

# ST JOHN PAYNE CATHOLIC SCHOOL



## SEND INFORMATION REPORT

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| <p><b>School Ethos for SEND</b></p> | <p>St John Payne is an 11-18 Catholic secondary school which admits students to the school in line with the school’s admission procedure. The school believes that all children and young people are entitled to an education that enables them to:</p> <ul style="list-style-type: none"> <li>• Achieve their best;</li> <li>• Become confident individuals living fulfilling lives; and</li> <li>• Make a successful transition into adulthood, whether into employment, further or higher education or training.</li> </ul> <p>Through the three way partnership of home, school and church and, recognising that Jesus Christ is to be found in each of us, it is our understood and shared aim to foster a community where life is lived according to Gospel values and the teachings of the Catholic Church and whereby each member of that community is afforded every opportunity to realise his or her full potential which is to be a true imitator of Jesus Christ who Himself said, “Love one another as I have loved you”.</p> <p>St John Payne Catholic School takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school are the same for all students, whatever their abilities.</p> <p>The school recognises that a young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> <li>• Have a significantly greater difficulty in learning than the majority of others of the same age; or</li> <li>• Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</li> </ul> <p>The school makes provision in accordance with the Code of Practice [2014], the SEN and Disability Act [amended 2001]; Index for Inclusion [updated 2001] the Discrimination and Disability Act [Dec.2006]. Our SEN policy and our practice aim to reflect these principles.</p> |
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|   | <p><b>Special Educational Needs are identified in terms of:</b></p> <ul style="list-style-type: none"> <li>• Communication and Interaction;</li> <li>• Cognition and Learning;</li> <li>• Social, Emotional and Mental Health Difficulties;</li> <li>• Sensory or Physical.</li> </ul> <p>The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion considered in any matters affecting them. Consequently, the school is committed to working in partnership with the student, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students</p>   |
| <p><b>1. The arrangements for consulting parents of pupils with special educational needs.</b></p>                                  | <p>From making an application for a place and throughout their child’s time at the school, parents are given regular opportunities to discuss their child’s needs, progress and concerns. These opportunities can occur, for example, through:</p> <ul style="list-style-type: none"> <li>• Meetings to agree transition arrangements and support (Yr6 into Yr 7, KS3 into KS4, KS4 into Post 16) for Students with Statements/Education and Health Care Plans;</li> <li>• Statutory meetings and reviews. The school records the outcomes of these meetings on the appropriate statutory paperwork;</li> <li>• In response to a request from parents for a meeting. In response to such a request through, for example, an email or telephone contact;</li> <li>• Parents’ Evenings when other mainstream teachers are to be available;</li> <li>• Attendance at professionals or multidisciplinary meeting.</li> </ul> |
| <p><b>2. The arrangements for consulting young people with special educational needs and involving them in their education.</b></p> | <p>The young person is central to the planning for, and the review and evaluation of, the support they have been given to support their progress. The school is committed to hearing their voice and to ensuring their needs are met. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:</p>  |

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|  | <ul style="list-style-type: none"> <li>• Use of student passports (provides information for teachers) and One Planning;</li> <li>• SEND student representation on the School Council;</li> <li>• Age appropriate conversations about targets and progress;</li> <li>• Participation in statutory meetings or annual reviews;</li> <li>• Discussions about changes to the physical environment which would support the young person;</li> <li>• Working with outside professionals;</li> <li>• Supportive conversations with appropriate members of staff;</li> <li>• SENCO open door policy for students;</li> </ul>   |
| <b>3. The name and contact details of the SEN Co-ordinator.</b>  | <p>The name of the <b>SENCO</b> is Mr Richard Folkerd.<br/> He can be contacted on 01245 256030 –Main Office Number and <a href="mailto:office@sjp.essex.sch.uk">office@sjp.essex.sch.uk</a><br/> Also based in the Romero Centre is <b>Senior Learning Support Assistant</b>, Mrs Carol Cooper<br/> We also have a team of experienced Learning Support Assistants who provide whole school in class support.</p>   |
| <b>4. Any arrangements made by the governing body relating to complaints from parents of pupils with special educational needs and disability concerning the provision made at the school.</b> | <p>As a school, we work hard to be in effective communication with students and parents, and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily.</p> <p>If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCO has been unable to reassure them that needs are being met effectively, then the school’s Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are to draw these concerns to the school’s attention.</p> |
| <b>5. Information on where the Local Authority’s local offer is published.</b>   | <p>The Local Authority Offer is published on their website.<br/> <a href="http://www.essexlocaloffer.org.uk">www.essexlocaloffer.org.uk</a></p>  |

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| <p><b>6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs and disability whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.</b></p> | <ul style="list-style-type: none"> <li>• Mid-year transfers use information from the previous school if available plus Departments administer their own in school tests;</li> <li>• Teacher raises query with SENCO;</li> <li>• SENCO/Senior LSA observe pupil in subject area;</li> <li>• Suggested strategies are put in place by class teacher and reviewed after next assessment date;</li> </ul> <p>Parents will know that special educational needs and provision can be considered as falling under four broad areas:</p> <ol style="list-style-type: none"> <li>1. Communication and interaction</li> <li>2. Cognition and learning</li> <li>3. Social, mental and emotional health</li> <li>4. Sensory and/or physical</li> </ol> <p>The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:</p> <ul style="list-style-type: none"> <li>• Morning registration programme;</li> <li>• Social Skills Group;</li> <li>• Literacy Intervention Programme –using appropriate resources for the individual’s needs;</li> <li>• Mentoring;</li> <li>• Numeracy Intervention;</li> <li>• Alternative pathway at KS4</li> </ul> <p>Subject Leaders also track pupils after every tracking data cycle and have their own interventions at their disposal.</p> |
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| <p><b>7. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</b></p>  | <p>The LSAs have regular training in order to help them to support a wide range of Special Educational Needs. If additional support is identified as a need for a young person through the termly SEND review process, the SENCO will take steps to secure this through the Local Authority offering.</p>   |
| <p><b>8. Information about the schools' policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</b></p> | <p>The school is committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people.</p> <ul style="list-style-type: none"> <li>• All staff provide high quality teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum;</li> <li>• Members of staff understand that they are all teachers of students with special educational needs;</li> <li>• All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs;</li> <li>• Every student at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be;</li> <li>• The SENCO tracks pupils on the SEND register after every tracking data cycle and initially raises concerns with Curriculum Leaders;</li> <li>• Progress regularly discussed at parent's review meeting</li> <li>• If subject teachers have a concern about a student not on the SEND list there is a referral form for them to raise this concern with the SENCO;</li> <li>• SENCO/Senior LSA observe pupil in subject area;</li> <li>• Suggested strategies are put in place by class teacher and reviewed after next assessment date;</li> <li>• Class teachers ensure effective differentiation is in place before students are added to SEND list;</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Curriculum Leaders also track pupils after every tracking cycle and also have access to their own interventions;</li> </ul> <p>If no improvement, SENCO contacts parents for a meeting to discuss concerns/possible next steps. If further support is required, student is added to the SEND List to make teachers aware of their needs.</p>  |
| <p><b>9. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</b></p>                        | <p>The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy and specialist nursing team. Our broad approach here is captured in our equality and disability policies which are available on our website: <b>Equality Policy &amp; Disability Access Policy</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>• Disabled toilets;</li> <li>• Ramps;</li> <li>• Lifts;</li> <li>• Access to specialist teacher input i.e. PNI, HI, VI;</li> <li>• Coloured overlays if required;</li> <li>• Access to computers and lap tops as appropriate;</li> <li>• Access Arrangements for exams;</li> </ul> |
| <p><b>10. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.</b></p> | <p>There is a SEN Governor who represents SEND needs on the Governing Body. The SEN Governor meets with the SENCO on a regular basis.</p>  |

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| <p><b>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</b></p> | <p><b>Essex Parent Partnership Service</b><br/> <a href="mailto:partnership@essex.gov.uk">partnership@essex.gov.uk</a><br/> 01245 436036</p> <p><b>Families in Focus-</b> an independent, parent-led charity providing a range of support to parents of children with disabilities and special educational needs across Essex.</p>  |
| <p><b>12. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.</b></p>  | <p>Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult. This could include:</p> <ul style="list-style-type: none"> <li>• Close liaison with Primary Feeders to ensure successful transition into secondary school;</li> <li>• Working with the AIG team (Yr9-KS4/KS5);</li> <li>• Schools PHSE Programme &amp; Careers Guidance/Education;</li> <li>• Organising travel or mobility training;</li> <li>• Facilitating transfer onto appropriate Post 16 College Courses;</li> <li>• The Romero Centre KS4 Options;</li> <li>• Careers and post 16 talks by colleges.</li> </ul> |