



## SEND Information Report 2017/18

The purpose of this Report is to provide information for parents/carers in relation to SEND Provision at St Julie's Catholic High School.

### Key Information:

**SEN Governor:** Sister Margaret Walsh SND

**SENCO:** Mrs G Dooley

**Telephone:** 0151 428 6421

**Email:** [SENCO@stjulies.org.uk](mailto:SENCO@stjulies.org.uk)

**Local Offer Contribution:** See school website [www.stjulies.org.uk](http://www.stjulies.org.uk) or the Local Offer website

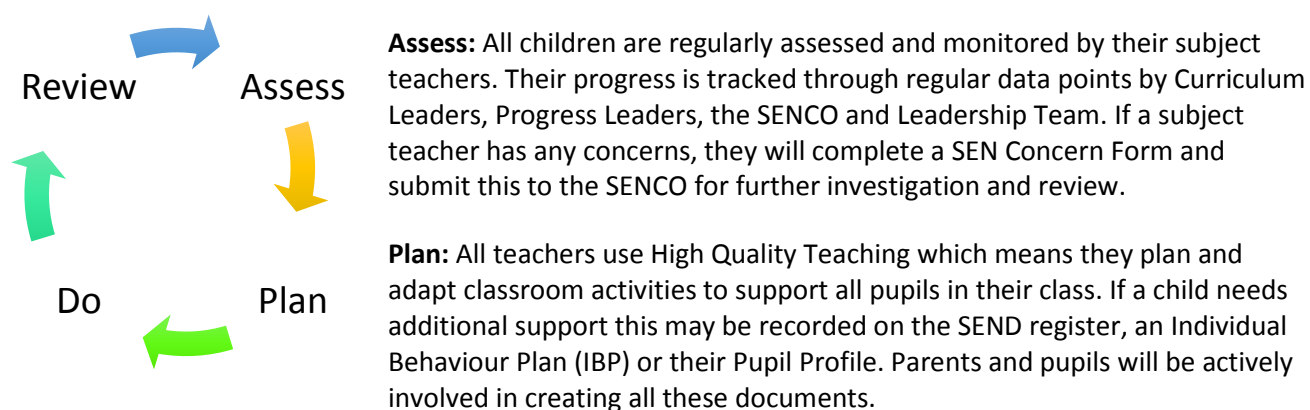
**SEND Policy:** Can be accessed via the school website: [www.stjulies.org.uk](http://www.stjulies.org.uk). Paper copies are also available from the school reception.

### Our Approach as a School:

As a school we are committed to providing the very best opportunities for all our students. We hold high expectations of all our learners and encourage them to aspire to achieve their full potential.

All teachers are responsible for every child in their care, including those with Special Educational Needs and Disabilities (SEND). All pupils are supported through Quality First Teaching, which is our first wave of intervention and support. We also apply a person-centred approach that allows us to match lessons and additional provision to individual needs.

All support offered to our students and particularly our SEND pupils is reviewed on a regular basis using **The Graduated Approach** of:



**Do:** This may mean small group intervention or individual support provided by teaching staff or learning support staff. Support may be on a daily or weekly basis depending on level of need, and runs on a six-week cycle, depending on the intervention. Some children will be withdrawn from lessons for specific interventions, but the first wave of intervention occurs within the classroom and it is the responsibility of the teacher to differentiate accordingly.

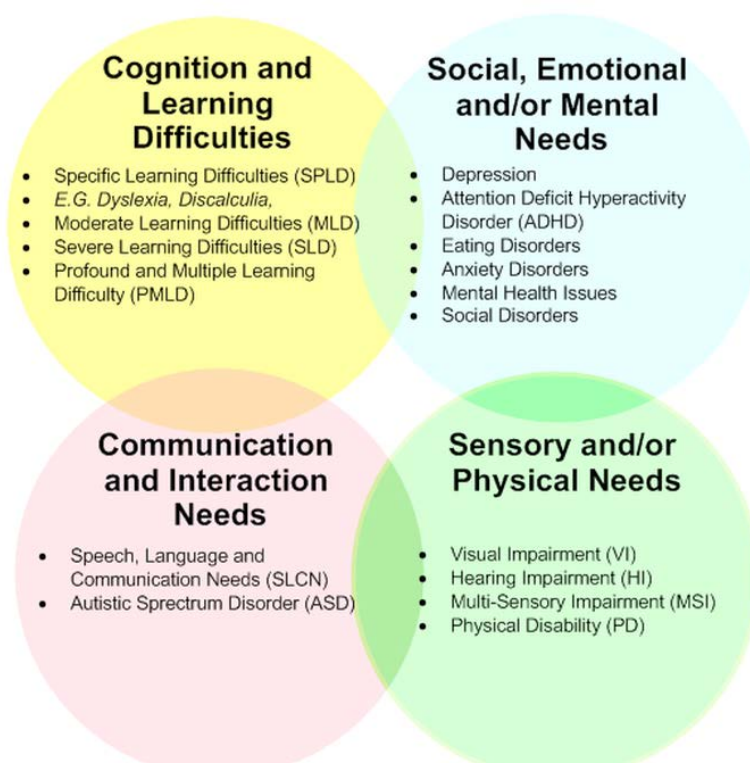
**Review:** At the end of each intervention cycle/data point, the progress of pupils is reviewed. If pupils are making similar progress to their peers, they will continue to be monitored and in class support will still be offered. Sometimes it may be necessary to seek more specialist support from outside agencies such as: Speech & Language Therapy, Educational Psychologists or the Occupational Therapy service. These referrals will be made by the SENCO in partnership with the parents and in line with the Liverpool SEND Graduated Approach Windscreen.



# SEND Information Report 2017/18

## SEND Needs and Provision

Children and young people's SEND are generally thought of in the following four broad areas of need:



As a school, we provide intervention for these areas of need, which includes but is not limited to:

Cognition & Learning	Social, Emotional and/or Mental Health	Communication and Interaction Needs	Sensory and/or Physical Needs
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiated curriculum planning</li> <li>• Catch Up Literacy</li> <li>• Catch Up Numeracy</li> <li>• Paired Reading</li> <li>• Spelling Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Reward systems</li> <li>• Social Stories</li> <li>• Counselling</li> <li>• Learning Coach Support</li> <li>• YPAS Outreach / IAG Worker</li> <li>• Progress Leader support</li> <li>• CAMHS Link Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school visual timetables</li> <li>• Personalised timetables</li> <li>• Social stories</li> <li>• Time to Talk (Social communication Intervention)</li> <li>• Extra-Curricular groups</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil grips/Finger spacers /writing slopes</li> <li>• Coloured overlays</li> <li>• Coloured paper/exercise books</li> <li>• Disabled access/toilets</li> </ul>

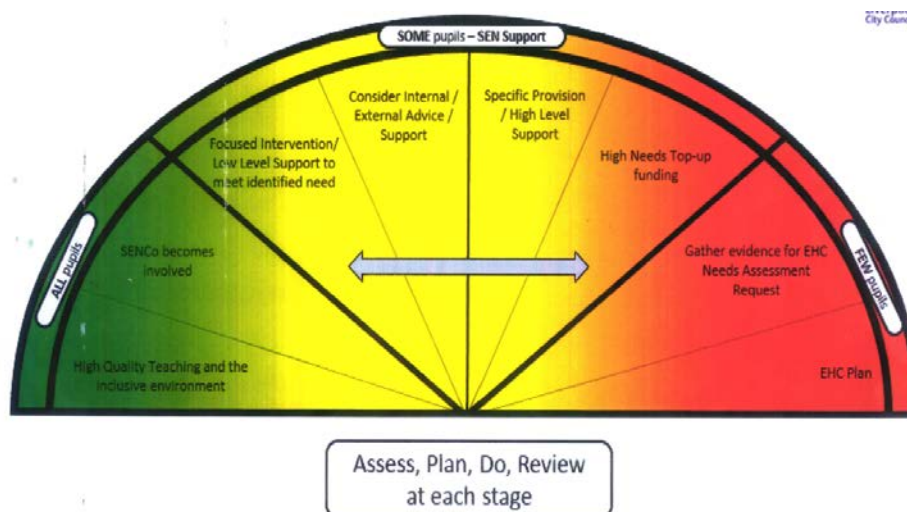
As of September 2017, we have many pupils in all year groups on the SEND register and in each of these broad areas of need. Most of these pupils are supported through in-class and school support (K), whilst some have Education Health Care Plans (E). There are also some pupils who receive support for their medical needs (M).

We have a number of internal systems for monitoring the quality of teaching, assessment and provision for SEND pupils. These include: learning walks, pupil and parent voice, lessons observations, book sampling, data analysis, intervention reviews and pupil progress meetings.

## SEND Information Report 2017/18



All support for SEND pupils is decided in line with the Liverpool SEND Graduated Approach Windscreen as shown below and a full list of the external agencies we work in partnership with can be found in our Local Offer contribution at <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>



Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account. (A full list of our external partners can be found in our contribution to the Local Offer)

### Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Telephone Calls and Parent Meetings	Parents, Children/young people, SENCo, Class Teachers, Progress Leaders, Learning Support team, Leadership Team	When required or requested.
Parent's evenings	Parents, Class teachers, Progress Leaders, Leadership Team	Autumn and Spring Terms
Pupil Profile & Target Reviews	Parents, Child / Young Person, SENCo, Learning Support Team	Once per term
Team Around the Child Meetings	Parents, Child / Young Person, SENCo, Assistant Headteacher, Progress Leaders.	When required
EHAT (Early Help Assessment Tool) Reviews	Parents, SENCo, Progress Leaders, Assistant Headteacher, outside agencies, Child / Young Person	Every 12 weeks
Meetings after assessment visits by outside agencies	Specialist from outside Agencies, parents, SENCo	When required

## SEND Information Report 2017/18



EHCP(Educational Healthcare Plan ) Review	Parents. SENCO, Local Authority, outside agencies, Child/Young Person	Mid-year review & annual reviews.
---	---	-----------------------------------

### Staff Deployment

The Learning Support and SEND team for 2017/18 are as follows:



Mrs J Ainscough- Learning Support and one-to-one

Mrs L Woodruff - Learning Support and one-to-one

#### Subject based members include:

Mrs C Flynn – English

Mrs T Wainwright – Maths

Mrs L Descaller – Science (from January 2018)

Mrs C Naylor – Humanities

**All staff are fully trained to support pupils on a 1-2-1 and small group basis.**

### Staff Development and Qualifications

We are committed to developing the ongoing expertise of our staff. Currently all teachers are fully qualified and have various qualifications including QTS, Degrees and Masters. Support staff are qualified with qualifications including degrees, HLTA and NVQ. They have also had training in various special educational needs, enabling them to support children and deliver interventions where required.

Training to support Quality First Teaching is always a whole school priority and all staff in the school receive regular training to meet the needs of all children. During the last academic year whole staff training included: Safeguarding, Supporting the Most Able, Questioning, Differentiation, SEND Code of Practice, ASD Support and Awareness, Numeracy, Literacy, Improving Oracy, Managing Stress and Anxiety.

Members of the Learning Support Team have also received training in: Supporting pupils with Down's Syndrome, Autism Awareness and support, ADHD Awareness and support, Mental Health First Aid, Bereavement and managing Eating Disorders. Our SENCO attended the School Improvement SEN Briefings and is currently completing both the National SENCo Award and the PATOSS Access Arrangements award.

Through staff questionnaires and parent voice questionnaires, we have been able to identify which areas our staff need further training in and plan accordingly for the coming academic year. Details of these areas can be found in the Further Development section below.

# SEND Information Report 2017/18



## Complaints

---

- Whilst we are able to resolve most concerns swiftly and to the satisfaction of all, we also publish our complaints procedure on the school website [www.stjulies.org.uk](http://www.stjulies.org.uk) under Parents and Policies sections.
- This year we have not had any formal complaints regarding SEND.

## Transition

---

At the transition from Primary School, we work closely with our feeder schools and establish Transition Plans for the more vulnerable pupils. These plans include:

- Having a designated Transition Coach who liaises with the primary schools through the Transition Forum to discuss and pass on any relevant information regarding the new intake and their needs.
- Our Transition Coach also conducts regular visits to the Primary Schools to meet key staff involved in supporting our SEND and more vulnerable pupils and conducting observations that can inform our planning for their move to St Julie's.
- Parents are invited to attend a Transition Interview where you can outline any concerns you may have.
- Some pupils will be invited in to school for additional transition visits. These will give them an opportunity to meet key members of staff, familiarise themselves with the school site and do some work around moving to Secondary School.
- In July, all students are invited to attend the Common Transfer Day where they will be assigned to a form, meet their Form Tutor again, as well as their Progress Leader and other pupils in their classes.
- In September, parents will be invited to attend Review Day which will allow you to meet with your daughter's Form Tutor or Progress Leader and discuss how they have settled in to the new school year.
- Before your child starts in our school, we will contact any specialist services that support your child and ask you to invite them to a Team around the Child [TAC] meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.

At the transition from Key Stage 3 to Key Stage 4, we work hard to ensure that all pupils are guided towards the right pathway to suit their aspirations and ability. We also support pupils through:

- Inviting parents/carers to a Preferences Evening where they can explore the different subjects on offer to the child/young person and the support offered to them moving forward.
- Inviting parents/carers to a Study Support Evening where pupils and parents are offered information on how to effectively revise and prepare for assessments, how best to support the child/young person through their GCSE and Key Stage 4 courses.
- Assertive Mentoring scheme for one-to-one support
- Mindfulness, Colour Therapy and Stress Management intervention
- Continued in class support and bespoke revision programmes.
- One-to-one meeting with the Careers Advisor.
- Off site visits to Apprenticeship providers and Higher Education institutes.

At the Transition from Secondary to Post 16 Education, Training or Employment, we closely monitor children and young people's destination data to ensure our NEET data is kept low. We also support pupils through:

- One-to-one meetings with the school Careers Advisor to discuss relevant pathways and qualifications.
- UCAS support: Personal Statement training, subject references, personal references and writing clinics





## SEND Information Report 2017/18

- Timetabled GCSE Resit lessons and interventions.
- Assertive Mentoring schemes with a one-to-one meeting schedule.
- Sixth Form Interviews for pupils in Year 11 who have expressed an interest in remaining with us
- Visits and talks from various Further Education providers on key issues such as: Student Finance, Independent Living, Course options, Apprenticeships, Vocational Pathways and more.
- A PSHE curriculum that covers: Budgeting, financial independence, CV Writing and Stress Management.
- Interview Skills Training and advice, as well as Mock Interviews both for Further Education and Employment.
- Unifrog Membership to help draft UCAS statements, CVs and to compile information about courses, employment opportunities and apprenticeships.

### Finance

---

Our notional SEN Budget this year has provided:

- Additional support services within school
- Commissioned external services
- Additional teaching and learning resources
- Training to support identified needs
- Staff training

We believe this has benefited our children and their families in the following ways:

- Increased Staff knowledge and expertise
- Improved the level of support available to individual and small groups of children
- Implementation of increased intervention programmes

### What has worked this year

---

- Additional resources purchased to equip our new Learning Support Base, including a new 1-2-1 room for Counselling and an intervention ICT room.
- Using Pupil Voice to establish that children and young people feel supported and happy in school.
- Using Staff Questionnaires to establish where staff training needs to be directed
- Sharing of best practice in Learning Support team meetings to ensure that all staff knowledge is up to date and relevant.
- Literacy and Numeracy Catch Up programmes were 100% effective in improving the skills of all pupils involved.
- Transition plans ensured that a smooth transition occurred for all children starting at St Julie's or moving in to Sixth Form.
- Introduction of Lego Therapy and Social Skills Workshops.
- Pupils identified as SEND participated in extra- curricular activities alongside their peers

### Further development

---

Our strategic plans for developing and enhancing SEND provision in our school next year include

- Curriculum Mapping for future year groups and ability levels
- Additional literacy and maths intervention for identified pupils
- Support staff training on Mental Health needs of our pupils.
- Whole staff training and intervention to improve outcomes for vulnerable groups
- Improve entry and exit criteria for interventions

## SEND Information Report 2017/18



<b>Relevant school policies underpinning this SEN Information Report include:</b>	<b>Legislative Acts consulted when compiling this report include:</b>
<ul style="list-style-type: none"><li>• Marking Policy</li><li>• Teaching and Learning Policy</li><li>• SEND Policy</li><li>• Equal Opportunities Policy</li></ul>	<ul style="list-style-type: none"><li>• Children &amp; Families Act 2014</li><li>• Equality Act 2010</li><li>• Mental Capacity Act 2005</li></ul>