual Prompts and checklists. Use of Planners-Colour coded. Use of coloured exercise books. Mini leadership team established. Enrichment activities accessible for all pupils.</p>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>Nurture Break and Lunches for vulnerable pupils. Duty staff / Inclusion Team staff available at Break/Lunchtimes. Personal care support for pupils with disabilities as needed.</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>Breakfast provided for all students. Nurture breakfast offered to vulnerable pupils. Homework Club- available Monday to Friday Support from Teaching Assistants. GCSE Revision/Intervention classes. Maths / English Intervention Programmes. English and Maths 1-1 GCSE Support after school. After School Enrichment Programme</p>
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<p>All pupils are offered all activities regardless of their special educational needs or disabilities. Members of the Inclusion Team accompany pupils with additional needs on school trips. Risk Assessments will be completed Staff running activities meet with SEND team to</p>

	clarify needs.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<p>Transition Support. Referrals to CAMHS/ School Nurse if needed. Take Ten Programme for support in managing emotions. Anti- Bullying Week. PSHE Lessons. Support offered from Pastoral Managers in different key stages. Nurture Group follow a programme to develop self esteem and emotional well-being. Individual Behaviour Plans and Pastoral Support Plans. Take Ten – whole school managing emotions strategy. Rewards based on points system (SIMS) Treat Trips. Consultations with the Educational Psychologist.</p>
What strategies can be put in place to support behaviour management?	<p>Pastoral report forms. Positive behaviour trackers. CARE schedule Individual Behaviour Plans Graduated report system to include SLT Pastoral Managers mentoring Time Out cards Take Ten programme Engagement placements with The Bridge</p>
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<p>Two-day induction programme. Additional transition visits for pupils with additional needs. Liaison with Primary Schools. Meetings with parents. Visits to College/Alternative Providers from Year 10. Liaison with Career Service for post 16 transition. Educational visits - Riverside College</p>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<p>Regular meetings with OTS and Physiotherapy Service for named children. Referrals made for assessments for pupils with coordination/ motor skills difficulties. Liaison with Inclusion Nurse and specialist nurses. Medical TA with focus on pupil with medical needs. Adapted/ specialist equipment provided. Staff training. Annual review of Health Care Plans. Accessible toilet Medical room available</p>
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<p>Coffee Mornings for various groups of parents to celebrate pupil success e.g. Parents of pupils on Reading Programmes.</p>

	<p>Review Meetings for Transition in September</p> <p>Review Meetings with Parents/Pupils.</p> <p>Named Keyworker for pupils with SEND.</p> <p>Access to Pastoral support team.</p> <p>Signposting to other agencies.</p> <p>Information evenings</p>
How additional funding for SEND is used within the school with individual pupils.	Local Authority Enhanced Funding is used to purchase resources /equipment and additional adult teaching assistant support.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	<p>All Looked After children have regular PEP meetings where progress is reviewed and support plans agreed.</p> <p>Examples of how Pupil Premium is used for Looked After Children includes private tuition, purchase of reading books and purchase of software.</p>
SENCO name/contact: Ms Sara Heron 01928 564106	
Headteacher name/contact: Mr Michael Paziuk 01928 564106	
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Completed by: Ms S. Heron Date: 23rd October 2019	

SEND Broad Areas of Need**Communication and Interaction**

6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
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Sensory and/or Physical Needs

6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.