

## Archbishop Ilsey SEND information report

September 2021

The definition of special educational needs is 'where a child's learning difficulty or disability calls for special educational provision, namely provision different from, or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support'. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation in September 2014).

At Archbishop Ilsey Catholic School all students are valued equally. We recognise that if students with special educational needs and/or disabilities (SEND) are given the right support and learning environment, they will develop into successful adults. Our SEND Information Report is designed to provide parents/carers of children with SEND, with information about what support we can provide, as well as signpost our policies, provision and assessment. At ABI, every teacher is a teacher of SEND and, as a school, we pledge a commitment to keeping SEND close to the heart of what we do. Our focus is to ensure that we are inclusive of all students, working hard to improve their academic progress, independence and skills along with their social and emotional development. We hope that all students will gain a greater sense of independence during their time with us. We aim to ensure that all students have access to all facilities, trips, and activities, either during or after school. The Inclusion Department has been developed to provide the additional and different support that students of SEND may need.

Our school currently provides support and either additional, or different, provision for a wide range of learning needs including:

- Communication and Interaction: e.g. Autism Spectrum Disorder, speech and language needs
- Cognition and Learning: e.g. Dyslexia, dyspraxia, moderate learning difficulties
- Social, Emotional and Mental Health needs e.g. attachment, trauma, anxiety
- Sensory and/or Physical Needs: e.g. Visual Impairments, hearing impairments, processing difficulties, epilepsy

### ID of students with SEND

We assess each student's current skills and levels of attainment on entry and by using Primary school/transition information. In Year 7 all students complete NFER tests. Class teachers make regular assessments of progress for all students and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Students are monitored and progress is tracked regularly by Heads of Year and Heads of Department.

If progress continues to be limited, this will be raised with the SENCO.

The SENCO will carry out observations and liaise with parents. Further assessments and intervention will be put into place where necessary. This could include PSS Support, SaLT, CA/T and Educational Psychology assessments etc. The SENCO will initiate these assessments once a need has been identified. Students with SEN will be recorded on the SEND Register, which is accessible to all staff. Students on the Register are coded as either 'K' (school support) or EHC Plan (Educational Health Care Plan). A variety of interventions will be put in place to support the student as outlined above. This information will be recorded on ProvisionMap and updated on a termly basis.

#### Consultation with Parents / Carers of children with SEND

Our partnership with families is very important to us. Arrangements for consulting parents/carers of children with SEND will initially be by telephone conversation, with a request to meet to discuss concerns. Alongside this parents will be consulted through:

- Parents' Evenings
- Annual review meetings for students with an Education Health Care Plan (EHCP)
- Student Centred Planning (IEP) meetings with SENCO
- Face-to-face meetings upon request with Mr Simmons - Assistant Headteacher for Inclusion

#### Consultation with students with SEND

Students will be wholly involved with their own education. We are determined to provide the opportunity for students to share their thoughts, wishes and feelings.

Provision includes:

- Regular interaction with tutors
- Some students have time out cards or cards to indicate their feelings
- Students can have access to a School Mentor/Student Welfare Officer or Support staff
- Open access to the SENCO
- An area (Inclusion) whereby they can be supported further
- Access to External Agencies if required
- Annual reviews for students with EHCP
- Professionals meetings with students who may require additional support or process of EHCP.

#### Assessments

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. Subject teachers work with the SENCO to carry out a clear analysis of the student's needs.

This will draw on: -

- Teacher's assessment and experience of the student
- their previous progress, attainment and behaviour
- their individual's development in comparison to their peers
- the views and experience of parents
- the student's own views
- advice from external support services, if sought

- EHCP review meetings for pupils with plans on an annual basis

All teachers and support staff who work with the student will be made aware of their needs and the outcomes sought, the support provided, and any teaching strategies or approaches required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress. SEND students' levels of achievement are tracked, as all students are, to monitor their target outcomes.

## Support Arrangements

Arrangements for supporting students in moving between phases of education and in preparing for adulthood:

- When students with SEND prepare to start at Archbishop Ilsley Catholic School, the Head of Y7 and the SENCO will speak to and in most cases visit each primary school. In addition to the city wide transition day, there will be additional visits for pupils with SEND.
- One Induction day for all students takes place normally in July.
- Year 7 students commence their education in September, alongside Year 11 students, a day before the majority of the rest of the school.
- A buddy/mentor system for Year 7 students.

Archbishop Ilsley Catholic School is developing the use of ProvisionMap which outlines all students who receive additional support in the following categories:

- Universal - Wave 1 Provision: Student is receiving extra intervention to support them to achieve their expected level e.g. Literacy intervention both in and outside of the classroom.
- Targeted - Wave 2 Provision: Student has an outside agency working with them e.g. CA/T, Visual impairment team, PSS, Educational Psychologist currently or in the last 6 months, Clinical Psychologist.
- Special - Wave 3 Provision: Where the above has not met the requirements of the extra intervention then an Education Health Care Plan might be sought. This covers where a student has been identified as having needs that require long term extra support to access the curriculum. They will be entitled to possibly more long term additional adult support and a high level of differentiation from class teachers.

## Staff expertise

Our staff aim to provide quality first teaching to all our students. Teachers provide schemes of work and lessons which support the learning and progress of all students through a variety of methods, both creative and traditional. Staff adapt their teaching to meet the needs of students, particularly those with additional needs. Many Teaching Assistants have experience of working with a variety of needs.

- Teaching Assistants have regular training and are encouraged to book on training courses if they feel they have a gap in their learning.
- Staff are trained and can request specific training if required.
- The SENCO takes part in networking meetings at Local Authority and local level.
- Archbishop Ilsley Catholic School also subscribes to the Educational Psychology Service, Pupil School Support (PSS) and other professional support services to provide additional support and further training.

## Evaluation of staff expertise

We carefully and regularly monitor and review our work within the whole school's systems, which includes "student voice". Our graduated response ensures that we move students on to the next level of support where required, and where we have evidence of positive impact allow the student greater independence. We evaluate the effectiveness of the provision made for our students with SEND by:

- Annual review of the school's SEND policy
- Reviewing students' individual progress towards their goals each term, by updating their learning plans.
- Holding annual reviews for students with EHCPs
- Observations termly of the provision in lessons for SEN students
- Regular discussions and feedback from External professionals working with students.

## Accessibility

We regard our school as an Inclusive School and therefore any student, regardless of need, has access to our extra-curricular clubs, both before and after school. Various lunch/break activities take place and SEND room is available for students with SEND to meet and develop socially together. Trips and residential activities are also inclusive – we provide for any student who wants to take part in any of these activities. We openly encourage their participation. For further information on Extra-curricular activities please visit our school website.

## Complaints

If a complaint is received from parents of a child/children with SEND about the provision made at the school, we follow our Complaints procedures (please see our school website). Staff are available to consult with parents and the SENCO has an open door policy and is happy to meet with parents.

## Interventions

Here at The Avon Valley School, we offer a wide variety of interventions as follows:

- Supportive Learning Environment
- Teaching Assistants to support students with EHC plans
- Provision of Inclusion area for social and academic support at break and lunchtimes
- Testing for Access Arrangements for public examinations
- Use of IT facilities to support learning
- After school support
- Use of IT facilities to support learning
- Functional Skills teaching as addition/alternative to GCSE where appropriate
- Small group work as part of Study Plus
- Dedicated reading slots during tutor time
- Breakfast Club to support Social and Emotional well-being
- School mentor
- Social Skills programme
- Nurture Group

- Work and links with Specialist Provision/External professionals
- ASC mentoring
- School Nurse
- Access to a form tutor who is seen daily. Intervention to support and modify behaviour
- Whole School Behaviour Policy
- Pastoral support – Head of House support
- The Hub support
- Short term removal room
- Internal Isolation Unit
- Home contact
- Managed Moves
- School Mentor External Agencies providing specialist support
- Educational Psychologist
- Pupil School Support

#### Communication Autism Team CA/T

- School Nurse
- Speech and Language Therapy
- Pupil Premium support and resources
- EAL coordinator
- EAL software
- Open door policy
- Communication through: face to face, telephone, email, letter
- SENCO attends all Parents Evenings

#### Policies

The following policies are available on our website:

- Inclusion Policy
- SEND Policy
- Accessibility Policy
- Administration of Medicines
- Behaviour Policy
- Safeguarding Policy