



Special Educational Needs & Disabilities Information report

The following report is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#)

The Children and Families Act (2014) reformed legislation relating to children and young people with special educational needs and disabilities (SEND). The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. Teachers are responsible and accountable for the progress and development of the pupils in their class(es), including where pupils access support from teaching assistants or specialist staff.

At St Patricks Catholic College School, we are committed to the equal inclusion of all pupils, in all areas of School life. We recognise the diverse and individual needs of all of our pupils, from all cultures and backgrounds, and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We recognise that all pupils are entitled to a quality of provision, which will enable them to achieve their potential: to be healthy; safe; enjoy and achieve; make a positive contribution and achieve economic well-being. Pupils are taught along with their peers in mainstream lessons. Staff are committed to understanding the nature of each individual's needs and how these can best be met in and beyond the classroom. Making progress is an essential element of every lesson; therefore, quality assurance checks are in place to ensure this happens.

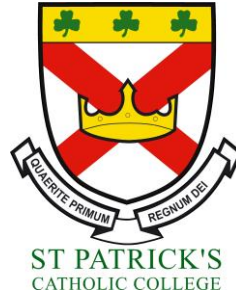
We believe in positive interaction; removing barriers to learning; raising expectations and levels of achievement, and working in partnership with other agencies in order to provide a positive educational experience for all SEND pupils. Teachers at St Patricks Catholic College School are able to adapt their teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

A pupil has SEND if they have learning difficulties or disabilities that make it harder for them to learn, than most other pupils of the same age.

Key points of contact

Who would be my first point of contact if I want to discuss something about my child?

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the SENDCO. However, Trust Lead of Vulnerable Learners, form tutors, Progress Engagement Officers or a member of the SEND Team are all-available. If unsure, any member of staff or our school office would be happy to put parents/carers in touch with the right member of staff.



Who is the SEND Coordinator and how can I contact them?

The SEND Coordinator can be contacted at:

Address

St Patrick's Catholic College,
 Baysdale Road,
 Thornaby,
 Stockton-on-Tees,
 TS17 9DE
 Tel: 01642 613327
 Email: enquiries@stpatricks.npcat.org.uk

SENCO:

Mrs J Hawthorne
 Email: hawthorne.j@stpatricks.npcat.org.uk
 Phone: 01642 613327

Trust Lead for Vulnerable Learners:

Mrs S Mitchinson
 Email: mitchinson.s@npcat.org.uk
 Phone: 01642 613327

What other support services are there which might help me and provide me with information and advice?

School works closely with a range of support services and external agencies.

Agency Contact details

Local Authorities Specialist	01642 527145
Educational Psychologists	52873901642 527110 /52781701642 527110
Behaviour Improvement Team	01642 527118
Alliance Psychological Services	01642 352747
Connexions	01642 677600
CAMHS	01642 368400



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Youth Directions/Preventions	01642 677600
School Nurse	Lisa.marley@nhs.net
Contact a family	Northeast.office@contact.org.uk
Autism Outreach Team	sensection@stockton.gov.uk
Daisy Chain	Info@daisychainproject.co.uk
Eastern Ravens	01642 678454
Rainbows bereavement	sharon.rainbowsgb@btconnect.com
MAIN project	01642 608012
Forget-me-not	01642 608600
Future Steps	01642 807669

How does the school identify children with special educational needs?

- At Transition point: from Primary feeder schools – information on Primary school visits and induction meetings
- Standardised tests – baseline testing which are carried out on all KS3 pupils in the second week of each Autumn Term.
- Individual teachers in subject areas who are concerned about particular Pupils refer them to the SENDCO.
- Data capture at termly reviews identify pupils who are not making progress.
- Screening tests in reading, spelling, number skills and intelligence levels from within school and from tests by specialists from outside agencies.
- Parental referrals- parents may contact the SENDCO at any time to discuss any concerns regarding their child.
- Pupil self- refer: Staff will listen to and help Pupils who feel they may have learning difficulties.
- If concerns over a pupil are raised at a staff meeting, the matter will be brought to the attention of the SEND department, who will initiate a or information gathering to specify where there is a problem and act upon it.



Arrangements for consulting parents of children with SEN and involving them in their child's education

- Parents of children already identified with SEND at primary school will be able to share information about their child in Y5, Y6 or throughout the transition process. The SENDCO and key staff involved in the transition and induction process will visit the primary school and meet with pupils, teaching staff and parents to share information.
- Vulnerable pupils are offered additional structured visits to school prior to induction days and parents are encouraged to accompany their child on these visits.
- Parents have the opportunity to discuss concerns, share information and be involved in the planning for the needs of their child at the open evenings when the SEND team are always available.
- When pupils are identified as having additional needs (SEND Support – K), they will benefit from the support of a Pupil Passport. This will be written by the SEND Team in agreement with the pupil, staff and parents and reviewed throughout the year.
- Reviews take place at least annually for those with an Education Health Care Plan (EHCP); all services working with the child are invited to attend these meetings to share and plan with parents how best to meet the needs of the child.
- Parents are kept up to date with their child's progress through regular reports, review days and parents evenings. Parents' views are always welcomed and listened to; we believe parents should always be involved in planning support for pupils.

Arrangements for consulting young people with SEN and involving them in their education

- All teachers at St Patrick's Catholic College have responsibility for the teaching and monitoring of pupils with SEND. This is the first principle of the new SEND Code of Practice.
- The SENDCO will have overall responsibility for providing support for SEND pupils and will monitor their progress.
- Support may be offered through small group work, within the classroom, on a 1-1 basis, or a combination of these depending on the particular need. Support may be provided by a member of the SEN team, the SENDCO, other teaching or support staff or through an external agency or service.
- EHCP reviews are organised by the SENDCO and the Local Authority link officer. Parents are encouraged to have contact with the SEND team throughout the school year.
- SEND Support Pupils will have Pupil Passports with clear targets and success criteria which is written in partnership with parents, pupil and school.
- Reports are sent to parents at least twice throughout the academic year and there are two parent review days in addition to parents' evenings where SEND staff are available to meet with parents.
- Pupils set their own individualised targets and have in put with the SEN Support Plans.



How are the decisions made about the type and amount of provision a young person will need?

(Who will oversee and plan the education programme? Who will be working with my child and how often? Who will explain this to me? How does the school know its arrangements are effective? Who will make the decisions and on what basis? How will I be involved? How does the school judge whether the support has had an impact?)

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

- The amount of provision will be decided depending on the needs of the pupil
- Decisions are based on the evidence school has collected and from talking to everyone involved with the pupil
- From talking to the pupil and parents to understand what they see as priority for provision
- Decisions will also take into account the advice and recommendations of other professionals working with the pupil.
- Effectiveness of intervention will be monitored by the SEN team and at school review points as in

Pupils may have access to provision to support dyslexia /develop literacy / numeracy / dyspraxia in the form of:

1:1 and/or small group intervention during tutor time:

- Focused reading lessons, allowing opportunity for individual reading, 1:1 reading.
- Access to laptops/ computer suits

Pupils may have access to provision to support difficulties associated with Autistic Spectrum Disorder (ASD) in the form of:

- BASE Support(informal supervised quiet area with specialist staff)
- Time out Cards / quiet areas
- Supervised unstructured times of the day
- Pupils may have access to provision to support difficulties associated with visual or hearing impairment in the form of:
 - Access to monitoring through Visual Impaired or Hearing Impaired Services
 - Access to special arrangements for all examinations

How will the curriculum be matched to the needs of the young person?

What is the approach of the school to differentiation?

- The curriculum is directed by the Government and all pupils are entitled to study a full curriculum.
- Data and information on pupils will be circulated to all staff to inform differentiation and to ensure appropriate teaching styles, through a range of strategies.
- In KS3, all pupils are taught in set classes appropriate to their ability levels using quality first teaching to ensure targets are stretching and attainable.



- In KS4, option choices are made, where in agreement with pupils and parents, School can tailor the curriculum to meet the needs of the pupil (within government guidelines)
- Identified Pupils will have work differentiated by class teachers to enable appropriate access.
- Pupils who have Pupil Passport or EHCP will have targets which may link to areas of the curriculum. These will be monitored, and discussed with parents at review meetings.
- TA's will work with some pupils 1 to 1, in small groups around the school or within classes. The SEND team also provide some withdrawal support where appropriate to meet specific learning targets in order to help pupils to access the curriculum.

How will both the school/college and the parent know how the young person is doing and how will the school support the young person's learning?

(In addition to the normal reporting arrangements what other opportunities will there be to discuss the progress of my child? How will the school explain to me how my child's learning will be planned and how I can help to support this? Do you offer any parent training or learning events? How does the school know how well my child is doing?)

- Information is gathered for pupil summaries and parents are given termly updates of current and target grades. These are used to inform meetings and set new targets. Teachers may meet with parents throughout the year as appropriate to discuss individuals (this could be initiated by school or by parents). Formal consultations take place in Open Evenings and Parents Evenings throughout the year.
- Daily monitoring takes place using the ARBOR system for progress and behaviour. This can lead to contact with parents by the pastoral team if necessary.
- Pupils with EHC plans have annual reviews to determine progress and set targets. Parents participate in this review.
- Vulnerable Pupils Meeting of all roles to support 'pastoral care and wellbeing of pupils will take place weekly with actions to allow swift intervention to ensure barriers to learning can be restricted or removed.
- Sometimes pupils benefit from the support of an external agency or service. A member of the pastoral or SEN team will always discuss this with parents. Parental consent is sought for work with external support partners.
- Parents training and learning events have been organised and will happen on a needs led basis throughout the year.
- Staff training is organised, as appropriate, to raise awareness of any learning, medical or social/behavioural difficulties experienced by our pupils. This may be for all staff or for individual or groups of staff working with specific pupils.

What support will there be for the young person's wellbeing?

(What is the pastoral, medical and social support available in school for my child? How does the school manage the administration of medicines? How will my child be able to contribute his or her views?)



- Form tutors meet with pupils every day looking after wellbeing, Pupil progress and ensuring they are ready to learn. There is a programme of activities for tutor time to cover a variety of social skills and to encourage development of life skills.
- The school has a House Captains involved in staff interviews in addition to contributing to many management issues and decisions. Their ideas are discussed by the Leadership Team and decisions are fed back to the pupils.
- NPCAT and School Attendance Team supports Pastoral staff in all inclusion and attendance issues. The School Attendance Officer works across the schools in the Trust.
- All pupils are welcomed into the Catholic Ethos of the School and benefit from the wide range of diocesan and community links. Through this our pupils develop confidence, are encouraged to value themselves and others and be part of the School and Church family.
- Some pupils benefit from break and lunch club; there are always at least two members of the SEN team on duty to support pupils at this unstructured time of the day.
- We have many support services working within school for the benefit of the social and cultural wellbeing of our pupil. For example: EAL pupils are supported by the specialist EAL teacher.
- The school has First Aid staff to cover general school routines. Medications can be delivered under agreed guidelines as outlined in the school medication policy. We ask that parents ensure school has the correct medication.
- Medical Care plans are written for Pupils with longer term medical needs which may affect them in school. Parents are expected to participate in writing the care plan. If necessary, the school nurse will also be involved.

**What specialist services and expertise are available at, or are accessed by the School?
(Are there specialist staff working at the school? What other services does the school access including health, therapy and social care services?)**

- Pupils at St Patrick's Catholic College benefit from staff with a wide range of experience, expertise and qualifications.
- Specialist services are used when the need arises and school/pupils can benefit from the support and advice of external agencies/services.
- Internal and external expertise/services accessed by pupils can include:
 - LSS Dyslexia support
 - Exam Access arrangements specialists
 - Specialist Teacher ASC
 - CAMHS (Child and Adolescent Mental Health Service)
 - Counselling
 - School Nurse
 - TYS – Targeted Youth Support
 - CREST- dependency support
 - EVA- Domestic violence support
 - The Psychological Service – Educational Psychologists and Children's Counsellor
 - Occupational Therapists
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 - Speech and Language Therapists



- Hearing Impaired Service
- Social Care
- Forget me not – bereavement support
- This is not an exhaustive list and we may access other services if needs arise.

**What training has the staff supporting children and young people with SEND had or are having?
(This should include recent and future planned training and disability awareness)**

- All staff at St Patrick's Catholic College are teachers of SEND or support pupils with SEND.
- St Patrick's values staff training and ensures that full staff training programmes are in place.
- All staff receive training in SEN issues. These sessions are usually needs driven and designed to raise awareness of interventions/processes to support individuals and specific groups of pupils.
- SEND training is delivered by the SEND team or by external agencies/support services.
- There is a dedicated safeguarding team within school who have received training for child protection and safeguarding issues.

Recent training for all staff relating to SEND includes:

Recent Training for individuals and groups of staff e.g. Pastoral or SEND team includes:

- CioC training with the Virtual School
- Raising Aspirations for Young People in Care
- SEND Reforms
- New SEND Code of Practice
- Working effectively with Teaching Assistants
- Annual Child Protection Training
- SPLD – Specific Learning Difficulties
- ASC awareness raising and classroom strategies
- MLD – Moderate Learning Difficulties
- Literacy Intervention
- KCSIE Annex A Part 1 and 5
- Using Support Staff Effectively in the Classroom
- Teaching SEND and the Effective use of Pupil Passports

**How will the young person be included in activities outside of the classroom/college trips?
(How do you involve parents and carers in planning activities and trips?)**

- As Covid-19 restrictions are now lifted, all pupils have the opportunity to participate in many varied out of school activities. Risk assessments are carried out and procedures are put in place to enable all pupils to participate. This is overseen by the school EVC (Educational Visits Coordinator) and head teacher.
- Staff arranging off site trips will discuss with parents and SEND staff the requirements needed and suitability of activities to be followed.



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- Some pupils may need support and this may be supported by the SEND or Pastoral team or the Careers and Guidance officer.
- If it is deemed that an intensive level of support is needed a member of the SEND or Pastoral team, or on rare occasions a parent may be asked to support their child on an activity.
- No Pupil will be stopped from attending an offsite visit due to their special needs providing school can ensure the safety of all pupils (Equality Act 2012).
- Meetings with parents take place to explain residential trips including full itinerary plans, contact and health and safety rules. Procedures set in place deal with any events/incidents.

How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life

(What preparation will there be before my son/daughter joins the school?)

Transition from Primary to St Patrick's Catholic College:

All Subject to Covid-19 Guidelines and St Patrick's Catholic College Risk Assessment

- There are on-going visits by our local primary school to St Patrick's where pupils participate in fun events and activities. St Patrick's staff visit each primary school in the Autumn term of Y6 to provide information to assist pupils in making their choices for secondary school. There is an open evening in September for parents and pupils to find out more about the school.
- Parents of children already identified with SEND at primary school will have opportunities to share information about their child throughout the transition process. The SENDCO and key staff involved in the transition and induction process will visit the primary school and meet with pupils, teaching staff and parents to share information.
- If a pupil has a Statement of Special Needs or Education Health Care Plan (EHCP), the SENDCO at St Patrick's may be invited to attend the Annual review in Y6.
- Vulnerable pupils are offered additional structured visits to school prior to induction days and parents are encouraged to accompany their child on these visits.
- Some pupils may have a transition plan which is supported by the primary school, the Specialist Teaching Service or the Multicultural Service.

Transition from Primary or from another secondary school to St Patrick's Catholic School:

- Parents have the opportunity to discuss concerns, share information and be involved in the planning for the needs of their child at the open evenings when the SEN team and pastoral staff are always available, or by arrangement for pupils joining the school mid-term.
- The Pastoral team allocate new pupils to Houses and tutor groups. Siblings will be in the same House. The pastoral team take into account individual needs when allocating groups



How will he or she be prepared to move onto the next stage? How will you support any new setting to receive my child?

Transition from St Patrick's Catholic College or Training Provider:

- We have close links with all of the college providers in the area.
- All KS4 Pupils meet with a NPCAT Careers Lead, EHCP pupils meet with a NPCAT Director of careers, along with the Careers and Guidance officer, and SENDCO ensures that pupils' needs are matched up with appropriate colleges and providers and that applications and are completed and relevant information is shared.
- College and training representatives regularly attend school open evenings and events to talk to parents and pupils.
- Pupils from Y8 will have opportunities to attend various open days, taster events run by colleges, and training providers, many visits take place toward the end of Y10.
- Once a decision has been made, it is possible to develop an individual transition plan for vulnerable pupils with additional accompanied visits as needs arise.

Transition from St Patrick's Catholic College to another secondary or Special School:

- If a pupil is leaving us to move on to a different secondary or special school we will liaise closely with parents and the future school to ensure a smooth transition for the pupil.
- An individual transition plan will be put in place.

How are the school/college resources allocated and matched to the young person's special educational needs?

- All resources are allocated in accordance with the data and information held by the school relating to each pupil.
- Resources will be matched to the young person's special educational need depending upon a range of factors including their level of ability, rate of progress and overall wellbeing.

How is the SEND budget allocated?

- St Patrick's Catholic College has a range of SEND provision and intervention, which are matched to the needs of the individual and financed through the SEND budget.
- The SEND department has a small classroom base for a range of interventions, in addition to specific targeted support, which may include 1-1 work, group workshops, software training, reading and numeracy work, counselling or mentoring.
- The SEND team consists of staff working across a range of provision and support



Complaints

All complaints will be recorded, whether received in verbal or written form.

Complaints will be investigated by Miss D Law (Head teacher) according to guidelines and protocols inherent in the Trust's complaints procedure.

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2014) and has been written with reference to the following guidance and documents:

- The Equality Act 2010: Advice for schools DfE (Feb 2013)
- The SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions (April 2014) (Updated 2017)
- The Teachers' Standards (2012)
- St Patrick's Catholic College Mission Statement
- St Patrick's Catholic College Safeguarding Policy
- St Patrick's Catholic College Accessibility Plan
- Children and Families Act 2014
- Equality Act 2010
- KCSIE Annex A Part 1 and 5

This information Report was created by the school's Trust Lead of Vulnerable Learners in consultation with the SENCO, Governing Body, Senior Leadership Team, staff and parents of students with SEND.

St Patrick's Catholic College

Baysdale Road, Thornaby, Stockton-on-Tees, TS17 9DE

All staff can be contacted via the school address above or via:

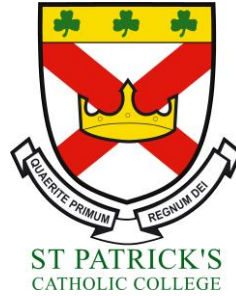
- 01642 613327
- enquiries@stpatricks.npcat.org.uk

Out of school hours contact numbers:

- AM: 07826282315
- PM: 07425348993

Chair of LGB: Mr M. Ryan

Executive Headteacher: Mr M. Burns



Head of School: Miss D. Law

School Office & Enquiries: Mrs W Kendal, Mrs K Dorsi

SEND Co: Mrs J. Hawthorne

Governors can be contacted via email: AskaDirector@npcat.org.uk

Freedom of Information Requests: FoiRequests@npcat.org.uk

Data Protection Requests: DpoRequests@npcat.org.uk

A paper copy of the information on this report can be provided on request.