

ST JOSEPH'S COLLEGE



SPECIAL EDUCATIONAL NEEDS & DISABILITY

SCHOOL INFORMATION REPORT 2016-17

Arrangements to Meet the Needs of Pupils with Special Educational Needs and Disabilities

All Croydon Schools are committed to adopting a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life.

At St Joseph's College, we aim to support all of our students. Our Learning Support Department focuses on students with Special Educational Needs & Disabilities (SEND) and other additional needs. We want to ensure that our students achieve the best possible results, working in collaboration with the whole school community. Our aim is to support every aspect of our students - physically, emotionally and academically - to ensure that barriers that impede learning and development are identified and strategies put in place to move them towards self-sustained learning and positive, fulfilled future. Our ethos will help us to achieve the five key outcomes of the Every Child Matters agenda: Be healthy; Stay safe; Enjoy and achieve; Make a positive contribution; Achieve economic well-being.

What support do we offer?

The school will use its best endeavours to ensure the necessary provision is made for any pupil with SEND. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND

Roles and responsibilities:

Who should I contact to discuss the concerns or needs of my child?

Form tutor/subject teacher

He/she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying , planning and delivery of any additional support required to support progress
- Contributing to devising personalised learning plans / individual education plans to prioritise and focus on the next steps required for your child to improve learning.

If you have concerns about your child's progress you should speak to your child's form tutor or subject teacher first. Depending on the situation, you may also wish to speak to the Head of Department or Head of Year. These staff members will work through an Assess, Plan, Do, Review cycle of intervention and support. Based on the outcome of this approach, a referral may be made to the school's Special Educational Needs & Disability Coordinator (SENDCO).

Special Educational Needs & Disability Coordinator (SENDCO) Miss Charlotte Pascal

She is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy.
- Ensuring that parents are:
 - Involved in supporting their child's learning and access.
 - Kept informed about the range and level of support offered to their child.
 - Included in reviewing how their child is doing.
 - Consulted about planning a successful move (transition) to a new school or college.
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND.

The Headteacher Mr David Garrido

He is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND

SEND Governor Mrs Janette Jacobs

She is responsible for:

- Supporting the school with our evaluation and development of high quality, effective provision for pupils with SEND across the school.

Assessment, Planning and Review – SEND Support:

How will the school decide if my son needs extra help? How can I find out about how well my child is doing?

Meetings are held regularly to analyse the progress of pupils.

Where there are concerns that a pupil is not making progress, further assessments will take place and, as required, there will be discussions with key staff to plan for additional support to be put in place and the outcomes expected from this intervention. You will be invited to contribute to these discussions. If appropriate, your child will be involved in the discussions too.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support and referral to the Learning Support Department.

Desired outcomes and actions designed to help your child meet them will be carefully recorded by the school in a Pupil Learning Plan. This will take into account your child's strengths as well as areas of difficulty. It will identify ways in which you can help your child at home. The impact of this additional support will be reviewed over the course of the academic year and you will be invited to part of this review.

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve the school seeking help and advice from a range of specialist agencies such as the Educational Psychology Service or Speech and Language Service. A referral for support from an outside agency will always be made following consultation with you, although the school retains the right to act in the best interests of the child where there may be disagreement. The only exception to this is if a Child Protection/Safeguarding issue arises and it is necessary for the school to contact Social Care.

If, despite an increased level of support, it is evident that the severity and complexity of your child's needs require provision beyond that which can be offered by our own resources, a request for an Education Health Care Plan may be considered. The SENDCO, or another member of the Learning Support Department, will explain this process to you and show you how to find out more information about this and give details of parent support organisations which can support you.

Tests and Examinations: Access Arrangement

For some pupils additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of a scribe.

There is a clear process in school for identifying students who would benefit from these arrangements. If teachers feel that your child needs this, they will contact you to discuss this and gather evidence to give to the SENDCO, who will then make an application to the Joint Council for Qualifications (JCQ). Access arrangements can only be applied for if they are your child's normal way of working in school and there is sufficient evidence to support the application.

Curriculum and Teaching Methods(including groupings and interventions):

How will teaching be adapted to meet the needs of my child?

Our teachers are skilled in adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Teachers are fully aware of any access arrangements a student is entitled to and, for school examinations (as opposed to public examinations) it is their responsibility to liaise with the Learning Support Department to ensure that these arrangements are facilitated.

Grouping arrangements are organised to maximise learning opportunities for all, with opportunities for students to learn in both ability and mixed settings. Additional adults are sometimes used to help groups and individual pupils, with a long term goal of encouraging and developing independent learning skills.

If deemed necessary, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their SEND Support Plan.

Accessibility:

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

An accessibility plan ensures that pupils with SEND can take part in all aspects of school life. The schools accessibility plan is updated annually and can be viewed on the school website. Depending on the specific needs of your child, a more personalised access plan or medical plan will be drawn up in consultation with you and, if necessary, any other relevant professionals. This will be reviewed and updated over the course of each academic year.

Staffing Expertise:

How skilled are staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEND. Recent training has covered:

- **Planning for students with dyslexia**
- **Speech & Language needs in the classroom**
- **Behaviour Management**

- **Differentiation**

Our SENDCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of your child and to review, evaluate and develop provision for pupils who have the most complex needs.

At St Joseph's College, our Learning Support Department staff have expertise and qualifications in the following:

- **Inclusion**
- **Visual Impairment support**
- **Specific Learning Difficulties including Dyslexia and Dyspraxia**
- **Life Coaching**
- **Speech & Language Therapy**
- **Level 2 Teaching Assistant**
- **Catch up literacy**
- **Resiliency**
- **Social Skills teaching**
- **Exam access arrangements**
- **We also have a British Association for Counselling and Psychotherapy (BACP) accredited School Counsellor (full time)**

External partnerships:

What support from outside does the school use to help my child?

The school works with a number of external agencies across different Local Authorities to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- **Educational Psychology Service**
- **Child & Adolescent Mental Health Service**
- **Autism Outreach support**
- **Behaviour Outreach support**
- **Visual Impairment Service**
- **Hearing Impairment Service**
- **Speech & Language Therapy**
- **Occupational Therapy**
- **Family Lives Parent Partnership Service**
- **Virtual School**

- **Social Care**
- **Local Pupil Referral Units**
- **Fair Access Panel**

Below are some examples of the different agencies that the school works with and what their role is in supporting both young people and their families and the school they attend:

Agency	What they offer?
<p>Educational Psychology Service Our attached Educational Psychologist is: Dr Sophia Jansson (Croydon)</p>	<p>The Education Psychology Service works with the school and provides psychological advice for certain, identified students. Educational Psychologists can advise on a great range of issues including Specific Learning Difficulties, Autism and behaviour related difficulties. They may also attend meetings, such as Annual Reviews.</p> <p>If the school wishes to make a referral to the Educational Psychology Service, consent will be sought from parent/caregiver first.</p>
<p>CAMHS (Child and Adolescent Mental Health Service).</p>	<p>Croydon Child and Adolescent Mental Health Service provides assessment, treatment, advice, training and consultation for children and adolescents with persistent and severe mental health problems, their families and professionals working with them.</p> <p>Referrals to CAMHS can be made for children and young people (up the age of 18) and their families. For the school to consider a referral to CAMHS, the child or young person in question will normally exhibit persistent and significant difficulties which suggest issues such as anxiety disorder or phobia, Obsessive Compulsive Disorder (OCD), Attention Deficit Hyperactivity Disorder (ADHD), Post-traumatic Stress Disorder or traumas related to child protection issues, eating disorders and deliberate self-harm</p> <p>If the school wishes to make a referral to CAMHS, consent will always be sought from the parent/caregiver first.</p>
<p>Speech & Language Therapy (Croydon) Our link Speech & Language Therapist is Makeda Jobson (Croydon)</p>	<p>The children's speech and language therapy service works in the community with children who have speech, language, communication and/or eating and drinking difficulties.</p> <p>The service is available for children from birth to 18 years who have a Croydon GP and/or who attend a Croydon maintained school.</p> <p>Staff work from local clinics and children are seen in a variety of locations which may include clinic, home, school or nursery. Therapists can also advise key staff in school on</p>

	<p>how best to support children in a mainstream secondary school.</p> <p>If the school wishes to make a referral to Speech & Language Therapy, consent will always be sought from the parent/caregiver first.</p> <p>Where an out of borough child requires specialist input from a Speech & Language Therapist, parents/carers will be advised to seek a referral from their G.P.</p>
<p>Family Lives Parent Partnership Service (Croydon): Tel: 020 3131 3150</p>	<p>The Parent Partnership Service provides independent information and advice and guidance for parents /carers of children and young people with SEND.</p>
<p>Virtual School for Children who are Looked After virtualschool@croydon.gov.uk</p>	<p>This service oversees and monitors provision for children who are in care of the Local Authority.</p>

The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for pupils with SEND. If you live in a borough other than Croydon (e.g. Lambeth, Lewisham, Southwark etc.) you will find the relevant information in the relevant Local Authority's Local Offer.

Transition:

How will the school help my child to move to a new class/year group or to a different school?

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

When moving to secondary school from primary school:

Depending on the level of need, one or more of the following may take place to support the primary/secondary transition:

- The Yr 6 student may visit St Joseph's College with a key adult (parent, teacher etc.).
- Relevant staff from St Joseph's College (HOY 7 and/or SENDCO or other Learning Support Department staff) may visit the student at his primary school.
- A discussion may take place with the parent/caregiver of the student, as well as with staff from the primary school to gather more information regarding the needs of the student in order that the necessary provision can be put in place from September of Year 7.
- All parents and students will visit the school to meet their son's tutor and share important information to enable the college to meet the needs of the child.

- A meeting may be set up for early in the Yr 7 academic year with all relevant parties invited to discuss how the transition is progressing and an Individual Learning Plan drawn up.

When moving up a year group:

Usually, the student will remain with the same Pastoral Support Team. However, where this not the case (the transition from Y7 to Y8), an information sharing meeting will take place between the SENDCO, the receiving form teacher and/or Head of Year and the previous form teacher/Head of Year.

When moving to another school or college:

St Joseph's staff will liaise with key staff in the new school/college and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will also ensure that all records are passed on as soon as possible. Furthermore, multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties. Your involvement in this process will be critical to supporting a successful move.

Other arrangements to support the inclusion of pupils with additional needs and positive engagement with their families:

We undertake additional planning and risk assessments to ensure that pupils with SEND (particularly those with disabilities) can participate in the wide range of extracurricular activities the school offers, including school outings and residential trips. These will include evacuation plans for all students.

We review and update our arrangements for supporting pupils on a regular basis.

This report will be updated again in Autumn Term 2017.