

# St. Joseph's Catholic College

## SEN report 2018-2019

### **1. Arrangements for consulting parents of children with SEN and involving them in their child's education.**

*We will first invite you to visit the College with your child to have a look around and speak to key staff (Senior Leader for Curriculum Support).*

*We offer extra transition visits for students who are particularly anxious about starting St Joseph's. These are arranged with the partner primaries.*

*If other professionals are involved, a Team around the Child (TAC)/Early Help Record (EHR) meeting will be held to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts. We would like to be invited to all meetings for your child even at primary school so we can support them fully.*

*We may suggest adaptations to the settling in period to help your child settle more easily.*

*If you have concerns about your child's progress you should speak to your child's class teacher initially.*

- *If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Senior Leader for Curriculum Support.*
- *If you still have concerns you can speak to the Executive Principal.*
- *When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the Senior Leader for Curriculum Support.*
- *The College also has regular meetings between each Head of Department and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.*



- *If your child is then identified as not making progress the College will set up a meeting to discuss the following with you in more detail:*
- *To listen to any concerns you may have*
- *To plan any additional support your child may receive*
- *To discuss with you any referrals to outside professionals to support your child's learning*

**2. Arrangements for consulting young people with SEN and involving them in their education.**

*In line with the new legislation, the voice of the young person is of paramount importance to the annual review process. Our students contribute to their reviews and attend if they wish to. All of their opinions are sent to SENAT along with the views of their carers, external professionals and teaching staff. All students on the SEN register have written a personal student passport informing staff of their needs, worries and preferred ways of learning.*

**3. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.**

*Reviews are arranged to accommodate the schedules of parents/carers where possible. Families are invited to participate in meetings with external professionals and with College Staff. We believe that it is vitally important for students and their families to work alongside us to ensure progress both academically and emotionally.*

**4. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.**

*At Key Stage 2, students are identified and participate in a personalized transition experience if this is deemed necessary. The Head of Curriculum Support meets with parents/carers to support transition concerns and to plan ahead.*

*At Key Stage 4, St Joseph's liaise closely with various Key Stage 5 providers and relevant professionals to ensure continuity and success for the individual student. We often attend transition days and visits with our students to support them more fully.*

*For former students intending to continue with their studies in Higher Education, we liaise with relevant Universities/Colleges to ensure appropriate plans are in place to enable them to flourish academically, socially and emotionally.*

**5. The approach to teaching children and young people with SEN.**

*Class Teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that your child's needs are met. All students should receive quality first teaching to meet their needs. Staff have been trained in the new Core Standards for SEN which will support and inform their teaching and planning for SEN students.*

*Specially trained support staff can adapt the teachers' planning to support the needs of your child where necessary.*

*Specific resources and strategies will be used to support your child individually and in groups.*

*Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.*

*The Senior Leader for Curriculum Support is always available to support staff with their planning and delivery of lessons for SEN students. New and existing Staff are briefed and informed of how they can best provide for this cohort of students. Training is delivered to all staff as part of the Continuing Professional Development programme.*

**6. How adaptations are made to the curriculum and the learning environment of children and young people with SEN.**

*St Joseph's aims to deliver an appropriate curriculum to all students. Where necessary we seek advice from external professionals to support this delivery. The learning environment is compliant with the national legislation to enable access for all. Please see our Accessibility Policy for more information. We actively seek alternative courses and provision to best meet the needs of the individual where possible.*

**7. Arrangements for supporting children and young people who are looked after by the local authority and have SEN.**

*The Designated Teacher for Looked After Children is Mrs Fraser. St Joseph's liaise with the relevant local authority, social services and carers to support the child as fully as possible. Meetings are organized and attended by the Designated Teacher. Those with additional learning needs will also have access to SEN reviews and support where appropriate. We attend appropriate training from the LEA's Virtual School to support our LAC cohort.*

**8. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.**

*The Curriculum Support Department is staffed by the following members of staff:*

*Mrs Kirsteen Fraser NASENCO (National SEN Co-ordinator Award) M Ed (Masters in Education) Inclusive Education NPQSL (0.97)*

*Mrs Cathy Adams Administrator (Mondays and Tuesday, Wednesday and Thursday afternoons)*

*Mrs Margaret Buckenham HLTA (0.4) (Shared with History)*

*Mrs Leila Milhorini TA (Teaching Assistant)*

*Mrs Jane Cole TA*

*Mr Callum Tremblin TA*

*Mrs Ann Marie Webb TA*

*Mrs Celia De Araujo TA*

*Mrs Tina Orsi TA (0.5)*

*Mrs Gloria Fitzgerald TA (0.2)*

*Mrs Amel Gaballa TA*

*Mrs Vicki Keirle*

*Mrs Gemma Newton (Apprentice TA)*

**11. Evaluating the effectiveness of the provision made for children and young**

*As indicated in the paper presented to the Governors' Progress Committee on 22<sup>nd</sup> June 2015, SEN investment at the College is low in comparison to similar schools in the South West. Given this, and with an increasingly strong set of progress outcomes, the current judgement of value for money for SEN funding is at least very good.*

**12. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.**

*We offer all activities to all students regardless of their SEN status. We are keen to provide appropriate support to enable full inclusion in all activities offered. We meet with relevant Health professionals and Advisory Teachers to ensure the provision is personalised, appropriate and current.*

**13. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.**

*We work closely with our Pastoral Team and external professionals to fully support the holistic development of our students. Our daily Citizenship sessions focus on positive mental health, anti-bullying, personal values and topical issues amongst others. Our weekly collective worship also addresses the core values of our College. We work closely with families and students to improve their emotional and social development as well as to build resilience.*

**14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.**

*For those students in receipt of a SEN statement/Education Health and Care Plan multi agency meetings are arranged annually and representatives invited from the relevant agencies. We regularly refer students to external professionals to obtain their professional views to enable us to improve the support available both within College and at home.*