



ST. ANNE'S

R.C. VOLUNTARY ACADEMY

St Anne's SEND Information Report

"To Know, Love and Serve God"

MISSION STATEMENT

At St Anne's we aim to meet people where they are on their faith journey and accompany and guide them on their way to achieving their full potential. We strive to create a Catholic community which shares common beliefs and where, following Christ's example, we recognise the unique and equal value of each member. Our commitment to each person's growth is reflected in the quality of our school's provision which seeks to maintain the highest possible standards of achievement and behaviour

Rationale.

In line with the updated 2014 Code of Practice, this document identifies the range of targeted support used at St Anne's to address the needs of identified students. Different interventions and approaches are used to address specific areas of need, while supporting students individually and in a bespoke manner. All interventions and approaches in this document have been proven to have a positive impact on student learning and progress. For further details, please refer to St Anne's SEND Policy which is available on the school website.

If you have any queries relating to any part of this document or the SEND Policy please contact the SENCo, Kath Keary either by phone (0161 432 8162) or via e mail (Kath.Keary@stannesrchighschool.com) This information is updated annually.

The types of special educational needs for which provision is made at St Anne's.

Staff at St Anne's have experience of working with and supporting students with a range of identified special educational needs. These needs include: specific learning difficulties, Autism, Speech and Language difficulties, attention and concentration, social and emotional difficulties and sensory needs. In addition to this SEND staff also have experience of supporting students who have mental health needs. The SENCo ensures that all staff receive termly, appropriate training so they are aware of strategies to support student learning and therefore to ensure progress and achievement.

Information about how special educational needs are identified and assessed.

The SENCo attends transition reviews at the request of parents / primary schools. Individual transition arrangements may include several pre-transition visits either to St Anne's or a member of the SEND Team visiting a specific student and working with them in their primary school. The SENCo or a member of the SEND team and the Pastoral Manager for Y7 visit primary schools independently to discuss individual student's needs during the summer term and parents and students have the opportunity to tour the school and meet the SENCo, support and pastoral staff as appropriate to discuss concerns, in addition to a designated Y6 parents evening prior to transition. Primary schools also provide assessment data, for example Key Stage 2 results, and any relevant professional reports for the SENCo.

Prior to entry into Y7, the SENCo analyses the data and information she has been given and uses it to place students on the SEND Register. She also writes a Student Passport for all students on the SEND Register, which contain a pen portrait, class room strategies and parent / carer plus student voice. The Student Passport is circulated to all staff once parents and students have agreed the content and it is expected that staff will use it to inform lesson by lesson support and differentiation.

As part of the monitoring process, ongoing assessment takes place each term across all curriculum areas and year groups. The SENCo analyses assessment data for the SEND cohort at each assessment point and identifies students who may not be making expected progress or are falling behind their peers. If this is the case, the SENCo liaises with the relevant Head of Department, who will organise and track intervention strategies in their own department. Once the intervention has been completed the SENCo will evaluate the impact and either liaise to ensure further intervention are available for the specific students or monitor their progress. If a student accesses an intervention but continually fails to progress the SENCo will liaise with parents and discuss a referral to an appropriate external agency – this is also the case if several teachers, a parent or student has a concern that requires a more specialist identification of need or advice. Such agencies could be the Educational Psychologist, Autistic Spectrum Disorder Partnership or Speech and Language Therapy, among others. Annual Reviews and other meetings involving those concerned with the student, allow for further identification of need, development of appropriate intervention strategies and ongoing monitoring. All students are encouraged to contribute fully in such

meetings and to explain what they feel would support them in achieving and enjoying at St Anne's.

SEND students requiring exam access arrangements are tested at the start of Y10 and the SENCo then submits assessment data to the exam board, who decide if a student is eligible for support in exams.

Evaluating the effectiveness of the provision offered at St Anne's.

All students are monitored through the school's progress tracking system by subject teachers, Heads of Department, the Pastoral Team and the SENCo.

Curriculum department meetings provide a regular forum for the discussion of individual students causing concern as SEND is a permanent agenda item. All staff can also raise concerns with the SENCo about the progress made by individual students using the Staff Concerns Sheet.

Parental feedback is sought in a variety of ways, for example, formal review meetings or parents evening meetings. The SENCo has an "open door" policy for all parents / carers.

Arrangements for assessing and reviewing the progress of students.

Assessment data is collated and reviewed at each assessment point by the SENCo and if adequate progress is not being made then the SENCo liaises with the appropriate Head of Department. Students with an Education Health & Care Plan have a formal annual review meeting with parents and any external agencies involved with the student. Parents' evenings also provide an opportunity to discuss progress and any concerns. Work scrutiny and student voice activities provide an additional means to track and ensure progress. This ensures at all points that students are stakeholders and have a voice in their education and learning.

The approach to teaching students at St Anne's.

St Anne's has a student centred, inclusive approach to education. The school is committed to ensuring all students receive a high-quality education and realise their academic potential regardless of any challenges they may face. All teaching is carried out in line with the SEND Code of Practice and our ethos is reflected in the following quote from this document; *"All teachers are responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff"* (2015:4)

At St Anne's, teaching staff adapt the curriculum and learning environment so students with identified additional needs are educated in the classroom as part of our inclusive strategy, but will receive intervention and support on a personalised and individual level as appropriate to need. The SENCo, in consultation with parents and external agencies, ensures students with special educational needs have access to appropriate resources to ensure they can achieve their potential. All SEND students receive the necessary support appropriate to their identified need, for example, through in class, small group or 1 to 1 support from the SEND Team, counselling, mentoring and the use of outside agencies, for example The Educational Psychology Service. All parents are informed of any support that their child is receiving and they are given regular feedback as to the progress their child has made. Parents are vital stakeholders in the education of their children and as such are essential for success.

All students with or without special educational needs, are valued members of our school community and as such are encouraged to participate in a wide range of activities, from sporting activities to taking part in drama productions or playing a musical instrument. We run educational visits and rewards trips and ensure all students have equal access to these.

Support available to improve emotional, mental and social development of students.

St Anne's has a strong pastoral system in place to provide support for all students, in addition to all staff providing an approachable, supportive and nurturing environment. Students who are vulnerable and those who experience a range of emotional, social and behavioural difficulties are supported through one or a variety of the following;

- Form Tutor's
- Pastoral Managers
- Heads of Year
- SEND Team support
- Individual mentoring

Information about the expertise and training of staff in relation to students with special educational needs.

The SENCo has completed the National Award for Special Educational Needs Coordinators and has a Master's degree in Educational Studies. She regularly attends courses and developmental meetings and disseminates information to all staff as appropriate. St Anne's currently has 5 Teaching Assistants, who all have a wealth of experience in a wide range of

special educational needs. They are well qualified having attended a wide range of courses pertaining to student's needs. The SENCo ensures that the SEND Team receive training, in addition to individual CPD requirements or requests.

The SENCo ensures all staff are kept abreast of current SEND legislation and strategies by regularly circulating SEND information sheets and by sharing information and classroom strategies for individual students in staff briefing.

Information about how equipment and facilities will be secured.

The SENCo works closely with parents, students and agencies involved with individual students in determining and securing appropriate equipment to ensure that any barriers to learning are removed as far as this is reasonably possible. Each student's individual needs are met on a personalised basis.

Children who are looked after, who have special educational needs are supported via their PEP meeting. The SENCo liaises with the DSL to contribute to PEP meetings, ensuring all students are active, vocal stakeholders in their education and say what they feel they need to ensure they achieve their potential.

Arrangements for consultation with parents of students with special educational needs.

All parents are given the opportunity to meet the SENCo prior to transition to share information thus ensuring all teachers are as well informed as they can be. Open communication is encouraged and all parents are welcome to contact the SENCo via e mail, telephone or face to face. St Anne's has a rigorous monitoring process and parents are contacted if any concerns arise. There is a strong Pastoral Team at St Anne's who contact parents and work closely with them to support all students. All parents are informed of any support provided for their child and are given regular feedback on the progress that their child is making. All parents are sent copies of their child's Student Passport and are actively encouraged to give feedback and contribute in the writing of the plan.

Arrangements for supporting students with special educational needs as they transfer between phases in education.

St Anne's has an extensive transition programme in place both for students joining the school and those moving on. St Anne's has close links with partner primary schools and

through primary visits, taster sessions, open days etc. seeks to minimise the impact of transition.

An integral part of the transition process is collecting and passing on data about assessment and progress, attendance and behaviour, in addition to information about friendship groups and personal interests. The SEND Team and Pastoral Team work closely with students and parents to ensure a smooth post 16 transition. This can include giving advice, attending job interviews with students or a formal careers interview. Support is also in place via annual review meetings for those students who have an EHCP and a representative from Careers and Transitions Team attends all Key Stage 4 annual reviews.

Arrangements for consulting and involving students in all aspects of their education.

All students are consulted in a variety of ways;

- Student views are sought through student council and student voice activities which enable feedback to be gathered on all aspects of school life.
- Students provide feedback at parental meetings and annual reviews
- Each student on the SEND Register, in conjunction with their parents, agrees and reviews their individual Student Passport sent home by the SENCo. This is then circulated to all staff to use in their planning and taught lesson.

Arrangements made by the Governing Body in relation to complaints from parents of students with special educational needs, concerning the provision made at St Anne's.

The school's complaints procedure is published on the school's website.

All parents are encouraged to approach the SENCo in the first instance, to express concerns or issues they may have and to allow her to respond or rectify the complaint. If the SENCo cannot resolve the issue to the satisfaction of the parents, the issue can be taken further to the Head teacher. If the issue is still left unresolved, it can be escalated further to the Chair of Governors.

How the Governing Body involves other agencies, including health and Social Care and voluntary organisations in meeting the needs of students with special educational needs and in supporting families of such students.

There is a link SEND Governor who oversees the SEND procedures in the School.

St Anne's accesses a range of external services, for example the school nurse, Healthy Young Minds, Occupational Therapy Services and Hearing & Visual impairment Services.

Contact details of support services for parents of students with special educational needs, including arrangements made in accordance with section 32 (mediation).

This information is set out in the local authority's Local Offer – please see Stockport LEA website.

Mrs K. Keary (SENCo)

September 2020