

St Julie's Catholic High School

**Speke Road
Liverpool
L25 7TN**



SEND Information Report

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SEND Link Governor: Mrs B Smith**

Purpose

The purpose of this report is to provide information for parents/carers about SEND provision at St Julie's Catholic High School. For further information, please do not hesitate to contact the SENDCO using the contact details above.

Key Information:

Local Offer Contribution: This report should be read in the context of the Liverpool Local Offer which can be located at:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

In line with the local offer SEND changes this report will be reviewed in January 2025. The Liverpool Local Offer aim to publish the changes in January 2025.

SEND Policy: Can be accessed via the school website: 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, so that they learn what is necessary for their life beyond school.

At St Julie's Catholic High School, we adopt the Graduated Approach for all intervention and support. We refer to the Liverpool City Council / School Improvement Liverpool guidance and support where applicable.

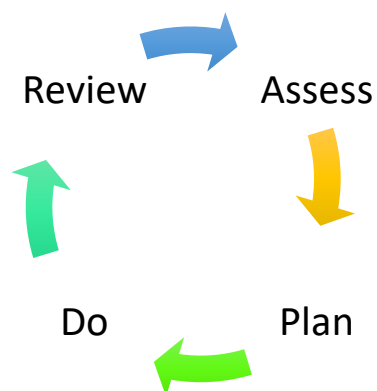
In the first instance, teachers are responsible and accountable for the progress of the students in their classes, including those with SEND. It is Quality First Teaching that is adapted for the individual needs of the student, that is the first step in responding to identified SEND students or those who may have SEND. This is also known as wave 1 on the graduated approach cycle.

Should the student not make expected progress, key stakeholders such as the teacher and SENDCO will consider all the information gathered including early assessment tools, high quality formative assessment from within the school, alongside national data and expectations of progress.

For additional and different needs, the school will draw upon more specialised assessments from external agencies and professionals such as educational psychologists. During this assessment process, the school will draw up a profile of the student's strengths and needs educationally, socially or emotionally.

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



Assess: All children are regularly assessed and monitored by their subject teachers. If a subject teacher has any concerns, they will complete a SEND referral and submit this to the SENDCo for further investigation and review. The SEND team will carry out an analysis of the student's needs, drawing on teacher assessment, the voice of the student, their previous attainment, and the voice of parents/carers. The views of external support services are also sought - if they are involved. Any concerns raised by parents are actively listened to and recorded.

Plan: All teachers use Quality First Teaching (Wave 1) which means they plan and adapt classroom activities to support all pupils in their class. If a child needs additional support this may be recorded on the SEND register or their Pupil Profile. Parents and pupils will be actively involved in creating these documents to ensure they best meet the individual needs of the student.

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 the level of need and run on an eight-to-twelve-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 adapt their teaching accordingly.

Review: At the end of each intervention cycle/data point, the progress of students is reviewed. If students 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 SENDCo in partnership with the parents and in line with the Liverpool SEND Graduated Approach Windscreen.

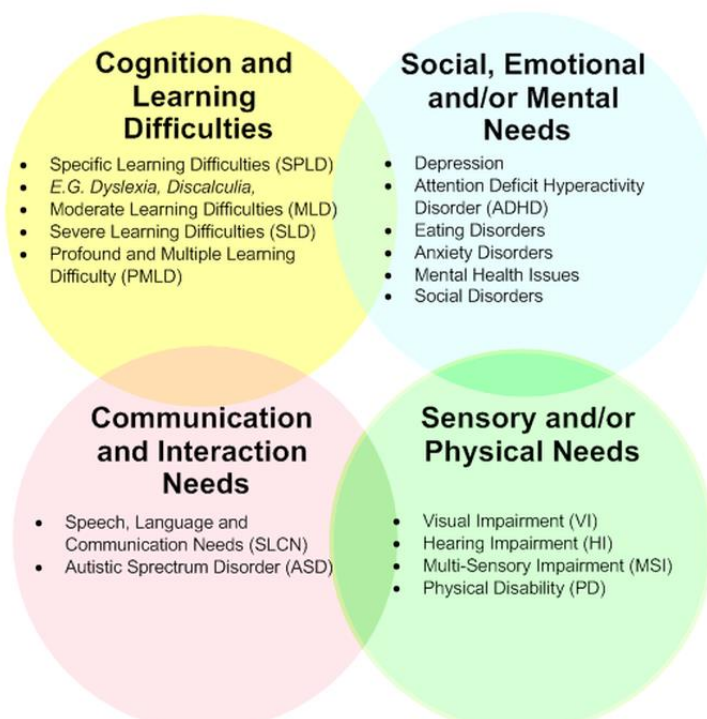
Students with an EHCP (Education, Health and Care Plan) must be reviewed by the local authority in partnership with the school, at least annually. These reviews are arranged at school and chaired by the SENDCo, and SEND case work officer from the LA.

During reviews, we evaluate the impact and quality of the support and consider the views of the parents and students. This feeds back into the analysis of the student's needs. The SENDCo will revise the support in the light of the student's progress and development. We strive to provide clear information to parents about the impact of support and interventions provided enabling them to be involved in planning next steps.

SEND Needs and Provision

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SEND is 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 and Learning <ul style="list-style-type: none"> • Quality first teaching • Adaptive Teaching and curriculum planning • Catch Up Literacy • Catch Up Numeracy • Paired Reading • SPAG Intervention • Homework club • 1:1 tutoring • Lexonik • Amber Reading • Form Time reading • STARS provision at break/lunch • Coloured overlays • Reader Pens 	Social Emotional and/or Mental Health Needs <ul style="list-style-type: none"> • Whole school behaviour policy • Reward systems • Mental Health Practitioner • Counselling • Pastoral Coach Support • YPAS Outreach / IAG Worker • Progress Leader support • Social skills club • Resilience Groups • ELSA • Boxall • STARS provision at break/lunch • ADHD Foundation Therapist
Communication and Interaction Needs	Sensory and/or Physical Needs

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<ul style="list-style-type: none"> • Whole school visual timetables • Personalised timetables • Social stories • Extra-Curricular groups • Social skills club • Homework slips • STARS provision at break/lunch • Reflection pass 	<ul style="list-style-type: none"> • Pencil grips/Finger spacers /writing slopes • Full disabled access/toilets • Lift Pass • Strategic seating • Laptop provision • ADHD Foundation Therapist
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As of September 2024, we have 184 pupils on the SEND register from each year group and in each of these broad areas of need. Most of these pupils are supported through **quality first teaching** 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 (Med). Any pupils who are not making expected progress but don't have an official diagnosis will be **monitored following the graduated approach, assess, plan, do, review cycle**.

We have clear 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.

All support for SEND pupils is decided in line with the Liverpool SEND Graduated Approach.

Extending our school approach, we commission external agencies 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)

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Staff Deployment

The Learning Support team for 2024/25 are as follows:

Support at St. Julie's:

Curriculum Support

Pastoral Support

Miss S Jackson SENDCO

Miss S McDonald

Mrs J Ainscough

Dr J Adams White

Miss S Ellis

Mrs C McAlinden

Mrs P Chisam

Miss L Machin

Mrs T Wainwright

Mrs L Woodruff

Mrs H Woods

All staff are fully trained to support pupils on a 1:1 and in a small group. Staff are fully involved in a personal development programme.

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Staff Development and Qualifications

We are committed to developing the ongoing expertise of our staff. Currently all teachers hold various qualifications including QTS, bachelor's degrees and master's degrees. Support staff hold qualifications including bachelor's degrees, HLTA and NVQ.

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 SEND pupils, Embedding Formative Assessment, Adaptive Teaching, Improving Literacy, Improving Oracy, Supporting Disadvantaged Students, Use of Provision Map and Class Charts, Questioning in the Classroom. **In addition, we work closely with external agencies such as, ADHD foundation <https://www.adhdfoundation.org.uk/>.**

Members of the Learning Support Team have also received training in: Autism Awareness and support, ADHD Awareness and support, Mental Health First Aid. Our SENDCo attends the School Improvement SEND Briefings and has completed the National SENDCo 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.

Co-producing with students and their parents

Involving students and parents 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, SENDCo, 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
Team Around the Child Meetings	Parents, Child / Young Person, SENDCo, Assistant Headteacher, Progress Leaders.	When required
EHAT (Early Help Assessment Tool) Reviews	Parents, SENDCo, Progress Leaders, Assistant Headteacher, outside agencies, Child / Young Person	Every 12 weeks minimum
Review of provision after external agency involvement	Specialist from outside Agencies, parents, SENDCo	When required
EHCP (Educational Healthcare Plan) Review	Parents. SENDCo, Local Authority, outside agencies, Child/Young Person	Annually as a minimum.

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Transition

Moving into Year 7

Prior to students joining us at St Julie's, our Transition team communicate with the previous school, the student, and their parents/carers to create a detailed profile of each student, including those with SEND. This profile, coupled with comprehensive baseline testing ensures that any potential barriers to learning can be identified and combatted through appropriate, individual support.

Those students with identified or diagnosed SEND are added to our SEND register and have a Pupil Passport created with Provision Map, which outlines what adaptations and support are needed on a classroom level. This information is shared with all Teachers and Learning Support Assistants at the beginning of each half term and when any relevant adjustments are made.

Our transition process includes:

- Support from our designated Transition Coach who liaises with and visits the Primary Schools of our students.
- Inviting parents and students to attend an individual transition interview with a member of the Senior Leadership Team or the Transition Team. These interviews provide parents with an opportunity to outline any concerns and to confirm plans.
- Inviting some students to school for additional transition visits. These visits give students an opportunity to meet key staff members, become familiar with the school and to voice any concerns they may have about their transition.
- Hosting the Common Transfer Day in July for all Year 6 pupils assigned a place at St Julie's. This allows students to meet their Progress Leader, Form Tutor and to experience some secondary level lessons.
- Holding a weeklong Summer School for the most vulnerable students which is run by our Transition Coach and other key staff.
- Hosting a Year 7 SEND Welcome Event in September, allowing parents to meet the SENDCO and some key members of the SEND team.
- Attending any EHAT Reviews, EHCP Reviews or TAC meetings, if your child is subject to any of these provisions.

Moving from Key Stage 3 to Key Stage 4

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 students through:

- Inviting parents/carers to a Preferences Evening where they can explore the different subjects on offer to our students and the support offered to them moving forward.

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- 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.
- Continued in class support and bespoke revision programmes.
- One-to-one meetings with the Careers Advisor.
- Off site visits to Apprenticeship providers and Higher Education institutes.

Moving to Post 16 Education

At the Transition from Key Stage 4 to Post 16 Education, Training or Employment, we closely monitor our students' 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
 - Timetabled GCSE Resit lessons and interventions.
 - Sixth Form Interviews for all pupils in Year 11 to explore their path in to Sixth Form.
 - 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.
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Outcome for SEND Pupils 2023/2024

Year 11 2023-2024

There were 39 pupils identified as SEND in this Year 11 cohort of 173 pupils. This equates to 23% of the cohort.

EHCP Students (E)

There were 4 EHCP students in Year 11 2024/2025. 1 out of 3 students attended an AEP and does not reflect in the data presented below.

SEND Students (K)

Qualification	<u>Number of SEND Students (39)</u>	<u>% of SEND Cohort</u>
GCSE English Language Grade 7-9	2	6%
GCSE English Language Grade 5-9	13	36%
GCSE English Language Grade 4-9	20	55%
GCSE English Literature Grade 7-9	2	6%
GCSE English Literature Grade 5-9	14	39%
GCSE English Literature Grade 4-9	21	58%
GCSE Maths Grade 7-9	0	0%
GCSE Maths Grade 5-9	9	24%
GCSE Maths Grade 4-9	15	41%
GCSE Science Grade 7-9	0	0%
GCSE Science Grade 5-9	5	14%
GCSE Science Grade 4-9	9	26%

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SEND Funding

The nominal SEND budget is for school leaders to use to improve outcomes for students. It can be aligned with other funding (e.g. Pupil Premium) to optimise impact. Additional funding, known as High Needs Top Up funding is applied for if students reach the criteria set out by the Local Authority.

The Governing Body oversees the expenditure of the school SEND budget and the appropriate provision to support students.

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
- Implementation of new whole school systems for monitoring SEND and behaviour.

What has worked this year

- **Most recent SEND review held by School Improvement Liverpool commented on the quality of the provision offered to students with SEND and students who access SEMH support.**
- **Previous** external review held by the Archdiocese of Liverpool found 37 areas of strength within the SEND provision at St Julie's and confirmed 7 areas for progression.
- **Additional training with School Improvement Liverpool**
- **Service Level Agreement with ADHD Foundation**
- **SEND Advocates within curriculum areas**
- Additional resources purchased to support our intervention provision, including Lexonik programme, Provision Map and Executive Functioning Toolkits.
- 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.
- Whole school engagement with the MITA (Maximising the Impact of Teaching Assistants) through the Local Authority.
- Transition plans ensured that a smooth transition occurred for all children starting at St Julie's or moving in to Sixth Form.
- Pupils identified as SEND participated in extra- curricular activities alongside their peers
- All departments have incorporated SEND into their Quality Assurance policies and their planning of the curriculum.

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- Parental engagement has been excellent, with parents attending coffee mornings, welcome events, **external agency events** and parent's evening.

Further development

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

- Additional literacy intervention for identified pupils
- Additional math intervention for identified pupils. Develop a Math 4 Life programme
- Improve entry and exit criteria for interventions and for the SEND register
- Further development of our Learning Support Base – the STARS room.
- Further development of interventions to ensure there is a 6-8 week plan and structure.
- More robust Quality Assurance processes working collaboratively with Progress Leaders and Curriculum Leaders.

Complaints

Should a parent or carer wish to query the provision their child is receiving, in the first instance they are encouraged to raise their concern with the relevant member of staff. Most concerns can be dealt with by the SENDCo or the Senior Leadership Team. However, should any issues not be resolved parents/carers may refer to the school Complaints Procedure which is available on the website or via application to the main office.

Links to school policies and practices

This report has been developed in compliance with the following statutory legislation:

- a) Special Educational Needs and Disability Code of Practice (2015)
- b) Special Educational Needs and Disability Act (2001)
- c) Disability Discrimination Act (1995)
- d) Children and Families Act (2014)
- e) Special Needs and Disability Regulations (2014)
- f) The Equality Act (2010)

It has also been written in conjunction with several of our internal school policies, all of which can be found on the school website:

- a) Safeguarding and Child Protection Policy
- b) Behaviour for Learning Policy – See Appendix
- c) Equality Policy and Action Plan
- d) Disadvantaged Students Policy

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e) Accessibility Plan

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