

SEND Information Report 2016/2017

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 or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEN 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:	St Chad's Catholic and Church of England High School.
School website address:	www.st-chads.co.uk
Type of school:	Voluntary Aided Mainstream High School.
Description of school:	St Chad's Catholic and Church of England High School is a larger than average 11-19 joint-faith comprehensive school which serves the community of Runcorn. The school has a specialist language college status. Almost all of the pupils are white British. The proportion of students with special educational needs who receive additional support is below average. The proportion of disadvantaged students who are supported by pupil premium is well above average.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	979

% of children at the school with SEND:	12.5%		
Date of last Ofsted:	11 th September 2014		
Awards that the school holds:	Sport England , Arts mark Gold, Language College , Inclusion Quality Mark, Confucius Classroom, Healthy Schools Award ,RE Gold Award, Career Academies UK, NACE Member.		
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	Access Plan. School has Disabled Toilets, automatic doors. Lifts and Disabled Changing Area in the Sports Facilities.		
Expertise and training of school based staff about SEN. (CPD details)	Inclusion Team have received training in Dyslexia/Dyspraxia/ Autism/Speech and Language difficulties/Behaviour Management/Nurture Groups/ADHD/Epilepsy and Medical Conditions/VI/HI/Access arrangements for exams/SEN Legislation.		
Documentation available:	Are the following documents available on the schools website?	SEN policy	√
	If yes please insert the link to the documents page.	Safeguarding Policy	√
		Behaviour Policy	√
		Equality & Diversity	√
		Pupil Premium Information	√
		Complaints procedure	√
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.	Pupils are identified from their Primary Schools as having SEND. Information is transferred on SIMS. All Y7 pupils are screened for reading to identify any literacy difficulties. CATS and other assessments are used to screen pupils from Y7 to Y11. The SENCO and members of the Inclusion Team meet with the parents of pupils with special educational needs on a termly basis to review progress and agree support plans. Pupils meet with their Key Workers on a termly basis to review progress and agree Individual		

	<p>Support Plans.</p> <p>Subject teachers/PPCs can raise concerns about pupils who are not making progress and these concerns are investigated by the SENCO.</p> <p>Parents can contact the SENCO or PPC if they have concerns about their child which they want investigating.</p>
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>Liaison with SEN Service, VI/HI Specialist teachers is ongoing. We have regular meetings to review pupils and receive advice and support. Regular access to the Educational Psychology Service is used and we purchase additional time as part of a Traded Agreement.</p> <p>Liaison with Physiotherapy /Occupational Services is regular and advice and support plans are drawn up for pupils with physical disabilities.</p> <p>Liaison with the Inclusion Nurse and specialist nurses for pupils with medical needs.</p> <p>Multi agency meetings are held (CAFS) regularly for pupils with complex needs.</p> <p>Liaison with professionals from CAMHS is regular and school referrals are made and accepted to Tier II Tier and 111 Services.</p> <p>We liaise with professionals from Woodview for advice and support and assessment of pupils on the ASD Pathway.</p> <p>Subject teachers/PPCs can raise concerns about pupils who are not making progress and these concerns are investigated by the SENCO.</p> <p>Parents can contact the SENCO or PPC if they have concerns about their child which they want investigating.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Provision of Specialist equipment for pupils with disabilities e.g. posture chairs, adjustable tables, medical room.</p> <p>Provision of any resources recommended by specialists e.g. posture packs, IRLLEN screens, Kindles for VI pupils, laptops for Dyslexic pupils.</p>
<p>What strategies/programmes/resources are available to support speech & language and communication including social skills?</p>	<p>Regular consultation and advice from colleagues in the Speech and Language Service.</p> <p>Social Skills/ Relationships Groups.</p> <p>ASD Outreach.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>The development of Literacy Skills is a whole school priority. Regular training is held for all staff to support the development of literacy skills.</p> <p>In addition there is access to In Class Support, Corrective Reading Programme, Accelerated Reading Programme, 1-1 tuition, SSER Spelling, Rapid Progress</p>

	Reading, Paired Reading and Everyone Can Read.
Strategies to support the development of numeracy.	1-1 tuition- Conquer Maths, My Maths, In Class Support, Numeracy Workshops. Level Up Maths Interventions.
How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.	All teachers are teachers of pupils with special educational needs and plan their lessons accordingly. Pathway D Provision from Y8-Y11 with a reduced academic curriculum. Pupils in Pathway D follow the ASPIRE programme which teaches a range of vocational and life skills and is fully accredited. Pupils are set in ability groups based on KS2 SATS score from Y7. Differentiated resources. Teaching Assistant Support.
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 how we evaluate their overall effectiveness.	SEN Annual Reviews for pupils with Statements/EHC Plans. Annual Reviews for pupils with Enhanced Provision. Individual Support Plans- reviewed every term. Parents are invited to termly Review Meetings. Provisions extended /altered as part of Action Plans from Review Meetings. KS3 and KS4 Raising Attainment Meetings are held each term with Senior Leadership Team, Heads of Year and Heads of Department to track progress and evaluate the effectiveness of intervention.
Strategies/support to develop independent learning.	Use of Visual Prompts. Use of Planners-Colour coded. Differentiated resources. Checklists.
Support /supervision at unstructured times of the day including personal care arrangements.	Base Support for vulnerable pupils. Duty staff / Inclusion Team staff available at Break/Lunchtimes. Nurture Support for some pupils. Personal care support for pupils with disabilities as needed.
Extended school provision available; before and after school, holidays etc.	Summer School Homework Club- Support from TAs and Mentors. GCSE Revision classes Maths English Intervention Groups. English and Maths 1-1 GCSE Support after school.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?	All pupils are offered all activities regardless of their special educational needs or disabilities. Members of the Inclusion Team accompany pupils with additional needs on school trips.

<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>Transition Mentor Support. Attendance and Behaviour Support Mentor. Referrals to CAMHS if needed. Take Ten Programme for support in managing emotions. Anti- Bullying Week. Art Therapy. Counselling support. Nurture Group.</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>Mentor Support - Behaviour Individual Behaviour Plans Take Ten – whole school managing emotions strategy. Rewards – Vivo Miles System and Treat Trips. Consultations with the Educational Psychologist.</p>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>Two day induction programme. Additional transition visits for pupils with additional needs. Liaison with Primary Schools. Visits to College/Alternative Providers- post 16. Liaison with Career Service for post 16 transition. ASPIRE Programme for pupils in Pathway D offers support in preparing for adult life.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>Regular meetings with OTS and Physiotherapy Service for named children. Referrals made for assessments for pupils with co-ordination/ motor skills difficulties. Regular liaison with Inclusion Nurse and specialist nurses. Use of CAF Liaison with Locality Team. Medical TA with focus on pupil with medical needs.</p>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>Coffee Mornings for various groups of parents to celebrate pupil success e.g. Parents of pupils on Reading Programmes , visits to ASPIRE programme. Review Meetings for Transition in September Annual Review Meeting with Parents/Pupils. Named Keyworker for pupils with SEND.</p>
<p>How additional funding for SEN is used within the school with individual pupils.</p>	<p>Local Authority Enhanced Funding is used to purchase resources /equipment and additional adult teaching assistant support.</p>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used within</p>	<p>All Looked After children have regular PEP meetings where progress is reviewed and support plans agreed. Examples of how Pupil Premium is used for Looked After Children includes private tuition, purchase of reading books and purchase of software such as Read</p>

the school.	and Write Gold.		
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Completed by:	J.A English	Date: September 2016	

Version Control

Area of Document Updated:	Updated By:	Date:

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.