



St Joseph's College SEND Information Report & Policy 2019-20

St Joseph's College is a Catholic mainstream school serving Stoke-on-Trent and surrounding areas. At St Joseph's College, all pupils are valued equally, regardless of where their abilities lie, with the school being committed to the ethos of "Act justly, love tenderly and walk humbly with God". All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, St Joseph's College is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

- Share in the vision of Blessed Edmund Rice and the Catholic ethos of the school in order to nurture their spiritual and moral development.
- Be treated as individuals where their needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allows them to make informed choices as they progress beyond the Academy.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report & Policy outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report. This can be found at:

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

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Regulation	Question	St Joseph's College response
The kinds of Special Educational Needs for which provision is made at the school	What kinds of SEND does the school provide for?	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age. (SEND Regulations 2014).</p> <p>Students at St Joseph's College have a range of difficulties including: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties; Sensory or Physical difficulties.</p> <p>The school has regard to the Equality Act 2010 and the SEND code of practice 2014 when making adjustments to support those with SEN.</p>
Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.	How do you know if a pupil needs extra help and what should I do if I think my child has SEND?	<p>When your child first joins St Joseph's College, we use information from a range of sources to help identify SEND and other needs. These include information from: parents/carers; primary school teachers; end of key stage 2 levels; base line testing; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Heads of Department and Heads of Year, closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at St Joseph's College will further help to identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, Heads of Year, outside agencies, parents/carers or the pupils themselves.</p> <p>All pupils access a differentiated curriculum. For some, this may not be enough. If it is felt that a pupil, despite adjustments made by the class teacher, has significant difficulties compared to their peers, further assessment may be required.</p> <p>Assessment is arranged depending on the area of need; some assessment may be conducted internally or it may be necessary to involve external agencies. Where this is required, parental permission is gained. We follow a staged and graduated approach to identifying and assessing</p>

		<p>needs, using the 'Assess, Plan, Do, Review' model.</p> <p>The school establishes a SEND register which is shared with all staff. Students at 'School Support' or those with an EHC Plan will have a Pupil Passport. These are shared documents and are drawn up in consultation with the pupil and their parent. Staff use the information on the passport to inform their lesson planning, teaching and student learning activities.</p> <p>Some pupils require a targeted intervention. These are planned onto a provision map and interventions are delivered by Learning Support Practitioners. Interventions may include small group or individual work.</p> <p>If you think your child might have a SEND, you could contact their form tutor, their Head of Year or the school SENCO, Mrs Pearson.</p>
<p>How the school evaluates the effectiveness of its provision for such pupils</p> <p>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How will both you and I know how my child is doing and how will you help me to support their learning?</p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the School's Assessment Policy. Teachers monitor progress and attainment throughout the year which is communicated to parents/carers by progress reviews twice yearly for years 7, 8, 9 and 10 and three times yearly for years 11, 12 and 13. On receipt of a report, parents are invited to contact the school if they wish to discuss it.</p> <p>There are formal opportunities for parents to consult with staff about their child's progress during the year. Year 7 and 8 have a parents' evening once per year; the other year groups have 2 parents' evenings per year. Other meetings with parents/carers to discuss their child's progress take place and are arranged on an individual basis. SEND review meetings are arranged for those pupils at school support or for those with an EHC Plan. The form tutor and a member of the learning support team are available at these meetings to discuss how pupils with SEND are progressing.</p> <p>The school quality assures the effectiveness of teaching and learning for all students, including those with SEND. The outcomes of these evaluations are used to create and implement development plans for all aspects of school life.</p>

		<p>Progress and attainment data for students with SEN is routinely analysed: this data may inform decisions made about any provision required.</p> <p>Pupil Passports for SEND pupils at School Support or those with an EHC Plan are written involving the pupil and parents. They are shared with teaching staff as required.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through: parents' evenings; notes in planners; email; telephone calls; appointments made with Heads of Year; Annual Reviews and the SEND review meetings.</p> <p>The school provides information for parents through: newsletters; information on the website; information days; Parents' Evenings and letters home.</p> <p>All students with an Education Health Care Plan have an Annual Review. SEND students who are on the SEND register will also have the opportunity to have two face to face meetings: one at the appropriate parents' evening with a member from the SEND department, and one by invitation, with the student's form tutor and a member of the SEND department.</p>
<p>The school's approach to teaching pupils with special educational needs</p>	<p>How will the setting support my child/young person?</p>	<p>The school supports children/young people with SEND in various ways.</p> <p>Our teachers have high expectations of all students, including those with SEND. Adjustments to lessons are made as part of Quality First Teaching where various strategies are employed to support students in the classroom. All teachers and support staff are told about your child's individual needs and will adapt their lessons to meet these requirements. Core training on meeting needs through quality first teaching was been delivered by the Local Authority SEND Service, following the introduction of the SEND Code of Practice (September 2014).</p> <p>Interventions: these are targeted towards pupils who have been identified as requiring support</p>

		<p>at School Support or because they have an EHC Plan. The SENCo organises this support and it is usually delivered by LSPs employed by the school.</p> <p>Other interventions/booster sessions, offered by subject teachers, may be available throughout the year. These are not necessarily aimed at pupils with SEN/D but may include them, if required.</p> <p>Where required, support and advice is gained from external agencies. This might be the school counsellor, educational psychologist or a health professional, for instance. Appropriate permissions are gained if we involve any external agencies.</p> <p>When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations. Access Arrangements are only allowed if there is a history of need and where the arrangement has been their normal way of working in the centre. We are unable to base a request for access arrangements solely on privately commissioned reports or because parents feel they might be needed. Careful consideration is required so that candidates are not put at an unfair advantage over their peers. The school has a specialist assessor and it is through their involvement and consultation with subject teachers, that decisions will be made.</p>
	<p>How accessible is the school environment?</p>	<p>Access to the Physical Environment:</p> <p>Our school is a very old building with which we do our best to make it welcoming to the whole community. Facilities have been adjusted in order to help SEND students to access the physical environment, including a lift on the main site that provides access to each floor; a lift in the Fortiter building giving access to the upper floor; disabled toilets and disabled parking spaces. In addition, consideration is given to the way in which the timetable is formed for students, where a certain room or location on the site, is felt to be required.</p> <p>Reasonable adjustments to the environment for individual students are made in consultation with the pupil, their parents/carers and any other appropriate professionals.</p> <p>The school offers assisted evacuation in emergency situations. Personal emergency evacuation plans are created where necessary for individuals.</p>

		<p>Access to the Curriculum:</p> <p>Teachers, and support staff, make adjustments to the curriculum to ensure that all students can access it. Adjustments might include: Supporting reading; encouraging the use of alternative ways of recording information; the use of ICT and differentiating learning objectives/outcomes. Other adjustments might include exam access arrangements (see previous section).</p> <p>Access to Resources:</p> <p>Some pupils benefit from certain resources, which may be reasonably provided by the school, in order to access the curriculum. These might include: access to technology; different coloured paper; non-slip matting; ergonomic pens, pen grips. Decisions about resources required by pupils to support their access to the curriculum will be based on an individual basis.</p> <p><i>An Equalities & Accessibility Plan 2017</i> is in place and available upon request.</p>
How the school adapts the curriculum and learning environment for pupils with special educational needs	How will teaching approaches be matched to my child's needs?	<p>The school has high expectations of all students, including those with SEND. The school endeavours to provide an inclusive curriculum which will support the development of the whole child and help them to achieve the best possible outcomes in life.</p> <p>Students at St Joseph's College follow a traditional curriculum. For some learners, a more personalised curriculum to match their individual needs is required. This may include: a reduction in option choices; additional literacy and/or numeracy support; social and emotional support. Where there is a possible barrier to learning, access and participation and there is a significant gap between a pupil's progress and that of their peers, additional support is put in place.</p>
Additional support for learning that is available to	How are the school's	Teachers deliver lessons to take into account pupils' individual needs. A differentiated approach to lesson planning is taken where all students are supported to make progress and reach their

<p>pupils with special educational needs</p>	<p>resources allocated and matched to children's special educational needs?</p>	<p>potential.</p> <p>We have 4 learning support practitioners who work directly with students with SEND. The school also has two learning mentors in the main school and one in each of the sixth form years to support students in a wide range of ways. The school's Inclusion Manager coordinates the work of the learning mentors and all outside agency provision, including the school counsellors, whilst the SENCO coordinates the support for those pupils on the SEND register.</p> <p>Resources are allocated based on evidence of need. Provision is made for students with an EHCP as outlined in their statement or plan. LSPs are allocated, where resources allow, to support students in lessons. Staff will liaise closely with them to ensure maximum effectiveness. They draw upon a range of skills in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>LSPs deliver intervention sessions for identified students, again based on need. These are mostly delivered during non-lesson time at mutually agreed times.</p> <p>Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate the progress that a student has made over the course of an academic year.</p> <p>See also: Access to Resources</p>
<p>How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p>	<p>What social, before and after school, and other activities are available for pupils with SEND? How can my</p>	<p>A wide range of academic and extended school clubs are available at St Joseph's College. They are open to all students, regardless of ability or need.</p> <p>The school runs a supervised study club after school until 6:00pm; this is available to all students to attend (cost attached).</p> <p>The school runs a summer school scheme which is made available to those about to transfer to the college from primary school. This is something which may benefit those with additional needs as it helps to ease the transition to secondary school (cost attached).</p>

	<p>child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>The extended school timetable is available on the school's website.</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Pupils with additional needs may have suitable activities signposted to them based on what they might be interested in and how this might help to support them in developing skills outside of those addressed in the curriculum.</p> <p>Day and residential trips are open to all children. Your child's specific needs will be discussed if they wish to join such a trip so that appropriate planning, including risk assessments and consideration of staff pupil ratios, can be established. It is important that anticipatory action is taken in advance of trips so that pupils are able to access them alongside their peers. Parents are encouraged to contact the school to discuss their child's individual needs for trips.</p>
<p>Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p>What support will there be for my child's overall well-being?</p>	<p>St Joseph's College seeks to develop the whole person in a well ordered community where everyone is valued and respected.</p> <p>At St Joseph's College, we pride ourselves on our excellent pastoral care. We provide a high level of student support and guidance.</p> <p>As part of the support available for your child's overall well-being, the first port of call will be their form tutor. Each year group has a head of year who will oversee and further support your child. These levels of support create a strong relationship with staff throughout each key stage.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Inclusion Manager, Learning Mentors, School Counsellor, Child Protection Officer. We also have excellent relationships with a number of external agencies for example: CAMHS, Changes, Base58, IFIS, Educational Psychology Service, LA Inclusion Services.</p>

<p>In relation to mainstream schools, the name and contact details of the SEN co-ordinator</p>	<p>Who should I contact if I want to find out more about how St Joseph's College supports pupils with SEND?</p>	<p>The school SENCO is Mrs A J Pearson.</p> <p>The Deputy Headteacher responsible for SEND is Mrs C Slattery.</p> <p>Please contact these members of staff through the school email: sjcollege@stjosephsmail.com</p> <p>For any concerns, please speak to your child's form tutor in the first instance.</p>
<p>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>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>Staff involved in teaching and supporting students with SEND have received training on the SEND Code of Practice and in supporting vulnerable students and making adjustments as part of quality first teaching and learning.</p> <p>Specific training has been delivered to staff on supporting students with ASD. Workshops to explore how to overcome barriers to learning for individual students have been held on a case by case basis.</p> <p>The Learning Support department is made up of the SENCO, Assistant SENCO and Learning Support Practitioners.</p> <p>Within this team we have staff who hold certain, specialist qualifications related to SEND:</p> <p>Miss K Jackson (Assist. SENCO)- Post Graduate Certificate in Asperger Syndrome</p> <p>Mrs C Slattery – (Deputy Head Teacher)- Post Graduate Certificate in SpLD Dyslexia (specialist assessor)</p> <p>Mrs Pearson (SENCO) National SENCO Qualification for SENCOs; Master of Arts Degree in Inclusive Education and Special Educational Needs; Specialist Leader in Education (SEN).</p> <p>Miss Barnett (LSP)- Post graduate specialist tutor and assessor qualification</p> <p>The SENCO is a designated specialist leader in education.</p> <p>Whole staff/groups of staff training has included:</p> <ul style="list-style-type: none"> • Core training from the Local Authority on meeting the needs of vulnerable students & quality first teaching • Behaviour Support

		<ul style="list-style-type: none"> • Supporting students with ASD • Attachment • Adoption • Case studies for removing barriers to learning for pupils with Asperger Syndrome ; ASD; Mental Health difficulties • Code of Practice & meeting needs for trainee teachers • Working with Additional Adults • Memory awareness training <p>LSP training has included:</p> <ul style="list-style-type: none"> • Inference training • Precision teaching • Social Stories & Comic Strip Conversations • Access arrangements • Better Reading Partnership • Supporting students with ASD • Mental Health awareness <p>The SENCO regularly attends the city SENCO forum. This provides updates regarding current SEN policy and practice at a local and government level.</p> <p>Staff who are new to the school follow an induction programme which includes training and information on SEN. Trainee teachers receive SEN and inclusion training, delivered by experienced professionals within the school, as part of their teacher training.</p> <p>Additional training can be sought from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p>
<p>Information about how equipment and facilities to support children and young people with special</p>	<p>What happens if my child needs specialist</p>	<p>We have access to a range of services including the Visual and Hearing Impaired Team and Disability Team. These services are contacted when necessary, according to your child's needs.</p>

educational needs will be secured	equipment or other facilities?	If you believe your child needs specialist equipment or other facilities please contact the SENCO or discuss the issue at the next review meeting.
The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	<p>How will I be involved in discussions about what type and how much support my child will receive?</p> <p>How will you help me to support my child's learning?</p>	<p>Identification: we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers, primary school teachers, end of key stage 2 levels, base line testing, subject teachers, specialist colleagues and external agencies. If we believe your child has an SEND that has not previously been identified, you will be contacted, usually by the SENCO, to discuss our concerns and what possible actions are needed to support them.</p> <p>For those pupils with an identified SEND, at School Support or an EHC Plan level, a pupil passport or profile will be written in consultation with both the parent and child. This provides an opportunity to propose and discuss the type of support it is felt would benefit your child, as well as sharing desired outcomes for them.</p> <p>You will be invited to parents' evenings as well as a review meeting to discuss your child's progress. At the review meeting you will meet with a designated teacher, usually the form tutor, as well as a member of the SEN department, to engage in a dialogue about your child. You will have the opportunity to bring up any concerns within this meeting. In addition to this, you can contact the school at any point if you have concerns about your child or would like to discuss their education. You may wish to speak to the head of year, the form teacher or a member of the SEN department.</p> <p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <p>Helping them to be organised for their day (including wearing the right uniform, bringing the right equipment and books)</p> <p>Ensuring full attendance and excellent punctuality</p> <p>Checking that they have completed their home learning</p> <p>Checking and signing the pupil planner each week (where their home learning and comments</p>

		<p>from teachers will be found) Attending parents' evenings Attending any review meetings specifically arranged for your child Supporting your child at home by encouraging them to complete any relevant support programmes we have put in place</p> <p>We will make our best endeavours to take your views, and those of your child, into account when making plans to meet the needs of your child.</p>
The arrangements for consulting young people with special educational needs about, and involving them in, their education	How will my child be involved in his/her own learning and decisions made about his/her education?	<p>We recognise that all pupils have the right to be involved in making decisions and exercising choice in their education where that is possible. Students are encouraged to take part in Pupil Voice activities in school; to regularly evaluate their work and learning in lessons; attend review meetings and contribute to setting outcomes. Open dialogue between pupils and key adults, such as the form tutor and head of year, is encouraged.</p> <p>Pupils are expected to become involved in a range of aspects of life at St Joseph's College, including music, sporting, and drama activities as well as on the student council and in the many trips and retreats that take place throughout the year.</p> <p>Pupils with SEND are involved in devising their pupil passport so that they are able to identify their barriers to learning and say what teachers and support staff can do to help them to overcome such barriers. Pupils are also asked to share their outcomes and are consulted about when the most suitable time to attend intervention sessions are, where this is possible.</p> <p>For pupils with an EHCP, feedback is gathered from the pupil about their views in advance of the meeting to which they are invited.</p> <p>Evaluations take place to determine the pupil's views on what does and does not work for them.</p>
	How are parents involved in the setting?	<p>St Joseph's College takes pride in its positive relationships with parents.</p> <p>Parents' evenings are well attended and there is a very strong and active PTFA.</p> <p>Regular liaison with home takes place through the school planner, letters and via the school website.</p> <p>Parents are able to make additional appointments to discuss their child with staff if the need arises.</p>

<p>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<p>Who can I contact for further information? Who can I contact if I have a complaint?</p>	<p>Please contact the SENCO, Mrs Pearson for further information.</p> <p>In the first instance, contact the subject teacher or your child's form tutor who may refer your concerns to a more senior member of staff if needed. The school's complaints procedure is available on the website http://stjosephstrentvale.com/wp-content/uploads/2014/01/Complaints-Policy.pdf.</p>
<p>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We have access to a range of services including: Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Careers; Speech and Language Service; Hearing and Visual Impairment specialists; School Counselling Service and the Occupational Therapy Service.</p> <p>These services are contacted when necessary and appropriate, according to your child's needs. The school uses the Early Help process when appropriate to do so.</p> <p>If you believe your child needs support from a specialist please contact the SENCO or discuss your concerns at the next review/parents' evening.</p>
<p>The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Who should I contact to find out about support for parents and families of children with SEND?</p>	<p>British Dyslexia Association http://www.bdadyslexia.org.uk/</p> <p>Child and Adolescent Mental Health Service (CAMHS) http://www.combined.nhs.uk/ourservices/childrenyoungpeople/Pages/ChildAdolescentMentalHealthServiceArticle.aspx</p> <p>Child and Adolescent Mental Health Service (CAMHS) Autistic Spectrum Disorder Service http://www.combined.nhs.uk/ourservices/childrenyoungpeople/Pages/CAMHS-ASDService.aspx</p>

		<p>Disability Service http://www.combined.nhs.uk/ourservices/childrenyoungpeople/Pages/CAMHS-DisabilityService.aspx</p> <p>North Staffs Asperger/Autism Association http://www.nsaaa.org.uk/</p> <p>Stoke-on-Trent Family Information Service Hub http://www.stoke.gov.uk/ccm/navigation/advice/family-information-service/</p> <p>Stoke-on-Trent Parent Partnership http://parent-partnership-stoke.co.uk/</p> <p>Young Minds http://www.youngminds.org.uk/</p>
The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living	How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?	<p>Prior to pupils joining St Joseph's College, we liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. Each pupil is visited at their primary school by a member of staff. For those with SEND, a visit from the SENCO, or a member of the SEND department will take place so that information is shared. We also host a Summer School within the first week of the six week holidays for Year 6 students. All pupils receive careers advice (from Y10 in most cases) and will have the chance to have 'taster' sessions for A level subjects in the last half term of year 11. If additional support is needed, this will be put in place.</p> <p>When a pupil decides to go to a different post-16 setting, we work with the careers advisor and/or staff from the colleges on transitional arrangements to ensure a smooth changeover between the establishments.</p>
Information on where the	Where can I find	Stoke-on-Trent's Local offer information:

<p>local authority's local offer is published</p>	<p>out about other services in Stoke- on-Trent that might be available for our family and my child?</p>	<p>http://www.stoke.gov.uk/ccm/navigation/education/special-educational-needs/local-offer/. Here you will find information about the services within the local authority that are available and details of how to contact each service.</p>
<p>Key staff</p> <p>Deputy Head Teacher with responsibility for SEND: Mrs C Slattery SENCO: Mrs A Pearson Assistant SENCO: Miss K Jackson Learning Support Practitioners: Miss B Barnett, Miss E Edwards, Miss P Kever, Mr Simpson Learning Mentor: Mrs C Knowles, Mr R Lane Inclusion Manager: Mrs C Machin School Counsellor: Ms C Barclay, Mr P Barnish School Governor with responsibility for SEND: Mr P Selby</p> <p>You can contact any member of staff by telephoning the main school on 01782 848008. Updated: March 2019</p>		