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Special Education Needs and Disability (SEND) Report – November 2018

This Special Educational Needs Report should be read in conjunction with the SEND Policy which can be found on the Policies tab of the school's website.

What types of SEN do we provide for?

Staff at St Columba's Catholic Boys' School will use their best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Physical/sensory

What are the admission Arrangements for Students with SEND?

If your child has an Education and Healthcare plan (EHCP), then your choice of secondary school should be discussed at the Yr 5 annual review. You are entitled to attend and contribute to the discussion along with any professionals who work with your child. You will have the opportunity to decide on your preferred choice of school which the Local Authority will consider alongside any other evidence.

A final EHCP naming the Local Authority's final choice will be issued in February. You can discuss the EHCP and the named school with the Local Authority at any time. If you are unhappy with any decisions they will try and resolve them. You also have the right to appeal the decision.

If your child does not have an EHCP you should apply for your place in secondary school in the usual way. See www.bexley.gov.uk/admissions

What steps are taken to prevent students with SEND from being treated less favourably than other students?

The bullet points below outlines the steps St Columba's Catholic Boys' School take to prevent students with SEND from treated less favourably as outlined in the Equality Act 2010:

Eliminate unlawful discrimination, harassment and victimisation

- Policies: SEN, Equality, Anti-bullying, Behaviour
- Accessibility Policy
- Continuing Professional Development which focuses on differentiation, reasonable adjustments, equality of access, teaching and learning to ensure progress for all and safeguarding
- A Prejudice Related discrimination/incident log is kept in school and monitored by the Senior Leadership Team (SLT)
- Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. by email, by notice in briefing
- SLT meetings focus on day-to-day management and strategic development with a focus on these areas where required

Our school is an inclusive place of learning that celebrates and welcomes diversity.
Every member of our community is a unique and special creation of God and is known,
cared for and valued for the contribution they make.
Every student is challenged and supported to achieve his best.



- Regular liaison with governors which informs and updates on current all areas of the School Improvement Plan

Advance equality of opportunity

- In-depth analysis of attainment data at each progress checkpoint takes place at a senior staff level in addition to middle leaders and teachers
- Analysis is shared at Senior Leadership level and through Academic and Pastoral Boards
- Exam dispensation is organised
- Auxiliary aids currently include: iPads, laptops, special handwriting pens, colour overlays, reading rulers, full copying and enlarging facilities, and any others as necessary
- Assembly content including Tutor Time activities are regularly adapted to reflect current and topical issues
- Lessons are regularly observed by subject and SLT to ensure accessibility and progress against OfSTED standards
- Where appropriate an appraisal objective associated with the progress of students with SEND is agreed as part of teachers' performance management objectives.
- Differentiation for access is a key driver of the school improvement plan
- SIMS is used and updated regularly to ensure all staff are aware of the relevant barriers to learning some students face.
- Where necessary the SEND Department will coordinate external professional provision for individuals or groups: Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Sensory Support, Specialist teachers, School Nurse, CAMHS, Social Care, Family Well-Being Service and Children In Need in conjunction with Senior Designated Person for safeguarding.

Foster good relations.

- St Columba's Catholic Boys' School focuses attention on respect and team work as core values and these are rewarded as key in lessons and out of lesson qualities
- Assemblies and tutor time focus on teamwork /friendships and promoting tolerance and respect. A transition programme is in place to support students from all primary schools
- CRiBS (Christian Resources in Bexley Schools) provide support for some of our students
- Evenings to support parents /carers are held when required e.g. Year 7 Literacy/Numeracy Evening, Advice on Post 16, GCSE exam success in addition to Year Group Parents Evenings.
- Students are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary. Fred, our School Chaplin is also available to provide help and guidance.
- The tutor is the primary contact for parents / carers

How do we identify and assess students with SEN?

Students are identified as experiencing SEND according to the criteria set out in the Special Educational Needs and Disabilities Code of Practice (2015). On entry to St Columba's, students undertake a cognitive and reading test to enable staff to have a baseline result. Data from Primary schools is also collected during transition visits. Where a SEND need has already been identified at primary level, the SENCo will liaise with the primary school to enable a smooth transition into St Columba's. This may involve visits to St Columba's over the summer break to familiarise the student with their new surroundings.

When deciding whether to make special educational provision, the SENCo, alongside the teacher and advice from the Early Intervention Team of professionals, will consider all information gathered from within school about the student's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment and early intervention materials. A small number of students may require additional, specialist assessment and this is co-ordinated by the SENCo or in exceptional cases, via referrals for external specialist assessment. This information gathering will include an early discussion with the student and their parents.

Consideration if special educational provision is required will start with desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents. This will then determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. However support is provided, a clear date for reviewing progress will be agreed and parents, student and teaching staff will each be clear about how they will help the student reach the agreed expected outcomes.

How will students with SEN be supported at St Columba's Catholic Boys' School?

- High quality teaching adapted to the needs of individual students
- Regular meetings with student and or parents/carers
- In class support from Teaching Assistants for students with an EHCP or a SEN need
- Specialised programmes to improve literacy and spelling delivered by a Specialist Teacher if detailed on the students EHCP.
- Advice and support for teachers from the SENCo, pastoral team including our Chaplain and the SLT
- Access to the ASD Resource Provision if appropriate.
- Use of Laptops in lessons where there is a significant amount of writing
- Use of electronic reader pens for those students who have dyslexia
- ASD support programme both for students and their parents/carers
- Speech and Language Therapy from a therapist for those students with a place within the resource provision.
- Additional speech and language therapy is provided from an ELKAN trained HLTA with advice from a therapist for those without an EHCP.
- Social skills groups and Sensory Circuits
- Study Skills groups
- PIXL Phonics programme for those struggling with reading within the Complex Needs Provision
- Lexia and Accelerated Reader Interventions to improve reading.
- 1:1 sessions focusing on improving working memory
- An Auditory Programme to improve concentration provided by The Joint Communication Team.
- Interventions designed for students with SEMH difficulties including anger management and restorative justice
- Access to a Learning Coach/Mentor
- Homework Club
- Access arrangements KS3-KS4
- Support from Teaching Assistants during exams to provide extra time, readers and scribes
- Support to teachers through "Staff Surgeries" where teachers share good practice when supporting students with SEN

- Where appropriate, additional support may also be sought from outside agencies including a request for Educational Psychologist involvement.
- Support from the local authority AEN advisor for both students and their parents or carers.
- Support from the local authority visual impairment advisor.

Who is our special educational needs co-ordinator (SENCO) and how can she be contacted?

Mrs Kathryn Kallend

Email: kkd@st-columbas.bexley.sch.uk

Tel: 01322 553236

What is our approach to teaching students with SEN?

As part of the tiered and inclusive approach that is set out in the Special Educational Needs Code of Practice (2015), St Columba's focuses on 'quality first teaching'. This means that all systems and forms of support are driven towards supporting good or better progress in all lessons. Several subject departments, including English, Mathematics and Science, organise student's into classes according to their current attainment. Classes where a higher level of support is required may be smaller in size and may receive support from additional staff members such as Teaching Assistants. Departments and the SENCo organise a wide range of intervention programs. In addition, students with an EHCP will receive individual support and monitoring from Teaching Assistants across a range of subjects, according to their needs.

How do we adapt the curriculum and learning environment?

As part of St Columba's commitment to 'quality first teaching', all teachers are provided with up-to-date information about each student located within their online class registers. This includes information about any student's SEND. This is supplemented by information regarding any special requirements; examples include access to colour overlays, laptops and reading pens as well as specialist resources for students with a physical difficulty.

Some students in Key Stage 4 with SEND will also be assessed for access arrangements for examinations and controlled assessments. All teachers work within a framework that sets out clear differentiation strategies for each type of SEND; in addition, any very specific adaptations that are necessary for individual students (such as specific resources and seating arrangements) are communicated to staff and monitored by the Head of Department. Quality assurance of differentiation for students with SEND is embedded in St Columba's termly schedule of teaching observations and marking scrutiny.

How do we enable students with SEN to engage in activities with other students who do not have SEN?

St Columba's will always look to remove a perceived barrier that might deny any individual access to our services. Each student with a disability or medical need is treated as an individual. The school is pro-active in making 'reasonable adjustments' for disabled students and those with medical needs to ensure that they have access to most buildings and therefore the majority of the curriculum. Students with a physical disability (or medical needs, including those that may be of a temporary nature) will have, if appropriate, access to the Learning Support Unit via a lift and the option of using other lifts to help them move around the school with minimum disruption to their learning.

In some exceptional cases, a personalised timetable or phased reintegration plan may be put in place. Some students may need a Health Care Plan, which will be drawn up in partnership with parents or carers,

healthcare professionals, the Head of Year and the SENCo. Information such as triggers, signs, symptoms, treatments and strategies for managing an emergency are shared with staff. Similarly, advice on differentiation in class for a student with a disability or medical need is clearly communicated to all teachers and closely monitored. Most equipment used in classrooms is accessible to all students regardless of their needs. The School also provides a range of adaptive technologies or other equipment, via departmental resources or via the SEN Department. All students with a disability or medical condition will be supported to ensure that they have full access to the school's extra-curricular activities, including clubs and trips.

How do we consult parents of students with SEN and involve them in their child's education?

Parent/carer partnership is a core part of the work that takes place at St Columba's. When identifying a student as needing SEND support, the views and experiences of parents are taken seriously. These views are recorded and comparisons made with the schools assessments. This happens in a variety of ways:

- Parents/carers of young people with special educational needs and disabilities with an EHCP are invited to an annual review to discuss the progress and provision required.
- Parents and carers are also invited to Parents' Evenings where they have an opportunity to discuss the progress of their son in all of his subjects with individual teachers and the SENCo.
- Parents and carers of those student's with ASD are also invited to Parent Surgeries to discuss any issues arising both at school and home. These are held in conjunction with the SENCo and ASD advisory team.

The SENCo is available to discuss any issues arising at any point during the academic year. Please either contact the main school office or email the SENCo directly.

How do we consult students with SEN and involve them in their education?

All students with SEND are encouraged to join the School Council or become a Tutor Group representative. This enables the student to recognise what they need to do themselves to fulfil their potential but also gives them a real opportunity to contribute to any required adaptations to teaching and/or support.

Students as well as their parents are also involved in the creation of the Student Passport. This document allows them to inform teachers how best they learn and what strategies can be put in place to support them. The SENCo is always available to discuss issues arising with the student's, feeding back to the classroom teacher, which forms an important link between student and teachers.

How do we assess and review students' progress towards their outcomes?

All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- Classroom observation by the SLT, the SENCo or external agencies.
- Ongoing assessment of progress made by students with SEND.
- Work sampling and scrutiny of planning to ensure effective matching of work to student need.
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND.
- Student and parent feedback on the quality and effectiveness of interventions provided.

All students have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings. Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly.

These students are then discussed in termly academic or pastoral board meetings that are undertaken between the Head of Departments/Head of Year and SLT. Additional action to increase the rate of progress will be then identified and recorded this will include a review of the impact of the differentiated teaching being provided to the student and if required, provision to the teacher of additional strategies to further support the success of the student. Where it is decided, during these discussions, that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments. Action relating to SEN support will follow an 'assess, plan, do and review' model, which is exemplified in the SEN Code of Practice 2014?:

- **Assess:** Data on the student held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the student's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
- **Do:** SEND support will be recorded and will identify a clear set of expected outcomes. This will include stretch and relevant academic and developmental targets (this may include, for some young people, targets around preparing for adulthood) These outcomes will take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.

If progress is limited despite the delivery of high quality interventions, advice will always be sought from other agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services – including Educational Psychologists
- Specialists such as outreach support services, occupational therapy, and social, emotional and mental health support and speech and language therapists.
- Social Care Services – as discussed with parents.
- Health partners such as the paediatric team and Child & Adolescent Mental Health Service.

N.B. For a very small percentage of students, whose needs are significant and complex and the SEN Support required to meet their cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in EHCP being provided.

How do we support students moving between different phases of education?

A number of strategies are in place to enable effective students' transition. These include on entry:

- A planned transition programme is delivered in the summer term to support transfer for students starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo is available to meet with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

How do we support students preparing for adulthood?

The annual review in Yr 9 for students with an EHCP begins the process where parents are supported to make decisions regarding option pathways.

Parents will be encouraged to consider the options for the next phase of education and the school will involve outside agencies, including a social worker from the Preparing for Adulthood team as appropriate, to ensure information provided is comprehensive but accessible.

The transition programme in Yr 11 in place for students with SEND provides a number of opportunities for students and parents to meet staff at the students chosen Post 16 provision. Accompanied visits to these providers may be arranged as appropriate. For students transferring to local schools and Post-16 providers the SENCos of both schools meet to discuss the needs of students with SEN in order to ensure a smooth transition.

How do we support students with SEN to improve their emotional and social development?

Apart from the daily pastoral care provided by each student's tutor and their respective Head of Year, pastoral care will also be provided by the SLT, class teachers, support staff, and the Safeguarding Team. Some students, who may or may not have SEND, may also receive additional support from the Learning Support Unit. This support includes personalised mentoring and a range of engagement and early support provisions including the Educational Welfare Officer and other additional early help providers. The school chaplain is also available to support the students when required.

The SENCo reviews the needs of students with possible social, mental and/or emotional health needs and meets regularly with the Head of Year to carry out a full review of such needs and support requirements for their individual year group cohort. If necessary the SENCo can also refer students for professional support from CAHMS.

What expertise and training do our staff have to support students with SEN?

The SLT and SENCo have extensive teaching, management and research expertise in the field of special educational needs. They are supported by a highly experienced and extremely dedicated support staff

team. Higher Level Teaching Assistants and Teaching Assistants have responsibilities in specialist areas and receive in-service training from expert professionals to update their knowledge and skills. The Resource Provision Manager has undergone specialist training, Elkan accredited, to enable support to student's with speech, language and communication needs.

The school's whole staff training programme also includes refresher training in key areas of SEND, which supplements the comprehensive differentiation frameworks provided to all teachers to support 'quality first teaching'. All staff has access to a regularly updated library of online training and advisory materials in all areas of SEND. Teachers and support staff are also regularly briefed by the SENCo on the individual needs of students and strategies to support these needs. In addition, staff can seek the advice of the SENCo, especially where a young person's needs may be more complex.

The SENCo holds qualified teacher status and has obtained the Nationally Accredited Award for Special Educational Needs Coordination (July 2017). The school has regular visits from an Local Authority Educational Psychologist and SEN specialist teachers who provide advice to staff on how best to support the success and progress of individual students. The school receives visits from the Speech and Language Therapist who provides advice on assessing and planning for targeted children. Programmes planned by the therapist are then delivered by a trained HLTA.

How will we secure specialist expertise?

At St Columba's Catholic Boys' School we regularly review SEND provision to ensure high quality first teaching in class, appropriate interventions and if appropriate access to external agencies is discussed at termly Early Intervention Team meetings. Parents/carers are informed of the outcomes of these meetings. We offer small intervention groups, facilitated by specialist trained Learning Support Coordinators and HLTA's whose training is regularly updated.

How will we secure equipment and facilities to support students with SEN?

External advice and equipment is provided by occupational therapists and physiotherapists to support students with SEN.

Advice from the ASD Advisory Service is provided for environmental adaptations for example displays and sensory stimulation.

We currently have a ramp to allow access to the upper playgrounds, a lift in the main teaching block and another to access the St Ambrose Suite Learning Support Unit and ICT and Music classrooms and have installed chair lifts to increase the access to other parts of the school.

How do we involve other organisations in meeting the needs of students with SEN and supporting their families?

At St Columba's we work with a range of external professionals and agencies. These include medical professionals in Child and Adolescent Mental Health Services (CAMHS) in addition to a variety of early help providers, the ADHD Assessment Service, ASD Assessment Service, physiotherapists and occupational therapists for those student's with a physical disability in addition to those with fine and motor skills difficulties.

Advisory teachers in hearing impairment, visual impairment and ASD visit the school and meet with student's, staff and parents when requested. In liaison with pastoral staff and the Safeguarding Team, professional partnership work may also take place with the Educational Welfare Officer, social workers, the New Horizons Federation (for student's who are vulnerable or missing education) and local youth organisations. In complex cases, the SENCo will engage with professionals from the Bexley Early Intervention Team, such as Educational Psychologists.

How do we evaluate the effectiveness of our SEN provision?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data.

Qualitative data will gather the views of parents and students on how successful the provision has been in enabling them to attain their outcomes. This information is obtained through parental questionnaires and feedback from parent evenings.

Quantitative data will examine both progress and attainment levels compared to those achieved nationally for students with the same level prior learning level. This data will be shared termly with governors and be may be scrutinised by external moderators such as OfSTED.

How do we handle complaints from parents of children with SEN about provision made at the school?

The school has a published complaints procedure which is available from the school or from our website.

Who can young people and parents contact if they have concerns?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/subject teacher/ form tutor. This then may result in a referral to the school SENCo.

Parents may also contact the SENCo or the Head Teacher directly if they feel this is more appropriate. At St Columba's we value the opportunity to work closely with parents whose views and aspirations for their child will be central to the assessment and provision that is provided by the school.

What support services are available to parents?

Bexley Snap offers impartial advice and support to parents and carers of all children and young people with SEND.

www.bexleysnap.org.uk

Bexley Voice is a voluntary group of parents and carers of children and young people (age 0~25) with special / additional needs and disabilities (SEND) living in the London Borough of Bexley.

www.bexleyvoice.org.uk

For parents who are unhappy with the Local Authority or school responses to their child's SEND, may wish to contact the London SEN Mediation Service.

<http://www.bexleyvoice.org.uk/london-sen-education-mediation-service.html>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability

Where can the LA's local offer be found? How have we contributed to it?

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