

St Peter's Catholic High School SEND Report – March 2023

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or;
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

1. How will we know if your child needs extra support?

- Transition meetings with primary schools in which we discuss all children and their strengths and difficulties – these meetings highlight children requiring additional support;
- Baseline assessments and CATs upon arrival and regular monitoring and assessments highlight areas in which young people need additional intervention for support with learning;
- Referrals or concerns received from staff are explored and investigated and appropriate support is put in place where necessary;
- Parents and carers can contact the school with any concerns which can be discussed and investigated;
- Pupils themselves can self-refer if they feel they need support.

2. What do we ask you to do if you feel that your child has a special educational need?

- Contact the school and ask to speak or meet with the SENCo (Mrs Hartley) or your child's head of year to outline your concerns. These concerns will be fully investigated and relevant support put in place where appropriate.

3. How will school staff support your child?

- In the first instance many children can be successfully supported through quality first teaching and suitable differentiation within the classroom;
- Where additional support is required assessments will be completed and a plan will be put into place which could include;
- In-class support;
- Small group/1-1 literacy or numeracy intervention;
- Small group/1-1 support to help pupils with social, mental and emotional health difficulties;
- 1-1 support for behavioural coaching and mentoring;
- Referral to and support from Wigan TESS;
- Small group 1-1 support for developing social, communication and interaction skills;
- Small group/1-1 support for improving fine motor skills;
- Access to specialist literacy/numeracy packages.
- Nurture group support

(Where intervention packages are put in place, this will inevitably mean short or long-term withdrawal from mainstream classes).

4. How is our curriculum matched to your child's needs?

- In most cases all children will follow the same curriculum; however, this will be differentiated according to need and ability ensuring that all learning is accessible and that all pupils can experience a sense of achievement;
- Some classes are set according to ability – in year 7 we have a 'small group' class in some subject areas for those pupils experiencing significant learning difficulties. Small group classes are kept much smaller in number than other classes to allow for more individual teacher input and will always have a TA present;
- If appropriate at Key Stage 4 a vocational route or alternative placement may be arranged to ensure that all young people can engage actively in their education and follow an educational route suitable to their individual needs and aspirations. Some students may participate in study support sessions to secure their learning in other subject areas and some students may opt for the NOCN SETPD course which is individually tailored to the student's needs and interests.

5. What support will there be for your child?

What is the pastoral, medical and social support available for children with SEND?

- In addition to the extensive whole school pastoral support package young people with SEND could receive additional personalised support including small group class support, access to support and intervention through our Nurture room; access to the Learning Support Room or Nurture room before and after school and at break times and lunchtimes;
- Through our Learning Support and Nurture rooms we offer a wide range of interventions to help pupils with social, mental and emotional health difficulties tailored to individual needs and circumstances;
- Nurture group support is available for those students who require it. This is individually tailored to meet the student's needs. We have recently secured National Nurturing schools status and our Nurture provision has been expanded to meet the needs of our learners.

How do we manage the administration of medicines and provide personal care?

- Where young people are identified as having physical or medical needs requiring medication to be administered in school a Health Care Plan will be completed and necessary arrangements implemented;
- A hygiene suit with an electric hoist and a rise-and-fall toilet and sink is available in the Learning Support and Nurture area.

How do we support children during unsupervised times?

- Staff are deployed at break times to supervise activity in all areas of the school;
- Pupils with SEND are invited to spend their break times and lunchtimes in the Learning Support and Nurture room area which is staffed and a range of activities are on offer;

- The Learning Support room is supervised by our HLTA Learning and level 3 and 2 learning teaching assistants at break and lunchtime. Students are welcome to eat in these rooms and participate in a range of activities including games and crafts;
- The Nurture room has regular Nurture lunches for those students involved in Nurture support sessions and students are welcome to spend break time making toast and eating together in the Nurture room. This is supervised by our HLTA Nurture and level 3 and 2 Nurture TAs.

How does the school manage transitions between different activities during the day?

- Pupils with TA support can be escorted to and from lessons should this be appropriate;
- Visual timetables are available to support the transition between lessons and enable pupils with SEND to prepare their day and transitions in advance;
- Our Nurture room is open before school and at transition points throughout the day to offer support to those students who need it.

What support is there for behaviour, avoiding exclusions and increasing attendance? How will your child be able to contribute his/her views?

- Through our Learning Support and Nurture area we offer a wide range of interventions to help pupils with social, mental and emotional health difficulties tailored to individual needs and circumstances;
- Our HLTA Nurture works closely with the pastoral staff, TESS and other agencies to create bespoke packages of Nurture support for students facing these difficulties, these are usually very successful;
- We have a full and comprehensive rewards and sanctions policy with an emphasis on rewarding achievement and positive contributions to the school;
- Parental contact is a high priority when any incidents of poor behaviour occur in order for issues to be remedied and a consistent approach to be adopted;
- When problems with behaviour and attendance are persistent we can engage with external agencies to offer increased and personalised packages;
- Young people's views are taken into account at every stage of their education through pupil voice, contributions to meetings about their progress and achievement;
- TESS behaviour support is available one day per week.

How will we use the expert knowledge you have about your children?

- At all relevant points in your child's education your views and advice will be sought to help us fully understand their needs, strengths and difficulties;
- Key workers will keep in regular contact with you if your child is being supported through the SEND department in school;

6. What specialist services and expertise are available at or accessed by the school?

- Staff in our SEND department access a wide range of training and CPD to ensure that the needs of children can be met.

- We engage support for a wide range of services including Mental Health teams, Counselling services, Targeted Education Support Services, Educational Psychology Services, Community Support Services and voluntary organisations, Gateway and Social Care and medical professionals.
- Where any specific needs arise we ensure that the most appropriate experts are engaged to work with us and our young people and their families to offer the best possible support.

7. What training are the staff supporting children and young people with SEND in receipt of?

- Literacy: We have staff trained in Soundwrite, Delivering Toe by Toe and Word Wasp. We have the IDL programme that can be used both in school and at home. We use a range of comprehension support including Dockside.
- Numeracy: We have staff trained in Maths Recovery, Numicon, delivering Plus 1 and Power of 2. We also have IDL numeracy that can be used at home or in school. We have teaching staff trained to deliver Entry level Maths qualifications.
- Learning: We have 2 HLTAs for Learning and level 3 and 2 teaching assistants that run a variety of interventions to support students learning. In addition to the packages named above, we also run working memory, motor skills and Lego interventions. We are currently applying to provide NOCN units including the SETPD programme for key stage 4 learners.
- Emotional and behavioural Support: We have 2 HLTAs for Nurture who lead a team of level 3 and 2 teaching assistants to support and develop young people's emotional, behavioural and mental health needs. Our department works closely with Kirsty Houghton our school chaplain in supporting the needs of young people. We also work with CAMHS and have a school CAMHS link worker that we can access to provide information and support. We have recently secured National Nurturing schools status.
- All of our staff have regular training from Wigan TESS service, this has included programmes to develop their skills as teaching assistants, Nurture group support, Working Memory, ASD, Mental health and many more.

8. How will your child/young person be included in activities outside the classroom, including school trips?

- The school provides a wide range of educational and extracurricular activities taking into account varying capabilities and interests.
- Teaching assistants and SEND staff attend school trips enabling all pupils to be involved.

9. How accessible is the school environment?

- There are 4 lifts available in the school; however, some parts of the school are not accessible to students with mobility difficulties.
- We have accessible changing and toileting facilities.
- We seek advice and expertise from parents and specialist teams to ensure that the visual and auditory environment is suitable for learners.
- The school SEN budget and personal budgets allow us to provide equipment and facilities to support children and young people with Special Educational Needs.

- We work with the local authority sensory support team, occupational health and physiotherapists to support the physical needs of our students.

10. How will the school prepare and support your child/young person to join the school, transfer to a new school or the next stage of education and life?

- Transition meetings are held with primary schools in which we discuss all children and their strengths and difficulties – these meetings highlight children requiring additional support.
- We offer a more intensive transition package in addition to regular transition days to enable pupils to meet key staff and classmates, adapt and become familiar with their new learning environment and discuss any concerns they may have.
- At all key transitional points the SEN team offer support to ensure that appropriate provision is available to make the transition as smooth as possible, for example, the SENCo is available to advise during the options process in Year 9 and can offer support and advice when decisions are being made for Post 16 pathways.
- When pupils encounter a transition between school post-year 7 we liaise with the donor school and any agencies involved to gather pertinent information, complete an assessment of need and put in place a plan for their successful integration into school life with us.
- We liaise closely with Post 16 establishments to pass on relevant information and where necessary arrange transition sessions. Support can be offered for college assessments and interviews.
- Nova Maloney, Futures Co-Ordinator can attend Annual Review Meetings in years 9, 10 and 11 to help prepare young people for their future. We also encourage post-16 providers to attend year 11 reviews when asked to do so by students, parents or carers.
- We can liaise with the transport team to arrange independent travel training where appropriate. Information sharing when a child moves on is prompt and detailed for their needs to be met and for support and provision to be in place.

11. How are the school's resources allocated and matched to children's/young people's special educational needs?

- Schools are required to find some funding for young people with SEND, referred to as the 'notional SEN budget' which covers around £6,000 per pupil with SEN, over and above core funding. We will use this funding to meet pupil needs and where necessary approach the Local Authority when high-level needs cost more.
- As a school we do our best to ensure that we are equipped with resources and materials that enable all of our young people to learn. The tools and resources used to make learning accessible for all are sourced whenever applicable to ensure that barriers to learning are broken down and achievement is optimum.
- Our SEN Budget is devoted to employing well-skilled Teaching Assistants, purchasing appropriately differentiated and accessible resources and ensuring that the learning environment is learner-friendly.

12. How is the decision made about what type and how much support my child/young person will receive?

- We offer a graduated approach to SEND to identify difficulties; assess the need in conjunction with class teachers, parents and pupils and plan for appropriate support and provision.
- Where pupils are not making expected progress an assessment of difficulties and needs may be completed to identify specific areas of difficulty. This will inform the teaching strategies and tools needed to enable the individual pupil to make more rapid progress and hopefully overcome difficulties.
- Where appropriate differentiation and quality first teaching does not have the desired impact and progress continues to be hindered by a young person's special educational needs then further assessment of need will be completed and small group or 1-1 intervention implemented that is suitable to the needs of the child and assessed regularly.
- Should the young person continue to make less than expected progress despite support matched to their needs and difficulties then we may involve specialists to complete further assessments and/or offer further advice and guidance to help us offer effective intervention and support. Parental consent will always be sought before involving outside agencies or specialists.
- At all stages parents should be involved in the decision-making process. Parents are invited to contact us at any time with any questions or concerns.
- A centrally held, comprehensive information pack outlines the needs and difficulties of any children with special educational needs and the support they receive. This information also outlines advice from specialists and the SEND team, offering strategies for staff to employ when teaching individuals.
- The SENCo reviews the SEND register, pupil attainment data and pupils in receipt of support termly. We often take advice from our TESS teacher should we have any specific concerns.
- Parents, pupils, teachers and teaching assistants are all important stakeholders and can be involved in the decision-making process with regards to the levels and types of support offered.
- Parents are encouraged to take an active role in supporting us to enable their child to make good progress. You can be involved by contributing to meetings and discussions at parent's evenings, by sharing all relevant information, by offering your expert knowledge and by supporting the school and reinforcing the work we do in the home.

13. How are parents involved in the school? How can I be involved?

- Parents are encouraged to take an active role in supporting us to enable their child to make good progress. You can be involved by contributing to meetings and discussions at parent's evenings, by sharing all relevant information, by offering your expert knowledge and by supporting the school and reinforcing the work we do in the home.
- Your involvement in your child's education is crucial. We would encourage talking to them about what they are learning, supporting them with homework and revision and encouraging them to remain positive about their learning experiences and developing attitudes that enable them to see challenges and mistakes as an important part of the learning process.
- Attend parent's evenings and any other meetings pertinent to your child; your views and expertise are valued and always welcome.

14. Who can I contact for further information?

- Your first point of contact if you wish to discuss anything about your child would be their form tutor or Head of Year.
- If you are worried about anything contact your child's form tutor or Head of Year, who will direct you to another appropriate member of staff in the unlikely event that they are unable to deal with your concerns themselves.
- You can contact any member of staff by telephoning the school on 01942 747693 or emailing enquiries@admin.saintpetershigh.wigan.sch.uk
- Further information about support services and the Local Authorities Local Offer can be found at www.wigan.gov.uk.

Alternatively, you can contact:

- Targeted Education Support Service (TESS) on 01942 201914; Wigan's Parent Partnership Service Tel: 01942 486131
- Access & Inclusion Team - Tel: 01942 486132