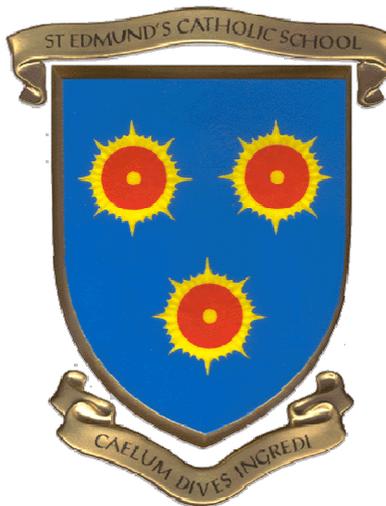


2014



St Edmund's Catholic School

School Offer for Pupils with Special Educational Needs (SEN)

“This is a Good school. Students behave well and are happy. Students’ spiritual, moral, social and cultural development is Outstanding”.

Ofsted 2012

I can do all things with the help of God who strengthens me

Philippians (4:13)

Introduction

St Edmund's Catholic School seeks to provide a quality educational experience for every pupil embedded within a strong Christian spiritual environment. The school strives to be a secure, caring, well organised Catholic Christian community in which the ethos is one of justice with equality. Pupils with SEN contribute to our diversity and richness and they are entitled to opportunities to develop their whole person within the school's living, worshipping and purposeful community.

What are Special Educational Needs? (SEN)

A pupil can be described as having SEN if he or she has a learning difficulty that calls for special educational provision to be made for him or her. Special educational provision can be made when a pupil has:

- A **significantly** greater difficulty in learning than the majority of other pupils of the same age.
- A **disability** that prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in a mainstream school.

What types of SEN are there?

The SEN Code of Practice (COP) provides practical advice to schools and other relevant organisations on how to carry out their statutory duties to identify, assess and make provision for children and young people with SEN. In the Code of Practice the following four categories of SEN are identified:

- Communication and interaction needs.
- Cognition and learning needs.
- Social, mental and emotional health needs.
- Sensory and or physical needs.

Depending on the level of SEN, pupils will be placed at one of the following levels of support:

- School Support – this is for pupils whose needs can be met by resources available within the school setting or who may require additional support from partner agencies based outside the school setting.
- Education, Health and Care Plans (EHCP's) – this level of support is for pupils who require a multi-agency plan and support system to meet their complex needs. A statutory assessment process is undertaken by the Local Authority to determine whether or not an EHCP is required. (Please note that pupils with statements of SEN under the previous SEN COP could see these statements converted to EHCP's in the future).

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How are pupils with SEN identified at St Edmund's?

SEN can be identified in various ways including:

- Transition information received from a pupil's previous school, e.g. Primary school or other secondary school.
- Analysis of data from whole school screening activities.
- Analysis of pupil progress.
- Referral from partner agency e.g. Health Service.
- Statutory assessment by Local Authority leading to creation of EHCP (previously a Statement of SEN).

These are some of the methods that can be used to identify whether a child has greater difficulty than his or her peers in learning and making progress. Parents are informed annually if the school identifies their child as having SEN.

What adaptations are there for pupils with SEN?

Every pupil is entitled to full access to the school's curriculum. Provision for SEN is integrated into whole class teaching by teachers who differentiate or adapt their lesson for different pupil needs.

Examples of differentiation or adaptation of lessons can be seen in the resources that pupils use to learn from and the level of support that they receive with their learning, for example, from a teacher or teaching assistant.

As well as being used to support pupil progress in lessons taught by teachers, teaching assistants may withdraw pupils from lessons to work with them in small groups or individually if this level of support is felt to be helpful or required for a pupil to make progress. The type of support delivered will be matched to a pupil's needs but it would focus on development of literacy or numeracy skills. Parents/carers are informed when their child is considered for withdrawal support.

Adaptations for pupils with SEN are also made in response to recommendations by specialists who may be working to support a pupil. An example of this would be a requirement for all staff working with a pupil with physical or sensory needs to follow recommendations made by a health specialist.

How does the school assess the progress of pupils with SEN?

Progress of all pupils is assessed regularly by classroom teachers and is reported to parents on a termly basis. For pupils who receive targeted SEN support, by withdrawal from lessons or by implementation of specialist recommendations, their progress in response to the support is monitored and the need for such specific intervention to continue is kept under review.

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For pupils with an ECHP (or Statement of SEN) their SEN needs and progress are reviewed annually by all support contributors.

What support is there for pupils with SEN as they move between different phases of education?

(For example – from Year 6 into Year 7, from Year 9 into Year 10 and moving on from Year 11).

St Edmund's has an established induction programme for all pupils as they approach the end of Year 6 and are about to join us in Year 7. This includes a personal 1:1 meeting with families and school staff as well as the opportunity to attend a Summer School. Additional visits and bespoke arrangements can be made for pupils with SEN. There is liaison between relevant St Edmund's staff and their Primary School colleagues and pupil records are transferred to St Edmund's by Primary Schools.

St Edmund's offers advice and guidance to pupils and their parents/carers as they progress from Year 9 to Year 10 (Key Stage 3 to Key Stage 4) and as they are required to select their 'option' choices of subjects which will lead to GCSE examinations. All pupils, including those for whom SEN has been identified receive advice regarding suitable choices so that in Key Stage 4 they have a manageable workload and we are able to fulfil their potential. All pupils are supported by relevant St Edmund's staff as they prepare to leave the school at the end of Year 11 and move onto further education or training. St Edmund's staff liaise with appropriate colleagues in Post-16 establishments in order to provide additional support for pupils with SEN if this is desired.

How are pupils helped to prepare for adulthood?

All pupils at St Edmund's, including those with SEN, receive a broad and balanced curriculum which provides opportunities for them to develop their skills and abilities. The Catholic Christian ethos of the school creates an environment where the nurturing of pupils' self-esteem and sense of self-worth is highly valued. We support and seek to enable all pupils, including those with SEN, to confidently and independently make suitable choices, including those regarding post-16 provision, as they prepare for adulthood. Within the community of St Edmund's support is always available for all pupils to make appropriate practical and emotional choices in the present and for their futures.

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What expertise can be used to support pupils with SEN?

The expertise of experienced school based colleagues, including subject teachers, the Special Educational Needs Co-ordinator, teaching assistants, Pastoral Staff, and Support Staff, can all be deployed to assist pupils with SEN.

In addition, the expertise of other services such as Educational Psychology, Health, Sensory Impairment and Social Care can be engaged if appropriate.

As of January 2015 St Edmund's will have a fully resourced base for pupils with visual and hearing impairments. The school will work in partnership with the Local Authority to provide for these pupils and the resource base will contain specialist staff and resources to meet their needs.

How does the school evaluate the effectiveness of its support for pupils with SEN?

The progress of pupils with SEN, both individually and as a cohort, is kept under review by the Special Educational Needs Co-ordinator and other appropriate colleagues. The progress of pupils in response to extra-curricular support received is monitored and evaluated as pupils are encouraged to deploy the skills that they develop. Pupil progress in response to support can be measured in numerical data, such as academic levels of progress or percentage of attendance, or through more gradual personal development.

How does the school enable pupils with SEN to access the extra-curricular provision?

All pupils and their parents/carers are informed of extra-curricular provision and activities. All pupils, including those with SEN, can access extra-curricular provision subject to the findings of a risk assessment. A risk assessment will be carried out to ensure that the health and safety of all participants is maintained during an activity. If a pupil with SEN requires additional support to participate in an activity the practicalities of this requirement will be considered by the school.

How does the school support the emotional and social development of pupils with SEN?

A variety of school staff are always available to support the emotional and social development of all pupils, including those with SEN. All pupils have a form tutor and Head of Learning for their year group as well as a variety of subject teachers by whom they will be supported.

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In addition, pupils may access support from the schools' Chaplain, SENCO, teaching assistants and non-classroom based Support Staff. Whilst these colleagues offer support for the emotional and social development of pupils with SEN, it may be the case for some pupils that they require additional and more specialist support in which circumstances the school would engage with their parents/carers to discuss the issues.

Contact Details:

If you wish to contact the school to discuss the Offer for SEN please use the contact details below. Please inform us if your enquiry relates to the school's SEN Offer so that it can be directed appropriately.

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