

# 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:

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

<b>General School Details:</b>	
School Name:	Saints Peter and Paul Catholic College
School website address:	saintspeterandpaul.halton.sch.uk
Type of school:	Secondary
Description of school:	Voluntary aided 11-16 Catholic Mixed school
Does our school have resource base? Yes or No	Yes
If Yes please provide a brief description.	ASD Resource Base (6 places)
Number on roll:	1435
% of children at the school with SEND:	11%
Date of last Ofsted:	June 2017
Awards that the school holds:	
Accessibility information about the school:	The A block building is fully accessible with a lift to all upper ground floors to accommodate those with physical and sensory impairments. There are ramps, levelled flooring and modified steps for students with visual impairments. Disabled and accessible changing rooms and toilets can be found throughout the college.
Please provide a web link to your school's Accessibility Strategy	Please see Accessibility report on College website
Expertise and training of school-based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Director of Support: Certificate in Competence in Educational Testing and Access Arrangements (Level 7), ELKLAN, Understanding Autism in School, Mental Health First Aid TAs: ELKLAN Social Communication qualification, SpLD certificate, Access Arrangements ASD Manager Barbara Geraghty: Understanding Autism in School and Counselling Level 2 (currently studying toward Level 3) Papyrus prevention of young suicide Sensory Workshop SEMH Mentor Jenna Miller: Understanding Autism in School, Youth Mental Health First Aid and Counselling Level 2 (currently studying toward Level 3)

	ASD Mentor Mr Fazakerley: Music Therapy Certificate Ms McWhirter: Studying Masters in Autism Mrs Schorah: Speech and language, Talk For Writing, Dyslexia Identification, ASD in the classroom, Children in Care, Team Teach and Effective Provision Mapping. Ms Reece: Degree in SEND Ms Purnell (Chaplain): Papyrus ASSIST training and Mental Health First Aid Lite training		
Documentation available:	Are the following documents available on the school's website?	SEND Policy	Yes (SEND report)
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

<b>Range of Provision and inclusion information:</b>	
<p>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>	<p><b>Identification</b></p> <p>Through transition from primary school or from previous secondary school (mid-year admission)            Data collections, standardised assessments, school assessments/observations, referrals to specialists / External agencies            Staff, student and parent concerns through a graduated and triaged response.            Student and parent views            One Page Profile graduated response            SEND parent drop-ins / meetings on request            Student voice twice per year (SEND Support)            Triaged non-negotiated assessments involving student and parent voice for those students at Stage 2,3 or 4 support            When appropriate Support Plans            Centred person planning</p>
<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>	<p><b>Internal Support</b></p> <ul style="list-style-type: none"> <li>• Year mentors (7 to 11)</li> <li>• Lead mentors (Guidance, Social Welfare, Social Emotional and Mental Health, Triage, Attendance)</li> <li>• ASD Manager</li> <li>• TA team</li> <li>• Seclusion Room Manager</li> <li>• Nurture, Support and Employability Pathways for SEND and students with complex needs in Year 7, 8, 9, 10 and 11</li> <li>• Supervised break and lunchtime support</li> <li>• Medical room</li> </ul> <p><b>External Support</b></p> <ul style="list-style-type: none"> <li>• Education Welfare Officer</li> <li>• Speech and Language Therapist</li> </ul>

	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Halton SEND Service Specialist Teachers</li> <li>• Counsellor EAL service</li> <li>• Specialist Visual Impairment and Hearing Impairment Teacher</li> <li>• School Nurse</li> <li>• Woodview services</li> <li>• Kooth</li> <li>• Catch-22</li> <li>• Addaction</li> <li>• Child and Mental Health services</li> <li>• Family Support</li> <li>• Social Services</li> </ul>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p><b><u>Specialist equipment to support the curriculum:</u></b></p> <ul style="list-style-type: none"> <li>• Access to ICT resources such as visualisers and pen readers</li> <li>• Laptops provided for students with assessed and identified writing difficulties / physical and sensory needs</li> <li>• Sensory space and diets.</li> <li>• Systems for hearing impaired students e.g. radio aids.</li> <li>• Differentiated resources for visually impaired students</li> <li>• Online readers</li> </ul> <p>Computer access in before college and after college homework club</p> <p><b><u>Facilities</u></b></p> <ul style="list-style-type: none"> <li>• Social club after school club</li> <li>• Bespoke interventions / timetables / support based on need of students</li> </ul>
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Morning Check-ins</li> <li>• One Page Profiles and Support Plans</li> <li>• Targeted in-class support</li> <li>• ASD Resource Base and specialist ASD staff</li> <li>• Talkabout Social programme</li> <li>• Social club lunch and after school club</li> <li>• Music and Art Therapy</li> <li>• ASDAN programme</li> <li>• 5 Point Scale intervention</li> <li>• Sensory Box / Sensory space</li> <li>• Bespoke interventions based on need of students</li> <li>• Social scripts</li> </ul>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Targeted in-class support</li> <li>• Speech therapist offers training / advice / intervention</li> <li>• Talkabout Social programme</li> </ul>

	<ul style="list-style-type: none"> <li>• Social club lunch after school club</li> <li>• Bespoke interventions based on need of students (provided by Speech Therapists)</li> </ul>
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> <li>• Greenhouse class in Year 7 &amp; 8</li> <li>• Year 9, 10 and 11 Support Pathways</li> <li>• Accelerated Reader <ul style="list-style-type: none"> <li>• KS4 Functional Skills</li> </ul> </li> </ul>
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> <li>• Greenhouse in Year 7 &amp; 8</li> <li>• Year 9, 10 and 11 Support Pathways</li> <li>• Power of 2, Hegarty Maths intervention</li> <li>• Functional Skills: Numeracy</li> </ul>
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> <li>• Nurture and Support and Pathways for SEND students with in Year 7, 8, 9, 10 and 11. These pathways have smaller sized classes, specialist teachers, increased lessons in core subjects and often TA support.</li> <li>• CPD given to teaching staff on SEND needs</li> <li>• Support plans with strategies for teaching and learning <ul style="list-style-type: none"> <li>• SEND teaching and learning strategies folder</li> </ul> </li> <li>• Lift access, ramps, adapted equipment, contrast paint, ground floor classrooms <ul style="list-style-type: none"> <li>• Whole College One Page Profile system</li> <li>• 4 Staged Graduated response to support</li> </ul> </li> </ul>
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.	<ul style="list-style-type: none"> <li>• Data collections (2 per year)</li> <li>• Full report annually</li> <li>• Standardised testing</li> <li>• SEND Support plans and One Page Profiles (Assess, Plan, Review Do)</li> <li>• Student voice 2 times per year</li> <li>• The college follows a 4 staged graduated response to provision, support and intervention at subject and pastoral level: STAGE 1 – Progress Tutor and Subject Teacher STAGE 2 – Year Mentors, Progress Leaders and Directors of Faculty STAGE 3 – Senior Leadership Team, Lead Mentors, TA intervention STAGE 4 – external agency support <ul style="list-style-type: none"> <li>• Effectiveness through quality assurance and on outcomes of support and provision</li> </ul> </li> </ul>
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> <li>• Regular homework</li> <li>• Supervised before and after college homework club</li> <li>• Meaningful and regular feedback (formative and summative)</li> </ul>
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> <li>• Courtyard supervision at break and lunch times</li> </ul>

<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> <li>Supervised before and after college homework club</li> </ul>
<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>	<ul style="list-style-type: none"> <li>Through SEND student voice, students encouraged to participate in after college clubs</li> <li>Risk assessments, plans and meetings held with parents, staff and specialists to support the needs of students with complex needs who go on activities outside the classroom</li> </ul>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>Year Mentors, Lead Mentors (Guidance, Social Welfare, Social Emotional and Mental Health, Attendance) Confide / Bullying lead</p> <ul style="list-style-type: none"> <li>Complementary Studies curriculum</li> <li>A range of social interventions run by internal and external providers</li> </ul>
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> <li>Following the College's Behaviour policy</li> <li>Use of meaningful rewards: achievement points, student of the month, class rewards, individual rewards</li> <li>Dedicated lead Mentors for Social Emotional and Mental Health and Guidance (behaviour)</li> <li>Seclusion Room Manager</li> <li>Principal's seclusion</li> <li>Social Time isolation</li> <li>Use of support from Positive Behaviour Service</li> </ul>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood</i>.</p>	<ul style="list-style-type: none"> <li>During KS2 to KS3 transition, the Lead for Transition will liaise with Primary schools to identify any possible SEND Support students and share that information with the Support Faculty. Those students with a high level of SEND Support needs (EHCP, Enhanced funding etc.) will be allocated a Transition Key worker over the summer term prior to entry. Parents/carers will be notified and asked to share in this transition. For those other students who may be possible SEND support, the Support Faculty will collate evidence and assess the Year 7 students during the first term and liaise with parents once identified.</li> <li>2 transition days held in the July before commencing Year 7</li> <li>When moving between year groups in school, teachers liaise to pass on information and knowledge about students. Enhanced transition opportunities can be put in place where appropriate to ensure that students feel comfortable and prepared for their transitions. Careers Fair's, transition interviews and option evenings form part of the school calendar each year. Options booklets are produced for years 8 and 9 to enable students and parents to make</li> </ul>

	<p>informed choices for next steps. Saints Peter and Paul has a careers officer who works with students, to prepare them for further education or training post 16. All students are encouraged to investigate, decide on and apply for suitable placements. Where appropriate staff work closely with key identified students to support the transition, for example by visiting placements with the student and/or their family</p>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> <li>• Staffed first aid room</li> <li>• Adapted equipment when necessary</li> <li>• Links with physiotherapists, occupational Therapists, specialist nurses and any other specialists who give advice and training to support the needs of students</li> </ul>
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> <li>• Parents' evening and consultation evening.</li> <li>• Dedicated Lead mentor for Social Welfare who works with the families of students.</li> <li>• Home / School diaries</li> </ul> <p>Consultation, guidance, option and Parent's evenings</p>
How additional funding for SEND is used within the school with individual pupils.	<ul style="list-style-type: none"> <li>• Allocated lead and Year mentors (Key Worker)</li> <li>• Teaching Assistants</li> <li>• Small classes</li> <li>• Application for Pupil Premium plus following graduated response</li> </ul>
<b>SENCO name: Amanda Downing</b>	
<b>Principal name: Danielle Scott</b>	
<b>ANNUAL REVIEW 2019-2020</b>	
Completed by: _____ Date: _____ 2019	

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

<b>6.28</b>	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.
<b>6.29</b>	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**

<b>6.30</b>	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.
<b>6.31</b>	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**

<b>6.32</b>	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**

<b>6.34</b>	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).
<b>6.35</b>	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.