

## SEN Information Report

### Statutory

#### Key Email addresses

SENDCO – [Luan.Barrie@salford.gov.uk](mailto:Luan.Barrie@salford.gov.uk)

Assistant SENDCO- [Caroline.Bradford@salford.gov.uk](mailto:Caroline.Bradford@salford.gov.uk)

School enquires – [stpatricks.rchighschool@salford.gov.uk](mailto:stpatricks.rchighschool@salford.gov.uk)

The Governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year **must** be updated as soon as possible. (Special Educational Needs and Disability Regulations, 2014)

A glossary is attached in the Local Offer for any acronyms you may not understand.

The SEN Information Report is linked to our Local Offer and can be found on the same site. As you work through this document, you will see there are overlaps in the detail in much of the information being asked for. You can cross refer to other appropriate sections in other documents to avoid duplication of effort or, perhaps it would be easier for parents if you cut and paste sections of what you have filled in on the Local Offer Template into this document.

## **1. The kinds of special educational needs for which provision is made at St Patrick's RC High School**

Cognition and Learning – Dyslexia, Specific Learning Difficulties, Moderate Learning difficulties  
Communication and Interaction – Receptive and expressive language difficulties. Autistic Spectrum Condition  
Social, Emotional and Mental Health Difficulties – Attention Deficit and Hyperactivity disorder, Oppositional Defiant Disorder.  
Sensory and Physical – Visual Impaired, Hearing Impaired and Physical disabilities.

## **2. Information about the Schools policies for Identification and assessment of pupils with SEN**

We follow the SEND and Disability Code of Practice 0-25 years 2014  
St Patrick's SEND policy found at the Schools Website

Regular progress checks are made throughout each lesson. Formal checks via interim reports are made every term.

If a pupil's progress is a concern and they have a barrier to learning staff complete an SEN referral via the email address or speak to the SENDCO. 1) An individual monitoring plan, including observations of teaching, assessment of pupils learning, testing, progress checks are completed. If there is a cause for concern (Assess) 2) Parental meeting takes place and pupils targets views/support discussed (Plan) 3) Pupil Passport created and support strategies shared with staff (Do) 4) progress check and assessment completed with subject teacher and SENDCO (Review).

Pupils on SEN list are monitored vigorously to ensure progress is achieved. After every progress check underachieving pupils and their parents attend a meeting with SENDCO to discuss targets and next steps. Next steps may involve escalating pupil up the threshold of need to involve external agencies to support the pupil.

**3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including**

**a. How we evaluate the effectiveness of our provision for such pupils**

Monitored by the SENDCO.

Evaluation of Personal Learning Profiles 2 times a year.

Tracking of pupil progress in terms of National Curriculum Levels 3 times a year.

Edukey Provision Mapping software is used to decide if intervention is value for money compared to assessment information.

For prolonged intervention programmes such as Reading Recovery termly assessment data is used.

Interim analysis of attainment data for children with SEN across the school in primarily English and Maths – comparisons with non-SEN to see if the gap has narrowed.

Analysis of levels of progress from KS2 in English and Maths to see if expected progress is made within discrete groups of SEN pupils, which is compared nationally with progression guidance material.

Compare SEND pupil progression over time

Staff surveys (Round Robins)

Attendance/punctuality/exclusion data

**b. The school's arrangements for assessing and reviewing the progress of pupils with SEN**

Cycle of consultation, meetings, target setting, reviewing targets take place for pupils with Educational Psychologist involvement.

Following an assessment by the Learning Support Services, meetings take place to discuss the findings and how best to meet the targets in School.

**'Support for pupils with SEND is strong. Leaders identify pupils with SEND as quickly as possible. Teachers are furnished with rich information that they use expertly to ensure that these pupils access the same ambitious curriculum as their peers.' Ofsted 2022**

SENDCO attends all parents' evenings

Review meeting arranged for any underachieving pupil on SEN list regardless of stage occurs 2 times a year

Annual reviews are held yearly for pupils with an EHCP

Specific Parental SEN time every week – SENDCO and Assistant SENDCO available daily for telephone calls, virtual meetings and face to face meetings.

Direct phone line/email address to SENDCO and Assistant SENDCO ([luan.barrie@salford.gov.uk](mailto:luan.barrie@salford.gov.uk) / [caroline.bradford@salford.gov.uk](mailto:caroline.bradford@salford.gov.uk) )

### **c. The school's approach to teaching pupils with SEN**

We aim for St Patrick's RC High School to be a Catholic school to which children wish to come, to which parents wish to send their children, and where teachers wish to teach.

Our school community is guided by the Gospel values of: love, forgiveness, reconciliation, justice, integrity, humility and truth. Faith and worship are lived, taught and celebrated. We recognise the importance of service to others and the opportunity to be witnesses to Christ in our community. All are unique and strive for personal growth. We celebrate the pursuit of academic excellence, applaud ambition and value the achievements of all. Our pupils are expected to achieve their best and use their learning to make a difference in the world they live in

Quality first teaching takes place in every classroom.

We are very proud of the good practice that is in place throughout the School to ensure that all pupils are supported to make the best progress possible and to fulfil their potential. This will include the use of differentiated worksheets, tasks and in some cases personalised teaching to meet pupils' specific needs.

We are striving towards becoming an Emotionally Friendly School and this year we are working closely with the Primary Inclusion Team, Salford Education Psychology Service and the I-Reach CAMHS team to make progress in this area.

Although EAL is not deemed as SEN, we do recognise that these pupils would require something additional and different. Pupils who speak English as a second language may also require additional modified curriculum programmes.

We are aware of our duties under the Single Equalities Act 2010 and will make any reasonable adjustment possible to ensure pupils with SEN and/or disability are not treated less favourably and to ensure that their needs are met.

We are aware of Statutory guidance entitled Supporting Pupils at School with Medical Conditions (February 2014) and are compliant with these duties.

**d. How the school adapts the curriculum and learning environment?**

Examples may include:

Enlarged print/Laptop for VI pupils

Curriculum scaffolded and differentiated to meet the needs of SEND pupils

Use of all aspects of QFT by teachers in every class has a profound impact on the quality of learning. Enabling pupils to really understand where they are in their learning journey and what they need to do next to improve further and become independent learners.

Small class sizes in lower year groups – sets and a Year 7 Nurture Group.

Word Walls

Help boxes

Dyslexia friendly lesson resources as standard whole school

Alternative methods of recording – Laptop/Scribe/Reading Pens

Individual Pupil Passports for all learners on the SEN register as well as bespoke Learning Plan's for EHCP pupils- available to teacher vis Class Charts.

We are aware of our duties under the Single Equalities Act 2010 and will make any reasonable adjustment possible to ensure pupils with SEN and/or disability are not treated less favourably and to ensure that their needs are met.

We are aware of Statutory guidance entitled Supporting Pupils at School with Medical Conditions (February 2014) and are compliant with these duties.

**e. Additional support for learning that is available for pupils with SEN**

We have a large department of skilled TAs with several being ELKLAN trained as well as undergoing continual training in all areas of SEND.

Nurture group in year 7 for pupils with literacy and numeracy difficulties and are identified at primary as vulnerable.

Intervention Room

Sensory Room

Emotional regulation support

Social skills interventions

Individual Learning and Support Plans with SMART targets (Pupil Passports & Learning Plans on Class Charts)

Literacy Catch-up

Numeracy Catch -up  
Pyramid club for pupils with Social and emotional difficulties  
Intensive one to one Literacy intervention delivered by fully trained staff  
Handwriting intervention  
Speech and Language support with ELKLAN trained TAs

**f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum**

All Extracurricular activities  
Trips  
During School – dinner time social clubs and a Quiet Room  
Before school – breakfast club  
After school - Pyramid Club for the more vulnerable students to encourage friendships and good relationships with staff  
After school – Homework club  
After school Y11 core subject/coursework support)  
After school Numeracy Catch up – Use of Eedi software  
Various sports clubs run after School  
Subject based co-curricular offer  
During holidays - revision sessions for KS4 pupils at key points throughout the year.  
Extra visits to encourage a positive transition for Year 6 Pupils

**g. Support that is available for improving the emotional and social development of pupils with SEN**

I-Reach CAMHS  
Pyramid Club  
Social Skills sessions  
CARITAS counselling  
Pastoral Lead Mentoring  
Pupil Services  
Circle of Friends  
EP advice  
Reduced Anxiety Model Prevention (RAMP)  
Motivational Interviewing  
Friends for life  
Coping Power

Anxiety Gremlins  
Emotional and Social Intelligence  
SEMH outreach support  
Gaddums

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENDCO**

SENDCO: Luan Barrie. [Luan.barrie@salford.gov.uk](mailto:Luan.barrie@salford.gov.uk)  
Assistant SENDCO: Caroline Bradford. [Caroline.bradford@salford.gov.uk](mailto:Caroline.bradford@salford.gov.uk)

**5. Information about the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured**

Experienced SENDCO and Special Educational Needs practitioner who is a member of the senior leadership team.

6 ELKLAN TAs  
1 Assistant SENDCo  
4 CBT trained TAs  
TAs trained to deliver phonics  
All TAs trained in handwriting intervention and assessment for literacy  
6 Numeracy catch up trained TAs  
3 Pastoral Lead Mentors  
All staff trained in dealing with SLCN, SEMH, MLD, ASC pupils  
Support and advice from SENDCO in tracking and identifying SEN pupils  
Performance management meetings focus on SEN  
Learning walks focus on SEN  
SENDCO organises training based on need  
School receives LA support from VI and HI team.

**6. Information about how equipment and facilities to support CYP with SEN will be secured**

Discuss with agencies involved  
Discuss with parents

Discuss with head teacher

Equipment or facilities to support pupils with SEN are non-negotiable. Whatever they require, within reason they receive. For example, we provide a Visually impaired pupil with an IPAD in order for them to access the curriculum.

We are aware of our duties under the Single Equalities Act 2010 and will make any reasonable adjustment possible to ensure pupils with SEN and/or disability are not treated less favourably and to ensure that their needs are met.

We are aware of Statutory guidance entitled Supporting Pupils at School with Medical Conditions (February 2014) and are compliant with these duties.

#### **7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child**

At the start of year there is a general meeting with all parents

Throughout the year there is a parents evening and an end of Year report for parents.

There are also Interim reports throughout the year.

Progress and outcomes are discussed during consultation meeting with Schools EP

Parents are invited into the School to discuss their child's progress at anytime

Presentation Evening

Parents of pupils with SEND are given the SENDCO direct number to discuss progress

SENDCO is available after school hours for discussion of SEND pupils

Meetings are ongoing throughout the year with parents and pupils via structured conversations

Parental questionnaires are completed annually for parents of children with SEND

#### **8. The arrangements for consulting young people with SEN about, and involving them in, their education**

Pupil learning plan targets are discussed and reviewed with pupils

Pupil questionnaires are completed every term and outcomes also discussed with pupils

Pupils are aware of their individual levels.

Pupils are involved in the annual review

Parental meetings involve the pupils.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

In the event that a complaint cannot be resolved, then the matter will be referred to the chair of governors

Steps

- 1) In the first instance please contact the Class Teacher.
- 2) If the matter is not resolved please contact the SENDCO.
- 3) If the matter remains unresolved the Head Teacher should be contacted.
- 4) In the unlikely event that the matter is still unresolved please contact the Governing Body in writing.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children**

Early Help Assessments completed to provide support from other agencies for pupils.

On a needs basis we will consult any relevant service which may include

Educational Psychologist

Speech and Language Therapists

Learning Support Services

The Salford Autism & Communication team

CAMHS

CARITAS

Gaddums

IYSS

**11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32**

SIASS

Unity House

Salford Civic Centre

Chorley Road

Swinton

M27 5AW

0161 778 0538

<p><i>For children aged 0-5</i></p> <p><i>Early Support/Portage Home Visiting Team/Inclusion Officers</i></p> <p><i>Starting Life Well</i></p> <p><i>Unity House</i></p> <p><i>Salford Civic Centre</i></p> <p><i>Chorley Road</i></p> <p><i>Swinton</i></p> <p><i>M27 5AW</i></p>	<p>0161 793 3275</p>
<p><i>Statutory Assessment Team</i></p> <p><i>Burrows House</i></p> <p><i>10 Priestley Road</i></p> <p><i>Wardley Industrial Estate</i></p> <p><i>M28 2LY</i></p>	<p>0161 778 0410</p>
<p><i>Learning Support Service (LSS)</i></p> <p><i>c/o Moorside High School</i></p> <p><i>57 Deans Road</i></p> <p><i>Swinton</i></p> <p><i>M27 0AP</i></p>	<p>0161 607 1671</p>
<p><i>Educational Psychology Service</i></p> <p><i>Burrows House</i></p> <p><i>M28 2LY</i></p>	<p>0161 778 0476</p>
<p><i>Children with Disabilities Social Work Team</i></p> <p><i>Salford Civic Centre</i></p> <p><i>Chorley Road</i></p> <p><i>Swinton</i></p> <p><i>M27 5DA</i></p>	<p>0161 793 3535</p>

**12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living**

*Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEN.*

<b>Transition From</b>	<b>To</b>	<b>Support Service</b>	<b>Contact details</b>
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476

		LSS	0161 607 1671
Key Stage 3	Key Stage 4	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 4	Key Stage 5 and beyond	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
		New Directions (the Joint Learning Difficulty Team within Adult Services)	0161 793 2286
		Transition Coordinator	0161 793 2298
		Connexions	0161 603 6850
		Salford City College Learning Support	<p>City Skills Sixth Form Centre - <a href="#">50 Frederick Road, Salford, M6 6QH</a></p> <p>Eccles Sixth Form Centre - <a href="#">Chatsworth Road, Eccles, Salford, M30 9FJ</a></p> <p>FutureSkills - <a href="#">Dakota Avenue, Salford, M50 2PU</a></p> <p>Pendleton Sixth Form Centre - <a href="#">Dronfield Road, Salford, M6 7FR</a></p> <p>Walkden Sixth Form Centre - <a href="#">Walkden Road, Worsley, Salford, M28 7QD</a></p>
For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)			0161 603 4500

<i>For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team</i>	<i>0161 793 3535</i>
13. Information on where the local authority's local offer is published <i>The Local Offer in Salford (LOIS) can be found at this location:</i> <a href="http://www.salford.gov.uk/localoffer.htm">www.salford.gov.uk/localoffer.htm</a>	