

# SEN Information Report

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September 2019

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This is the SEN Report 2018 - 19 for Archbishop Beck Catholic College.

The college's SEND Policy and Accessibility Plan can be viewed through the college's website:

The College Approach

At Archbishop Beck Catholic College we aim to support all our learners with the quality of provision they deserve. The staff of the college recognise that the learners we teach, often learn in different ways and where a special educational need is identified, we endeavour to ensure appropriate intervention strategies are put in place to support the learning of the student. This is achieved primarily through high quality first teaching and any additional interventions are defined through a person centred approach which involves the young person and their parents.

We actively and regularly review the provision which we offer to the students in our care. Such reviews also serve to inform and embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. This report will demonstrate how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the graduated approach cycle of:

## **Review – Assess – Plan - Do**

**Assess:** There is a secure system in place for assessing students which helps identify those who may have a Special Educational Need. This has included the analysis of Key Stage 2 data, information received from the Primary Transition Forum, testing of reading and spelling on entry and at subsequent times during the school year and half termly progress review reports. Where necessary, the Educational Psychologist or specialist teachers have been used, with the parent's consent, to provide more specific types of assessment and this will continue to be the practice of the school. Students in Years 8 and 9 are also given reading and spelling tests at the end of each academic year.

**Plan:** The SENCO and the HLTA for SEN, liaise regularly with staff members to ensure that appropriate provision is put in place within the classroom and within the department. Parents are also informed if their child is receiving any additional interventions and are invited to discuss the

nature of this provision. Work is also undertaken for those students with additional needs of a pastoral nature. This may include liaison with healthcare professionals, for example CAMHS.

**Do:** Provision/interventions for any student with additional needs may be delivered in a variety of different ways across the school. Intervention and provision may be classroom based and delivered by the teacher, it may be a targeted intervention delivered through the school's literacy and/or numeracy coordinators or through the SEN department. The SEN Department has provided interventions to support the learning of students with SEN, such as small group intervention lessons or 1:1 sessions for literacy and/or numeracy. The department also delivers social communication group interventions for students with a diagnosis of ASD/ADHD. In addition, some provision will be pastoral based and will run through programmes delivered by Learning Mentors.

**Review:** Interventions which focus on teaching and learning are reviewed within departments following data collections. The SEN Department also review progress after such data collections and review the intervention for students on a termly basis through Pastoral Groups. For the students with social, emotional and/or mental health needs, meetings between the SENCO, Learning Mentors, Progress Managers and Mr Stirling (Head of Safeguarding) take place weekly.

In addition, the SENCO has regularly attended EHAT, Safeguarding and Team around the Family meetings to ensure provision is adequate and having the desired outcomes. Our additional provision (internal or external) is based on an approach that promotes agreed outcomes that are discussed with the professionals who offer the support to our learners.

## **SEND Needs:**

When we consider a young person's additional needs in relation to SEND, they are generally thought of in the following four broad areas of need and support:

### **1. Communication and interaction**

Students with additional needs in this area have received support through being a part of a small KS3 group that meet once per month. This aims to develop a young person's social and communication skills, by following a programme which addresses a variety of topics linked to social communication and presentation. Where necessary school will also enlist the support of Speech and Language therapists for those students with language difficulties as a result of ASD or hearing impairments or other complex needs. This academic year, students in Year 7, 8 and 9 with a diagnosis of ASD and/or ADHD will continue to have support via the Social Communication Intervention. In some instances, parents and students may be sign posted to organisations such as The ADHD Foundation, ADDvanced Solutions or Autism Initiatives for additional support. When necessary school will make referrals to such services in order to try and meet the needs of the young person.

### **2. Cognition and learning**

Interventions to support difficulties with cognition and learning are undertaken in a range of ways. Some interventions are based within departments and are in the form of differentiated/personalised curriculums. Other interventions include; the Catch-up literacy and numeracy for those learners came into the College on a scaled score below 100. In addition to these, a cohort of KS3 students also had additional timetabled literacy and numeracy lessons in place of MFL. The SEND Department

also offered interventions whereby students were withdrawn from two lessons per week to focus on literacy. These interventions are bespoke to the students' needs and are reviewed alongside the data input from teachers. The interventions are run for students in KS3 with focus in KS4 being exam preparation.

### 3. Social, emotional and mental health

The SENCO works closely with the pastoral staff with designated key roles within the College to support students with additional needs. This includes Progress Managers, Learning Mentors and Mr Stirling (Head of Care and Safeguarding). Together as a team we often liaise with external agencies that are providing targeted intervention to meet the young person's needs. This includes health professionals, CAMHS, YPAS and a variety of counselling service providers. We have two Learning Mentors and students are referred to the mentor through their Progress Manager to address needs related to social, emotional or mental health difficulties. Such sessions are 1:1 and are cyclical for a period usually of 6 – 12 weeks with the opportunity for extension if necessary. The SEN departments was heavily involved in offering a 'safe space' for students with SEMH difficulties, including those students with ADHD, anxiety and emotional school based refusal. The College chaplain also offers bereavement support. This level of support will also continue during the academic year 2019-20.

### 4. Sensory and/or physical needs

Provision for this type of need is very much dependent of the needs of the student. As a department we liaise and work closely with Liverpool's sensory service for hearing and visual impairments. This includes advice and guidance sheets as well as staff training.

The College has purchased equipment as and when necessary to support the learning of students with such needs. For students with physical needs we liaise with health professionals and physiotherapists to ensure that needs are met both in and around the school. This includes facilitating physiotherapy on site, conducting access tours of the building and making reasonable adjustments where necessary. The school has two operational lifts and there are a number of disabled toilets located around the building.

The College Accessibility Plan details how the school prevents disabled students from being treated less favourably than other pupils, in terms of access to the building and facilities, access to the curriculum and other information.

As of September 2019, we have 149 students on the SEN Register, this is 12% of the whole school cohort.

### 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
'Open Door' Policy	SENCO, Parents.
Annual Reviews for students with an EHCP	SENCO, PM if necessary, young person, parents, outside agencies
Parent's Evenings	Teaching staff, SENCO, parents, young person
Update/provision letters/pupil profiles	SEN Department, PMs, parents, students.

Attendance at EHAT/TAF/CiN meetings	PM, SENCo, student, parents, external agencies.
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This year, we have put in additional training into:

- Hearing Impairment Training, Downs Syndrome, ASD, mental health
- Medical Training for diabetes, asthma, CPR
- Frequent SEN Link meetings with Departmental representation on: Moderate Learning Difficulties, Specific Learning Difficulties, Access Arrangements for examinations, ADHD High Quality Teaching for students with SEN
- The SEN Department has also worked with curriculum areas
- The SEN Department has also provided training for Schools Direct (students on teacher training) and NQTs on Special Educational Needs: an overview and the role of the class teacher in delivering quality first teaching
- The SENCO has attended and will; continue to attend the School Improvement SEN Briefing in March and November.

## Staffing

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes. Such outcomes incorporate skills that aim to equip the young person with independent skills that help to prepare them for adulthood.

- There are 6 full time teaching assistants working across the curriculum to support students, 2 of whom are Higher Level Teaching Assistants for SEN and Maths.
- There are 6 full time ESAs working to support a student with an Education, Health Care Plan or High Needs additional funding.
- There are 2 senior teaching assistants who support the work of the SENCO.

## Transition and School External Partnerships

During the month of May, transition work began for students in Year 6 who were transferring to Archbishop Beck in September. Our primary liaison mentors Mrs E Bellman and Mr N Davidson met with primary school teachers to discuss the needs of each child. The SENCO then met with other primary school SENCOs in the summer term at the Local Authority's 'Transition Forum Event' to discuss individual student's needs. This year school were also once again involved in running a summer school which had attendance from students with special educational needs.

The transition between key stages and when students are moving onto further education, has also been closely monitored. The SEN department has liaised closely with PMs and subject leaders in regards to specific student's needs and has developed links with local FE colleges to ensure that relevant information and supporting data is handed over to provide continuing support for the young person's needs.

This year, we worked with our feeder schools and other schools from the local area to welcome 28 Year 7 students with special educational needs or disabilities and we supported 14 key stage 4 students in their transition to the next phase of education or employment.

Our approach involved:

- In association with School Improvement Liverpool, attendance at their Transition Event in May.
- Primary liaison through Yr 7 PM, SENCO and Learning Mentors – visiting primary schools to collect relevant information and through visits to the college.
- Attendance of SENCO or learning mentor at Yr 6 EHAT or Annual Review meetings.
- Liaison with KS5 education providers for students leaving KS4. Support and advice from A Stagg our careers advisor. External Support.

Throughout the academic year there have been occasions when the support of external agencies has been necessary. This may have been to offer either academic or pastoral support. The list below shows the agencies that have supported students with SEN during the year 2018-2019:

- The Sensory Service for students with a hearing or visual impairment
- The Educational Psychology Service as and when required
- Speech and Language Therapist
- Physiotherapists
- Occupational Therapist
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Specialist medical advisors – school nurse, community paediatrician
- Family action – EHAT

## Complaints

At Archbishop Beck Catholic College, the complaints procedure is in the first instance for parents to contact their son/daughter's Progress Manager. If it is a matter related to SEND, then parents should contact the SENCO. If any parent feels that they need to contact the Headteacher, this should be done through the Head Teacher's PA Mrs F Lee-Jones. Parents also have the right to make complaints to the Chair of Governors, should they feel any complaint has not been resolved. All complaints are dealt with following procedures outlined in the college policies. This year we have not had any complaints pertaining to students with SEND.

## SEND Reflection

- 14 students with SEND from year 11 and 8 from year 13 SEN pupils have gone on to education, employment or training at a variety of establishments across the city. This success has been down to transition visits, careers guidance mentoring and 1 to 1 pastoral support sessions to ensure pupils are guided and supported with the move to their next stage of their education or employment.
- The table below shows both the summer 2018 and 2019 examination results for Year 11 students with SEND.

	Arch Beck 2019	SEN 2019	Non- SEN 2019	Arch Beck 2018	SEN 2018	Non- SEN 2018
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No of pupils in Y11	166	23	143	151	21	130
Attainment 8	41.39	29.09	43.38	44.98	37.5	4.62
Average A8 grade	4.14	2.91	4.34	4.50	3.75	4.62
Progress 8	-0.42	-0.62	-0.44	-0.11	-0.07	-0.12
	%	%	%	%	%	%
9–5 in Eng & Maths	25.9	4.3	29.4	36.4	23.8	38.5
9–5 in Eng	41.6	8.7	46.9	57.6	38.1	60.8
9–5 in Maths	37.3	17.4	40.6	43.7	23.8	46.9
9–4 in Eng & Maths	50.6	17.4	55.9	60.9	38.1	46.9
9–4 in Eng	63.9	26.1	69.9	72.4	57.1	76.9
9–4 in Maths	62.1	34.8	66.4	69.5	47.6	73.1

Attainment 8 (A8): The average number of points scored by a student across their 8 best qualifications (English and Maths are double weighted).

Average A8 grade: The average grade achieved by students across their 8 best qualifications.

Progress 8: A comparison of the students' results with other students nationally that had similar attainment at Key Stage 2 – a positive score means students performed better than the national average.

- During the academic year 2018-19, a number of students with SEN have been involved in extra-curricular activities. This has included students representing or taking part in school productions, dance, and musical activities, including the choir or playing a musical instrument. In addition, attendance to after school clubs within PE and revision clubs by students with SEN continues to improve.
- The SEN Department throughout the academic year ran several interventions for students with special educational needs. These interventions were aimed at students with literacy and/or numeracy difficulties, as well as an intervention for students in KS3 with social communication difficulties. Interventions were well attended throughout the year, with the exception of the summer exam period.
- Weekly meetings between the SENCO and pastoral staff have ensured the sharing of important information with regards to intervention, support and outcomes for students with social, emotional and mental health needs.
- Participation in the weekly Year Group meetings which have a focus on attendance, has meant that targeted interventions to try and improve the attendance of students with SEN across all year groups have been put in place. The outcome of this was an improvement in the attendance of students with special educational needs.

This academic year we will:

- Continue to run interventions for students in both KS3 and 4 with a literacy and numeracy focus. For KS3 students – literacy interventions will be closely linked to the English curriculum. Appropriate resources are used to address gaps in numeracy of Year 7 students and have been purchased to offer targeted, mapped intervention for KS4 students in preparation for GCSE exams. The social communication intervention will continue for students in KS3 year group.
- Attend the weekly meetings to discuss attendance and put proactive strategies in place, will continue throughout the academic 2018-19 year.
- Work to develop stronger links and engagement with parents whose child has SEN. Calendared termly meetings have been scheduled, which will address intervention, support, attendance etc.

## Further development

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

- participation in the school's Academic Review process
- involvement in the school weekly year group meetings which focus on improving attendance of students inc. those with SEN
- planned SEN meetings with representation from other curriculum departments, to share best practice
- Departmental support as and when required.

Relevant school policies underpinning this SEN Information Report include:

- The SEN Policy
- The Accessibility Plan
- Teaching and Learning Policy

Equal Opportunities. Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005