



St John Bosco
ARTS COLLEGE

SEN Information Report 2021-22

SENDCO: Mrs L Godfrey.

Deputy Head with responsibility for SEND: Mrs C Roberts.

SEND Governor: Mrs E Ahmed.

Contact: 0151 235 1620

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:

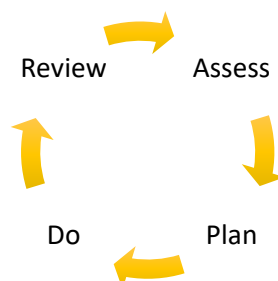
<http://www.stjohnboscoartscollege.com>

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 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 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.
- This coming academic year, students in Year 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 2021-22, 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 2021-22, 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.

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 and included daily phonics interventions for students in Year 7 with a 'red' reading age, two years below their chronological age.
- During the academic year 2021-22, the SEND Department also offered weekly 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 2022-23, 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, Sr Linda (Laura Vicuna Centre) 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.
- 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 also provides Play Therapy for students who require this type of provision.
- 2021-2022 also saw the opening of The Oratory, a well-being hub, for a small number of KS3 and 4 students with an aim of reducing school-based anxiety. This provision is run by Mrs Mathias.
- The school chaplain and youth worker Sr Anne Francis also offer pastoral and bereavement support.
- This level of support will also continue during the academic year 2022-23.
- For the academic year 2021-22, 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 2022-23.
- 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.

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 2021-22 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.
- Attendance at EHAT meetings for students with SEND.
- Parent's Evening.
- Pupil Learner 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 2022-23 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 2021-22, 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. The SENDCo also attended the Transition Forum on June 10th 2022. In addition to this, the PPC for Year 7 (Mrs C Markey) and the school's Primary Liaison Officer (Mrs C Wharmby) along with the SENDCo, also held visits to primary schools to collect information on the students who are beginning in September. Intake evenings were also

held in school, which allowed parents and students to meet with St John Bosco staff. The SENDCO emailed the parents of students in Y6 into Y7 with SEND and offered additional telephone consultations.

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 and are encouraged to follow the Graduated Approach to identifying any potential SEN. 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.
- The school's Teaching and Learning Policy clearly references guidance and support for students with SEND.
- 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:

- During the academic year 2021-22 there were 6 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 were two technicians based in Science and Technology.
- There were also five full time ESAs working to support students with an Education, Health Care Plan.
- In addition to this, the college employs a number of staff within specific pastoral roles including the college chaplain and the Laura Vicuna centre.
- Looking to the academic year 2022-23, there is a SEND TA vacancy to be filled and the school are looking to employ a number of ESAs to meet the needs of students with EHCPs.

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 and learning following the implementation of a new policy focussed on 'PARQ' - Priority students, including those with SEND, Approached to teaching, Retrieval and Quality feedback. There has also been whole staff training this year from the SEND department on Being a Super Teacher of SEND, De-escalation Strategies and Cognition and Learning Strategies. 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 2021-2022 and will continue to work with through 2022-23 as required:

- Specialist support services from SENISS
- Specialist Support from ASC 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 meant that some activities were temporary halted. However, with less restrictions now in place, the school will see a move to offering more extracurricular activities for the academic year 2022-23.

Support for improving emotional and social development

- All students participate in citizenships sessions which are delivered during morning registration
- There is a designated PSHE lesson within the timetable for all students which is taught by various members of the teaching staff. The lessons are coordinated and planned by a teacher who has whole school responsibility for PSHE.
- 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 its own well-being hub, The Oratory ran by a designated teacher.
- 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.