

SEN Report
2016/2017

Ms Amanda Jewell

SENCO

Key SEN Staff at St Edmund's Catholic School:

- Special Educational Needs Co-ordinator (SENCO) – Ms Amanda Jewell
- Special Educational Needs (SEN) Governor – John Philpott
- SEN Manager – Mrs Debbie Williams
- Higher level Teaching Assistant – Mrs Fran Lewis
- Higher Level Teaching Assistant– Mrs Lynda Sutton
- Teaching Assistant – Mrs Marisa Clark
- Teaching Assistant – Mrs Bettina Southey
- Teaching Assistant – Mrs Kayleigh Wood
- Teaching Assistant – Mrs Kasia Tarchalska

The types of Special Educational Needs for which provision is made at St Edmund's Catholic School;

In accordance with the SEN Code of Practice 2015, the types of Special Education Need (SEN) provision at St Edmund's Catholic School are categorised as follows:

1. Communication and Interaction (including Autism Spectrum Condition and Speech and Language Difficulties)
2. Cognition and Learning (including Dyslexia, Dyscalculia, Dyspraxia and Cognitive processing concerns)
3. Social, Mental and Emotional Health (including self-esteem, anger management, bereavement)
4. Sensory and/or physical (including hearing, vision and physical difficulties)

Students who have significant needs and are receiving additional support, will be placed on a Special Educational Needs register under the correct category of K, this means SEN with support.

Students with a lesser need, but still requiring in class support will remain on the SEN register but will not be allocated the K code. It is expected that their needs will be met through the mainstream core standards and the expectations of Quality First teaching.

This could include a student who has an official identification of dyslexia but through adapted delivery of the curriculum by teachers and learnt strategies utilised by the student, significant barriers are mainly overcome. Other additional needs could include general communication and interaction difficulties, verbal processing, visual stress, numeracy and literacy difficulties and handwriting.

SEN Analysis Sept 2016

Year Group	SEN with Support	SEN with EHCP *	Total
7	24	2	26
8	11	2	13
9	6	0	6
10	6	1	7
11	4	1	5
			57

- EHCP – Educational Health Care Plan (this is the new version of the Statement provision for students with significant needs)

SEN Analysis by need type 2016

Year Group	C & I	C & L	S & P	SMEH
7	10	11	0	5
8	3	5	1	4
9	5	1	0	0
10	4	2	1	0
11	2	1	1	1
ALL	24	20	3	10

Note: Some students may have a primary need but also have a secondary need which may affect total figures.

Attainment Year 11 Results - 2015/16

No of students with SEN support or EHCP	8
5 A*- C inc Eng and Maths	12.5%
5 A*-G inc Eng and Maths	100%
Progress 8 score	+0.27

There were 3 students in this year group with EHCP plans.

Procedure for identifying students with SEN

- The early identification and assessment of students with SEN is a priority and is the responsibility of the SENCO. There is a weekly forum involving all Inclusion staff to discuss any concerns or issues raised by any member of St Edmund's staff surrounding any student, where appropriate support, referral or intervention is discussed.
- Identification of students with SEN starts whilst they are in their primary setting. The SENCO will attend the final annual review of students with an EHCP and, if possible, other students with significant need. The SENCO will liaise with relevant primary school Key Workers to ensure that all students on the SEN register have been identified and that suitable provision has been made for entry at St Edmund's Catholic School.
- Upon arrival at St Edmund's Catholic School, baseline assessments for most subjects including English and Maths take place early in Year 7, the results of which, will determine a suitable "set" for the student and provide baseline data to help in tracking the progress of these students and may also highlight the need for further testing.
- Students who achieve KS2 English scores of less than the expected, will also receive additional support in English and/or Maths under the Literacy and Numeracy Catch up Premium scheme, this can be through the Maths and/or English department and the SEN department.
- The main purpose of the assessment process is to facilitate the student's ability to learn.
- In compliance with the SEND Code of Practice 2015 most needs will be met within the mainstream classroom through Quality First Teaching and the SENCO will liaise closely with departments to ensure that differentiation takes place, especially in Year 7, to enable all students to access the national curriculum.
- Success criteria will be determined on an individual basis, dependent on the needs of the student.
- General progress is determined by monitoring results at key stages, progress between key stages, improvement in reading age compared to chronological age and the ratio gains made, together with the successful completion of examination courses.
- Self-esteem is determined by a variety of criteria, in particular the Leuven scales.
- In addition, all information collected will be recorded in a document for staff and parents/carers if requested, known as a student passport. Any student, who is classed as SEN with support will be included in a provision map which will include:

1. Details of any extra support or interventions for the student.
 2. The student's learning targets and long term desired outcomes.
 3. The date when the student's progress will be reviewed.
 4. Details of the student's strengths and areas of difficulty.
 5. This document will also have suggested individual strategies and supplementary information to assist teachers in meeting the student's individual needs.
- Some students with SEN may require higher levels of support, or have complex needs and will be referred for an Education, Health and Care Plan (EHCP). Annual reviews will take place for these students, which the SEN manager or SENCO and HLTAs/TAs will attend and formally contribute to the meeting if appropriate.

Arrangements for consulting parents/carers of students with SEN and involving them in their child's education

Good home/school communication is seen as key to ensuring sound education provision for students with and without SEN. We communicate regularly with parents/carers, initially in the form of a Progress and Attainment report, closely followed by Parents' Evenings offering parents/carers an opportunity to meet with their child's subject teachers as well as additional staff (including the SENCO) to explain to parents/carers where their child is in their learning and discuss any specific needs. This also offers the school an opportunity to listen to parents/carers views to ensure the most appropriate targets are set to support progress. Updates to the provision map and individual student passports will also be made if necessary.

On-going communication via email or regular meetings may also take place between school and parents/carers giving information on:

- interventions students are receiving and the intended learning outcomes;
- when interventions will be delivered and for how many weeks;
- who will be delivering the interventions and whether this will take place in or outside the classroom;
- how the interventions will relate to and support learning in the classroom;
- how the intervention will be monitored and when the impact of this support will be reviewed to ensure it is helping the child make progress;
- how to support the child's learning at home.

Arrangements in place for consulting students with SEN and involving them in their education

All students at St Edmund's Catholic School, including those with SEN, have individual targets for each subject which students are made aware of. If students are seen to be working below these targets they will be offered specific advice from teaching staff on how to achieve them. This may include extra teaching sessions at break time, lunchtime or after school.

In some cases, students with SEN will have specific SEN targets attached to their individual provision maps. These will be discussed with the student and shared with their teachers.

The school encourages students with SEN to take part in meetings arranged with parents/carers and external agencies, to discuss their development to ensure that interventions are student centred and appropriate to the personal goals and hopes of the student.

Arrangements in place for assessing and reviewing student progress towards outcomes

All students with SEN should make at least expected progress towards their targets, in line with their peers. These targets will be regularly monitored by the student's Key Stage Leader and the SENCO. Strategies will be put in place to address any identified barriers to learning and provision maps will be updated and shared with students, parents/carers and teachers.

In addition, as part of each of the three learning cycles, the SENCO will monitor progress data and discuss with progress leaders an individualised plan to support students in any areas of under-achievement. Subject teachers of a student will be provided this information within the form of a provision map.

Specific Monitoring Strategies

- Diagnostic Testing
- Lesson Observations (including written reports)
- Learning Walks
- Student Voice activities
- Learning cycle tracking data analysis

If teachers have specific SEN concerns, each case will be investigated by the SENCO and SEN team. Teaching staff are encouraged to keep evidence of student work and provide photocopies of this to the SEN department to be used as supplementary evidence for the Exam Boards when applying for access arrangements.

Resources and Support

It is essential that resources are used to the full to benefit students with learning difficulties.

- The placement of Teaching Assistants (TAs) will be strategically planned to ensure that the greatest number of students benefit.

- HLTAs and TAs play an active role in all aspects of teaching and learning including:
 - the review process;
 - liaising with subject teachers and pastoral staff;
 - liaising with faculties to supply appropriate exam access arrangements;
 - advising on the suitability of texts.
- IT resources will be up-dated and developed when possible. In particular students will be encouraged to use word processors where appropriate and incorporate graphics. Computer programmes and Apps will be used to develop spelling, punctuation, comprehension and reading skills.

Exam Access Arrangements

Students with identified needs may qualify for support in internal and external assessments. Teachers will follow the school's SEN concerns process and evidence of need will be supplied. Our qualified assessor may then administer a formal test and this may result in the student qualifying for exam access arrangements.

Exam Access Arrangements Analysis December 2016

Year Group	Access Arrangements							Alternative Location/room
	Reader	Scribe	25% extra time	Oral language modified papers	Prompt	Laptop	Rest Breaks	
10	6	5	14	0	6	3	0	1
11	5	1	18	0	9	3	2	1

Arrangements for supporting students in moving between phases of education and in preparing for adulthood

Primary to Secondary Education Transition.

Communication takes place with primary schools prior to a student starting at St Edmund's in Year 7. Relevant information is exchanged and added to a student's provision map wherever appropriate. In some cases the SENCO may feel it necessary to observe a student in their primary classroom, or useful to meet with parents/carers or arrange additional opportunities for both parents/carers and their child to visit St Edmund's.

The school may also attend external professionals meetings (including, CHYPS, Early Help meetings, or EHCP review meetings) in order to compile a fuller picture of a student.

As students with SEN move through the school knowledge will be gained regarding individual strengths and aptitudes. Appropriate learning pathways will be made available, much of it taking the form of vocational training, some of which may be off-site with our educational partners. All students will have a Careers appointment; this is always aspirational. Students with SEN can receive earlier and more individualised input in this area, including supervised visits to further and higher educational establishments. There are also careers fairs, sixth form taster days and information evenings for students and their parents/carers to attend.

Secondary Education to Higher/Further Education Transition

Once a student reaches the point in their educational journey when they are considering leaving either for employment or for higher or further education, a transition programme will be initiated which will include the sharing of pertinent information to ensure continuity of support.

The approach to teaching students with SEN at St Edmund's Catholic School

- It is most important for students with SEN to make good progress alongside their peers. There may be occasions when we feel that some additional support may be necessary to ensure students continue to make progress.
- By providing detailed SEN information regarding students and offering appropriate SEN training for staff, high quality teaching for students with SEN is ensured.
- The SENCO will liaise closely with all staff and each core faculty has an appointed Teaching Assistant who will be responsible for SEN issues and the SENCO will hold regular meetings with these representatives to discuss students, levels of support and other related issues including the deployment of Teaching Assistants.
- The SEN department regularly updates resources in the SEN area relating to current special educational needs to faculties and this has included information on:
 - Dyslexia
 - Autism Spectrum Condition
 - Visual Impairment
 - Hearing Impairment
 - Speech & Language Impairment
 - Attention Deficit Hyperactivity Disorder

How adaptations are made to the curriculum and the learning environment of students with SEN

- Each teacher will make necessary adjustments when delivering the curriculum, to ensure that all students can access the syllabus.
- Teachers are well informed about specific individual needs and have a range of SEN friendly strategies by which to meet these needs to ensure expected progress. Students with SEN will always be included in the whole class activity and the lesson aims/objectives will be relevant to them.

However, the way in which students with SEN achieve these aims/objectives may differ to the other students as differentiation may include:

- a range of challenge levels;
- alternative recording strategies;
- increased support from either the teacher or a Teaching Assistant;
- differentiated assessment formats.
- Students with particularly high levels of need may also require a Care Plan or a Health Care Plan which may include a risk assessment.

Staff training to support students with SEN

Training takes place as and when a need is identified:

- Ms Jewell (SENCO) is currently undertaking a PAPAA, Postgraduate Award of Proficiency in Assessment for Access Arrangements.
- All new staff receive initial SEN training.
- Teaching Assistants have received training in dyslexia, speech and communication difficulties, autism, transforming conflict, precision teaching and cognitive behavioural therapy to fulfil their in-class support duties.
- Where additional input is required, specific training relating to an individual student or group of students will take place and may be led by external professionals involved with the student.

St Edmund's Intervention Programmes currently on offer;

1. Reading for well-being.
2. Cognitive Behavioural Therapy.
3. Speech and Language.

4. Soundwrite.
5. Time to talk.
6. Literacy Progress Unit.
7. Maths Intervention group.
8. Fizzy Motor Skills Programme.
9. Counselling.
10. Homework club.

Evaluating the effectiveness of the provision made for students with SEN with regards to general school life

- Teaching staff complete a programme of lesson observations to ensure that SEN provision is met. This process highlights any under-achieving students with SEN.

The students are also encouraged to access any lunchtime and/or after school activities in which they show areas of strength to allow them to focus on a positive experience in order to help increase their self-confidence.

Support for improving emotional and social development. The SEN room is open daily at breaks and lunch where the SEN students are able to have their lunch, use the computers available and discuss any general concerns they have with pastoral staff available.

Interventions are available for emotional support. Students are made aware that there are a number of staff available if they need to talk about their problems. Students with a greater need will be assigned a Key Worker who will meet with the student on a regular basis and report back to the SENCO or any external agencies involved with the student.

A range of individual or group interventions are also available to meet the need in this area. These include:

- Self- esteem building.
- Social skills groups.
- Friendship groups.
- Break-time games clubs.
- Lego therapy.
- Mentoring and coaching programmes.
- Emotional Management.

Access to other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting a student's special education needs and supporting their family

Meeting the needs of our students with SEN may also require access to other external agencies to provide a range of specialist support and outreach services to help the school deliver appropriate support and interventions. If it is felt that the involvement of another agency will help meet a student's needs parents/carers will be informed and asked to give their consent. Recommendations made by specialist agencies will be addressed and disseminated via a provision map.

The SENCO liaises closely with the following external agencies:

- Educational Psychologist
- Specialist Teaching Service (SpLD and Autism)
- Children's Social Care
- CHYPS (Children and Young People's Service)
- Careers Advisors
- Pupil Referral Service
- Speech & Language Therapist
- Advisory Service for Hearing Impairment
- Advisory Service for Visual Impairment
- College of Further Education
- Occupational Therapist
- Physiotherapist
- School Nurse
- Consultant Paediatrician
- Virtual Schools Kent

Arrangements for handling complaints from parents/carers of children with SEN about the provision made at the school

We have a designated governor for SEN in the school and complaints regarding SEN should follow the general complaints procedure. However, it is always best to approach the teacher first. If parents/carers are still not satisfied contacting the SENCO, the Headteacher should be the next step.

If parents/carers still feel that their view has not been listened to or answered to their satisfaction they can make a formal complaint by writing to the Chair of Governors at the school.