



Saint Benedict  
A Catholic Voluntary Academy

SEN INFORMATION  
REPORT  
2020-2021

***‘At Saint Benedict Roman Catholic Voluntary Academy we will build up a loving community with Christ at its centre; develop potential to the full and strive for excellence; work and play in harmony and treat each other with dignity and respect.’***

## **Our Academy is**

- A voluntary academy of around 1350 pupils aged between 11 and 18 years. Saint Benedict is the only Catholic Voluntary Academy in the City.
- The SEND Department is composed of specialist areas working together to meet the needs of the pupils in the best way possible. Learning Support Assistants support these specialist areas.
- The Academy has an Enhanced Resource Base (ERB), which provides support for visually impaired and physically impaired pupils.
- Admissions to the Academy are controlled by the Local Education Authority and are open to students with SEND including those with Educational Health Care Plans (EHCPs)
- An inclusive academy where diversity is celebrated.

## **What are the types of needs provided for in our Academy?**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory (visual and hearing impairment) and physical needs.

The academy recognises that pupils may need support in more than one of these areas.

## **Who are the best people to talk to at our academy about my child’s learning difficulties?**

The Assistant Headteacher in charge of SEND- Mrs C Groom

SENCO - Mrs A. Johnson

Assistant SENCO – Mrs O Wallace

Director of Learning for Enhanced Resource Base – Tessa Astill

## What should I do if I have a concern about my child's progress or special educational need?

Your feedback about your child is very important to us. If you have concerns about your child's progress you should, in the first instance, speak to your child's Head of Year or the relevant Head of Department. You will have an opportunity to meet with your child's subject teachers at parents' evening. However, you can tell us about your concerns at any time. If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact the SENCO. You can do this at any time via email ([ajohnson@ben.srscmat.co.uk](mailto:ajohnson@ben.srscmat.co.uk)) or via telephone.

## How are pupils with SEND identified at our Academy?

Subject/ class teachers make regular assessments of progress for all pupils. From this, the academy is able to identify those making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are taken into account. Consideration is also given to the particular circumstances of students, for example, those who are in Care and/ or eligible for the Pupil Premium. When deciding whether to make special educational provision, a meeting will be arranged between the SENCO and other relevant people to consider all the information gathered from within the academy. Parents/carers will be notified by a telephone call or letter of the meeting, when the following will be discussed:

- your child's areas of strengths and difficulties
- any parent/carer concerns
- additional support your child may receive
- any referrals to outside professionals, to support your child's learning.
- progress

Where a pupil is identified as having SEND, his or her name will be entered on the SEND register and the appropriate intervention put in place to suit the child's need.

## What kind of help will my child get?

**In addition to quality first teaching, pupils with SEND may get the following:**

- Booster groups – reading, comprehension, writing and numeracy
- Positive Support - social skills.
- Homework club
- Nurture lunch
- One to one or shared LSA support in lessons

- Technology to support learning
  - Word processor
  - Reading pen
- Meet and Greet mornings
- Key worker/Key adult
- Outside agencies -You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the academy and you to understand your child's needs better and so support them more effectively. The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in the academy.

### **How is the curriculum and teaching adapted to support my child?**

Teachers have the highest possible expectations for your child and all pupils in their classes. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The academy has a training plan for all staff to improve the teaching and learning of all pupils including those with SEND. This includes whole academy training on SEND issues. In addition:

- Teachers adapt planning to support the needs of pupils with SEND.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn.
- Spaced Learning
- Reducing cognitive load

### **Adaptations to curriculum or learning environment may be made to remove barriers to learning.**

These include seating arrangements in the classroom, using enlarged / modified resources, use of ICT, leaving pass, use of colour overlays, visual timetables and access arrangements e.g. scribe, reader, or reading pen.

### **How will I know how much progress my child is making?**

Pupils' progress is continually monitored by Subject teachers, Heads of Department, Heads of Year, as well as the SENCO. Progress is reviewed at regular intervals and formally once each half term. You will receive a progress report once per term. You will also have the opportunity to speak to subject teachers and SEND staff at delegated parents' evenings. The progress of pupils with a statement/

Education, Health and Care (EHC) Plan is formally reviewed at an annual review. Parents are welcome to make an appointment with the SENCO to discuss any concerns about a child with SEN. The SENCO and Directors of Learning will also monitor pupil progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

## **What support is there for my child's overall wellbeing?**

**At Saint Benedict, there is an extensive pastoral system designed to offer the highest quality support for your child's well-being.**

The system includes:

Heads of Year

Form Tutors

Nurture Group

First Aiders

Mentors

Anti-Bullying Ambassadors

School Counsellor

Careers Advisor

A number of outside agencies are also called upon when necessary to offer support. These include the Community Paediatrician, Social Care, CAMHS, STEPS, Speech and Language Therapy, Occupational Therapy, Support Services for the Hearing, Physically & Visually impaired, Physiotherapy Service and Community Learning Disabilities Team. Additionally, the Voluntary Sector may also offer support to pupils in school. Organizations such as:

- Disability Direct
- Derby City Parent and Carer Forum
- Voices in Action
- Children First
- SENDIASS
- For more information go to [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

## How is SEND support allocated to CYP at our Academy?

Pupils with the highest level of need within the academy will get the most support. Pupils with a statement or EHCP will have LSA support in line with the number of hours on their statement/EHCP. The remaining LSA time will be allocated to the other pupils on the register (SEN Support) based on severity of need.

The academy budget is received from Derby City Local Authority, which includes funding to support pupils with SEND. This is £6,000 per pupil on the SEND register per academic year which is called 'SEND notional funding' and equates to approximately 10 hours support per week which may include some classroom support, preparation for supporting, meetings, small groups, 1-1 support and administration dependent upon needs. The Headteacher decides on the budget allocation for SEND in consultation with the academy governors, based on needs within the academy.

## What support do we have for you as a parent/carer of a child with SEND?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Your child's target will be reviewed at least two times per times a year, we will work with you to plan and review these at Parent's Consultation Evenings, as advertised.
- Targets can be reviewed during Drop In Sessions – weekly on a Wednesday between 09.30-11.00.
- We will hold meetings with outside professionals where and when appropriate and we will share information with you about parent/carer support groups.

## How does the Academy support pupils with medical conditions?

The Academy follows ***'Supporting pupils at academy with medical conditions: Statutory guidance for governing bodies of maintained academy's and proprietors of academies in England'*** April 2014. The Academy has several First Aiders. The academy has a policy regarding the administration and management of medicines on the academy site.

## How is our Academy accessible to pupils with SEND?

The Academy has a local authority commissioned resource to provide support for students with a wide range of physical and visual disabilities, which has the appropriate range of equipment to enable this to happen. There is a designated physiotherapy room with track hoist and plinth as well as an adapted bathroom with mobile hoist and changing facilities as required. The Academy has Braille facility, disabled toilets, lifts, a sensory room and an independent living facility. In addition, there is disabled parking, highlighted steps for partially sighted pupils, ramps and handrails. Pupils with hearing impairment are supported by STEPPS and use radio aids/ FM systems.

There are a number of staff members who speak a second language so pupils with SEND/ EAL are able to draw on this if necessary. After school and extra-curricular provision is accessible to all pupils including those with SEND. During the summer holidays, pupils with SEND can participate in a week of activities. All pupils have an equal opportunity to go on all academy visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

## How will my child be supported through transitions?

The academy recognises that transitions can be difficult for pupils with SEND and their families and therefore takes steps to ensure any transition is as smooth as possible.

### **If your child is moving to another academy**

- we will contact the academy's SENCO and ensure they know about any
- special arrangements and support that needs to be made for your child

All records about your child are passed on as soon as possible.

### **When moving classes in academy:**

Information will be passed on to new subject teachers. All relevant information will be shared.

### **Transition from Key Stage 2 to Key Stage 3:**

- The SENCO will visit your child's primary academy.
- Transition meeting with staff from both schools/academies/Derby Transition meetings
- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff

- extra support for tests, assessments and examinations will be considered as and when necessary

#### **Transition from Key Stage 3 to Key Stage 4:**

Our Academy has high aspirations for all students and gives a range of guidance to ensure that students choose the most appropriate courses for them. Pupils are supported with selecting their options. There is an Options evening for all parents/carers to inform them about options and courses available. During Year 9, identified pupils will be tested for eligibility for examination access arrangements.

#### **Transition from Key Stage 4 to Key Stage 5/and liaison with alternative provider:**

- Support with choosing Options
- Careers advice

#### **Transition from Key Stage 5 to further study/employment:**

Pupils are given guidance and advice about different pathways available and support for students with SEND at university.

### **How will my child be able to share their views?**

We value and celebrate each pupil's views on all aspects of academy life. This is usually carried out through regular meetings of the Academy Council. If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes. Pupils have the opportunity to complete a questionnaire about aspects of the academy. Pupils have also been asked to fill in the "Pupil's Voice Section" of their passport.

### **What training have the staff had about SEND?**

There is an on-going professional development programme throughout the academy year, which addresses areas of SEND within the academy. For example: Access Arrangements, applying the new Code of Practice.

## The following Staff training took place last school year:

LSA training:

- Impact measure recording
- Attachment Disorder
- The Role of keyworker
- Prevent
- ADHD
- FAB Training
- Lexia
- SRSMAT inset various seminars

ALL Staff Training

- Safeguarding
- Walkthru Training

## What if I want to complain?

Our Academy has a complaints policy, which can be found on our website. If you wish to complain, we always suggest you come and speak to us first to try to resolve any issues. If you still want to complain, you can do so in writing. Please see the complaints policy for full details.

**Linked documents on the academy's website include:**

[http://www.saintben.derby.sch.uk/?page\\_id=886](http://www.saintben.derby.sch.uk/?page_id=886)

- Complaints Policy (see above link)
- Anti-Bullying Policy (see above link)
- Complaints Procedure (see above link)
- Special Educational Needs and Disability Policy (see above link)
- Safeguarding Policy (see above link)
- Supporting pupils at academy with medical conditions Statutory guidance for governing bodies of maintained academies and proprietors of academies in England April 2014

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| SENCO            | Annet Johnson  | <i>A. Johnson</i>   |  |
| Head<br>Teacher  | Kevin Gritton  |  |  |
| SEND<br>Governor | Miss K Daniels |   |  |