

# **Saint John Houghton Catholic Voluntary Academy**

## **Special Educational Needs and Disability Report December 2018**

This report is compiled in accordance with the Multi Academy Trust SEND Policy.

Throughout the report the terms “school” and “Academy” are taken to mean Saint John Houghton Catholic Voluntary Academy.

### **1. What kinds of special educational needs does the academy make provision for?**

At Saint John Houghton Catholic Voluntary Academy, we endeavour to establish a whole curriculum which will balance the highest academic standards with the life skills and critical awareness necessary to enable all students to reach their full potential academically and spiritually and to respond to the ever changing needs of society. The teachings of the Gospel inform and steer our practice along with a mutual respect for one another.

We have developed a whole-school approach to our Special Educational Needs policy recognising the entitlement of all children to a broad and balanced curriculum. Pupils who have special educational needs and disabilities (who have communication and interaction needs; cognition and learning needs; sensory and physical needs; and, social, emotional and mental health needs) have full access to the curriculum and are included in all aspects of school life.

### **2. How does the academy know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

At Saint John Houghton Catholic Voluntary Academy early identification of pupils with special educational needs is a priority. The school largely uses progress measures as a way of identifying that a child requires extra help. The signs that class teachers and learning support staff look for and discuss with the school’s Special Educational Needs Coordinator (SENCO) are if children under their care do not make progress in their academic subjects in line with their predicted attainment targets. Any other social, emotional, communication, sensory or physical problems that may have an effect on learning despite intervention and use of specialist equipment and services may also lead to testing and diagnosis of needs which require further investigation or support across the academy.

If you think your child requires additional support, or may indeed have special educational needs and or a disability, please make an appointment to discuss these issues, in the first instance, with the school’s SENCO. If they feel that your child may have special educational needs, specialist testing and involvement of other agencies may then take place if needed to ensure that the correct provision is in place for your child.

Saint John Houghton Catholic Voluntary Academy values its strong and active partnerships with parents and other key stakeholders believing that this will empower children and young people with special educational needs to achieve their potential.

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#### **3a. How does the academy evaluate the effectiveness of its provision for pupils with special educational needs?**

Special needs provision planning and practice are reviewed and evaluated continually at the academy as part of an on-going cycle.

We assess children's performance using a wide range of strategies in order to measure their progress. This includes evidence from teacher and teaching assistant observations, in class assessments, standardised screening, specific diagnostic assessments and information from parents and external services with whom we work in partnership.

In addition to appropriately differentiated curriculum and quality first teaching, we plan additional provision and strategies that are aimed at addressing pupils' individual special needs and which help to overcome barriers to learning; and which aid in making appropriate progress. The planned provision and strategies are recorded on student passports and provision maps which also establish educational targets for pupils to achieve.

Pupil progress is monitored by subject teachers in the first instance. This is also monitored by Heads of House and Heads of Department on a termly basis and also when teachers meet to share information and data with the academy's Senior Leadership Team including the SENDCO. There is also a formal evaluation of the effectiveness of the school special educational needs provision carried out by the Head Teacher in her report to The Academy Trust, and a minimum of one audit report is made by the link governor for special educational needs which is overseen by both the Local Governing Body and Academy Trust. Finally, the academy also employs an external adviser to undertake specific audits of areas of the school's special educational needs provision, who in turn offers guidance and support.

#### **3b. How will both the academy and I know how my child is doing and how will the academy help me to support their learning?**

As a school we measure children's progress in learning against national and age-related expectations. Subject teachers continually assess and monitor the progress made by every child and set targets for improvement. A robust attainment, behaviour and attendance recording system, Go4Schools, is a live online program and this is shared with parents on a 24-hour basis 7 days per week. Parents are encouraged and supported to log on and keep up to date with daily monitoring information and to discuss with their children.

Through this system, underachievement, behaviour patterns and poor attendance are identified and interventions are put in place and tracked. Parents may be asked to attend meetings to discuss any of these issues where support can be discussed and put in place.

Other than parents' consultation evenings mentioned earlier, parents and carers are always welcome to make an appointment to meet with subject teachers, form tutors, heads of house or the SENCO to discuss a child's progress. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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If your child has special educational needs, then the relevant information is recorded on a Provision Map and or a Student Passport which also has a summary of your child's individual needs and helpful classroom support strategies. These are discussed and updated by designated key workers or Teaching Assistants under the supervision and guidance of the SENCO. This is done on a termly basis with teachers and teaching assistants, parents and students providing valuable contributions.

If your child has more complex special educational needs, then they may have an Education Health and Care Plan (EHCP) which means that a formal annual meeting takes place to discuss and review your child's progress. A longer, more in-depth report is then produced detailing progress and future plans of action; this is also overseen by the Local Authority and shared with appropriate agencies as needed.

#### **3c. What is the school's approach to teaching pupils with special educational needs?**

At Saint John Houghton Catholic Voluntary Academy, we believe in fully inclusive education where we empower students of all abilities to access an appropriately differentiated curriculum within the mainstream classroom. The phrase 'every teacher is a teacher of every child' is a guiding principle and rings true here at the academy. For those who need it, we have the Emmaus Support Centre for short focused interventions.

We aim to remove barriers to learning and progress through quality first teaching in the first instance and with the support of additional interventions, strategies and support where necessary. Teaching assistants form a major part of the additional support for students with special educational needs and or disability and support in lessons and through targeted small group working or one to one work where needed. Other interventions tailored to each student's needs are initiated on the advice of specialist assessors, professionals or where monitoring and reviewing of progress measures highlights appropriate intervention programs.

#### **3d. How will the curriculum and learning be matched to my child/young person's needs?**

At St John Houghton Catholic Voluntary Academy we understand that all pupils have different learning styles and learn at their own pace. In order to ensure that all pupils reach their full potential we place them in carefully constructed sets across the curriculum according to their needs and ability so that appropriately differentiated lessons and schemes of work can be planned and delivered. These sets are reviewed and students may move in and out of different groups within key stage 3 to ensure appropriate levels of support. Teaching assistants support the learning of students across the curriculum where needed.

The curriculum is reviewed annually by the Local Governing Body, Head Teacher and Senior Leadership Team and SENCO to ensure that it is fully inclusive and accessible to all pupils. Children with special educational needs and disabilities are given access to the curriculum through the specialist special educational needs provision offered within school. In doing so every effort is made to educate pupils with special educational needs and disabilities alongside their peers in the mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents and carers as well as professionals from external agencies in order to agree alternative arrangements.

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Class teachers are responsible for providing differentiated learning opportunities that aid all pupils under their care. Individual subject teachers remain responsible for planning additional provision and for the overall delivery of the curriculum for children with special educational needs and disabilities on a day-to-day basis. The evaluation process measures the impact and quality of the various support and interventions planned by the class teachers.

### **3e. How are decisions made about the type and amount of support my child will receive?**

The decisions about how much individual support is provided is driven by the individual needs of the student and this SEN support is coordinated by the SENCO who carefully monitors and reviews that individual targets are being met and that pupils' needs are catered for within the constraints of the financial resources available. The SENCO and Local Governing Body establish a clear picture of the resources that are available to the school and consider their strategic approach to meeting special educational needs within this context.

Consultation takes place between all appropriate stakeholders including the pupils, parents and carers and additional support may be provided by outside agencies. By working closely with parents and external professionals we seek to cater for the needs of every child who has special educational needs, so they can achieve their potential.

If it is thought that additional outside funding may be suitable, available and a child meets the criteria for that funding then the SENCO may write and submit a bid for that funding in order to further support that child and their ongoing progress.

### **3f. How will my child be included in activities outside the classroom, including school trips?**

Our guiding principle is one of inclusion. As an academy we seek to remove all barriers that may prevent learning and socialising. We highly value the benefit of education outside of the classroom and believe that all children have the right to participate in every experience. Appropriate risk assessments are carried out by qualified and experienced staff for all activities and school trips. You may be consulted in the planning stages along with external services so that the additional needs of students with SEND are supported.

Similar care is taken to ensure that all students can take part in a broad range of lunch time and after school clubs and activities.

### **3g. What support will there be for my child's overall well-being?**

Our academy provides pastoral and academic care throughout the year groups. There are a range of support mechanisms including the form tutoring system which provides the first and daily port of call for pastoral matters while the discreet subject teachers would be the first port of call for academic progress and questions relating to learning. Students with SEND may also have a key member of staff who will meet regularly to discuss concerns and issues and make appropriate referrals if necessary.

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The pastoral team, led by an Assistant Headteacher will further support positive behaviour and improved attendance through the school's reward and sanctions system and through daily monitoring and reporting on attendance by the school's attendance officer. Again the expertise of outside agencies is called upon where deemed necessary to support improvement in both behaviour and attendance. Our academy behaviour policy is firmly rooted in fairness and the rewarding of good behaviour.

If your child has medical needs you will be invited, with health care providers, to contribute to a Health Care Plan. The school medical policy provides guidance for pupils who may require medication during the school day. A team of first aiders are trained and supported by the school nurse and the medical officer.

Our Academy Chaplain oversees the Oasis Team and buddie's system which together offer more support to vulnerable students in a range of ways when needed. The chaplain also provides appointments where students can meet to discuss any issues, family bereavement would be a common theme.

#### **4. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details.**

The person coordinating the day to day provision for children with special educational needs is Mr Gerry Carr who is also the SENCO. He can be contacted via telephone: 0115 9322896 email: [g.carr@st-johnhoughton.derbyshire.sch.uk](mailto:g.carr@st-johnhoughton.derbyshire.sch.uk)

#### **5a. What training have staff supporting special educational needs had and what is planned?**

The SENCO has attend relevant special educational needs courses, including specific training based on the needs of the current cohort of students who attend the academy and also in preparation for students who will join the academy in the next academic year from our feeder schools locally. The information and practical skills are filtered down to the teaching and support staff during regular Inset days and through weekly Joint Professional Development training sessions with all relevant staff in attendance.

Training from outside agencies including medical professionals also takes place to ensure that we have a complete wrap around service meeting the complex needs of all of our students.

#### **5b. What specialist services and expertise are available or accessed by the school?**

The school also recognises the important contribution that external support services make in assisting to identify, assess, and provide for, special educational needs pupils and disability. External support services may be asked to provide further assessments and advice, and possibly work directly with a pupil. Parental consent is sought for any such additional information.

Where appropriate, the school also requests direct intervention/support from a specialist provider. These include from time to time: Schools & Families Specialist Services (SFSS); Speech and Language Therapy (SALT); Behaviour Intervention Specialists; Health Professionals, including GPs, the school nurse, the clinical and educational psychologist, community paediatricians, occupational and physiotherapists, Physical Disabilities Service; Social Services; CAMHS/EHWP

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(Child and Adolescent Mental Health Service/Emotional Health and Well Being); Special Educational Needs ICT (Information and Communication Technology) service; and, outreach services including voluntary organisations.

### **6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?**

At Saint John Houghton Catholic Voluntary Academy, we make reasonable adjustments to practices and procedures, assessment, equipment and support and the physical environment where possible. The academy accommodation, now in its 50<sup>th</sup> year is involved in a rolling program of updates and improvements aimed at bringing our buildings, fixings, equipment and access up to modern building standards for all of the members of our community who wish to access our site.

We have designated disabled parking bays and we can offer disabled access to all areas of the school site on the ground floor. Extensive resurfacing has taken place. We do not currently have wheelchair access to teaching rooms on the upper floors however, there are sufficient teaching rooms on the ground floor which students requiring wheelchair access can use. Careful timetabling would remove the need for these students to access the upper floors.

We have disabled changing and toilet facilities available and a number of high visibility alterations have also been completed to improve the academy for students with visual impairments.

The allocation of funding (including the allocation of equipment and facilities) is reviewed on a regular basis to ensure special educational needs provision is effective and best value for money. Every effort is made to cater for the unique needs of each individual pupil with any specialist equipment being applied for through the appropriate channels and agencies.

### **7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?**

Parents are encouraged to speak to their child's subject teacher with any questions or concerns relating to progress in that specific subject, for issues relating to special educational need and provision the SENCO may be contacted and for pastoral issues the form tutor would be the first port of call. These members of the Academy staff can be contacted by phone, email or a meeting can be organised. An annual parent's consultation evening is a prime opportunity to meet with all of those involved in your child's education and development. The SENCO also hosts a number of drop in sessions termly where parents can book an appointment to discuss any issues or concerns that they may have. These are bookable on contacting the school reception or student hub.

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### **8. What are the arrangements for consulting young people with SEN and involving them in their education?**

Young people who attend Saint John Houghton Catholic Voluntary Academy are fully involved in all academy activities. We value and celebrate each child's contribution to our school community and student voice is very important and we actively seek the viewpoint of pupils.

For children who have a Student Passport, Provision Map or an Education Health and Care Plan (EHCP), their views are always sought when completing documentation which will aid their provision. We recognise that pupil participation is a fundamental right of each child and offer support for them to do so.

### **9. What do I do if I have a concern or complaint about the SEN provision made by the school?**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, then these should be raised immediately with the SENCO in the first instance in line with the Academy Trust Complaints Procedure which is published on the school website.

This can be found at [http://www.st-johnhoughton.derbyshire.sch.uk/wp-content/uploads/2018/12/Complaints\\_Procedure.pdf](http://www.st-johnhoughton.derbyshire.sch.uk/wp-content/uploads/2018/12/Complaints_Procedure.pdf)

A parent may also wish to seek external advice from the Derbyshire Information, Advice and Support service for SEND (Formerly Parent Partnership Service) on 01629 533668.

### **10. How does the Local Governing Body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

The Headteacher reports to the Local Governing Body and Academy Trust to inform them about the progress of children with special educational needs; this report does not refer to individual children and confidentiality is maintained at all times.

In turn the Local Governing Body ensures that appropriate provision is made for all pupils with special educational needs and also monitors special educational needs support via a report provided by the SENCO and the link governor for special educational needs. They agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

The Local Governing Body recognises the importance of continuing professional development for all staff and support access to special educational needs training. They also recognise the important contribution that external support services make in assisting to identify, assess, and provide for students with special educational needs and or disabilities.

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#### **11. How does the school seek to signpost organisations or services who can provide additional support to parents/carers/young people?**

As an academy we work in close partnership with a broad range of agencies and organisations on a daily basis. Where appropriate, we advertise leaflets, website addresses and contact details of these services in order to introduce families to them. In some cases, we may require access to a wider range of agencies so various interventions may be initiated such as; Early Help Assessment (EHA), Team Around the Family meetings (TAF) or Multi Agency Team involvement (MAT).

Saint John Houghton Catholic Voluntary Academy also signposts any parent seeking further support to the special educational needs Local Offer. This is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and indeed those who do not have these documents, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can find Derbyshire's special educational needs Local Offer at: [www.localoffer.derbyshire.gov.uk/](http://www.localoffer.derbyshire.gov.uk/). If you do not live within Derbyshire, each local authority has similar advice and information available. Full details are contained in the Academy Trust SEND Policy

#### **12. How will the school prepare my child/young person to:**

##### **i) Join the school?**

In order to help pupils before they join Saint John Houghton Catholic Voluntary Academy, the transition team including the SENCO liaise with the primary feeder schools. Staff are invited to review and multi-agency meetings in the primary schools and records are passed on to the new school and meetings arranged as necessary. Two transition days are held each year as well as a number of less formal opportunities for vulnerable students or those requiring enhanced transition support to visit and spend time in their new school setting. We also visit new starters or children with special educational needs in their current primary schools to help introduce staff and reduce anxieties around transition. If a parent is considering placing their child at the academy, then a visit is highly recommended and there are several open days and evenings when this can take place. The SENCO and other key staff are available at these times to discuss the needs of children with SEND and the provision that can be offered at the academy.

##### **ii) Transfer between phases of education?**

Parents and students are supported as student's progress through their school career. Other than the transition from primary to secondary there are other key transition periods including the movement from key stage 3 (years 7,8 and 9) into key stage 4 (years 10 and 11). Students are guided onto an appropriate pathway and options choices based on the progress, ability and needs.

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### **iii) Prepare for adulthood and independent living or leaving the academy?**

In years 9, 10 and 11, the SENCO, Personal Careers Adviser and transition service from the local authority will liaise in order to ensure that appropriate pathways of further education or training are in place and will support onward transition to the next phase of the young person's life. They will be supported pastorally and spiritually through this sometimes difficult but essential.

### **13. Where can I access further information?**

You can access further information from our school website. This can be found at:

<http://www.st-johnhoughton.derbyshire.sch.uk/>

Here you can read the Special Educational Needs Policy and any other policy which may be of interest. If you do not have access to the internet, please contact the school office via telephone: 01159 322896.

There are also a number of key government documents and websites which provide information and support for all stake holders, these are recorded below.

#### **SEND code of practice :**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

#### **Derbyshire Local Offer:**

<https://localoffer.derbyshire.gov.uk/>