



Saints Peter and Paul Catholic College

SEND Information Report 2016/17

ANNUAL REVIEW - SEPTEMBER 2016

The governing bodies of maintained schools, 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 Special Educational Needs and/or Disability (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows: 1. Communication and interaction

2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	Saints Peter and Paul Catholic College
School website address:	www.saintspeterandpaul.halton.sch.uk
Type of school:	Voluntary aided
Description of school:	Mainstream 11 – 18 mixed secondary school

Does our school have resource base? Yes or No	Yes
If Yes please provide a brief description.	ASD Resource Base (6 places)

Number on roll:	1351		
% of children at the school with SEND:	9%		
Date of last Ofsted:	April 2014		
Awards that the school holds:	Schools Curriculum Award, Healthy Schools, Sports College		
Accessibility information about the school:	The A block building is fully accessible with a lift to all upper ground floors to accommodate those with physical and sensory impairments. There are ramps, levelled flooring and modified steps for students with visual impairments. Disabled changing and toilets can be found throughout the college.		
Please insert a link to your school's Accessibility Strategy.	Please see Accessibility report on College website		
Expertise and training of school based staff about SEND. (CPD details)	<p>Director of Support: Certificate in Competence in Educational Testing and Access Arrangements (Level 7), ELKLAN, Understanding Autism in School</p> <p>LSAs: ELKLAN Social Communication qualification, SpLD certificate, Access Arrangements</p> <p>ASD Manager Barbara Geraghty and ASD Mentor Jenna Miller: Understanding Autism in School and Counselling Level 2 ASD</p> <p>Mentor Mr Fazakerley: Music Therapy (currently being studied)</p>		
Documentation available:	Are the following documents available on the schools website?	SEND policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes
If yes please insert the link to the documents page.			
Please see policies on College website			

		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:

How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<ul style="list-style-type: none"> • Through transition from primary school or from previous secondary school. • Staff, student and parent concerns through a graduated and triaged response. Student and parent views
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	<ul style="list-style-type: none"> • SEND parent drop-ins 3 times per year or on request • Student voice 3 times per year (SEND Support) • Triaged assessments involving student and parent voice for those students at Stage 2,3 or 4 support (SEND Support plans that follow the APRD model)
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<p>What extra support we bring in to help us meet SEND: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>Internal Support</p> <ul style="list-style-type: none"> • Year mentors (7 to 13) • Lead mentors (Guidance, Social Welfare, Social Emotional and Mental Health, 2 x ASD Mentors, Employability Mentor) • ASD Manager (provides outreach to other Secondary schools in borough) • LSA team • Seclusion Room Manager, Consistency Support Worker • Nurture, Support and Employability Pathways for SEND and students with complex needs in Year 7, 9, 10 and 11 • Supervised break and lunchtime support • Medical room <p>External Support</p> <ul style="list-style-type: none"> • Education Welfare Officer (1 day per week) • Speech and Language Therapist (1 day per term) • Educational Psychologist (9 sessions per year) • Halton SEN Service • Counsellor (1 day per week) • EAL service • Specialist Visually Impairment and Hearing Impairment Teacher • Woodview services • Child and Mental Health services
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Computer access in before college and after college homework club • Laptops provided for students with assessed and identified writing difficulties / physical and sensory needs • Differentiated resources for students with assessed and identified writing difficulties / physical and sensory needs • Support Centre has 2 dedicated ICT areas
<p>What strategies/programmes/resources are available to support speech & language and</p>	<ul style="list-style-type: none"> • Quality first teaching • Targeted in-class support • Speech therapist (1 day per term) offers training / advice
<p>communication including social skills?</p>	<p><input type="checkbox"/> Speech and Language screening assessment (TOAL 4)</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> ASD Resource Base and specialist ASD staff <input type="checkbox"/> Talkabout Social programme <input type="checkbox"/> Social club after school club <input type="checkbox"/> Lego Therapy <input type="checkbox"/> Music Therapy <input type="checkbox"/> ASDAN <input type="checkbox"/> 5 Point Scale <input type="checkbox"/> Sensory Box / Sensory room <input type="checkbox"/> Games club <input type="checkbox"/> Bespoke interventions based on need of students <input type="checkbox"/> Social scripts <input type="checkbox"/> Break and lunch time supervised support
Strategies to support the development of literacy (reading /writing).	<ul style="list-style-type: none"> <input type="checkbox"/> Greenhouse Nurture class in Year 7 5 <input type="checkbox"/> Curriculum 4 classes in Year 7 and 8 – 1 teacher delivers English, RE, Geography and History with a literacy focus <input type="checkbox"/> Year 9, 10 and 11 Support Pathways have 4 extra lessons of English per fortnight <input type="checkbox"/> Toe by Toe, Spelling Bee, Rainbow Reading, SRA literacy interventions <input type="checkbox"/> Whole college Literacy focus – 1 progress tutor period dedicated to literacy
Strategies to support the development of numeracy.	<ul style="list-style-type: none"> <input type="checkbox"/> Greenhouse Nurture class in Year 7 <input type="checkbox"/> Year 7 & 8 dedicated Numeracy lessons <input type="checkbox"/> Year 9, 10 and 11 Support Pathways have 4 extra lessons of Maths per fortnight <input type="checkbox"/> Toe by Toe, Spelling Bee, Rainbow Reading, SRA literacy interventions <input type="checkbox"/> Whole college numeracy focus - 1 progress tutor period dedicated to numeracy
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	<ul style="list-style-type: none"> <input type="checkbox"/> Nurture, Support and Employability Pathways for SEND students with in Year 7, 9, 10 and 11. These pathways have smaller sized classes, specialist teachers, increased lessons in core subjects and often LSA support.

<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data collections (4 per year) <input type="checkbox"/> Standardised testing <input type="checkbox"/> SEND Support plans and One Page Profiles (Assess, Plan, Review Do) <input type="checkbox"/> Student voice 3 times per year <input type="checkbox"/> SEND Parent Drop-ins 3 times per year or on request
<p>how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> • The college follows a 4 staged graduated response to provision, support and intervention at subject and pastoral level: STAGE 1 – Progress Tutor and Subject Teacher STAGE 2 - Year Mentors, Progress Leaders and Directors of Faculty STAGE 3 – Senior Leadership Team, Lead Mentors, LSA intervention STAGE 4 – external agency support • Effectiveness through quality assurance and on outcomes of support and provision
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Regular homework, supervised before and after college homework club • Meaningful and regular feedback (formative and summative)
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> • Supervised before and after college homework club • Supervised break and lunch time support for vulnerable students (ASD Base) • Teaching and Support staff rota for break and lunchtime supervision • Staffed first aid room
<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Please whole college extra-curricular timetable and holiday timetables
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<ul style="list-style-type: none"> • Through SEND student voice, students encouraged to participate in after college clubs • Risk assessments, plans and meetings held with parents, staff and specialists to support the needs of students with complex needs who go on activities outside the classroom

<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> □ Year Mentors Lead Mentors (Guidance, Social Welfare, Social Emotional and Mental Health, 2 x ASD Mentors, Employability Mentor) □ A range of social interventions
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> • Following the College’s Guidance policy • Use of meaningful rewards: achievement points / VIVOS, student of the month • Dedicated lead Mentors for Social Emotional and Mental Health and Guidance (behaviour) • Seclusion Room Manager and Consistency Support Worker
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<ul style="list-style-type: none"> □ During KS2 to KS3 transition, the Director of Primary Links will liaise with Primary schools to identify any possible SEND Support students. The Director of Primary Links will then share that information with the Support Faculty. Those students with a high level of SEND Support needs (EHP, Enhanced funding etc.) will be allocated a Transition Key worker over the summer term prior to entry. Parents/carers will be notified and asked to share in this transition. For those other students who may be possible SEND support, the Support Faculty will collate evidence and assess the Year 7 students during the first half term and liaise with parents once identified. □ 2 day Spirit of Friendship transition days held in the July before commencing Year 7

	<p>□ When moving between year groups in school, teachers liaise to pass on information and knowledge about students. Enhanced transition opportunities can be put in place where appropriate to ensure that students feel comfortable and prepared for their transitions. Careers Fair's, transition interviews and option evenings form part of the school calendar each year. Options booklets are produced for years 8 and 9 to enable students and parents to make informed choices for next steps. Saints Peter and Paul has a careers officer who works with students, to prepare them for further education or training post 16. All students are encouraged to investigate, decide on and apply for suitable placements many of which will be at Saints Peter and Paul School 6th form. Where appropriate staff work closely with key identified students to support the transition, for example by visiting placements with the student and/or their family</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<ul style="list-style-type: none"> □ Staffed first aid room □ Adapted equipment when necessary □ Links with physiotherapists, occupational Therapists, specialist nurses and any other specialists who give advice and training to support the needs of students
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<ul style="list-style-type: none"> □ SEND Drop-in days 3 times per year alongside parents' evening and consultation evening. • Dedicated Lead mentor for Social Welfare who works with the families of students. • Home / School diaries • Consultation, guidance, option and Parents' evenings

<p>How additional funding for SEND is used within the school with individual pupils.</p>	<ul style="list-style-type: none"> • In-class support (LSAs) • 1:1 support when needed (LSAs) • Specialist staff (SENCO, 2 primary trained SENCOs) • ASD Resource Base and staff • Year Mentors • Lead Mentors ASD, SEMH • Staffed Guidance, Seclusion and Reflection rooms • Break time and lunch time support • Before and after college homework club
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> • Specific interventions dependent on 4 categories of need • Allocated lead mentor (Key Worker) • Designated teacher for LAC • Transition intervention programme • Application for Pupil Premium plus following graduated response
<p><u>Halton's SEND Local Offer</u></p> <p>Halton's SEND Local Offer provides a user-friendly one-stop shop for children and young people with a Special Educational Need and/or Disability, their parents and professionals to quickly find out about information, support and advice available across education, health and social care from ages 0 to 25 and how to access it.</p>	<p>Please see Halton Local Authority's Local Offer:</p> <p>http://localoffer.haltonchildrenstrust.co.uk/</p>
<p>SENDCO name/contact</p>	<p>Amanda Downing</p>
<p>Headteacher name/contact</p>	<p>Wendy White</p>
<p>Completed by: Amanda Downing</p>	<p>Date: September 2016</p>

Appendix A

Broad areas of SEND taken from SEND Code of Practice 0-25 effective September 2014

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational

facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.