



St John Bosco
ARTS COLLEGE

SEND Information Report

Contents

Our Aim	1
What types of SEN does the school provide for?	2
Which staff will support my child, and what training have they had?	3
What should I do if I think my child has SEN?	4
How will the school know if my child needs SEN support?	4
How will the school measure my child's progress?	5
How will I be involved in decisions made about my child's education?	6
How will my child be involved in decisions made about their education?	6
How will the school adapt its teaching for my child?	6
How will the school evaluate whether the support in place is helping my child?	8
How will the school resources be secured for my child?	8
How will the school make sure my child is included in activities alongside pupils who don't have SEND? ..	9

Our Aim

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: https://www.stjohnboscoartscollege.com/downloads/policies/2023-2024/send/send_policy_2023-25.pdf

[Local Offer](#) & [The College's SEND Policy & Accessibility Plan](#). Paper copies of both documents are also available upon request

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety
	Attachment disorder
	Depression
	Eating Disorders
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Imogen Clarke-Halewood **(Mat leave from September 2026)**



Imogen is a qualified teacher; her specialism is Geography. Imogen also has extensive pastoral experience having been Head of Year 11. Imogen has over 4 years' experience in the role of SENCo.

Imogen achieved the National Award in Special Educational Needs Co-ordination in January 2024, awarded a Merit, she has also completed a Masters in Education in 2022 at Cambridge University, awarded a Distinction.

Imogen is allocated 20 hours a week to manage SEN provision.

Our acting special educational needs co-ordinator, or SENCO

Our Acting SENCO is Chris Billington

Chris is a qualified teacher, his specialism is Modern Foreign Languages. Chris has served as a Head of Year at St John Bosco Arts College for 4 years before becoming a senior pastoral leader within the school, helping to remove barriers to attending school for the most vulnerable students. Chris has served St John Bosco Arts College for the last 8 years and works closely with the community to support the young people within the school, and their families. He was Acting SENDCo in 2025-2026, following which he served as an Associate Assistant Headteacher for Inclusion. He is currently completing his NPQSENCo, which is due to complete in May 2027. He is a member of the safeguarding team within the school and has attended trainings in relation to sensory processing and sensory integration theory, something which he supports his local community with as part of his work with The Sensory Hive.

Chris is allocated 16 hours a week to manage SEN provision.

Assistant SENCO

Our assistant SENDCO is Matthew Rigby

SEN Information Report



With a background in Primary Education (BA Hons) he has worked at St John Bosco for 16 years.

The last 13 years have been spent working in the SEND department, first as a Teaching Assistant, then as a HLTA. He has worked in his current role for 7 months.

He has attended the following training. Think Bricks – Lego Therapy. Sensory Processing -Sensory Hive, PDA training – School Improvement, Autism Training – Purple Circle

He is responsible for Referrals for Neurodiverse conditions to Alder Hey Children's Hospital, Access Arrangements for formal assessments and exams and

Interventions for all students in areas such as Social Communication, ADHD and Literacy.

Matt is allocated 17 hours a week to support the management of SEN provision.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SEND team to meet the needs of pupils who have SEN.

In the academic year just gone, 2025-26, teachers completed SEND training in; Speech and Language, Exam Access Arrangements, providing robust and evidence-based information for outcomes for an EHCP, emotion coaching, language for behaviour and supporting students with sensory sensitivities in the classroom.

SEND training is planned based on identified areas of need.

Teachers also have the option to attend a weekly SEND drop in, to discuss specific queries. Inclusive practice bite size training or updated are also delivered weekly during morning time staff briefing.

Teaching assistants (TAs)

We have a team of support staff within SEND. Currently we have 18 ESAs/TAs who work with students.

Teaching assistants are trained to deliver interventions such as; Social Communication (Talk-About for Teenagers, Literacy interventions e.g., Rapid Plus, ALBA, Lexia Reading, Renaissance reading, Catch-up Literacy, Thinking Bricks (HLTA), Thriving with ADHD (HLTA), Level up Maths (HLTA), Superscripts to support reading fluency and meaning (HLTA), Lego Therapy (TA), Mental Health First Aid (TA).

We also have a member of the team trained to deliver ELSA sessions.

External agencies and experts

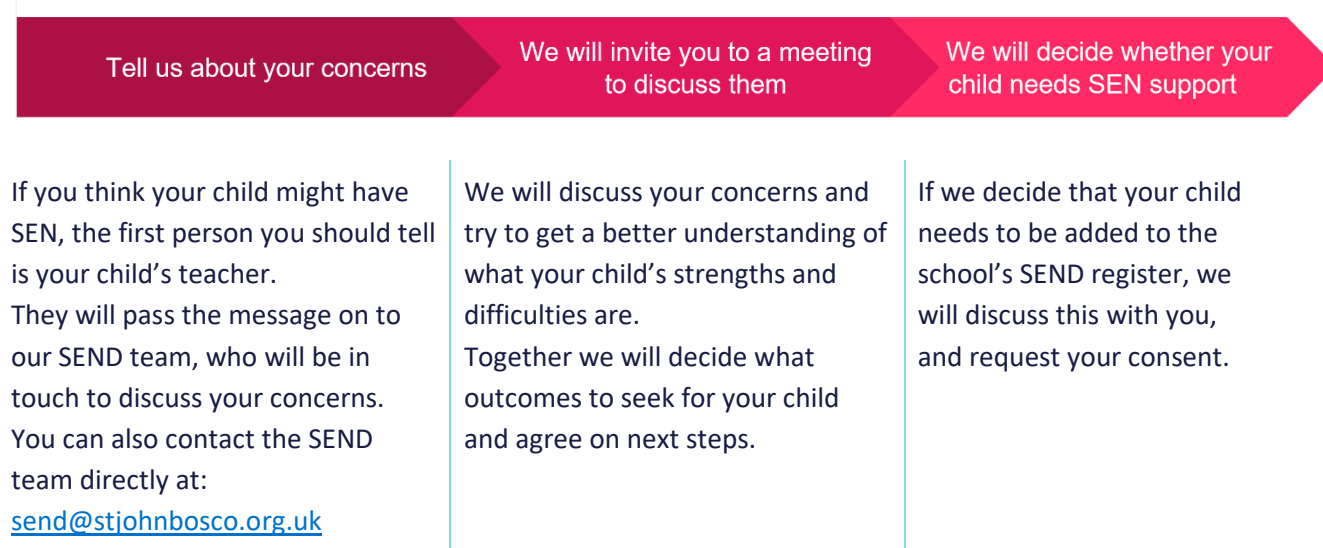
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

SEN Information Report

- Young Persons Advisory Service (YPAS)
- Education welfare officers
- Social services and other LA-provided support services
- Bernardo's young carers support
- Oakleaf Bereavement support
- SENISS

What should I do if I think my child has SEN?



How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil additional support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SEND team will seek feedback with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. The SEND team may also complete observations of the pupil in class and/or during unstructured times.

The SEND team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as SENISS or an educational psychologist.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SEND team will work with you to create a support plan for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

SEN Information Report

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

You will have at least 3 opportunities across the school year to discuss your child's education and progress.

The types of things discussed are:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO is also available at parents evening, coffee mornings, open days/evenings too.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher via email.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting and/or who can support them to complete a pupil passport (summary of information about the child, in their voice)
- Complete a survey

How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or scaffolding the content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

SEN Information Report

- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants provide additional support to some pupils

We may also provide the following interventions:

Area of need	Condition	How we support these pupils as appropriate
Communication and interaction	Autism spectrum disorder	Social Communication intervention e.g. Talk about for teenagers Visual timetables Social stories/Comic Strip Conversations Access to the SEND base for time out and at break and lunch Speech and language therapy (referral to external professional)
	Speech and language difficulties	
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate learning difficulties Severe learning difficulties	Writing slope Overlay Laptop Application for exam access arrangements Phonics and literacy intervention Math tuition Setting for core subjects
Social, emotional and mental health	ADHD, ADD	Social communication intervention Access to the SEND base for time out and at break and lunch YPAS in school sessions Oakleaf Bereavement counselling Person Centered Therapy Early leave/Time out pass Emotional Literacy and wellbeing sessions ELSA
	Adverse childhood experiences and/or mental health issues	

Sensory and/or physical	Hearing impairment	Close collaboration with Sensory Support Team who can offer: Direct work with students on specialist skills e.g. Braille Functional vision/hearing assessments Teacher training Physiotherapy programme (provided by the physiotherapy team) Sensory aids e.g. fidget tools
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Liverpool and Knowsley's local offer.

How will the school evaluate whether the support in place is helping my child?

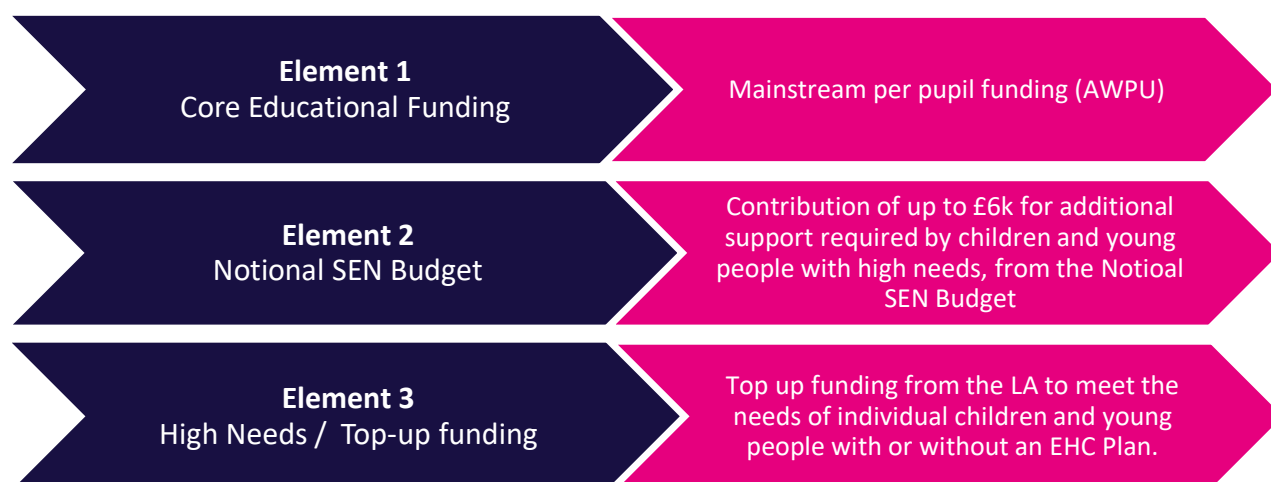
We will evaluate the effectiveness of provision for your child by:

- Reviewing the impact of interventions each term
- Using pupil questionnaires/self-reflection tasks
- Monitoring by the SEND and wider teacher teams
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school resources be secured for my child?

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. Each school has a 'notional SEN budget' which caters for the special educational needs of the children and young people within their school. This is managed by the Head Teacher and Finance Manager, with advice for its deployment coming from the SENCO when requested.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEND support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block

SEN Information Report

budget. The level of top up funding for each pupil is allocated within 5 bands i.e., 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEND support. Additional resources for individual EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips. All pupils are encouraged to take part in school events, with e.g. sports day, productions, team-building activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We have strong partner relationships with our feeder schools, our SEND team attend a Liverpool wide transition day to meet with primary school SENCo's and our transition team visit our feeder school – all to ensure that we receive accurate and timely information about all students, and so that the right support is in place.

We host accessible open days and intake evening, where there is a team of staff available to support parents/carers and students. We also have an extensive transition support programme with tailored additional visits into school.

To support the admissions application process, we also host an admissions village in school during open evening, to support any parents/carers who may need additional support with the application.

St John Bosco Arts College is a Catholic School under the trusteeship of the Salesian Sisters of St John Bosco. The College was founded by the Salesian Sisters at the invitation of the Archbishop of Liverpool. It is maintained by Liverpool City Council. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority. For the school's year commencing September 2025, the Governing Body has set its admissions number at 210.

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. Our identity as a Catholic Salesian school and the inspiration we receive from the life of St John Bosco shapes our ethos and spirit, placing the developing child at the center of everything we do. We aim to provide a vibrant experience of Christian Community where everyone can flourish. The school will help the children develop fully as human beings and prepare them to undertake their responsibilities as Catholics in

SEN Information Report

society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the faith of this school to apply for and be considered for a place here.

Admissions to the school will be determined by the Admissions Committee, as instructed by the Governing Body. Parents must complete a Local Authority Preference Form or apply online via the website www.liverpool.gov.uk/admissions. If you wish to have your application considered against the school's faith/denomination criteria then you should also complete the Supplementary Form which is available from the school. All preferences listed will be considered on an equal basis and, where there are more applications than the number of places available, a set of OVERSUBSCRIPTION CRITERIA are applied, to view these please visit our Admissions Policy here: [https://www.stjohnboscoartscollege.com/downloads/policies/2023-2024/admissions/september 2025 admissions-policy- .pdf](https://www.stjohnboscoartscollege.com/downloads/policies/2023-2024/admissions/september%2025%20admissions-policy-.pdf)

The oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs.

How does the school support pupils with disabilities?

All students at St John Bosco Arts College have equal access to a broad and balanced curriculum adapted to enable all students to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that will lead to students making relevant progress that is closely monitored. Teachers use a wide range of strategies making relevant progress that is closely monitored. Teachers use a wide range of strategies to meet students' special educational needs. Lessons have clear learning objectives and success criteria, are adapted appropriately and assessed to inform the next stage of learning. Intervention planning and provision mapping features significantly within school and relevant information is shared with all staff members.

Following The Equality Act 2010 it states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). Key information is shared within school to ensure teachers are up to date with developments.

We also have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed annually, barriers are identified, and plans put in place to remove them. This plan can be found on the school's website: https://www.stjohnboscoartscollege.com/downloads/policies/2023-2024/send/accessibility_plan.pdf

As a department we liaise and work closely with Liverpool's sensory service for hearing and visual impairments. Specialist teachers come into school to provide additional specialist support to students and to

SEN Information Report

provide training for staff. 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.

How will the school support my child's mental health and emotional and social development?

Within our school we adopt a whole school approach to mental health and wellbeing, which includes promoting positive mental health, wellbeing and resilience across the whole school community. Ms L Crowley and Mrs T Mathias are trained in mental health and attachment and trauma and other members of the pastoral team have specific roles around supporting the mental health of our pupils. Our curriculum aims to promote positive mental health and well-being, especially through PSHE and RSE.

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

- Pupils with SEN are also encouraged to be part of clubs and the student council to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by ensuring that the SEND base is staffed all day, including break and lunch. We also meet with students to update their pupil passport. We also work very closely with the wider pastoral team, who support all students.
- We run emotional literacy and social communication intervention sessions
- ELSA support
- Students can access the SEND base at break and lunch times, this is a supervised space, and social communication is supervised, modelled and encouraged.
- In school YPAS sessions
- We have a 'zero tolerance' approach to bullying. Please find the anti-bullying policy on the school website linked here: https://www.stjohnboscoartscollege.com/downloads/policies/2023-2024/safeguarding/child_on_child_abuse_and_anti-bullying_policy.pdf

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we ensure to notify students of any changes to their key team e.g. form tutor or head of year. We also endeavour to share students timetables with them ahead of the start of term, to give them plenty of time to process any change, and to ensure that we can facilitate introductions where needed.

Between phases

The SENCO of the primary school meets with our SEND team to discuss the needs of the incoming pupils near the end of the summer term.

We host two transition evenings where parents/carers of incoming pupils come into school to discuss how we can best welcome their child into our community. A representative from the SEND team also attends this event.

We also host a variety of transition events for students, where students come into school to learn more about out school and meet key members of staff.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

SEN Information Report

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

What support is in place for looked-after and previously looked-after children with SEN?

Mr Billington is the designated teacher for looked-after and/or previously looked-after students, Mr Billington works with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Mr Billington will also be acting SENDCO from September 2026 while Mrs Clarke-Halewood is on Maternity leave.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance, then if necessary to the Head teacher, and they finally if unresolved to the SEND governor Jean Tremarco. All complaints follow the school's complaints policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

What support is available for me and my family?

If you have questions about SEND, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offer. Liverpool and Knowsley publish information about the local offer on their websites:

Liverpool local offer:

https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0&_gl=1*ai9s2p*_ga*MTI2Nji1MDc0Mi4xNzIxMzE5Njcx*_ga_H88ZGQXGY7*MTcyMTMxOTY3MC4xLjAuMTcyMTMxOTY3NC4wLjAuMA..

Knowsley local offer: <https://www.knowsleyinfo.co.uk/knowsley-local-offer-send>

Information about our local special educational needs and disabilities information advice and support service (SENDIASS) can be found here:

<https://www.barnardosendiass.org.uk/liverpool-and-knowsley-sendiass/parents-carers/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages