



SEND Information Report

SENDCO: Mrs I Clark-Halewood
Deputy Head with Responsibility for SEND: Mrs C Roberts
SEND Governor: Mrs T Mathias
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[Local Offer](#) & [The College's SEND Policy & Accessibility Plan](#). Paper copies of both documents are also available upon request

Our approach as a school

A St John Bosco Arts College we seek to nurture the gifts, dreams and talents of all in the spirit of St John Bosco and in keeping with our mission statement that 'together' we inspire each other to flourish in faith, hope and love'. At St John Bosco, we provide an ambitious Catholic education that lays foundations for our students and our communities to flourish into the best version of themselves. The staff of the college recognise that the young people we teach, often learn in different ways and where a special educational need is identified, we endeavour to put in place appropriate intervention strategies to support the learning of the student. This is achieved primarily through high quality first teaching by the young person's teachers and any additional interventions are defined through a person-centred approach which involves the young person and their parents. As a result, we regularly review the provision which we offer to the students in our care. Such reviews also serve to inform and embed our high expectations amongst staff about quality first teaching and the application of a scaffolded and personalised approach to teaching and learning. As a Salesian school, we make it a point to discuss aspirations with ALL our learners. This is a whole-school approach to inclusion and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Types of SEN and disability that are provided for within the school and how the young people are supported

When we consider a young person's additional needs in relation to SEND, they are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

Students with additional needs in this area include those with speech, language and communication difficulties and those on the Autistic Spectrum (ASC). This academic year students with a need in this area have:

- Received support through being a part of a small KS3 group that meet once per fortnight to follow a social communication programme, tailored to their needs.
- Some students across KS3 and 4 were supported by an external teacher who is a specialist in ASC.

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- This coming academic year, students in years 7, 8 and 9 with a diagnosis of ASC will continue to have support via the Social Communication Intervention. As will those students who are on the Neurodevelopmental Pathway awaiting assessment.
- In addition, this support of small group intervention, will be extended to those students in KS4, especially those with an EHCP.
- For the academic year 2022-23, St John Bosco purchased external services from Purple Circle Autism Consultancy, to provide support for some of students with ASC. This support will continue during the autumn term of 2022.
- For the academic year 2022-23, we also sought advice and support from specialist teachers within SENISS for some students with a diagnosis of ASC.
- In some instances, parents and students may be sign posted to external organisations for more specific support, for example ADDvanced Solutions or the ASD Training Team.
- Where necessary school has also enlisted the support of Speech and Language therapists for those students with language difficulties and has made referrals to the SALT team.
- Where necessary school has also enlisted the support of SENISS and made referrals to the team.

2. Cognition and learning

Students with additional needs in this area include those with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD) which includes Dyslexia, Dyscalculia and Dyspraxia.

- Interventions to support difficulties with cognition and learning, are done so in a variety of different ways and not all are exclusively for students with SEND.
- Some interventions are based within departments and are in the form of scaffolding and personalised curriculums.
- Other interventions are facilitated by the literacy coordinator and included regular phonics interventions for students in with a 'red' reading age, two years below their chronological age.
- During the academic year 2022-23, the SEND Department also offered interventions which focused on literacy skills for KS3 students, in addition to some in class support in English lessons. Whilst KS4 students were supported in a number of core subjects by the SEND HLTA.
- In the academic year 2023-24, students with SEND related to their learning will be supported via small group timely interventions.
- Students in Year 7 who have a special educational need and a reading age two years below their chronological age, will be supported using a specific literacy intervention by members of the SEND Dept.

3. Social, emotional and mental health

Students with additional needs in this area include those with Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Attachment Disorder, Depression, Eating Disorders, Self-harm and other mental health difficulties. The SENDCO works closely with the pastoral staff with designated key roles within school. This includes Pupil Progress Coordinators, Ms T Mathias (Head of Nurture/The Oratory) and Ms Styles and Miss Forster (Head of Care and Safeguarding).

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- The SENDCO works closely with the pastoral staff with designated key roles within school. This includes Pupil Progress Coordinators, Ms T Mathias (Head of Nurture/The Oratory) and Ms Styles and Miss Forster (Head of Care and Safeguarding).
- We liaise with health professionals, CAMHS, YPAS and a variety of counselling service providers.
- 2022-2023 The Oratory, a well-being hub, provision continued to support number of KS3 and 4 students with an aim of reducing school-based anxiety. This is run by Mrs Mathias.
- The school chaplain also offers pastoral and bereavement support.
- This level of support will also continue during the academic year 2023-24.
- For the academic year 2022-23, we also sought advice and support from specialist teachers within SENISS for some students with a diagnosis of ADHD. School will continue to access this support as and when needed during the academic year 2023-24.
- Students with or awaiting a diagnosis of ADHD will continue to receive support via a small group fortnightly intervention, to support their needs.
- The Oratory will continue to operate on a referral basis with Mrs Mathias as the designated pastoral manager.
- Ms Forster will offer additional support to pupils who are struggling to access a full curriculum each day in the Laura Vicuña Centre. This may be one to one or small group sessions.

4. Sensory and/or physical needs

Students with additional needs in this area include those with Hearing Impairments (HI), Visual Impairments (VI) and Physical Disability (PD). Provision for this type of need is very much dependent of the needs of the student.

- As a department we liaise and work closely with Liverpool's sensory service for hearing and visual impairments.
- For students with physical needs we liaise with health professionals, physiotherapists and occupational therapists to ensure that needs are met both in and around the school.
- We endeavour to make reasonable adjustments where needed and are advised upon.

The School Accessibility Plan details how the school prevents disabled students from being treated less favourably than other pupils, in terms of access to the building and facilities, access to the curriculum and other information.

Procedures for identifying young people with SEND and assessing their needs

There is a variety of information that is used to determine whether a student has additional needs; these include:

- Primary transition information and KS2 data.
- Basel line testing completed by subject areas at the beginning of year 7, Cognitive Ability Tests and other initial tests in year 7.
- Reading age tests.
- Subject teacher referrals.

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- Specialist assessments by external services.
- End of term assessments.
- Parental concerns
- Parents/Carers information from Intake Evening.

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- Parental concerns.
- Parents/Carers information form from Intake Evening.