

St Patrick's RC High School



Special Educational Needs and Disabilities (SEND) Information Report

Review Date: Autumn 2025 - 2026

Date of Next Review: Autumn 2026 - 2027

Committee: SEND

Reviewed by: Mr L Barrie

Signed: (Chair)

SEND Information Report

Key Contacts

Assistant Headteacher (Inclusion), SENDCo and Senior Mental Health Lead – Mr Luan Barrie Barrie.L@Stpatricksrchigh.co.uk
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Governors for SEND – David Grounds, Cath Grounds, Lina Lane and Jaime Bradborn

*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 policy for pupils with SEND. The information published **must** be updated annually and any changes to the information occurring during the year **must** be updated as soon as possible.*

Mission Statement: Our school community is guided by the values of truth, resilience, service, love and faith. Our Catholic faith is taught, lived and celebrated. We strive for academic excellence, celebrate ambition and value the achievements of all. We recognise the importance of kindness, the value of friendship and our role in making a difference to God's world.

We aim for St Patrick's RC High School to be an inclusive Catholic school to which all children wish to come, all parents wish to send their children, and all teachers wish to teach. In keeping with Catholic Social Teaching, promoting human dignity and showing a preferential option for those who are vulnerable are key priorities at St Patrick's.

We are aware of and compliant with our duties under the SEND Code of Practice (2015), statutory guidance entitled Supporting Pupils at School with Medical Conditions (2015) and the Equality Act (2010). We will make any reasonable adjustment possible to ensure pupils with SEND are not treated less favourably and to ensure their needs are met within our mainstream setting.

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

St Patrick's is an inclusive, mainstream secondary school. As of September 2025, 22% of our pupils on roll are known to have SEND. This includes 43 children with Education Health and Care Plans (EHCPs). Across the four broad areas of need, examples of additional needs currently catered for include:

- 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, Physical and Medical – Visual Impaired, Hearing Impaired and Physical disabilities.

2. Information about the School's policies for identification and assessment of pupils with SEND:

St Patrick's has an effective induction programme for pupils entering Year 7, particularly those pupils with SEND. Prior to joining us we gather data and other key information from primary schools to ensure our staff know about each pupil and their specific needs.

Staff at St Patrick's make effective use of assessment and data to proactively identify SEND. For example, results from reading assessments (NGRT), curriculum assessments, attendance data and behaviour data. Staff are also vigilant in their observations of pupils and their work. If there is a concern that a pupil has unidentified additional needs, staff complete an internal SEND referral via email or speak to the SENDCo. Pupils and parents/carers are also welcome to speak to the SENDCo or Assistant SENDCo directly if they have concerns.

Our systems for identifying and assessing pupils with SEND follow the graduated approach outlined in the 2015 SEND Code of Practice. We will initially explore whether quality first teaching strategies are sufficient to remove barriers to learning (Wave 1), then consider the use of wider school-based provision/resources if required (Wave 2), and finally utilise the services and expertise of external agencies/professionals if necessary to meet pupils' needs (Wave 3).

Throughout the process of identifying needs, and the support required to meet these needs, we implement 'Assess, Plan, Do, Review' cycles in partnership with staff, pupils and their parents/carers:

- Assess: An individual monitoring plan will be implemented including observations of teaching, assessments of pupils' learning, diagnostic/screening testing and feedback from staff, pupils and parents/carers.
- Plan: A meeting will take place with parents/carers, pupils, key school staff and external professionals where applicable to discuss and agree provision/support.

- Do: A Pupil Passport will be created detailing pupils' provision and shared with all relevant staff (e.g. their Form Tutor and subject teachers). Any other aspects of agreed provision will also be implemented.
- Review: The SENDCo/Assistant SENDCo will review the impact of the support/provision and communicate this to pupils and parents/carers. Provision/support is amended as appropriate.

***'Leaders identify pupils with SEND as quickly as possible.'* (Ofsted, 2022)**

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

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

- Responsibility for evaluating the effectiveness of our SEND provision lies with the SENDCo, who monitors this rigorously.
- Evaluation of Personal Learning Plans (pupils with EHCPs) / Pupil Passports (pupils who Receive SEND Support) twice per year.
- Tracking of pupil learning and academic progress twice per year through whole school assessment periods.
- Edukey Provision Mapping software is used to centrally record and monitor all interventions.
- The impact of our provision for reading is assessed through reading assessments (NGRT).
- Analysis of attainment and progress data for children with SEND across all subjects, but primarily English and Maths, in relation to starting points (e.g. KS2 SATs results) and cognitive ability testing.
- Stakeholder voice – parents/carers, pupils and staff. This takes place through regular surveys as well as termly forums.
- Analysis of attendance and behaviour data.

***'Support for pupils with SEND is strong.'* (Ofsted, 2022)**

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

- Pupils who are on our SEND register are monitored rigorously to ensure their attendance, achievement and experience of school are strong and positive.
- We assess their academic progress at a whole school level twice per year, and report results to parents/carers.
- Parents' evenings take place for all year groups annually, and the SENDCo/Assistant SENDCo is always in attendance.
- Pupil voice is collected from pupils with SEND at least twice per year, and this is reflected in their Pupil Passports.
- Annual reviews take place for all pupils with EHCPs to review needs and provision.
- We carefully monitor the attendance of pupils with SEND on a weekly basis.

- Where pupils with SEND are not making expected progress, present with attendance or wellbeing concerns, we work closely with parents/carers and outside agencies to intervene and support.
- We work closely with Salford LA's Educational Psychology Service and Learning Support Services to assess and review the progress of identified pupils.

c. The school's approach to teaching pupils with SEND:

- Teachers at St Patrick's embrace their vocation to be teachers of all pupils, including those with SEND. Inclusive and adaptive teaching practices are always at the forefront of our practice.
- Quality First teaching is a CPD priority for the school because of our belief that high-quality teaching is the key to pupil progress. 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 accessible resources, adapted tasks/resources, scaffolded learning and in some cases personalised teaching to meet pupils' specific needs.
- Teachers are provided with data to allow them to target their teaching on key areas.
- St Patrick's has a high emphasis on reading, and reading comprehension is an important element of every subject's curriculum. The reading strategy for weaker readers shows considerable gains in reading age scores.
- Whole school approaches to teaching and learning support inclusive practices. For example, resources are printed on cream paper and teachers present on off-white backgrounds.
- Teachers are provided with pupils' learning plans and pupil passports to guide their classroom provision. Leaders monitor this closely to ensure effective and consistent practice.
- We are proud to have a team of talented and experienced Teaching Assistants, who support teachers in ensuring pupils' needs are met during lessons. They have excellent working relationships with our pupils with SEND.
- We are striving towards becoming an Emotionally Friendly School and work closely with the Primary Inclusion Team, the Educational Psychology Service, Thrive in Education and the I-Reach CAMHS team to make progress in this area.

***'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)**

d. How the school adapts the curriculum and learning environment:

- We are committed to ensuring our mainstream curriculum is inclusive, engaging and relevant. We review our curriculum offer every year to maintain its broad and balanced nature for the benefit of all pupils.
- We ensure a range of subjects are available to pupils at both Key Stage 3 (e.g. Music, Art, Design & Technology, PE) and Key Stage 4 (e.g. Drama, Photography, Hospitality & Catering, Health & Social Care).

- We provide additional support and guidance for pupils with SEND in Year 9 throughout the 'Pathways Process' to ensure their Key Stage 4 curriculum supports them to fulfil their potential.
- We are also committed to ensuring our school premises and pupils' learning environments are accessible, as reflected in our Accessibility Plan and Policy. For example, all subjects other than PE are taught in the main building over three floors, and we have a lift that pupils/staff can use if they have physical or medical conditions.
- In addition to Quality First Teaching, other examples of adaptations to pupils' learning environments include:
 - Enlarged print / books or use of magnifying sheets (e.g. for Visually Impaired pupils).
 - Books with coloured pages, resources printed on coloured paper and/or use of coloured overlays (e.g. for pupils with Irlen's Syndrome).
 - Use of electronic devices to support a range of additional needs (e.g. sensory impairments, physical disabilities and learning needs). Examples include laptops and reading pens.
 - Careful consideration of class groupings and sizes.
 - Dyslexia-friendly approaches to resources as standard across the school.

e. Additional support for learning that is available for pupils with SEND:

- We have a department of dedicated and skilled Teaching Assistants and Inclusion Leads, who are committed to continual training in all areas of SEND.
- We have designated spaces in school to support pupils with SEND. For example, our sensory room and Inclusion Lead office.
- The attendance of all pupils, in particular those with SEND needs, is a key priority. The attendance team focus resources and attention on those pupils who may struggle to attend school due to barriers to learning.
- We work with Caritas to provide counselling services for those with mental health needs in school.
- Staff are trained to support pupils with emotional regulation, such as de-escalation behaviour management strategies.
- We provide a range of interventions to support struggling readers in all year groups. These include reading groups, Literacy Catch-Up and Lexonik Leap.
- We offer interventions to support pupils with their social communication and interactions.
- We provide Numeracy Catch-Up for identified pupils.
- We deliver handwriting interventions.
- We run 'Pyramid Club' for pupils with social and emotional needs.
- Speech and Language support is provided by ELKLAN trained Teaching Assistants.
- We offer enhanced transition opportunities for prospective Year 7 pupils and new starters with SEND.
- We are proud to have an inclusive personal development programme, which includes a broad and engaging co-curricular offer.

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

- We endeavour to ensure all co-curricular and enrichment activities are inclusive and available to all pupils, including those with SEND.
- We run a range of educational trips and visits throughout the year (supported by the SEND team where appropriate). For example, retreats to Savio House, Castlerigg Manor and the Laudato Si centre. We are also a Comino school, and will prioritise pupils with additional needs and vulnerabilities to participate in these projects.
- We have a broad and engaging range of clubs available before school, at lunch times and after school. Many of these co-curricular opportunities are designed with SEND pupils in mind and are run by members of the SEND team. Examples include:
 - Breakfast club
 - Calm Club
 - The Wellbeing Hub
 - Pyramid Club (for more vulnerable pupils to encourage friendships and positive relationships)
 - Film Club
 - Warhammer Club
 - Beyblade Club
 - Homework club (runs daily)
- Our library is at the heart of our school, with a full catalogue of books. Many pupils, including those with SEND, value time to read and reflect in our library outside of lesson time.
- A wide range of sports clubs and team practices run at lunch times and after school.
- Departments also offer co-curricular and enrichment opportunities linked to their subjects throughout the year.
- During school holidays, revision sessions are available for Year 11 pupils and additional provision for vulnerable learners takes place over the summer break.
- Additional visits to St Patrick's are available for Year 6 pupils due to join us to ensure a positive and successful transition.

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

- All pupils, including those with SEND, benefit from pastoral support to aid their social and emotional development. All pupils have a Form Tutor, who they see at the start of every day for 30 minutes, a Head of Year and a Year Group SLT Link.
- Our form time programme and assemblies lend themselves to supporting the social and emotional development of all pupils.
- We promote the use of Kooth with all pupils (a free, safe and anonymous online platform designed for young people to access support for their mental health and emotional wellbeing).
- For those pupils who require additional support, we run a wide range of additional interventions and engage with a number of external agencies to ensure every pupil has the provision they need:
 - We have an I-Reach CAMHS worker attached to the school.

- We run Pyramid Club, Circle of Friends and Friends for life to support pupils who may feel socially isolated and/or emotionally vulnerable.
- Social communication intervention sessions (e.g. social stories).
- Caritas counselling services are employed to work with pupils in school.
- We refer pupils to Gaddums as needed (e.g. for bereavement support).
- Salford's Educational Psychology Service are employed to work with identified pupils (assessment and intervention), and to provide advice/training for staff.
- Inclusion Lead mentoring with bespoke interventions. These staff have been trained to deliver interventions including Motivational Interviewing, Anxiety Gremlins and Anger Gremlins.
- Individual risk assessments, safety plans and RAMP (Reduced Anxiety Model Prevention) plans can be implemented as required.
- We have an EBSA classroom, known locally as 'The Emerald Centre', to support pupils in need with their re-engagement with education and reintegration to learning in classrooms.
- We subscribe to Mindscreen to support pupils with assessing their social and emotional needs, and setting targets to develop key attributes such as resilience.
- We work closely with Salford's Youth Service. For example, pupils have engaged with initiatives to build body confidence.
- We refer to 42nd Street (a mental health charity for young people aged 11-25).

4. In relation to mainstream schools, the name and contact details of the SENDCO are:

Assistant Headteacher (Inclusion), SENDCo and Senior Mental Health Lead – Mr Luan Barrie Barrie.L@Stpatricksrhigh.co.uk

Assistant SENDCo – Ms Rachael Salih Salih.R@stpatricksrhigh.co.uk

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

Our SENDCo (Mr Barrie) is an Assistant Headteacher, and is also our Senior Mental Health Lead. He is line managed by the Deputy Headteacher, who has a background in SEND (experienced SENDCo and Specialist Leader of Education of SEND).

The SENDCo is the strategic lead for SEND and Inclusion, and is well supported by a large, experienced and highly-skilled team:

- Assistant SENDCo (Ms Salih).
- Inclusion Leads who are trained to offer a wide range of SEMH-based interventions.
- Level 2 TAs in English and Maths.

- Level 2 TAs focusing on areas of SEND (cognition and learning needs, communication and interaction needs, and physical medical and sensory needs).
- Level 1 TAs who focus on delivering excellent in-class support and one-to-one/small group interventions.
- Four of our TAs are CBT trained.
- All TAs are trained to deliver reading, literacy, handwriting and numeracy interventions.

All staff receive SEND and Inclusion training as part of their new staff induction programme. We ensure all staff are trained in how to identify and support pupils across the four broad areas of need.

All staff are trained on the needs of new students joining the school. This may include training from specialist external agencies and consultants.

Staff seek advice, guidance and support from the SEND team as required. Solution Circles and Teach-Meets take place to share good practice around particular pupils and classes.

SEND and Inclusion training forms part of the continuous professional development programme for all staff. This is responsive to the needs of our pupils and our school improvement priorities.

Teachers receive regular training and refreshers on identifying and meeting the needs of pupils through teaching and learning. This is monitored by the SENDCo through learning walks, lesson observations, book looks and pupil voice.

TAs and Inclusion Leads access specialist courses. For example, NASEN's CPD programme.

We work closely with other schools, especially our partner primary schools and other Catholic secondary schools in Salford, to share training opportunities and resources.

We benefit from training provided by outside agencies. For example, Thrive in Education, the Educational Psychology Service, the Sensory Impairment Team, the Learning Support Service, the Cognition and Learning Team and the Autism and Communication Team.

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

Equipment and facilities needed to support pupils with SEND are secured and allocated on a case-by-case basis, based on identified needs (e.g. laptops and reading pens).

We work closely with parents/carers and specialist agencies to ensure appropriate equipment is secured in a timely manner, and is suitable for our school environment (e.g. walking aids and wheelchairs for children with physical disabilities). We ensure staff are trained in how to use/support pupils in using their equipment as appropriate.

We have a lift in the main building, and accessible toilets on every floor.

Consideration is given to whether adapted curriculum resources are required to facilitate access to subjects such as PE, music, art, science and technology.

7. The arrangements for consulting parents/carers of children with SEND about, and involving such parents in, the education of their child:

For pupils with EHCPs, parents/carers are consulted and involved in the Annual Review process each year. They have an opportunity to share their views on the needs and provision for their child.

We have a termly Family Forum where we inform parents/carers about pre-agreed topics based on parental survey results and discuss their views / recommendations. We include SEND and Inclusion topics regularly.

We have frequent coffee mornings for the parents/carers of pupils with SEND so they have opportunities to meet members of the SEND team, network with one another and discuss matters with the SENDCo.

All parents/carers, including those of pupils with SEND, receive two reports per year. These contain assessment results alongside information pertaining to attitude to learning, homework and progress.

There is a parents' evening every year for all year groups, which the SENDCo attends. This is followed by an Invite Only Parents' Evening (IOPE) for identified students, where we prioritise pupils with SEND who would benefit from this additional meeting.

At the beginning of every academic year, there are online welcome meetings for parents/carers of pupils in each year group.

Where pupils are working with external agencies, such as the Educational Psychology Service, parents/carers are asked to attend consultation and feedback meetings to share their views and ensure they are kept informed.

Parents/carers are invited to attend school events to be involved in the St Patrick's community and the education of their child. For example, Masses, Careers Information Evening and Award Ceremonies.

Parents/carers are welcome to contact the SENDCo or Assistant SENDCo at any time to discuss their child's needs and/or provision. We are proud of the positive working relationships we have with our families.

We commence our work with parents/carers before their children join us, when pupils are in Year 6. In addition to presentations at partner primary schools and transition evening at St Patrick's, additional meetings are arranged for those who have children with SEND.

8. The arrangements for consulting young people with SEND about, and involving them in, their education:

A member of the SEND Team meets with all pupils on the SEND register fortnightly for a 'check-in'. Every pupil is assigned a key worker, who is there for additional support or to listen when they need them.

Twice per year, all pupils on the SEND register have a meeting to review their Pupil Passport or Learning Plan. Their voice is updated on their documents and is shared with their teachers.

Where pupils have individual risk assessments, safety plans or RAMP plans, they are involved in the creation and review of these documents.

For pupils with EHCPs, they share their views about their needs and provision each year through the Annual Review process.

We regularly complete pupil surveys and pupil voice sessions about various aspects of school life (e.g. teaching and learning, prayer and liturgy, personal development). We always ensure we include a representative sample of pupils with SEND in these monitoring activities.

As far as possible and appropriate, pupils with SEND are invited to attend parental meetings to share their views with key adults.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with SEND concerning the provision made at the school:

In line with our Complaints Policy:

- 1) In the first instance please contact the relevant teacher / member of staff to discuss your concerns.
- 2) If the matter is not resolved, please contact Mr Barrie (SENDCo), who will offer support to find a suitable resolution.
- 3) If the matter remains unresolved, please contact the Headteacher.
- 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 SEND and in supporting the families of such children:

We work closely with a wide range of services, agencies, organisations and other professionals to ensure we know and meet the needs of our children with SEND, and ensure families are supported. This includes:

- The Educational Psychology Service
- Speech and Language Therapists
- Learning Support Services
- The Autism and Communication Team
- The Cognition and Learning Team
- The EHCP Team (e.g. caseworkers)
- CAMHS
- Caritas
- Gaddums
- 42nd Street
- Salford Information Advice and Support Services (SIASS)
- IYSS
- Social care (e.g. completing Early Help Assessments)
- School nurses / diabetic nurses
- The Virtual School (for pupils with SEND who are known/have previously been known to social care)

11. The contact details of support services for the parents/carers of pupils with SEND, including those for arrangements made in accordance with clause 32:

SIASS Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 778 0538
For children aged 0-5 Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House	0161 793 3275

Salford Civic Centre Chorley Road Swinton M27 5AW	
Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY	0161 778 0410
Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP	0161 607 1671
Educational Psychology Service Burrows House M28 2LY	0161 778 0476
Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA	0161 793 3535

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

Transition From	To	Support Service	Contact details
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 - <u>50 Frederick Road, Salford, M6 6QH</u></p> <p>Eccles Sixth Form Centre - <u>Chatsworth Road, Eccles, Salford, M30 9FJ</u></p> <p>FutureSkills - <u>Dakota Avenue, Salford, M50 2PU</u></p> <p>Pendleton Sixth Form Centre - <u>Dronfield Road, Salford, M6 7FR</u></p> <p>Walkden Sixth Form Centre - <u>Walkden Road, Worsley, Salford, M28 7QD</u></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
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.			0161 793 3535
13. Information on where the local authority's local offer is published: The Local Offer in Salford (LOIS) can be found at this location: <u>www.salford.gov.uk/localoffer.htm</u>			