

## **SEND – St Andrew the Apostle**

### **St Andrew the Apostle School SEN Information Report 2018**

St Andrew the Apostle School is a mainstream secondary school that currently has children from Year 7 to Year 12. The school believes that all children and young people are entitled to an education that enables them to:

- **Achieve their best**
- **Become confident individuals living fulfilling lives**
- **Make a successful transition into adulthood, whether into employment, further or higher education or training**

*'I have come so that they may have life and have it to the full.'* (John 10:10)

Under section 65(3)(a) of the Children and Families Act 2014 the Governing Body is required to publish information about Special Educational Needs policy and provision. This information is updated annually and was last updated on 1 September 2018.

#### **1. The kinds of special educational needs for which provision is made at the school:**

We currently support children with the following Special Educational Needs, and do so in line with the 2014 Code of Practice: ASD, dyslexia, dyspraxia, dyscalculia, hearing impairment, visual impairment and SLD (Literacy)

#### **2. The school's policies for the identification and assessment of pupils with special educational needs:**

The school's policy for identifying children with SEN is in line with the SEND Code of Practice 2014. A copy of this can be found on the school website. The school recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. As defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age; or if they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

#### **3. Information about the school's policies for making provision for students with special educational needs whether or not pupils have Education and Health Care Plans, including:**

(a) how the school evaluates the effectiveness of its provision for such pupils;

The school evaluates the effectiveness of its provision for all students, regardless of SEN, through the outcomes they achieve and their progression to further stages of education. All students are set challenging progress targets for their learning achievements and the impact of teaching and additional support is measured by the school through student outcomes.

Children with SEN are expected to make the same levels of progress as their peers. SEN students also receive regular progress reviews through the monitoring of personalised provision maps. The school monitors the effectiveness of its main and wider curriculum through the take up of and participation in additional activities. The evaluation of all aspects of provision includes input from students and parents.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Whole school assessment and monitoring procedures are in place and apply to all students at all levels. SEN children are assessed in the same way as all other children. The school follows the Code of Practice to assess, plan, do and review when undertaking any specific areas of support, and has structures in place to ensure on-going regular assessment of outcomes which are discussed with the child and parents. Students are also assessed following any periods of intensive targeted intervention.

The school's assessment procedures ensure that all progress is closely monitored at all times and that any concerns are rapidly raised and the necessary support made available through the class teacher to enable progress (please refer to the SEN policy – available on the school website). Parents are informed when additional learning provision is provided for their child (as per the SEND Code of Practice, section 6.39). The SENCO works together with the rest of SLT to ensure standards are maintained across the school.

(c) the school's approach to teaching students with special educational needs;

Children with SEN are expected to be able to work within mainstream classes, given high quality teaching and work clearly differentiated to their level of ability. Specific specialist help may be made available for short term support to raise levels where there is a clear indication that this will achieve expected outcomes.

(d) how the school adapts the curriculum and learning environment for students with special educational needs;

The school would not expect to make significant adaptations to the curriculum but provides a curriculum to enable children to succeed. Necessary adaptations to the learning environment to ensure children have opportunity wherever possible to progress at the same level as the rest of the class.

(e) additional support for learning that is available to pupils with special educational needs;

Additional support is provided through short term targeted interventions which may be in class or require withdrawal from some lessons though never from core subjects.

(f) activities that are available for students with special educational needs in addition to those available in accordance with the curriculum;

All children are expected to be involved in the full range of school activities. Only in the case of distinct disability (e.g. wheel-chair use in sport) would any child be unable to take part in any normal school activity; and even in that case very few activities would be inaccessible.

(g) support that is available for improving the emotional and social development of students with special educational needs.

The school's pastoral system supports all children with close focus on their social, emotional moral and spiritual development.

The school has an anti-bullying policy which applies to all students and operates in line with the school's Character Education approach to behaviour management.

The school has links to health bodies and social care bodies through the local authority and can draw on these if there is a significant need.

#### **4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator:**

The school's SENCO is Ms Adjei who can be contacted using the main contact details for the school which are available here: [admin@standrewthepostle.org.uk](mailto:admin@standrewthepostle.org.uk)

#### **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

The school goes out of its way to employ outstanding teachers to ensure that all children receive the highest possible quality of education. All recent research has shown that progress is made in direct relationship to the quality of teaching. Qualified teachers normally work within areas where they have specific expertise to enable children to make expected levels of progress at all times and to ensure all programmes of support are tailored to specific need. All staff receive induction and regular update training on supporting children with SEND. The school employs some teaching assistants for students who need one to one support in some areas of the curriculum. Where

appropriate, specialist expertise is sought through the Local Authority, Russell Education Trust and other relevant agencies

**6. Information about how equipment and facilities to support children and young people**

*Revised September 2018.* [Download PDF Copy](#)

**Policy**

[Click here to read the school's SEND policy.](#)