

SEN Information Report



**Corpus Christi Catholic
College**

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What kinds of special educational needs does Corpus Christi Catholic College make provision for?

Corpus Christi Catholic College is a mainstream secondary setting with a Specialist Learning and Cognition Resource Base Provision. We believe that every child should be actively involved in school life and be included in mainstream lessons where ever that is beneficial to the individual student concerned. We acknowledge that there may be times when students must be involved in different activities or groupings in order to be in an environment or situation where they can be meaningfully included. We are very proud that we can accommodate such flexible teaching and learning to allow students to feel included all of the time and we actively change approaches dependent upon the needs and changing needs of individuals.

Students access the Resource Base Provision via SENSAP agreeing the suitability of the placement on the Education Health and Care Plan.

We support students with physical and medical needs, students on the autistic spectrum and with ADHD, students with emotional needs, students with communication and interaction difficulties and students who have more difficulty with learning than the majority of children of the same age. We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all forms of school life.

How does the College know if students need extra help and what should I do if I think that my child may have special educational needs?

We identify the needs of students as early as possible by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school. The College fully supports the SEND Code of Practice January 2015, The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act 2014.

This report complies with:

- Section 69(2) of the Children and Families Act 2014;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'

If you think your child may have special educational needs, you should contact the College in the first instance and speak with the Director of SEND – Susy Ingle.

How does the College evaluate the effectiveness of its provision for students with special educational needs?

In order to make consistent continuous progress in relation to SEND provision the college encourages feedback from staff, parents and students throughout the year. This is a continuous process including student reviews, parents' evenings, provision mapping and the analysis of data.

Student progress is monitored on a half termly basis by our tracking system and EHCP reviews held in line with the SEND Code of Practice. Progress of students undertaking interventions is reviewed and evaluated at the end of each block of intervention.

How will both the College and I know how my child is doing and how will the College help me to support their learning?

Corpus Christi Catholic College believes that a close working relationship with parents/carers is vital in order to ensure:

- A) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- B) continuing social and academic progress of children with SEND
- C) appropriate and measurable personal and academic targets are set

Parents/Carers are kept up to date with their child's progress in a variety of ways including reports, parents' evenings, review meetings and telephone calls.

In cases where more frequent contact with parents/carers is required, this occurs based on the individual student's needs. The Director of SEND may also signpost parents/carers of students with SEN to Special Educational Needs and Advice Support Services (SENDIASS) if their advice, guidance and support may be helpful.

If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student are consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any consequent action / provision planned for their child.

What is the approach to teaching students with special educational needs?

We believe that provision for students with special educational needs is a whole school responsibility requiring a whole school response. All teachers are teachers of students with SEN and all have access to information about individual SEN students to ensure every student can access lessons. All students at Corpus are valued members of our College community and spend form time in mainstream classes. Teachers are responsible for differentiating according to individual needs to ensure all students can participate and make progress. Tasks and approaches can therefore be adapted to match individual learning styles. All staff are trained and have knowledge of the learning needs of the students in their classes.

How will the curriculum and learning be matched to my child's needs?

The school is well resourced to meet the needs of a wide range of special educational needs and students are encouraged and supported to find alternative methods to help them overcome difficulties. Resources including visual aids and kinaesthetic equipment are common practice. There is a clear support structure for staff in place which ensures every student is able to achieve and succeed. In the Resource Base, lessons are matched to capabilities and appropriate qualifications can be achieved. A significant amount of time is also given to working on life skills and preparing students for adulthood. This includes but is not limited to Independent Travel Skills, cooking, washing... Learning activities are planned to match individual learning needs. Students identified as requiring SEND Support will, where appropriate, be supported by a teaching assistant. All staff can access information enabling them to know and understand the needs of individuals. All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

How are decisions made about the type and amount of support my child will receive?

All students on the SEN Register require provision which is different from or in addition to that of their peers. Once the needs of the student are identified, provision is put in place to break down any barriers to learning and plug any gaps in learning. This may be support within classrooms in terms of reasonable adjustments, support staff or personalised wave 3 interventions with clear objectives. For students with Social Emotional and Mental Health needs support is personalised and often delivered in small groups or 1:1.

Some students with the most complex needs may meet criteria for additional Funding for Inclusion (FFI). This additional funding is spent on that individual to assist them to make progress against clear objectives. This funding can be applied for when the student is in Yr 7 or Yr 10. The criteria is very clear and decisions are made by a panel. The deadline for these applications is usually around the October half term.

How will my child be included in activities outside the classroom, including events and trips?

As an inclusive College, we ensure that students with SEND take as full a part as possible in all College activities. We deliver practice that ensures that statutory obligations with regard to SEND are met. No student is omitted from an activity due to their specific needs unless it would be unsafe to participate. If this were to arise parents/carers and students would be consulted. Health Care Plans are kept in school and so staff are fully aware of students with special educational needs and what those needs are and are given training and support to help them meet those needs, both in and out of the classroom.

What support will there be for my child's overall well-being?

We work hard to ensure that students are included in all aspects of college life. We believe that all our students should be valued equally, treated with respect and be given equal opportunities in all aspects of College life.

Students who struggle during unstructured times are offered a specific area of school to access where they may have a quiet moment and where appropriate they are encouraged to develop socially via structured games and conversation.

Students who have additional emotional needs will receive further support from in-house Thrive practitioners (An Emotional Literacy Programme) or in some cases outside agencies as required for example Child and Adolescent Mental Health Service (CAMHS).

Who is the College Special Educational Needs Co-ordinator (SENCO) and what are their contact details.

The College Director of SEND is Mrs Susy Ingle, who can be contacted on 0113 2009016.

What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The Director of SEND and the support team attend relevant SEND courses and staff have access to relevant SEND focused internal and external training opportunities.

The Director of SEND, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Ongoing training for teachers and TAs is organised as and when required. If a particular students' needs require specific staff training then this is implemented for example, fire evacuation procedures for students with severe medical needs.

Recent training has included brain injury training, Dyslexia and ADHD friendly classrooms and specific strategies to support these learners, and specialist ASD training from STARS. There is a programme of training in the college which is agreed with Senior Leadership Team in line with the needs of the college.

What specialist services and expertise are available or accessed by the College?

Corpus Christi Catholic College invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The College continues to build strong working relationships and shares information and links with external support services in order to fully support our SEND students. Sharing knowledge and information with our support services is essential to effective and successful SEND provision. Where any advice is sought, parents/carers remain involved and updated.

The following services may be involved where required:

- CAMHS
- STARS
- SENIT
- Social Care
- Cluster

- Educational Psychology Service
- School Nursing service
- Speech and Language Service

How will equipment and facilities to support students with special educational needs be secured? How accessible is the College?

Physical environments

Corpus Christi Catholic College incorporates facilities for students and staff with disabilities. It is easily accessible for all and there are marked parking bays at the front of the College for blue badge holders. A loop hearing system is available on request. There are several disabled toilets around the building, all equipped with handrails and emergency alarms. At present Music and Art rooms are not accessible to wheelchair users.

Assistive Technology

The College provides access to a limited number of laptops within school to support students with temporary and long term physical needs and/or literacy related barriers to learning. There is a scheme in school to enable families and students to buy their own device for use on site.

In addition to support from teaching assistants in the classroom and in small groups, Corpus Christi Catholic College provides the following additional resources for our Special Needs Students:

Transition

We work closely with feeder and other primary schools to make sure that all students feel comfortable with their move to a secondary College. SEND students have the opportunity to have extra visits to school in order to familiarise themselves with the environment and some of the staff they will be working with in the future.

Homework Support

Enrichment sessions are held throughout the week to support all students with homework and to give access to ICT when necessary.

Teaching Assistants

Students on the Special Needs register at SEND Support may be allocated TA support. TAs work closely with the child, parents and staff to meet the child's needs within the College. The Director of SEND and members of the support team are always available for students to talk to.

Educational Testing

In addition to standard testing and assessments and tracking within school there is provision for further assessment. This helps identify students who may need additional support within lessons or may benefit from a more individualised programme of support. It may also provide evidence for examination boards if applications for additional access arrangements for examinations are to be made.

Exam Access Arrangements

An identification of SEND does not result in automatic exam access arrangements. The process of exam access arrangements for all students is governed by the exams board – JCQ. Students are assessed by a series of tests and if identified as requiring access arrangements, this is co-ordinated between the College exams officer, our qualified assessor and the Director of SEND. Students and parents/carers are notified of their exam access arrangements and support, as approved, is provided.

More details of access arrangements can be found at www.jcq.org.uk

School Transport

Where students with SEND require specific transport to and from school, this is arranged by Leeds City Council.

What are the arrangements for consulting parents of students with special educational needs? How will I be involved in the education of my child?

Corpus Christi Catholic College believes that a close working relationship with parents/carers is vital in order to ensure:

- A) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- B) continuing social and academic progress of students with SEND
- C) appropriate and measurable personal and academic targets are set

Parents/carers are kept up to date with their child's progress through progress reports, parents' evenings and review meetings. Parent / carers are also invited to half termly coffee afternoons for informal opportunities to meet with the support team and discuss any issues.

In cases where more frequent regular contact with parent/carers is necessary, this is arranged based on the individual students' needs. The Director of SEND may also signpost parents of students with SEND to the local authority Special Educational Needs and Disabilities Independent Advice and Support Services (SENDIASS) where specific advice, guidance and support may be helpful. If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student are consulted about future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted about planned action.

What are the arrangements for consulting young people with SEN and involving them in their education?

We believe that students who are capable of forming views have a right to express their opinions and to have that opinion taken into account. Students are encouraged to be involved in the setting of their own learning targets and in evaluating their own progress. Their views are taken into account when planning support. Students are encouraged to attend their review meetings.

The College is an environment where students feel safe to voice their opinions of their own needs. This means we will seek the views of the students and take them into account during the decision making process and will be made easier by carefully monitoring the progress of all students.

Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, for example, through the student voice.

What do I do if I have a concern or complaint about the SEND provision made by the College?

We value the partnership between parents/carers and the College but should a problem arise, parents/carers are asked to contact the Director of SEND in the first instance to discuss the issue.

If a parent/carer has any complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Director of SEND, who will advise on formal procedures for complaint.

Any complaints will be treated in accordance with the school complaints procedure. For a copy of the complaints procedure, refer to the College website.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of students with special educational needs and supporting the families of such students?

Corpus Christi Catholic College invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The College continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

The services used by the College are listed in question 6. Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision.

The governing body is kept informed about the involvement of other organisations and services through meetings with the SEND Governor.

How does the College seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The College has very good working relationships with outside agencies (see question 6). Parents/carers receive information about external events which may be relevant to them by email or post.

How will the College prepare my child to:

- i) Join the school?**
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?**
- iii) Prepare for adulthood and independent living?**

To facilitate the smooth transition for students with support needs both from feeder and non-feeder schools, there is, prior to admission:

- The attendance of a representative of the College at Year 6 Annual Reviews for students with a Health Care Plan, where possible
- A transition programme
- The gathering of additional relevant information from the partner schools
- The making of appropriate transition arrangements with regard to the transition plan put into place in Year 6, including a bespoke transition package and summer school
- A timetable for transition planning for all students with SEND
- Students with special educational needs, together with their parents/carers, are also invited to talk to Director of SEND about the provision for students with SEND. There are extra visits for some students to ensure a smooth transition.
- Staff training may also have taken place where students with high level needs are to be admitted.

Students with special educational needs admitted to school, at times other than year 7 transitions, are carefully assessed on admission to ensure their needs are met.

Corpus Christi Catholic College aims to support transition at each stage from Year 7 to 11. Students' individual needs are planned for and supported using transition plans in Year 6, Year 8 and Year 11. All students with SEND are supported to ensure transition between educational phases is well planned and that provision is in place to aid this process. Information regarding the additional needs of any students is used to plan provision and support a smooth transition. This includes transition to and from Corpus Christi Catholic College.

All students receive information, advice and guidance on Post 16 options and SEND students are escorted on visits to local colleges and Post 16 centres.

Where can I access further information?

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Information on the SEND Local Offer can be found at:

www.leedslocaloffer.org.uk/