

Painsley Special Educational Needs Information Report

September 2020

School mission statement

Painsley is a catholic academy whose mission statement is at the heart of our learning.

"In our college we value and respect every person as a child of God as we grow together in faith, knowledge, understanding and love to serve the community."

We are committed to fostering high expectations and developing the full potential of each individual so that they may become compassionate, independent, lifelong learners, striving to create a better and more peaceful world.

"This is my commandment, that you love one another as I have loved you." John 15:12

Introduction:

Welcome to our Special Educational Needs and Disabilities (SEND) Information Report which is part of the Staffordshire Local Offer for learners with SEND.

Painsley is an inclusive academy where every child is valued and respected as a child of God. We work to support all our students to make progress in their learning, their emotional and social development, and their independence including those with SEND.

All teachers are teachers of special educational needs. Painsley Catholic Academy recognises that it is the teachers' responsibility to meet the needs of all children in their class through classroom organisation, seating arrangements, carefully planned lessons, a range of teaching styles, teaching materials and differentiation. If the learner does not make sufficient progress even when teaching approaches are targeted at the individual's identified difficulty, then the student may be identified as having special educational needs.

What are Special Educational Needs?

A young person may have special educational needs if he or she has a significant learning difficulty or disability which requires special educational provision to be made for him or her.

The definition of a special educational need is 'where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. 2014)

1. What types of SEN and disability are provided for within the school?

At Painsley we provide SEND support for students with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical needs

2. What are the procedures for identifying children with SEND and assessing their needs?

We use a variety of information to determine if a pupil has additional needs and these include:

- Primary transition information and Key Stage 2 data
- Parents'/carers' application form information
- Subject teacher referrals using the 'Initial Cause for Concern' form on the SEND staff shared area.
- Tracking of attainment outcomes indicate a lack of progress despite differentiation and interventions.
- The results from Standardised testing for reading and spelling which may include: WRAT 5, Exact, Group Reading Test, WIIAT, NFER, GL assessment test, SWST and/or Schonell Spelling Test - indicate the child is working below the expected level.
- The child receives a diagnosis from an outside agency.
- Parental/guardian concerns
- The concerns of the pupil themselves.
- Observations of the child indicate that they have an additional need in one of the four areas: Communication and interaction; Cognition and learning; Social, emotional and mental health and Sensory and physical.
- In identifying and assessing children from ethnic minority backgrounds, where English is a second language, the academy will ensure that care will be taken to consider the child within the context of his/her home, language and culture.

If it is thought that a pupil requires further assessment we would:

- use a variety of assessment tests, as and if required
- consult with outside specialist agencies
- involve parents at all stages

We follow the graduated approach to identifying and assessing using the 'Assess, Plan, Do, Review' response model as outlined in the SEND Code of Practice (2014).

The school has a SEND register which is shared with all staff at the start of each academic school year and is updated throughout the year and at each census point. Students at 'School Support' and all those with an EHC Plan will have a Pupil Passport. These are shared documents and are drawn up in consultation with the pupil and their parent/carer. Staff use the information in the Pupil Passport to inform their lesson planning, teaching and student learning activities.

Some pupils require targeted intervention. These are planned onto a provision map and interventions are delivered by Teaching Assistants. Interventions may include small group or individual work.

3. Arrangements for consulting the parents of students with SEND:

We provide information for parents through: newsletters, information on the website, information evenings; parents' evenings; text message service and letters home.

Pupil progress is shared each half term with parents through reports on attainment and effort. Parents can view schemes of learning on the school website and have access to homework tasks on Show My Homework. Parents can arrange an appointment to discuss progress with the child's Pastoral Lead, subject leader or SENCO. There is one parent consultation evening held each academic year and two held in Year 11.

Each child's Pupil Passport is reviewed termly at three coffee mornings/afternoons with the pupil and parent. Parents' views are sought at these meetings and recorded on written forms. Pupil passports are reviewed with each child, their parents/carers, with Pastoral Leads or a member of the SEND team.

All students with a Statement of Educational Need or Education, Health Care plan will meet at least once a year with the SENCO to review progress and provision and at least one other coffee afternoon.

We welcome parents to support us by encouraging your child to fully engage with their learning and any interventions offered by: helping them to be organised for their day (including wearing the right uniform, bringing required equipment and books;) ensuring full attendance and excellent punctuality; checking that they have completed their home learning, using Show My Homework; attending parents' evenings and review meetings. We will make our best endeavours to take your views, and those of your child, into account.

4. Arrangements for involving pupils with SEND in their education:

We recognise that all pupils have the right to be involved in making decisions and exercising choice in their education where that is possible. Students are encouraged to take part in Pupil Voice activities in school; to regularly evaluate their work and learning in lessons; attend review meetings and contribute to setting targets. Open dialogue between pupils and key adults, such as the Emmaus tutor and Pastoral Lead is encouraged.

All pupils are set individual curriculum targets based on national criteria and data from Key Stage 2 tests. Targets are revisited termly and discussed with students and parents. Pupils with SEND are involved in devising their Pupil Passport and are encouraged to attend coffee mornings to identify their barriers to learning, review the support in place and say what staff can do to help them overcome such barriers. The views of Students with EHC plans are sought in advance of the meeting and recorded on Annual Review documentation. Students with an EHC plan are encouraged to attend coffee afternoons and their Annual Review meeting. At these meetings, pupils are able to contribute to their own targets to encourage them wherever possible to take ownership and responsibility for their own learning and to engage with pupil voice. Evaluations take place to determine the pupil's views on what does and does not work for them. Where possible, additional interventions will be planned at a suitable time in their curriculum.

Pupils are encouraged to attend Parents' evenings with their parents.

All extra-curricular activities and school visits are available to all of our pupils, including our before and after school clubs. All pupils are encouraged to become involved in a range of aspects of school life including day trips and residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, Industry and Careers days etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5. Arrangements for assessing and reviewing pupil progress towards outcomes:

All students at Painsley Catholic Academy are provided with a broad, balanced curriculum with high quality teaching that is differentiated to the learning needs of all students. High quality teaching is monitored and ensured through: classroom observations; termly work sampling; work scrutiny of exercise books; moderation of assessments and examinations; teacher meetings with SENCO; termly SEND review meetings; academy data and progress tracking.

All students, including those with SEND, are assessed on a regular basis in accordance with the School's Assessment Policy. Teachers monitor progress throughout the year. Pupil progress is shared each half term with parents through reports on attainment and effort. Parents can view schemes of learning on the school website and have access to homework and Show My Homework.

On receipt of a report, parents are able to comment in written format on the report reply form or may wish to discuss their child's report further with their Pastoral Lead. There is one parent consultation evening held each academic year and two held in year 11. Other meetings can be arranged on an individual basis with the Pastoral Lead.

All students with an EHC plan will meet at least once a year with the Deputy SENCo/SENCo to review progress and provision.

The SENCo reports termly to the SEND governor who monitors and reviews the work of the SEND department.

Where a student is failing to meet expected levels of progress, interventions may be put into place and the outcomes of these monitored at termly meetings, in meetings with the Pastoral lead and with the SEND team.

When action is required to support increased rates of progress, this will follow a graduated response model: **Assess, Plan, Do, Review**.

Assess: The academy will assess the pupil's needs using teacher assessment, experience, previous attainment and data tracking against peer and national data.

Plan: Parents/carers will be invited to a meeting to plan support and intervention. The student will receive a pupil passport/profile and all teachers who work with the student will be made aware of the child's needs and support required.

Do: Subject teachers will implement the plan in their daily teaching and retain responsibility for the pupil if 1:1 or small group support is needed outside the subject.

Review: The parent will be invited to a review of the impact of the support and this will be evaluated at a termly meeting. The subject teacher will revise support in line with the outcome of the meeting.

SEND support will be recorded on the child's 'Pupil passport' which will have clear expectations and targets for the student. Progress will be monitored and reviewed termly at a meeting with parents, the pupil, the Pastoral lead and where necessary, the deputy SENCo or SENCo.

Students with SEND are placed on the SEND register, with the consent of parents and this register is accessible to all staff in the academy.

If progress rates are deemed to be inadequate, despite additional support and interventions, advice will be sought from external agencies with the permission of the parents/carers.

Such agencies may include:

- Autism Outreach Team
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist Service
- CAMHS
- Occupational Therapy
- Educational Welfare Workers
- School Nurse
- School Counsellor
- SEN Hub

For pupils who may have significant or more complex needs or who fail to make expected levels of progress despite SEND support, the academy or parents may consider requesting an Educational Health Care plan (EHCP) that will be undertaken by the Local Authority.

6. Arrangements for supporting children in moving between phases of education and preparing for adulthood:

The academy has close links with its feeder primary schools and many primary school sporting and musical events take place at the school. Pupils from as early as Year 3 take part in a host of events including religious retreat days, science days, PE days, maths days and MFL days.

All Year 6 come to the school for an Induction period in July prior to starting the school in September. The Pastoral Lead for Year 7 and the SENCO or Deputy SENCO will visit the primary schools in the Spring and Summer terms.

Early transition visits may be arranged for more vulnerable students at the request of the primary school and these commence in January prior to the autumn transition point.

Where practicable, the SENCO will attend the Annual Review of a Year 6 pupil who has an EHCP to ensure a smooth transition is made. For children identified with additional needs, regular transition visits take place throughout the spring and summer terms.

Additional early transition visits may take place from Year 5, depending upon the additional need of specific pupils, and where the SENCO and Year 5 staff feel this will benefit a child's transition.

During early transition, vulnerable students will have access to the SEND Year 6 information booklet.

Parents/carers are invited to a meeting at the academy and are provided with a range of information to support transition between key stages.

Relevant information is disseminated to teaching staff before transfer to ensure a smooth transition.

Parents/carers are invited to evenings regarding post-16 choices and careers evenings from as early as Year 8.

Preparing for adulthood:

All pupils receive careers advice and parents/carers and pupils are invited to attend an Options evening in Year 8 and several opportunities to attend careers evenings.

Transitional reviews for EHC students take place in Year 9 and 11. The purpose of the Transitional Review is to plan for on-going academy provision and post-academy arrangements.

Pupils in Year 11 have the chance to experience 'taster' lessons for A Level subjects at the sixth form. When a pupil decides to go to a different post-16 setting, we work with the careers advisor/staff from the colleges on transitional arrangements to ensure a smooth transition between educational establishments.

7. The approach to teaching children with SEND:

All teachers at Painsley Catholic Academy have high expectations of all students. All students at Painsley Catholic Academy are provided with a broad, balanced curriculum with Quality First Teaching that is differentiated to the learning needs of all students.

All students are set individual curriculum targets based on national criteria and data from Key Stage 2 tests. Targets are revisited termly in interim reports which have parental reply slips or at coffee mornings, where parents have the opportunity to meet with Pastoral Leads, or at one parents' consultation evening.

Where a student is failing to meet expected levels of progress, interventions are put into place and the outcomes of these monitored at data points, in meetings with the Pastoral lead and with the SENCO. Where action is required to support increased rates of progress, this will follow the graduated response model: Assess, Plan, Do, Review.

Students with a disability will be provided with "reasonable adjustments" to facilitate their access to the curriculum. The school may provide specialised equipment to support pupils in the classroom, for example coloured overlays, reading rulers, pen grips and exercise books with coloured paper.

Those students who have a special educational need and whose parents/carers are able to collect their child after school, are invited to attend a homework club which runs each afternoon at 3.30 until 4.30. Some students may be invited to attend a SEND

support club which runs on Monday and Wednesday night until 4.30 pm and on Friday until 4pm. Students who attend to the SEND after school support club have access to teacher assistant support.

Where a student is failing to meet expected levels of progress, interventions are put into place and the outcomes of these monitored at data points, in meetings with the Pastoral lead or with the Deputy SENCo/SENCo.

When action is required to support increased rates of progress, this will follow a graduated a response model: **Assess, Plan, Do, Review.** (see Section 5.)

Students with SEND are placed on the SEND register, which is accessible to all staff in the academy. Students on the register will either be coded 'E' (Educational Health Care Plan); 'S' (Statement on special educational need) or 'K' (other students who receive SEND support).

8. Adaptations made to the curriculum and learning environment:

The principal and leadership team review the curriculum annually and work with departments to plan and implement a broad and balanced curriculum to meet the needs of all pupils.

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include: additional literacy; intervention groups; counselling sessions.

Regular SEND Multi-Academy meetings, consultations with feeder schools and the results from end of Key Stage 2 tests may inform which students are already receiving interventions and who may benefit from small group support work.

Teachers differentiate work to match the range of abilities of all learners in the classroom. When a student has been identified as having a special educational need, work may be further differentiated to suit their needs more closely, remove barriers to learning and facilitate access to the curriculum. Such pupils may need further out of class support on either a one-to-one basis or small group targeted literacy intervention sessions with the SEND tutor, Higher Level Teaching Assistant (HLTA) or teaching assistant (TA).

Interventions may involve bespoke packages or a programme developed specifically for that student or group of students. Current interventions may include: Nessy (computer programme); LEXIA Powerup (computer programme) Electronic Reader; handwriting packs; Toe by Toe, Word Wasp, Codebreakers or the Active Literacy Kit. Maths interventions may include Springboard; My Maths and Mathswatch computer programmes. Social Skills/behaviour interventions may include The Incredible 5 Point Scale; Social

Stories The Unworry book, Talking Relationships, Nurture group, Mindfulness group, a positivity diary and Homunculi.

Students may be provided with additional technology support such as specialised equipment or resources, mainly accessed through external agents such as the Visual and Hearing Impairment Teams.

Students with a disability are provided with "reasonable adjustments" to facilitate their access to the curriculum. All subject teachers are consulted at the end of Year 9 to suggest where a pupil may require Examination Access Arrangements. The subject teacher will complete a normal way of working form and provide evidence of the student's requirements. This form is sent to the SEND administrator who will inform parents by post. Parents will be required to sign a GDPR form and Parental permission slip before the pupil is assessed for examination arrangements at the end of Year 9 and start of Year 10. Where appropriate, the school will apply for examination access arrangements online and the outcomes reported to parents.

In line with statutory guidance, the school has an Accessibility plan which is regularly reviewed to ensure that pupils are able to access the curriculum and the physical environment. All pupils, including those that have sensory or physical disabilities, have the opportunity to participate fully in all aspects of the life of the academy. Some pupils, with an EHC plan, receive support from a Teaching Assistant to access the buildings, practical subjects and the full range of learning opportunities thereby facilitating integration into the life of the academy. There have been modifications to the buildings in order to make the academy more accessible to those pupils with a physical disability. These improvements include ramps, handrails and disabled toilets

The academy is fully accessible with yellow strips on stairs for visually impaired students, handrails, a lift and toilets for the disabled. There is a disabled spot marked and located next to Reception. Further educational equipment can also be obtained through the SEND department and the physical impaired service at Horton Lodge. Translators may be used as required to support EAL families.

The link to the Painsley Accessibility Plan on our website is:

http://www.painsley.co.uk/files/policies/policy_files/Accessibility%20Plan.pdf

The links to the Painsley Equality policy and the Equality Act 2010 are:

http://www.painsley.co.uk/files/policies/policy_files/Equality%20Policy.pdf

and

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

9. Staff training to support children with SEND:

There is an ongoing programme of In-Service training for all members of staff. Whole school training also takes place, where appropriate. The Deputy SENCo/SENCo attend courses on SEND issues in order to keep up to date with local and national issues and to share good practice.

The SENCO has attained the National SENCo Award and the Industry Qualification: Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements.

Teaching Assistants have received personalised training programmes including Attachment Awareness, Dyslexia Training, Multi-sensory teaching approaches, the Sensory diet, ADHD and Autism level 2.

Training in SEND Resources, Hearing Impairment, Social, Emotional and Mental Health, The National Accredited Autism Programme, Autism and Dyslexia updates are regularly delivered to staff in school. All staff are Level 1 trained in Autism Awareness.

There is on-going sharing of good practice through regular departmental meetings and feedback/ advice provided by the leadership group, subject leaders and the SENCO following lesson observations.

All staff receive regular updates on Safeguarding and PREVENT training.

The academy has regular access to advice from a range of service providers including the local SEND hub.

We have close links with our Educational Psychologist who provides information for staff training on a range of issues. The school nurse and medically trained professionals deliver training on issues such as asthma, epilepsy and physiotherapy programmes.

10. Support for Emotional and Social development:

All pupils participate in pastoral lessons which cover a variety of social and emotional issues. Resources and topics are differentiated as required. Visitors/speakers are invited into school to promote health, safety and well-being issues. E-safety and cyber bullying is part of the Pastoral programme. All pupils take part in anti-bullying activities and we have safe rooms in school which pupils can access during unstructured times in the day. Our Pastoral teams and Safeguarding team are available to support all pupils. Additional transition days are organised for some students with SEND to help reduce anxiety.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council or student leaders in Years 11 and 13.
- Pupils with SEND are also encouraged to be part of all clubs including Nurture club to promote teamwork/ building friendships etc. Students may be nominated by the SEND team to become Nurture Ambassadors to develop positive relationships and support their peers.

- Pupils with SEND are also encouraged to take part in Mindfulness Club to foster and support relaxation techniques, increase self-awareness, improve wellbeing etc.
- Pupils with SEND have access to a designated safe room at break and lunch times.

The SEND department has a Teaching Assistant who acts as Social Emotional and Mental Health Lead and who leads on interventions used in school include. With parental permission, students may be referred to the school counsellor or the Education Welfare Worker.

11. Arrangements for handling complaints:

Dialogue between parents and the school is actively encouraged in order to resolve any problems at an early stage.

Initially, all complaints from parents or carers about their child's provision is made to the SENCo or Deputy SENCo, who follows this up with the relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined on the school's website may be followed.

12. Contact details of support services:

You may wish to contact the SENCo/Deputy SENCo if you feel that your child needs the support of a specialist service.

Some support services available to parents include:

The SENDIASS Staffordshire Family Partnership is for parents and carers of children and young people (aged 0-25), with special educational needs and disabilities and children and young people (up to 25) with SEND can be contacted on www.staffs-iass.org. They offer information, advice and support about education, health and social care issues to support **Staffordshire's SEND Local Offer**.

BritishDyslexia Association <http://www.bdadyslexia.org.uk>

Child and Adolescent Mental Health Service (CAMHS)
<https://combined.nhs.uk/>

Staffordshire Autism Outreach Team
<https://www.facebook.com/Staffordshire-Autism-Outreach-Team-112695317037942/>

13. Contacts in school:

Please contact your child's Emmaus tutor if you have any general queries.

Please contact your child's Subject Lead for academic progress concerns.

Please contact your child's Pastoral Lead for other concerns.

14. SEN contacts:

If you have a specific questions about the Staffordshire Local Offer please look at:

www.staffordshireconnects.info

Alternatively, you may discuss your concerns with the SENCo or Deputy SENCo.

Bring any medical paperwork which may be appropriate when a meeting has been arranged with the SENCo or Deputy SENCo.

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Mrs A. Comfort Deputy SENCo - 01538 493777 - amc@painsley.staffs.sch.uk

Mrs C Weaver SEN Governor - claireweaver@painsley.staffs.sch.uk