



SAINTS PETER AND PAUL
CATHOLIC HIGH SCHOOL

SEND Information Report 2023-2024

ANNUAL REVIEW

SEND Information Report 2023-2024

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:	Saints Peter and Paul Catholic High School
School website address:	www.saintspeterandpaul.halton.sch.uk
Type of school:	Secondary
Description of school:	Voluntary aided 11-16 Catholic mixed
Does our school have resource base? Yes or No If Yes please provide a brief description.	Yes ASD Resource Base 6 places
Number on roll:	1323
% of children at the school with SEND:	6.5%
Date of last Ofsted:	July 2022
Awards that the school holds:	Good
Accessibility information about the school:	See School's Accessibility plan
Please provide a web link to your school's Accessibility Strategy	www.saintspeterandpaul.halton.sch.uk/ofsted-policies
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<p>Staff Expertise is vast and includes:</p> <ul style="list-style-type: none"> • Teaching Emotional Literacy – How to support pupils' behavioural development . • Understanding Mental Health . • Counselling – BSc Degree Hons First Class . • Practical CBT. • CBT Unhelpful thinking styles. • Counselling – FSc Degree . • Mental Health Champion Foundation . • Team Teach – Positive Handling Strategies. • Counselling Skills – NCFE Cache Level 3 Diploma . • Psychology and Mental Health: Beyond Nature and Nurture. • Caring for Vulnerable Children Course.

	<ul style="list-style-type: none"> • Intervention and Support for Parent and Carers of children and young people with an autism spectrum condition. • Guide to Managing Challenging Behaviour. • Understanding Autism in School – Advanced Certificate • Speech and Language Support for 11-16s – NOCN Ekklan • Mental Health First Aid • Dyslexia Friendly Schools • Emotional Literacy Support Assistant 		
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>Identification:</p> <ul style="list-style-type: none"> • Information gathering from primary schools during the transition process. This information is used to identify, and support SEND needs. • Y7 Baseline assessments • All teachers are teachers of SEND and as the first layer of support we offer Quality First Teaching as detailed in the SEND code of practice 2015. School follows the graduated approach using the Assess Plan Do Review cycle. • If a student is not making the same level of progress as other students of their age despite Quality First Teaching a concern form will be completed by staff, and we will undertake appropriate assessment if appropriate. We will consult external professionals in order to identify barriers to learning. Throughout this process parent/carers will be fully involved at all stages. • Students identified with SEND will have a termly meeting with parent/carers and school to create a bespoke plan of support (ILP). This is repeated termly where interventions and strategies are agreed, reviewed and amended.
What extra support we bring in to help us meet SEND: specialist services, external	<ul style="list-style-type: none"> • High Needs Inclusion Manager • Family Support Inclusion Manager

<p>expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<ul style="list-style-type: none"> ● High Needs Lead Mentor ● SEMH Lead Mentor ● Safeguarding Inclusion Manager ● Team of Year Mentors ● Team of Teaching Assistants who support students across the school. ● We have support from specialist teachers for accessing the curriculum and additional input for specific needs e.g., speech, language and communication, visual and hearing impairment, social and emotional related difficulties, autism spectrum conditions, moderate / severe learning difficulties and specific learning difficulties. ● Educational Psychology Service. ● SEND Assessment Team. ● Behaviour and Alternative Provision Units. ● We have support from health services including CAMHS and a school nurse. ● We have systems for contact with social care where appropriate. ● We are supported by occupational therapy and physiotherapy for students who require this input and specific resources. ● We will hold multi-professional meetings. At these meetings the following types of discussions will take place; what will be put into place in school, agree targets for student's achievement.
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> ● In class TA support to support strategies and interventions in class. ● The High Needs Support Room ● Access to ICT resources including laptops, visualiser and computer suites ● Intervention /break out rooms ● Homework club – computer access before and after school ● Differentiated resources for visually impaired students, including coloured books and overlays ● LEA funded ASD base. ● Mentor provision ● Breakfast Club ● Bespoke interventions and timetables ● Nurture groups with smaller class sizes for those students with more complex and additional needs. ● Wilson Centre (Library) opens to students at break, lunch and afterschool.

<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> • KS3/4 Resource Base • ELKAN • In class support from Teaching Assistants to support strategies and interventions in class including visual supports • Range of language resources and programmes to form small group/one to one social skill intervention. • Specific after school clubs including gardening and Lego. • Crisis Room • Supervised break and lunchtime quieter spaces • Bespoke ILP's • Talkabout Assessment Tool at the start, end and throughout intervention. • Support parents with new diagnosis and signpost to additional support services • Lego Club • Mindfulness Therapy
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> • Referral to speech and language • Follow Care Plans by Speech and Language Team • Social Groups • Talk About Emotional Literacy Interventions • Sensory equipment • Crisis room • Supervised break and lunchtime quieter spaces • Bespoke intervention at the point of need • ILP'S • In-class support from Teaching Assistants. • Small group/one to one speech and language interventions/programmes. • Range of language resources and programme materials including ELKLAN resources. • Lego Club
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> • Literacy focus in QFT. • All subjects develop the use of tier two and three vocabularies. • All subjects use the Freya model and vocabulary sheets to further students' vocabulary. • NGRT reading assessment is used to identify students with a literacy need. • TA interventions including phonics and Reciprocal Reading • EAL specialist support in the classroom and in bespoke interventions. • Specialist Literacy TA.

	<ul style="list-style-type: none"> • Small group support in class for guided reading/writing. • Knowledge Organisers • Elevate revision Sessions • Revision Cafe • Form time literacy activities. • Whole –school reading and literacy drive. • Withdrawal into target groups for intervention programmes aimed at developing reading/writing skills. • Continued Professional Development training for all staff across the school. • External Specialist Teaching assessments • Departmental policy – Recall starters. • Alternative Provision classroom - Y11
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • Quality First Teaching and focus groups. • Small group support in class by teaching assistants. • Alternative Provision classroom - Y11 • Small group for ‘catch up’ maths activities, using specific programmes for identified student. • 1:1 support and intervention. • External Specialist Teaching assessments • Knowledge Organisers • Elevate revision Sessions • Revision Cafe • Whole school numeracy delivered during firm time. • Use of manipulatives and pictorial representations to aid understanding. • Departmental policy – Recall starters.
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<ul style="list-style-type: none"> • Personalised and differentiated curriculum via Quality First Teaching • Class sizes are reflective of need. • Assess, Plan, Do, Review Model of support • Teaching Assistants providing support in-class and withdrawal when appropriate • Targeted intervention sessions. • Specialist equipment and differentiation of resources to suit individual needs. • SEND ILP plans for identified students. • Strategies put into place as provided by professionals / specialist services / outreach. • Small group transition support. • Dyslexia Friendly classrooms • ILPs and EHCPs are accessible for teachers via ClassCharts.

<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>	<ul style="list-style-type: none"> • Student progress is tracked using the Plan-Do-Review cycle outlined in the SEND Code of Practice 2015. • All pupils' progress, including those with SEND are tracked through summative assessments and feedback to close gaps given. • In class observations. • Tracking and Target setting • SEND plans • Individual pastoral/behaviour support plans where appropriate. • Impact of interventions is regularly reviewed • Multi Agency Plan (MAP) • External professionals undertaking assessment. • Regular communication and meetings with parents. • SEND data reviews.
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Use of individual timetables and checklists. • Scaffolding and 'chunking' of activities. • Setting of Individual success criteria. • Visual prompts. • Modified TA support to enhance independent learning. • Access to a broad and balanced curriculum for all. • Regular reviews of progress. • Provision of regular and purposeful feedback to students. • Personal Development Curriculum • Homework tasks • Task organiser
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Wilson Centre (Library) opens to students • All staff allocated break time duties • Lunch duties • Homework club supervised by Teaching Assistants. • Toilet passes issued with medical evidence. • Mid-day supervisors provide support at all lunchtimes. • Drop in access to SEND resource base at break and lunchtimes for identified students.
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> • Breakfast Club • Wilson Centre resource Centre supervised after school by Teaching Assistant • Detailed Out of hours Curriculum in place Summer school

<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"> • All students are encouraged to engage and participate in extra-curricular activities and school trips. • Keyworkers can work with students to prepare them for any such activities and if appropriate, TA support may be provided. • SEND students are included in all enrichment and after school activities according to their preference. • Meetings with parents, school staff and professional to create Risk Assessments so all pupils can access school trips • School priority is to develop the talents of all by a new Mission Leader Team to promote activities outside the classroom that meet the needs of all.
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> • Breakfast Clubs for identified vulnerable students. • Students have a safe space to socialise before school. • Detailed Personal Development curriculum • Well-being intervention. • Daily and weekly Check-ins. • Counselling • Mental Health First Aiders. • Crisis Room Support. • Referral for external support. • 12 School Mentors (1 Year Mentor to each year group and 6 Specialist Mentors, including specialist SEMH Mentor and whole school lead) • Whole school teaching of SMSC including E-Safety where appropriate. • Meet and greet at start of day. • Parental meetings and support. • Reduced and bespoke personalised timetable. • Referral to CAMHS.
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • The school adopts the National Pivotal Approach programme • The school follows Halton’s behaviour Checklist • Guidance and Achievement System • Referral for external support if necessary • Seclusion and detention for punitive sanctions • Reflection and Intervention Day to support areas of need.

	<ul style="list-style-type: none"> • Schools 4 Staged approach to behaviour • Consistent use of the school’s behaviour policy including whole-school reward systems. • Pastoral team liaises with key individuals • Positive behaviour support plans. • Pastoral Support plans • Provision of small group/one-to-one sessions supporting positive behaviour • Key worker identified • Time-out support • Managed Moves • Referral to Support and intervention from outreach behaviour specialist and PBSS (Positive Behaviour Support Team)
<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"> • During KS2 to KS3 transition, the Lead for Transition will liaise with Primary schools to identify any possible SEND students. • School SENCO will carry out additional visits. • A Transition Key worker will be allocated over the summer term prior to entry. Parents/carers will be notified and asked to share in this transition. Identified staff to support transition. • Transition visits are completed with Primary Schools/colleges including follow-up meetings. • A two-day transition programme is undertaken for all Year 6 students who have been given a place. • Optional Summer School available for students transitioning from Primary School • Transition plans for individual student if appropriate, including opportunities for student to meet with new staff. • 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 informed decisions. • Mock interviews for college courses are conducted for identified vulnerable students. • Y11 EHCP reviews for post 16 education.

	<ul style="list-style-type: none"> • Supported college visits are conducted where necessary to ease the transition into a post-16 environment. • Work experience placements are tailored to individual students.
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> • When received, care plan recommendations acted on from a variety of therapists and medical staff. • Meetings and training with specialists when required. • First Aiders • Toilet and Lift passes • Evacuation plans • Defibrillator • Meetings around the child to cascade information / support • ILPs and Care plans • Intervention from physiotherapy / occupational therapy team • Close liaison with medical staff where required. • Staff training for managing medical needs. • Lift passes (and Evac-chairs) for identified students to aid movement throughout the school building.
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> • Dedicated Family Engagement Lead and 12 Mentors alongside other school staff. • Buy in extra Education Welfare support. • Parents' evenings and other school events. • Termly SEND parent coffee mornings including parental voice • The school welcomes parents to contact the school regarding any support they may need • Student views are very important, and we have a student leadership team. • School Mission Team. • Key workers are available who they know to go to if they require support / advice. • Regular meetings with parents/carers. • Parent contact book to strengthen school-home communication. • Support of progress tutors and progress leaders. • Termly review meetings with parents of SEN pupils. • The school will signpost appropriate groups and organisations that are relevant for a family's needs.

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.