



## St Edmund's Catholic School

### Information report for Pupils with Special Educational Needs and Disabilities (SEND)

**“This is an Outstanding school. Through carefully targeted and monitored provision, disadvantaged pupils, disabled pupils and those with special educational needs are rapidly catching up with their peers.”**

**Ofsted 2016**

## **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 SEND 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 and Disabilities (SEND)?**

A pupil can be described as having SEND 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 SEND are there?**

The SEND 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 SEND. In the Code of Practice the following four categories of SEND are identified:

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

Depending on the level of SEND, 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 (EHC) Plans – 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 EHC Plan is required.

## **How are pupils with SEND identified at St Edmund's?**

SEND 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 SEND).

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 SEND. When asked parents of pupils with SEND have agreed that their child's needs are accurately identified.

## **What adaptations are there for pupils with SEND?**

Every pupil is entitled to full access to the school's curriculum. A variety of adaptations, including some of those set out in the Local Authority's 'Ordinarily Available Provision' document are available for pupils with SEND. Provision for SEND 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. Parents of pupils with SEND agree that their child is fully included in lessons and their needs are supported by appropriate staff.

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 SEND 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 SEND?

Progress of all pupils is assessed regularly by classroom teachers and is reported to parents on a termly basis. Parents agree that this constituted regular assessment of pupil progress. For pupils who receive targeted SEND 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. For pupils with an ECH Plan their SEND needs and progress are reviewed annually by all support contributors.

## What support is there for pupils with SEND 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 SEND. 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.

For families of prospective pupils tours are also available in the Summer and Autumn terms and families of students with SEND will be prioritised to attend these. The school does not offer individual tours to prospective parents as a result of the large number of requests it receives. It is important to remember that the decision to accept a pupil with an EHC Plan must be taken in the light of the EHC Plan itself and the school's ability to meet the needs as specified in the EHC Plan. As this decision lies with the Headteacher, parents of such pupils are particularly encouraged to view the school via Headteacher led tour. **However, the decision to accept a student with an EHC Plan, on the basis that the school can cater for their needs, cannot be made without the information contained in their EHCP following a full application through the Local Authority.** Parents/children must be comfortable in their ability to play a full and meaningful part in all aspects of our Christian practice.

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 SEND has been identified receive advice regarding suitable choices so that in Key Stage 4 they have a manageable workload and are able to fulfil their potential.

The school cannot guarantee that it will adhere or be able to carry out all aspects of a plan written in 'general' terms and more specific to a Primary setting. Acceptance of an EHCP indicates a willingness to meet a child's needs within the parameters of the school.

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 SEND if this is desired. Parents of pupils with SEND feel that their children are supported as they move between these different phases of their education.

### **How are pupils helped to prepare for adulthood?**

All pupils at St Edmund's, including those with SEND, 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 SEND, 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.

### **What expertise can be used to support pupils with SEND?**

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 SEND.

In addition, the expertise of other services such as Educational Psychology, Health, Sensory Impairment and Social Care can be engaged if appropriate. Further information about SEND provision is available on the 'Ordinarily Available Provision' document produced by the Local Authority. Please be aware that it may not be entirely practical to implement in a secondary setting the provision specified in an EHC Plan if this Plan has been created with a primary setting in mind. In such circumstances, St Edmund's will work with the pupil, their parents/carers and relevant professionals to ensure that appropriate provision is made.

Similarly, it is frequently the case that EHC Plans include access to Teaching Assistant (TA) support during lessons. Whilst such support is very useful and can enhance pupil progress, it may be necessary at times to re-deploy TAs to other duties. One such time is during examination periods when TAs support pupils who are entitled to exam access arrangements and their presence in lessons is consequently reduced.

Parents of pupils with SEND are in agreement that appropriate expertise is deployed to support their children's needs.

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

### **How does the school evaluate the effectiveness of its support for pupils with SEND?**

The progress of pupils with SEND, 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 stages of progress or percentage of attendance, or through more gradual personal development.

### **How does the school enable pupils with SEND 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 SEND, can access extra-curricular provision subject to the findings of a risk assessment. Parents of pupils with SEND are in agreement that extra-curricular provision is accessible for their children. 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 SEND requires additional support to participate in an activity the practicalities of this requirement will be considered by the school. All students, regardless of SEND are treated equally in terms of students in terms of rewards and sanctions, as part of the inclusiveness of the school. No exceptions will be made in relation to this.

### **How does the school support the emotional and social development of pupils with SEND?**

A variety of school staff are always available to support the emotional and social development of all pupils, including those with SEND. 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.

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 SEND, 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 SEND Information Report please use the contact details below. Please inform us if your enquiry relates to the school's SEND Information Report so that it can be directed appropriately.

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