



Saint Joseph's Catholic School: Additional Needs Department

SEN INFORMATION REPORT: 2017-2018

School Name	Saint Joseph's Catholic School
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Type of School	Mainstream Roman Catholic	Phase: Secondary School
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Accessibility	Wheelchair Accessible	No
	Auditory/Visual Enhancements	Yes (auditory) + individual pupil devices.
	Other adaptations	
Core Offer	Delivery of the Local Offer as set out in Wiltshire Guidelines	Yes
	SEN	Yes
	Safeguarding	Yes
	Behaviour	Yes
	Equality and Diversity	Yes

Disability Legislation	Aware/Familiar with the requirements of the Disability Discrimination Act 1995 and Equality Act 2010	Yes
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Range of Provision	Details
1. Specialist Services and Expertise Available or Accessed	Medical Needs Forms CAMHS Sensory Resources/Sensory Service Speech and Language Therapy Counselling SSENS EPS MNES Physiotherapy Young People's Support Service School Nurse Other by SARF
2. Staff Training for staff supporting children with SEND	Medical training – selected EPI-pen training WASSH meetings ICT Training Interventions <ul style="list-style-type: none"> • Stile (Literacy, Numeracy, MFL) • Wordshark • Numbershark • Social Programmes Lucid Rapid Dyslexia Testing CPD presentations and updates



<p>3. How is extra help requirement assessed?</p>	<p>Baseline Performance</p> <ul style="list-style-type: none"> • CAT Testing • Initial Testing in Year 7 • Parental Flagging • Attendance • Behaviour • Medical/Paediatrician flagging <p>Consultation with parents via parent's evenings and individual meetings organised by tutors and SENCO.</p> <p>Primary School Transition Information</p> <p>Primary School Visits</p>					
<p>4. Transfer to New Setting</p>	<p>Transition Meetings</p> <p>Organised phased transition visits</p> <p>Tiered visits to include key times of day</p> <p>Photo-mapping of the school to allow build-up of key safe areas</p> <p>Buddy system with existing schools</p> <p>Buddy system within new school form</p> <p>Open Evening and Open Mornings</p> <p>SEND Handbook</p> <p>TD Presentations</p> <p>School Forum Meetings</p> <p>TA to forms for initial fortnight</p> <p>Early Lunch for first fortnight</p>					
<p>5. SEND Provision – examples of provision</p>	<p>ASD (via WASSH Meetings)</p> <p>Dyslexia and Literacy/Numeracy Support</p> <p>Enhanced Learning Provision (ELP)</p> <p>Physical Difficulties</p> <p>SaLT</p>					
<p>6. Progression and Support for Learning and Development</p>	<p>Reports showing progress against targets</p> <p>Homework assignments – with Homework club Tuesday and Wednesday.</p> <p>Safe Haven Homework (lunchtimes)</p> <p>Safe Haven Break and Lunch checking service</p> <p>Small Group Support (Year 10/11 timetable slot)</p> <p>Communication Books (as appropriate)</p> <p>Teacher-Parent Communications where a concern is raised</p> <p>School Postcards for Effort and Achievement</p>					
<p>7. Cultural Background Support</p>	<p>Christian, Traveller Community, EAL</p>					
<p>8. Complaints and Resolution</p>	<table border="1" data-bbox="804 1738 1385 1883"> <thead> <tr> <th data-bbox="804 1738 1098 1771">Complaint</th> <th data-bbox="1098 1738 1385 1771">Resolution</th> </tr> </thead> <tbody> <tr> <td data-bbox="804 1771 1098 1883">Availability of SENCO</td> <td data-bbox="1098 1771 1385 1883">Comparison of email and correspondence trail.</td> </tr> </tbody> </table> <p>Resolution initially with appropriate subject teacher.</p> <p>Further referral to SENCO and/or Headteacher</p>		Complaint	Resolution	Availability of SENCO	Comparison of email and correspondence trail.
Complaint	Resolution					
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	Referral to Chair of Governors Referral to LA and/or Secretary of State																																				
9. Support for Overall Wellbeing	Tutor System Pastoral Care <ul style="list-style-type: none"> • Member of one of four houses • Buddy system initiated in Year 7 • Older School Mentor Adaptive Timetables for flexible working day Link TAs Playground support at unstructured times Support at end of day for transport Safe Haven at Break and Lunchtimes Safe Haven Social Games Pastoral Support Team																																				
10. SEN Breakdown	<table border="1"> <thead> <tr> <th>Year</th> <th>No.</th> <th>State</th> <th>EHC</th> <th>SEN</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>104</td> <td>5</td> <td></td> <td>20</td> <td>24.0</td> </tr> <tr> <td>8</td> <td>125</td> <td></td> <td>3</td> <td>29</td> <td>25.6</td> </tr> <tr> <td>9</td> <td>102</td> <td>1</td> <td>2</td> <td>22</td> <td>24.5</td> </tr> <tr> <td>10</td> <td>107</td> <td>1</td> <td></td> <td>20</td> <td>19.6</td> </tr> <tr> <td>11</td> <td>81</td> <td>2</td> <td></td> <td>15</td> <td>21.0</td> </tr> </tbody> </table>	Year	No.	State	EHC	SEN	%	7	104	5		20	24.0	8	125		3	29	25.6	9	102	1	2	22	24.5	10	107	1		20	19.6	11	81	2		15	21.0
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11. Communication	Termly Newsletters School Texts Parent Mail Parent's Evenings Parent Information Evenings Contact Books (where relevant)																																				
12. Curriculum Matching	Learning Groups broken down into core areas <ul style="list-style-type: none"> • Literacy • Numeracy • Science • Creativity • Humanities Additional Resource Examples: Specific: Toe-By Toe Stile Wordshark Numbershark Play Readers Heinemann Guided Totem Series Talisman Series Reading for Comprehension Brogy 1 & 2 Wordspell Practical Maths Social Intervention 1 Social Intervention 2 Curriculum Support/Overlearning																																				



	<p>Rhodes Language Social Communication Maths and Word Game Puzzles General: Dyslexia/Reading Difficulties Reading fluency/accuracy/enjoyment Phonics for reading/spelling Spelling Numeracy Guided reading Guided reading Older readers/start of phonics Follow on from Totem Comprehension cards Reading/Writing/Spelling skills Graded word games for reading/spelling Scales Mirrors Clocks Capacity Money Solid Shapes Unifix Counter Dice Group intervention for social skills Individual/Group - theory of mind skills Based upon the current work Speech and Language Programme</p> <p>Options Timetable</p>
13. Timetable/Day Flexibility	<p>Timetable 8.55-3.35 Adaptive timetables available where a need arises Morning only Afternoon Only Either-side of unstructured times</p>
14. Type and Amount of Support	<p>Support as identified in primary school in transition visits. Local Offer assessment to initially identify potential support/areas of support Subject requests/observations CAT Score indicators</p>
15. Support Alerts	<p>Handbook – 0=Observation, 1=Wave 1 teaching, 2= Wave 2 (MSP), 3= Wave 3 – EHCP/Statement. Statement/EHC level (now with My Plan) Each pupil has a page within the SEND handbook outlining strengths and barriers to learning together with teaching and support strategies</p>
16. Support for Parent(s)/Carer(s)	<p>Direct line Email facility Appointments with SENCO Pastoral Support Team</p>



<p>17. Resource Allocation</p>	<p>Resource Allocation based on observation and assessment together with Statement/My Plan Shared time with Teaching Assistant Small group work Small group withdraw from areas e.g. Maths</p>
<p>18. Outside Activities</p>	<p>Medical indemnity forms Risk Assessments completed for activities External visits to make use of the buddy system for travel and activity access Availability (with planning) of Link TAs and specially trained TA's where applicable Individual Medical Plans where appropriate</p>
<p>19. Setting Environment</p>	<p>Audio system set up in hall Individual audio units linked to pupils Map of School available (number of steps to be included)</p>
<p>20. Special Dietary Requirements</p>	<p>Allergy warnings given in school in practical work and in canteen Special Dietary Requirements can be accommodated with planning (e.g. vegetarian) Gluten free not currently catered for. Variety of main meals available (hot and cold)</p>
<p>Further Information</p>	<p>Graham Horrobin (SENCO) Saint Joseph's Catholic School Church Road Laverstock SALISBURY. SP1 1QY</p> <p>01722 335380 gho@sjcs.org.uk</p>