



Special Educational Needs and Disability (SEND) Information Report

St Joseph's Catholic High School is committed to meeting the needs of students with Special Educational Needs and Disabilities (SEND) and is supported by the Slough Family Information Service to ensure that all students, regardless of their special needs, make the best possible progress.

At St Joseph's we welcome all students including those who have special educational needs or disabilities (SEND). We encourage high expectations of everyone in our school community and work hard to support one another to unlock belief in all.

Who is responsible for students with SEND at St Joseph's School?

Provision for students with special educational needs and disability is a whole school priority, every teacher is a teacher of SEND. However, some key individuals and groups have particular areas of responsibilities.

For example the Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for:

- Keeping the Head Teacher informed about provision, pupils' needs and changes to statutory requirements.
- Co-ordinating provision for children with special educational needs.
- The monitoring and tracking of progress.
- Liaising with and advising teachers on a graduated approach to SEND support.
- Liaising with parents of children with SEND in conjunction with subject leaders, heads of year, relevant SEND staff, class teachers, form tutors and outside agencies, when appropriate.

How does the school support students with SEND?

Through quality first teaching, every student is supported at a level appropriate to their needs. Teachers are trained to adapt their teaching to meet the diverse range of needs in each class. Lesson planning provides opportunities to take into account individual student strengths and barriers and plan for success accordingly. Differentiation is approached in a range of ways to support and ensure that all students can experience success and challenge in their learning.

For those students whose needs cannot be met via quality first teaching, further intervention programmes and strategies can and will be implemented accordingly. This may involve the assistance of outside agencies and professionals.

How does the school identify SEND?

The school is committed to the early identification and assessment of SEND as it is a vitally important part of the remedial process. Listed below are a number of ways in

which a student's needs may be identified:

- Information from either the primary or previous school which is passed to the SENDCo/Heads of Year (HOY).
- The school's own baseline assessments
- KS levels / progress based on data collections
- Teacher referrals
- Head of Year referrals
- Parent referrals
- Pupil self-referrals

Initially the teacher and SENDCo will discuss the student's needs. A meeting of all interested parties will be carried out - if necessary further testing may be carried out. Full information and assessment will determine whether a student may or may not need to be placed on the SEND register.

How does the school evaluate the effectiveness of SEND provision?

The effectiveness of SEND provision is evaluated through:

- Regular tracking of student progress
- Termly review cycles (Assess-Plan-Do-Review)
- Monitoring of intervention impact
- Lesson observations and learning walks
- Feedback from students and parents
- EHCP annual reviews

What should I do if I think my child has a SEND?

If you are concerned about your child's academic progress or well-being please contact the school SENDCo to arrange a meeting.

How will the school support my child once needs have been identified?

Once needs are identified a graduated response to supporting your child's needs will be initiated. SEND support will take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of your child's needs. This is known as the graduated approach and consists of a four part cycle of; Assess-Plan-Do-Review.

How will I be involved in the support of my child?

The SENDCo and/or another member of staff such as the Head of Year will contact parents/carers on an annual basis to review progress and to make collaborative decisions about how needs can best be met. Contact may be more frequent where needs change, or where changes to provision are required. Contact may include meetings, phone calls, emails, books or letters home.

Students with an Educational Health and Care plan (EHCP) will also have an annual review meeting. All EHCP's must be reviewed annually. The SENDCo will organise these reviews and invite:

- The pupil parent/s/carer/s
- The pupil if appropriate
- The relevant teacher/s
- A SEND officer (If deemed necessary)
- Any other person the SENDCo or parent / carer / teacher considers appropriate

and necessary

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives in the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- If appropriate to set new objectives for the coming year.

How will my child be involved in decisions about education?

At St Joseph's we believe that working in partnership with parents/carers and young people to set targets, make decisions and review progress is the best approach for success. The involvement of parents in all decisions affecting their children is essential for the child or young person's learning and development. Equally, the active involvement of young people in decisions made about their education is crucial to their success in school.

How does the school involve other bodies and experts in meeting the needs of students with SEND and their families?

St Joseph's Catholic High School works with a number of external agencies to seek advice and support to ensure that the needs of all students are fully understood and met. These include the Slough Psychology Service (SPS), Speech and Language Therapy Service (SALT), Sensory Consortium Service (SCS), the Slough Integrated Support Service (ISS), Social Emotional and Behavioural Outreach Service (SEBDOS), Child & Adolescent Mental Health Service (CAMHS) and Social Care services. In addition, specialist staff within the school, such as our Learning Mentor, may also be involved. The consent and full involvement of parents/carers and young people will be sought with all of the above.

How will my child be included in extra-curricular activities outside of the classroom?

A wide range of extra-curricular activities are available at St Joseph's Catholic High School for all students, both at lunchtimes and after school. We encourage our SEND pupils to attend at least one club which suit their interests.

Homework Clubs are available after school in The Link. The Duke of Edinburgh Award Scheme is also open to all students from Year 9 upwards. All year groups are encouraged to take part in charity and fund-raising opportunities. End of year reward trips, peer mentoring and student voice give further opportunities to take part in the life of the school. All students are encouraged to participate in extra-curricular activities and SEND is not a barrier to full involvement in all aspects of school life. All clubs, trips and educational visits are open to students with additional needs and individual arrangements are planned in advance to ensure that they are able to participate. Any issues affecting taking part in activities or visits will be addressed and discussed with parents/carers and Heads of Year.

What support will there be for my child's overall social and emotional wellbeing?

A strong pastoral support system supports students in identifying and overcoming social and emotional concerns led by the Heads of Year & Designated Safeguarding Leads who works closely with the SENDCo.

All teaching and support staff are aware of those students who experience a wide range of social and emotional difficulties, which can manifest themselves in many

ways. Through regular INSET, communication and SEND Support lists, teachers are equipped with strategies to accommodate such needs. Where appropriate a decision to involve outside professional help such as the Social Emotional Behaviour Development Outreach Service (SEBDOS) will be made in agreement with the SENDCo, Head of Year, parent/carer and the student themselves.

How will the school prepare and support my child to join the school, transfer to a new school or move to the next stage of education and life?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition throughout their time at secondary school.

Moving from Year 6 in to Year 7

The SENDCo and Year 7 Head of Year will visit all of the feeder primary schools in the Summer Term of Year 6 to discuss the specific needs of your child and the nature and level of support which has had the most impact. All new students attend an Induction Day in the July before they start Year 7 and an information evening is held for parents/carers. We also run a 6 week transition programme for SEND and vulnerable pupils which entails visiting the school for one afternoon a week for 6 weeks. This enables each pupil to familiarise themselves with the school, meet the teachers and support staff, meet other pupils who are in the same position and take part in a variety of exciting activities.

Moving from Key Stage 3 to Key Stage 4

A personalised approach is taken with an Options Evening, followed by individual meetings with all SEND students and parents/carers to explore and advise on appropriate option choices and pathways for Years 10-11. Careers meetings are also provided.

Moving from Key Stage 4 to Key Stage 5

Individualised transition support and advice is provided through school and outside advisors. Help with college visits and applications will be given where appropriate, as will independent travel skills training and coaching for interviews for some higher need students.

Moving to another school

We will contact the new school's SENDCo and share information about special arrangements and support that has been made to help your child achieve learning goals. We will ensure that all records are passed on as soon as possible.

At every stage of this process the views of the young people and their parents /carers will be sought and taken into consideration.

What training have the staff supporting students with SEND had or may have in the future?

The SENDCo has the responsibility of keeping the Head Teacher and all teaching and support staff informed about provisions, pupils' needs and changes to statutory requirements. Whole staff training and twilight sessions run throughout the academic year recognising the importance of continued professional development, this may be

delivered in-house or involve the expertise of outside agencies.

How does the school adapt the curriculum and learning environment?

Adaptations include:

- Scaffolding and chunking
- Visual supports
- Flexible grouping
- Assistive technology
- Adjustments to homework and assessment

What specialist equipment and facilities are available?

The school provides:

- ICT and assistive technology
- Intervention spaces
- Quiet/safe spaces
- Exam access arrangements

What should I do if I am concerned about SEND provision?

Contact the SENDCo, then Headteacher, then follow the school complaints procedure if needed.

Where can I find the Local Authority Local Offer?

Please refer to your Local Authority website for the Local Offer.

How does the school support students with disabilities?

Reasonable adjustments are made in line with the Equality Act 2010, including adaptations to teaching, assessment and environment.

Who should I contact if I want to discuss my child's needs further?

Headteacher – Miss Kelly Riddles- K.Riddles@st-josephs.slough.sch.uk

Special Educational Needs and Disabilities Coordinator (SENDCo) – Miss Hannah Stone: H.Stone@st-josephs.slough.sch.uk

Assistant SENDCo- Miss Sheri Marshall: S.Marshall@st-josephs.slough.sch.uk

School Telephone Number: 01753 524713