

SEN report 2016

1. The kinds of Special Educational Needs that are provided for at the school.

As a mainstream college, we are able to meet the needs of students who have needs in the following categories, Moderate Learning Difficulties, Specific Learning Difficulties, Speech Language Communication Needs, Autism Spectrum Condition and Social Emotional Mental Health. Students who received funding for their particular type of need will have had their placement at St Joseph's confirmed by the local SEN Funding Board (Special Educational Needs Assessment Team).

2. Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools).

The Head of Curriculum Support, Mrs Kirsteen Fraser is available for appointments. She can be contacted on 714230. St Joseph's work alongside our primary feeder schools to continue the care and support of identified SEN children.

If we have concerns regarding the academic progress of our students who are not on the Inclusion Register then we will arrange for an initial meeting with parents/carers to discuss these concerns. We will then involve external professionals where and when appropriate.

3. 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 (Curriculum Support Head of Department).

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) meeting or Multi-agency 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 may suggest adaptations to the settling in period to help your child settle more easily.

We first invite parents/carers to visit the College regarding progress and speak to the class teacher after this speak to the Head of Curriculum Support and if these concerns remain speak to the 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 Head of Curriculum Support.*
- The College also has meetings every term 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*

4. 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.

5. 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.

6. 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 those 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 and emotionally. We have participated in the Preparing for Adulthood seminar organized by Swindon Borough Council and have a good understanding of what is needed for our students and their families for the next phase in their lives.

7. 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.

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 Head of Curriculum Support is always available to support staff with their planning and delivery of lessons for SEN students.

8. 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.

9. 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.

10. 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 (0.93)

Mrs Elaine Rosier Administrator

Mrs Helen Dooley HLTA (Higher Level Teaching Assistant)

Mrs Bev O'Daly HLTA

Mrs Margaret Buckenham HLTA

Mrs Catherina Whitmore TA (Teaching Assistant) (0.8)

Mrs Jane Cole TA

Mrs Aijian Du TA

Miss Gemma Curran TA

Mr Callum Tremblin Apprentice TA

Mrs Ann Marie Webb TA

Mrs Celia De Araujo TA

Mrs Tina Orsi TA (0.5)

Miss Melicia Fernandes TA

Mrs Claire Davis TA

Mrs Gloria Fitzgerald TA (0.2)

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

As indicated in the paper presented to the Governors' Progress Committee on 22nd 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 personalized and appropriate.

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.

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

The Curriculum Support team have regular contact with to your child's Tutor regularly so we know how they are doing at home and we can tell you about what we are doing in College. We hope this will make sure that we are doing similar things to support your child both at home and College and can share what is working in both places.

The Head of Curriculum Support is available to meet with you to discuss your child's progress or any concerns/worries you may have by prior arranged appointment.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Head of Curriculum Support will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

If you are unable to resolve your complaint with the Head of Curriculum Support then Mr Giles, Vice Principal is contactable. If this is not satisfactory, Mr Hughes, Principal can be contacted. Our SEN Governor, Mr Dawson is also available if the situation does not improve.

The College also has a complaints policy which can be accessed on the College website.

In addition, if your child is undergoing statutory assessment you will also be supported by the Swindon SEN Assessment Team. They will ensure that you fully understand the process. SENDIASS and Swindon Advocacy Movement also provide support for families of SEN students. Contact details are available in Section 17.

16. Details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

Our contribution to the Local Offer is available on both the website of St Joseph's Catholic College and Swindon Borough Council.

17. Contact details of support services for the parents of pupils with Special Educational Needs.

INSERT EP, SpLD, ASC, PI, HI, VI contact details and Andrew Orr. Swindon Advocacy Movement and SENDIASS

