



St John Bosco
ARTS COLLEGE

SEN Information Report 2019-2020.

SEND/CO: Mrs L Godfrey.

Assistant Head with responsibility for SEND: Mr S Maclean.

SEND Governor: Miss S Lewis-Newton

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Local Offer Contribution: http://ehd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=DG_Tfzdji48

The college's SEND Policy and Accessibility Plan can be viewed through the college's website:

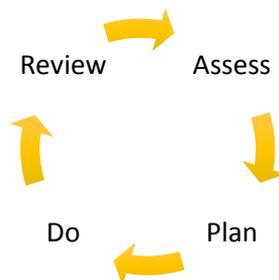
<http://www.stjohnboscoartscollege.com>

Paper copies of both documents are also available on request.

Our approach as a school

At St John Bosco Arts College we seek to nurture the gifts, dreams and talents of all in the spirit of St John Bosco. 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, this is a whole-school approach to inclusion.

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 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 (ASD). 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 the 'Talkabout It' programme.
- This coming academic year, students in Year 7, 8 and 9 with a diagnosis of ASD will continue to have support via the Social Communication Intervention. As will those students who are on the Neurodevelopmental Pathway awaiting assessment.
- For the academic year 2019-20, St John Bosco purchased external services from Purple Circle Autism Consultancy, to provide support for some of students with ASD. This support was also provided during the lockdown period and will continue during the autumn term of 2020.
- In some instances, parents and students may be sign posted to external organisations for more specific support, for example Advanced 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.

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 and numeracy coordinators.
- During the academic year 2019-20, the SEND Department also offered weekly interventions which focused on literacy skills for KS3 students. Whilst KS4 students were supported in a number of core subjects by the SEND HLTA. This model will be used for 2020-21, but will also be considerate of Risk Assessments related to Covid-19.

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, Sr Linda (Laura Vicuna Centre) and Mrs Diggle (Head of Care and Safeguarding).
- We liaise with health professionals, CAMHS, YPAS and a variety of counselling service providers.
- Our school also has its own bespoke counselling service (1:1 or small group therapy) which is managed and run by Sr Linda via the Laura Vicuna centre. The service has now been further developed as Sr Linda continues to train in advanced Play Therapy, which at present is offered, with parental consent, to students in Year 7.
- 2019-2020 also saw the continuation of the Nurture Base for a small number of KS3 students with an aim of reducing school based anxiety. In light of the Covid-19 situation, this provision will be reviewed in line with Local Authority and Government guidance around 'social bubbles,' in an attempt to continue to offer support of a similar nature within the bubble.
- The school chaplain also offers bereavement support.
- This level of support will also continue during the academic year 2020-21, supplemented by/with additional support for those students who may need additional provision following the period of lockdown. Based on telephone calls and individual student interviews that had taken place over lock down, we felt it was necessary to put in place a pastoral support plan for students in current years 8-10 to further support their emotional and mental health needs. PPC's were asked to identify vulnerable students within their specific year group based on their own knowledge and that gained from the calls and individual interviews. A 'pastoral task force' was set up. A questionnaire which enabled students to talk about and perhaps identify any support needs they felt they had was created. Those students who were identified prior to their return by PPC's we were met by members of the pastoral team, a report was collated and sent out so that follow up support could be given.

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

Arrangements for consulting parents of young people with SEND and assessing their needs

Throughout the 2019-20 academic year we have worked with parents in supporting the needs of their child in a number of different ways. These include:

- Offering individual appointments to discuss specific issues about a young person's needs and/or progress. Parents are encouraged to contact school should they have any concerns.
- We held SEND Review meetings, pupil, focus meetings with SLT and Pupil Progress Coordinators (PPCs).
- Annual Review Meetings of Education, Health and Care Plans (EHCP) are held each year with parents and for those transitioning into KS4 or 5 additional support is put in place. Some of these Annual Reviews were held remotely this academic year due to Covid-19. Some parents requested that Annual Reviews were postponed and so will be held in September 2020.
- Attendance at EHAT meetings for students with SEND.
- Parent's Evening.
- Pupil profiles are shared with parents and comments/input are encouraged.
- Specialist services that are invited into school to support any young person that requires this level of support also feedback to parents.

This model will continue to run during the 2020-21 academic year.

Involving students with SEND in their education

There are number of ways that this has been achieved this year:

- Students are encouraged to attend their Annual Review meetings and EHAT meetings.
- Students also attend curriculum review meetings alongside their parents. In addition there is also an expectation for them to attend Parent's Evenings.
- Students also contribute to their own pupil learner profiles explaining what support works best for them.
- They are encouraged to engage with pupil voice activities.
- They are encouraged to join the school council team and attend extra-curricular clubs and activities.

Assessing and Reviewing students' progress

At St John Bosco we follow the graduated approach of Assess, Plan, Do, Review.

- Progress is monitored closely throughout the year following data drops to ensure that teaching and/or interventions are having a positive impact.
- Subject teachers are responsible for monitoring progress within the curriculum area and highlighting any concerns to either the subject leader, SENDCO or PPC.

- The SENDCO and SEND HLTA analyse data from across the curriculum to ensure progress is being made.
- Assessments following interventions are used to monitor progress.
- Assessments from external agencies are also used to review the progress of students.

Supporting students moving between phases of education and preparation for adulthood

Year 7: During the summer term the SENDCO attends a Transition event coordinated by the Local Authority (LA). This allows your child's primary school SENDCO to share relevant information about your child's needs. During the academic year of 2019-20, primary SENDCOs were requested to complete transfer documents and virtual meetings were actively encouraged, to ensure all relevant information on the needs of students was shared, in light of Covid-19 restrictions. In addition to this, the PPC for Year 7 (Mrs C Markey) and the school's Primary Liaison Officer (Mrs C Wharmby) also held virtual meetings in replace of visits to primary schools to collect information on the students who are beginning in September. Where there is usually also an intake evening prior to the September start which all parents are invited to, this year parents were contacted by our staff and the interviews conducted via telephone. The SENDCO also emailed the parents of students in Y6 into Y7 with SEND and offered additional telephone consultations alongside a virtual Y6 Q and A Session and Transition activities.

Year 9: There is an Options Evening held alongside Parent's Evening to give advice to students and their parents when choosing their new courses for KS4. Students in this year group with an EHCP will have a focus discussion at their Annual Review meeting about the transition into KS4 which begins to look at preparation for adulthood.

Year 11: Sixth Form Information Evening and taster days are held to ensure students make the right choice for post 16 education. This includes support from Careers guidance and visits to colleges and work placements. The school's CIAG Officer liaises with the SENDCo to ensure that students with SEND are given timely support and help with applying for appropriate college courses.

If students transfer to our school mid-year, every effort is made to ensure that information relating to SEND is passed on from the previous school. Equally if a student moves on to college following Year 11, we ensure that any information relating to their SEND is shared.

Our approach to teaching students with SEND, additional support and how staff are trained to support young people with SEND

Under the SEN Code of Practice, teachers are responsible and accountable for the progress and development of all students in their class. At St John Bosco, high quality teaching is our first step in responding to students who have SEND.

On a day to day basis:

- Lessons are scaffolded to support the needs of all students to ensure access to the curriculum.
- The school provides specialised equipment if required, which includes coloured overlays, pen grips, laptops, writing slopes etc.
- Interventions are put in place, as described at the beginning of this report for the different areas of need.

- Teachers closely monitor progress and track this departmentally. They can express any concerns if they feel students aren't making expected progress to their subject leader, SENDCO or PPC.
- Opportunities to share views and provide advice will be given to parents/carers which relates to their child's progress and how their needs can be met, in the form of parent meetings and annual reviews.
- We may, with your consent, make referrals to specialist services (as required) to further support your child's needs.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes. Such outcomes incorporate skills that aim to equip the young person with independent skills that help to prepare them for adulthood. This academic year:

- There are 5 full time teaching assistants working across the curriculum to support students, four of whom are Higher Level Teaching Assistants for SEND, English, Maths and Science.
- There are two technicians based in Science and Technology.
- There are also two full time ESAs working to support students with an Education, Health Care Plan.
- There is also a part time ESA who works with a student with an EHCP.
- In addition to this, the college employs a number of staff within specific pastoral roles including the college chaplain and the Laura Vicuna centre.
- Support staff alongside the SENDCO also provide support in the school's nurture base.

The curriculum is delivered to take account of the needs of the student and all staff have had training this year in whole school approaches to teaching around 'The 4 D's – Data, D.I.R.T, Different and Differentiation. There has also been whole staff training this year from the SEND department on High Quality Teaching, and the Graduated Approach. In addition:

- The SENDCO attends LA briefings to keep up to date with any local or national changes to SEN.
- The school facilitates staff training from external agencies including the LA School Improvement Services.
- Whole school SEND CPD is timetabled into the school calendar.
- Teaching staff receive support and advice from external agencies.

Throughout the academic year there have been occasions when the support of external agencies has been necessary. This may have been to offer either academic or pastoral support. The list below shows the agencies that have supported students with SEND during the year 2019-2020 and will continue to work with through 2020-21 as required:

- Specialist support services from SENISS
- Specialist Support from ASD Advisory teacher – Purple Circle
- The Sensory Service for students with a hearing or visual impairment
- The Educational Psychology Service as and when required
- Speech and Language Therapist
- Physiotherapists
- Occupational Therapist
- Child and Adolescent Mental Health Services (CAMHS),
- Education Welfare Officers
- Specialist medical advisors – school nurse, community paediatrician
- Early Help Hub – EHAT

- Social Services.

Adaptations to the curriculum and learning environment

The Head teacher and Senior Leadership Team (SLT) review the curriculum annually. They then work with subject departments to plan and implement an appropriate curriculum that meets the needs of all students. Regular curriculum meetings are held between subject leaders and SLT to review practice and impact. This is also done through line management meetings. At key stages 4 and 5 BTEC courses are offered to students who are more likely to succeed by completing skills based qualifications.

Within the classroom specialist equipment is used as and when required and reasonable adjustments are made wherever possible to ensure that adaptations to both the curriculum and environment is accessible to all students. In line with statutory guidance, the school's Accessibility Plan details how these changes are made and can be found on the school website. The curriculum is also adapted through differentiation, class groupings, intervention and resources. Where necessary, students may also be assessed for exam access arrangements according to the Joint Council for Qualifications exam regulations.

Enabling students with SEND to engage in activities available to young people in the wider community

Our Accessibility Plan addresses the improvement of access to the curriculum, physical environment and provision of information sharing and communication.

- We offer lunchtime clubs to all students, with specific support available to students with SEND within the SEND base.
- All students take part in fundraising and charity work within the school.
- All Year 7 students take part in an annual production hosted by the performing arts department.
- All students are encouraged to take part in extracurricular clubs and these are well publicised around the school.
- All students are encouraged to take up roles representing their year group as student council reps, form and sports captains.

It is important to note that Covid-19 restrictions may mean that some activities are temporary halted.

Support for improving emotional and social development

- All students participate in citizenships sessions which are delivered during morning registration
- Visiting speakers are invited into school to promote health, safety and well-being issues
- Assemblies which focus on E-Safety and Cyber Bullying are regularly presented and revisited
- The school has anti-bullying ambassadors and peer buddy systems in place
- PPCs and pastoral teams are available if your child has any concerns or worries
- Supervised break and lunch spaces are available for those students who find unstructured times difficult
- The school has a chaplain and counsellor who support students with different emotional needs.

Evaluating the effectiveness of provision

St John Bosco Arts College regularly and carefully evaluates the quality of provision offered to all students, including those with SEND, across the whole school. This monitoring is done through regular curriculum review events that are calendared into the school year. This includes SEND Drop In sessions, work and book scrutiny, lesson observations and data analysis.

- The SENDCO and her Line Manager look at the effectiveness of provision via data, pupil and parental voice
- Parents are kept informed of developments and are encouraged to feed back their views
- The SENDCO and SEND Governor regularly meet to discuss and evaluate provision
- Formal examination results are analysed against national results to look to improve best practice.

Arrangements for handling complaints about SEND provision within the school

Discussions between parents and the school is encouraged at all times, but especially in order to resolve any issues at an early stage.

In the first instance parents should contact their daughter's Pupil Progress Coordinator. If it is a matter related to SEND, then parents should contact the SENDCO.

If any parent feels that they need to contact the Headteacher, this should be done through the Head Teacher's PA Mrs C Waters. Parents also have the right to make complaints to the Chair of Governors, should they feel any complaint has not been resolved. All complaints are dealt with following procedures outlined in the college policies.