

SEN Information Report

Statutory

Key Email addresses

Head of Inclusion- Luan.Barrie@salford.gov.uk

SENDCO- kimberley.wood@salford.gov.uk

School enquires – stpatricks.rchighschool@salford.gov.uk

Governor for SEND – David Ground, Cath grounds & Sam Glynn-Atkins

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 on the School's 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 internal SEND 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 the SEND register are monitored vigorously to ensure progress is achieved. After every progress check, pupils who are not making the expected progress and their parents attend a meeting with the 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 Plans/Pupil Passports 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 centrally record and monitor all support plans and interventions.

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 where appropriate

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 pupil on the SEND register not making the expected progress, regardless of stage, occurs 2 times a year
Annual reviews are held yearly for pupils with an EHCP
Specific Parental SEN time every week – Head of Inclusion and SENDCO available daily for telephone calls, virtual meetings and face to face meetings.
Direct phone line/email address to Head of Inclusion and SENDCO (luan.barrie@salford.gov.uk / Kimberley.wood@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.

Inclusive 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 work closely with the Primary Inclusion Team, Salford Education Psychology Service, Thrive in Education 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 Equality 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 adapted to meet the needs of SEND pupils

Use of all aspects of Quality First teaching 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.

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 via Class Charts on seating plans and registers.

We are aware of our duties under the Equality 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 all undergoing continual training in all areas of SEND.

Pastoral and Inclusion Lead Intervention Room

Sensory Room

Emotional regulation support

Social skills interventions

<p>Individual Learning and Support Plans with SMART targets (Pupil Passports & Learning Plans on Class Charts)</p> <p>Literacy Catch-up</p> <p>Numeracy Catch -up</p> <p>Inclusive Co-curricular offer</p> <p>Pyramid club for pupils with Social and emotional difficulties</p> <p>Intensive one to one Literacy intervention delivered by fully trained staff</p> <p>Handwriting intervention</p> <p>Speech and Language support with ELKLAN trained TAs</p>
<p>f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum</p> <p>All Co-Curricular activities are inclusive and available to all pupils</p> <p>Trips (Supported by the SEND team where appropriate)</p> <p>During School – dinner time social clubs and a Wellbeing Hub</p> <p>Before school – breakfast club</p> <p>After school - Pyramid Club for the more vulnerable students to encourage friendships and good relationships with staff</p> <p>After school – Homework club offered daily Monday to Friday and staffed by the SEND team</p> <p>After school Y11 core subject/coursework support)</p> <p>After school Numeracy Catch up</p> <p>Various sports clubs run after School all of which are inclusive</p> <p>Subject based co-curricular offer</p> <p>During holidays - revision sessions for KS4 pupils at key points throughout the year.</p> <p>Summer time vulnerable learner provision</p> <p>Extra visits to encourage a positive transition for Year 6 Pupils</p>
<p>g. Support that is available for improving the emotional and social development of pupils with SEND</p> <p>I-Reach CAMHS worker attached to the school</p> <p>Pyramid Club</p> <p>Social Skills sessions</p> <p>CARITAS counselling</p> <p>Pastoral & Inclusion Lead Mentoring with bespoke intervention</p> <p>Pupil Services</p> <p>Circle of Friends</p> <p>EP advice and workshops</p>

Reduced Anxiety Model Prevention (RAMP)

Individual risk assessments

Motivational Interviewing

Friends for life

Coping Power

Anxiety Gremlins

Emotional and Social Intelligence

SEMH outreach support

Gaddums

Youth Service

42nd street

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

Head of Inclusion Luan.barrie@salford.gov.uk

SENDCO: Kimberley Wood Kimberley.wood@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

We have a team of 25 staff in the SEND Department, who have extensive experience and training in planning, delivering and assessing intervention programmes.

All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCO or other staff with relevant expertise.

SEND training forms part of the continuing professional development of all teachers and TA's and is organised in accordance with the needs of the students.

The school works closely with other local schools, especially our feeder primary schools, sharing training opportunities including INSET days and outside experts.

Head of Inclusion and strategic lead for SEND (Mr Barrie) is a member of the senior leadership team and has overall responsibility for SEND and Inclusion.

Experienced SENDCO and Special Educational Needs practitioner (Mrs Wood).

SEND Team Leader and external agency liaison (Mrs Bradford)

<p>18 teaching Assistants offering inclass support and 1:1 or small group intervention</p> <p>4 CBT trained TAs</p> <p>TAs trained to deliver Reading, literacy and numeracy intervention</p> <p>All TAs trained in handwriting intervention and assessment for literacy</p> <p>3 Specialist trained Pastoral & Inclusion Leads offering bespoke SEMH based intervention.</p> <p>All staff trained in supporting pupils pupils with identified learning needs across the four broad areas of need.</p> <p>Support and advice from SENDCO in tracking and identifying SEN pupils</p> <p>Performance management meetings focus on SEN</p> <p>Learning walks focus on SEN</p> <p>SENDCO organises training based on need</p> <p>School receives Local Authority support from the VI and HI team as well as the Learning Support Service and ACE Team.</p>
<p>6. Information about how equipment and facilities to support CYP with SEN will be secured</p> <p>Discussion with agencies involved</p> <p>Discussion with parents</p> <p>Equipment or facilities to support pupils with SEN are non-negotiable and are allocated based on identified need.</p> <p>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.</p> <p>We are aware of Statutory guidance entitled Supporting Pupils at School with Medical Conditions (February 2014) and are compliant with these duties.</p>
<p>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child</p> <p>At the start of year there is a general meeting with all parents</p> <p>Throughout the year there is a parents evening and an end of Year report for parents.</p> <p>There are also Interim reports throughout the year.</p> <p>Progress and outcomes are discussed during consultation meeting with Schools Education Psychologist</p> <p>Parents are invited into the School to discuss their child's progress at anytime</p> <p>Presentation Evening</p>

Parents of pupils with SEND are given the SENDCOs 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 with EHCPs are involved in the annual review
Parental meetings involve the pupils.
All pupils on the SEN register are offered a key worker from the SEND team who they are able to meet with on a fortnightly basis to review support plans and discuss progress.

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/Head of Inclusion.
- 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 42 nd Street	
11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32	
<i>SIASS Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	0161 778 0538
<u><i>For children aged 0-5</i></u> <i>Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	0161 793 3275
<i>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</i>	0161 778 0410
<i>Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP</i>	0161 607 1671

<i>Educational Psychology Service Burrows House M28 2LY</i>	<i>0161 778 0476</i>
<i>Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA</i>	<i>0161 793 3535</i>

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.

<i>Transition From</i>	<i>To</i>	<i>Support Service</i>	<i>Contact details</i>
<i>Setting</i>	<i>School</i>	<i>Starting Life Well</i>	<i>0161 793 3275</i>
		<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 3</i>	<i>Key Stage 4</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 4</i>	<i>Key Stage 5 and beyond</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
		<i>New Directions (the Joint Learning Difficulty Team within Adult Services)</i>	<i>0161 793 2286</i>
		<i>Transition Coordinator</i>	<i>0161 793 2298</i>
		<i>Connexions</i>	<i>0161 603 6850</i>
		<i>Salford City College Learning Support</i>	<i>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</i>

			<p><i>Eccles Sixth Form Centre</i> - <u>Chatsworth Road, Eccles, Salford, M30 9FJ</u></p> <p><i>FutureSkills</i> - <u>Dakota Avenue, Salford, M50 2PU</u></p> <p><i>Pendleton Sixth Form Centre</i> - <u>Dronfield Road, Salford, M6 7FR</u></p> <p><i>Walkden Sixth Form Centre</i> - <u>Walkden Road, Worsley, Salford, M28 7QD</u></p>
<i>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)</i>			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>			0161 793 3535
<p>13. Information on where the local authority's local offer is published</p> <p><i>The Local Offer in Salford (LOIS) can be found at this location:</i></p> <p><u>www.salford.gov.uk/localoffer.htm</u></p>			