

SEN Information
Report

2022-2023

*Be who God meant you to be and you will set the world on fire’ –*Saint Catherine of Siena

**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.
* Has a SEND Department composed of specialist areas working together to meet the needs of the pupils in the best way possible.

Learning Support Assistants (HLTA’s Level 1, 2 & 3 LSA’s) support these specialist areas.

* Has an Enhanced Resource Base (ERB), which provides support for visually impaired and physically impaired pupils.
* Admission is controlled by the Local Education Authority and are open to students with SEND including those with Educational Health Care Plans (EHCPs)
* Is 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 J Gash

SENCO - Mrs A. Johnson

Assistant SENCO – Mrs O Wallace

Director of Learning for Enhanced Resource Base– Tessa Astill

**What should I do if I think my child may have a special educational need or is not making enough progress?**

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 or owallace@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
* Lego Therapy
* Support with anxiety (CBT based Anxiety Gremlin)
* Emotional regulation (zones of regulation)
* Communication intervention
* Technology to support learning
* Word processor
* Reading pen
* Meet and Greet
* 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, Speech and Language Therapy, SPOA Community Paediatrician etc. STEPPS, Occupational Therapy, Support Services for the Hearing, Physically & Visually impaired, Physiotherapy Service and Community Learning Disabilities Team. 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. There are several whole school strategies that are used to enhance the learning of all learners including those with SEND. These include:

* Spaced Learning
* Reducing cognitive load
* Scaffolding
* Repetition of key ideas, for example through the use of “do now tasks” at the beginning of lessons.
* Chunking tasks
* Modification of knowledge books.

In addition to these teachers:

* Teachers and other adults in the classroom work together to give targeted support according to your child’s needs.
* Use strategies which may be suggested by the SENCO or other professionals working with your child.

Adaptations to the learning environment may also be made to remove barriers to learning.

These include **s**eating 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. Targets can be reviewed during Drop In Sessions – weekly on a Monday between 09.00-11.00.

**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

School Counsellor

Careers Advisor

Support with managing anxiety

Safe space

Pupil Parliament

Additionally, the Voluntary Sector may also offer support to pupils in school. Organisations such as**:**

* Enthusiasm
* Think for the future
* 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 section F of their 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, , small group work, 1-1 support, met and greet 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)

* Opportunities to discuss your concerns about your child/share information through
* Drop in sessions
* Parent consultation evenings
* Annual review/general review
* Early help where applicable to enable you/ your family to get the necessary support
* General school forum (for parents)
* Signposting to specialist services

We are here to listen and support you in whatever way we can. Last school year for example, we supported parents with,

* Transport applications
* Disability allowance forms

**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. There is also a named member of staff with responsibility for this.

**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 wave 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. Extra support is provided if required. Educational visits will normally 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 School’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 after the new placement is known.

**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 or other school personnel 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 givenguidance 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 Pupil Parliament. 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.

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

LSA training:

* Emotion Coaching
* Emotionally Based School Attendance
* Attachment training
* Access Arrangements
* Role of the Key worker

Individual SEND Staff training:

CACHE Level 3 Award in supporting teaching and learning (H. McDonald)

NASENCO- O Wallace (Assistant SENCO)

Attachment Lead Training: O. Wallace (Nurture Lead)

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:**

[**https://www.stbenedictderby.srscmat.co.uk/information/our-policies-and-standards/**](https://www.stbenedictderby.srscmat.co.uk/information/our-policies-and-standards/)

* 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 | A.Johnson |  |
| Head Teacher  | Hazel Boyce | cid:image001.png@01D8E22C.77BAAA30 |  |
| SEND Governor  | Justine Lane | cid:image002.jpg@01D9246D.CC34D530 |  |