

ST JOHN PAYNE CATHOLIC SCHOOL



SEND INFORMATION REPORT

<p>School Ethos for SEND</p>	<p>Welcome to the SEND area of our website. This area will help you understand the provision and support children with SEND receive at St John Payne Catholic School.</p> <p>At St John Payne, our ethos has always been about ensuring that our children are able to access the curriculum and make the maximum progress they are capable of achieving whatever their area or level of need. As a Catholic School, we pride ourselves in serving the more vulnerable students because we recognise that Jesus Christ is to be found in each of us and through the teachings of the Catholic Church we ensure every member of our school community is afforded every opportunity to realise his or her full potential.</p> <p>St John Payne is a fully inclusivity community where the strengths and achievements of all students are celebrated, and where children are individually known and valued. Students with SEND are fully included in lessons with their peers, with reasonable steps taken to ensure they can physically, socially and emotionally access all areas of the curriculum.</p> <p>We follow a child centred approach, holding regular Pupil Passport interviews with parents and children to identify the impact of the help they receive and what measures we can implement to further support their learning and progress.</p>
<p>1. The arrangements for consulting parents of pupils with special educational needs.</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"> • Meetings to agree transition arrangements and support (Yr6 into Yr 7, KS3 into KS4, KS4 into Post 16) for Students with Education and Health Care Plans (EHCP's); • Statutory meetings and reviews throughout the year • Multi-Agency meetings and reviews. • Parents' Evenings when other subject teachers are to be available, including the SENCO and Pastoral team;
<p>2. The arrangements for consulting young</p>	<p>The young person is central to the school's planning, where we are committed to hearing their voice and trying to ensure their needs are met. This could be through:</p>

<p>people with special educational needs and involving them in their education.</p>	<ul style="list-style-type: none"> • Use of student passports (provides information for teachers) and One Planning; • SEND student representation on the School Council; • Age appropriate conversations about targets and progress; • Participation in statutory meetings or annual reviews; • Discussions about changes to the physical environment which would support the young person; • Working with outside professionals using a multi-agency approach; • Supportive conversations with appropriate members of staff; • SENCO open door policy for students;
<p>3. The name and contact details of the SEN Co-ordinator.</p>	<p>The name of the SENCO is Mrs Liz Miller. He can be contacted on 01245 256030 –Main Office Number and l.miller@sjp.essex.sch.uk Also based in the Romero Centre is Senior Learning Support Assistant, Mrs Carol Cooper We also have a team of experienced Learning Support Assistants who provide whole school in class support.</p>
<p>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.</p>	<p>As a school, we work hard to provide 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>

<p>5. Information on where the Local Authority's local offer is published.</p>	<p>The Local Authority Offer is published on their website. www.essexlocaloffer.org.uk</p>
<p>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.</p>	<p>The school works to identify needs within pupils, assess them and plan for their provision. This can be done by:</p> <ul style="list-style-type: none"> • Mid-year transfers use information from the previous school if available plus Departments administer their own in school tests; • Teacher raises query with SENCO; • SENCO/Senior LSA observe pupil in subject area; • Suggested strategies are put onto a passport / one plan and this is distributed to all staff, enabling them to put necessary strategies in place. • Parents will know that special educational needs and provision can be considered as falling under four broad areas: <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical <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"> • Morning registration programme (including sports readers); • Social Skills Group; • Literacy Intervention Programme –using appropriate resources for the individual's needs; • Mentoring; • Numeracy Intervention; • Alternative pathway at KS4 <p>Subject Leaders also track pupils after every tracking data cycle and have their own interventions at their disposal.</p>

<p>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.</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>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.</p>	<p>High quality teaching is differentiated and personalised to meet the needs of the majority of children and young people.</p> <ul style="list-style-type: none"> • 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; • Members of staff understand that they are all teachers of students with special educational needs; • All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs; • 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; • The SENCO tracks pupils on the SEND register after every tracking data cycle and initially raises concerns with Curriculum Leaders; • Progress regularly discussed at parent's review meeting • If subject teachers have a concern about a student not on the SEND list they can make a referral to raise this concern with the SENCO; • SENCO/Senior LSA observe pupil in subject area; • Suggested strategies are put in place by class teacher and reviewed after next assessment date; • Class teachers ensure effective differentiation is in place before students are added to SEND list;

	<ul style="list-style-type: none"> • Curriculum Leaders also track pupils after every tracking cycle and also have access to their own interventions; <p>If no improvement, SENCO contacts parents for a meeting to discuss concerns/possible next steps</p>
<p>9. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</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: Equality Policy & Disability Access Policy</p> <p>This could include:</p> <ul style="list-style-type: none"> • Disabled toilets; • Ramps; • Lifts; • Access to specialist teacher input i.e. PNI, HI, VI; • Coloured overlays if required; • Access to computers and lap tops as appropriate; • Access Arrangements for exams;
<p>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.</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>

<p>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.</p>	<p>The local offer from Essex County Council https://send.essex.gov.uk/</p>
<p>12. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.</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"> • Close liaison with Primary Feeders to ensure successful transition into secondary school; • Schools PHSE Programme & Careers Guidance/Education; • Organising travel or mobility training; • Facilitating transfer onto appropriate Post 16 College Courses; • The Romero Centre KS4 Options; • Careers and post 16 talks by colleges.