

SEND Information Report September 2018-19

Welcome to the SEND Information Report for

Savio Salesian College

For further information please contact: SENCO: Mrs P Stroud

SEND Governor: Mrs S McCormick

Tel. 0151 521 3088

The purpose of this Report is to provide information for parents/carers in relation to SEND Provision at Savio Salesian College

The report should be read in the context of the Sefton Local Offer which can be located at:

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Savio Salesian College, we are committed to providing the very best opportunities for all our students and this report is firmly set in the context of our college aims:

We aim to ensure that:

- We challenge our students to become reflective and creative thinkers who embrace their lives with optimism, imagination and the confidence and courage to think for themselves.
- We maintain high expectations of all members of the college, staff and students alike, challenging them to be the best they can be, academically, socially, emotionally and spiritually.
- We all actively work to make a significant and positive contribution to the community, local, national and international.
- We are committed to the preparation and training of high quality teachers and support staff.
- We all strive actively and purposefully to make the vision and mission of the college a reality.
- We create a community which is welcoming of all cultural traditions in a climate of joy, tolerance and respect.

PART 1

The report is written as a series of questions which parents may ask about their child. The answers provide information on current practice in relation to students requiring additional support to achieve their potential.

1. How will I be involved in discussions about, and planning for, my child's education?

- ❖ If your child has been identified as having Special Educational Needs and/or Disability (SEND) before they start at Savio Salesian College, we will work closely with your child's primary school, any outside agencies and other people who already know your child.
- ❖ At this point we would invite you in to discuss and agree your child's needs and use the information gathered to plan with you a programme of support.
- ❖ While attending Savio Salesian College, if your child is not making expected progress, we will observe them, assess their understanding of what we are doing in school and use tests to identify any difficulties. We will then discuss these with you. If your child has complex needs, we may also refer to outside agencies for further assessment and support.

2. How will school staff support my child?

- ❖ The SENCo working with the Head of Year, including 6th Form pastoral staff, will oversee your child's education. If appropriate, a pupil profile will be written and reviewed with you and your child. This will then be shared with your child's teachers.
- ❖ The SENCo will monitor and track your child's progress in each subject at key times within the school calendar and will report back their progress through parent meetings and termly reports.
- ❖ In addition to this, you might be invited to meet with the SENCo or Head of Year, to discuss any changes to the pupil profile.

See also detailed information in relation to teaching, learning and assessment in Part 2 of this report.

3. How will the curriculum be matched to my child's needs?

- ❖ In order to match the curriculum to your child's needs, the teacher will set tasks that will allow your child to understand the work and make progress.
- ❖ All teachers are highly skilled in planning work that is set at an appropriate level of challenge for your child and this is supported by in-school training.
- ❖ In order to maintain these high standards, all teaching staff are observed regularly by heads of departments and the Headteacher.
- ❖ Work is regularly scrutinised by heads of departments and senior teaching staff to ensure the work is set at an appropriate level of challenge for your child.
- ❖ We have a supportive pastoral team who have regular contact with parents, particularly if there is an issue or problem that needs immediate attention.
- ❖ Information is passed to pastoral staff who are able to contact home with relevant information about your child.
- ❖ You can arrange a meeting with pastoral or SEND staff if you have concerns about your child's progress in any of their subjects.
- ❖ Using data analysis, support is put into place for those students who require additional help.
- ❖ Your child will be given their target grade at the beginning of each year in every subject.
- ❖ Your child's work will be marked and graded regularly allowing you to see the progress that they are making.
- ❖ A parents' evening is held for every year group to allow you to discuss your child's progress.
- ❖ Your child will be given homework which you can support them with at home.

4. What support will there be for my child's overall well-being?

- ❖ Every year group has their own appointed Head of Year a that are trained on a regular basis to adapt and meet the needs of your child. They work with students with a variety of SEND.
- ❖ If your child has a medical need he/she will receive appropriate medical care from a designated member of staff who has a medical background which is updated on a regular basis. This will be carried out after consultation with yourself and a medical plan will be devised.
- ❖ Should your child need support socially, the school can provide assistance via our college clinical psychologist.
- ❖ All staff and pastoral teams are given the relevant training to enable them to set up a personalised provision plan, which aims to avoid exclusion.
- ❖ At Savio Salesian College, your child will be encouraged to contribute their views by completing questionnaires at key times throughout the academic year on a range of school issues. Your child will be encouraged to offer ideas or take part in the student council.

5. What specialist services and expertise are available at, or accessed by, the school?

- ❖ Should your child need additional support within the college, the following may be utilized: the clinical psychologist, and specialist SEND teachers. If your child requires additional and different specialist support which is outside the remit of the school, we will contact other services as appropriate for your child.

6. What training do staff supporting children and young people with SEND have?

- ❖ All our learning support assistants are trained to meet a variety of SEND needs and this training is updated on a regular basis.
- ❖ Teaching staff have ongoing training to meet pupil needs.
- ❖ All staff are informed of your child's specific needs so that they can adapt their teaching styles appropriately.
- ❖ All staff update their knowledge and skills of SEND through internal and external training.
- ❖ The SENCo keep up to date by attending current training sessions provided by the Local Authority (LA).

7. How will my child be included in activities outside the classroom including school trips?

- ❖ All extra- curricular activities are fully inclusive for all SEND pupils.
- ❖ Any trip or activity requires Headteacher approval before being undertaken, as well as a detailed risk assessment.
- ❖ Provision is made to allow all students to access the trip.
- ❖ Parents/Carers are able to attend meetings prior to residential trips to discuss information and activities involved.
- ❖ A learning support assistant or general assistant attends all external activities.

8. How accessible is the school?

Savio Salesian College is now housed in an old building, but the school will make all reasonable accomodations. Please refer to our Accessibility Plan.

- ❖ The school communicates with parents and carers whose first language is not English by using translation services to speak in person or in written form.

9. How will Savio Salesian College support my child when joining the school and how will the school support my child in transferring to their next stage of education?

- ❖ When your child moves from their junior school to Savio Salesian College, we will offer transition days, one-to-one meetings with the SENCo and parents' meetings. We also have good working contacts with feeder schools.
- ❖ As your child moves from Key Stage 3 to Key Stage 4, Savio Salesian College will provide career guidance from our in-house Careers Officer, who works closely with the local careers service.

10. How are the school's resources allocated and matched to a child's or young person's special needs?

- ❖ All students on entry to Savio Salesian College are fully assessed to see how best we can meet their individual needs. If your child requires additional and different resources, the SENCo creates a pupil profile outlining your child's needs and appropriate resources are put in place. This could be provided directly from school resources or from outside agencies. This is dependent upon available resources.

11. How is the decision made about what type of and how much support my child receives?

- ❖ Should your child need support, the decisions will be based upon information received from your child's primary school, assessments carried out on entry in Year 7 and from meetings with parents/carers.
- ❖ Should your child transfer from a different setting and need support, the decisions will be based upon information received from their previous setting and from meetings with parents/carers.
- ❖ The persons involved in this decision making process with you and your child are the SENCo, the pastoral team, the senior leadership team and the Headteacher.
- ❖ The impact of support will be monitored at key times during the year, or as needed, on a regular basis and adjustments to the provision will be made, if appropriate.

12. How are parents involved in the school? How can I be involved?

- ❖ Savio Salesian College welcomes you to take an interest by becoming involved in your child's education.
- ❖ We will do this by inviting you to meetings i.e., parents' meetings, social occasions and one-to-one meetings as required. Pastoral staff may contact you if necessary and letters informing you of important information will be sent to you.

PART 2

Additional Information on teaching, learning and assessment in relation to SEND

Our Approach as a School:

High quality class teaching and additional interventions are focused through our person-centred planning approach across the school and this is central to ensuring an appropriate provision for all pupils. These processes help us to regularly review and record what we offer all pupils in our care. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:

Review

Assess

Do Plan

All teachers are responsible for every child in their care, including those with special educational needs.

Assess

Transition in Year 7

All pupils entering school in Year 7 have been given baseline assessments that are used to identify pupils who may have particular needs in areas of literacy and numeracy and cognition.

In conjunction with this process, parent interviews with pupils are held prior to joining our college in September.

Our Senior Leadership Team and SENCo also meet with primary teachers and primary SENCos in order to identify your child's needs.

Plan

The SENCo plans, with parents and the pastoral team, a co-ordinated approach to meeting your child's needs. At this stage, the type of provision, who will be responsible, how long the provision will be and expected outcomes will be determined.

Do

The plan is then carried out by teaching staff, support staff and outside agencies (if appropriate) who will have access to the plan detailing teaching strategies and expected outcomes. Staff will then make reasonable adjustments to their teaching in lessons.

Review

The plans are reviewed each term by analysing evidence from a variety of sources depending on the area of need for your child. This will be in the form of one or more of the following:

Teacher reports to parents Attitudes to Learning Reports Pupil feedback

Academic progress monitoring

Reports from specialists (where appropriate)

It is during this stage that a further cycle of support will be required.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

SEND NEEDS

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

- Currently the provision offered to students is firstly within the classroom.

Teachers will make reasonable adjustments to their classroom strategies to teach and embed effective communication and interaction in the classroom. This includes children with a variety of communication and interaction difficulties such as Autism Spectrum Disorder, Asperger's, speech difficulties and English as an additional language.

- The college uses the services of EMTAS to support pupils in Key Stage 3 and 4 who have English as an additional language.

- The college offers a broad range of activities within the college curriculum and during break and lunch time to create positive interactions for your child. In addition to this, the college will make referrals on your behalf, for example to the Speech and Language Therapist and/or the educational psychologist.

2. Cognition and learning

- Pupils who have cognitive and learning issues are supported using a graduated approach. Teaching staff will plan and deliver differentiated teaching and learning strategies to support your child's needs in the first instance.

When appropriate, however, the college currently offers the following kinds of interventions:

- At Key Stage 3, Literacy and Numeracy Catch-up programmes are delivered by our learning support assistants. All learning assistants have received training and for these programmes and have received a certificate for successful completion.

- At Key Stage 3 and 4, teachers of English and Mathematics provide one-to-one support as a "Follow on" programme to Catch up.

- The college has appointed a specialist teacher of SEN who is used to support pupils who have a specific learning difficulty such as dyslexia or moderate learning difficulties.

3. Social, emotional and mental health

The college safeguarding team and all other staff and support staff regard the well-being and safety of pupils the most important.

The Headteacher and the safeguarding team work closely with Child and Family services to ensure the safety of our pupils. The college clinical psychologist may work with some of our most vulnerable children and young adults.

Pupils who may require support are provided with access to the Head of Year as a support mentor. Parent meetings are an essential part of this process. All pupils are encouraged to take part in a wide variety of community college activities such as, music club, sports activities, drama club and charity events.

A list of staff and outside agencies involved are listed below.

Staff and outside agencies involved

Head of Year

SENCo co-ordinating other services or interventions

Learning support assistants

Counselling

College clinical psychologist

College mentor

College nurse / or other medical services

Educational psychologist

Referral to CAMHS

Behaviour manager