

# **Special Educational Needs and Disability (SEND) Information Report for St Boniface's College 2016-17**

## **Introduction**

St Boniface's College is a mainstream setting. At St Boniface's College we are committed to working together with all members of our school community to provide the best opportunities for our students.

Our aims are that all students:

- achieve at least their best;
- become confident individuals living fulfilling lives as independently as possible;
- make a successful transition into adulthood.

## **How we identify SEND**

A student or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student of compulsory school age or 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

*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.*

Our students with SEND who have a Statement of Special Educational Needs or an Education, Health and Care Plan, have an Individual Education Plan which clearly details their special educational needs, approaches to meeting these needs and required provision.

## **The Needs of our Students**

Our students have a range of needs including:

- Sensory and/or physical needs ;
- Social, emotional and mental health difficulties;
- Cognition and learning;
- Communication and interaction.

## **Parental involvement in their student's education**

The success of our students relies on strong links between school staff, governors, students, parents/carers and other professionals.

Parents/carers have the opportunity to consult:

- By making an appointment with the relevant member of staff;
- At parent/teacher evenings;
- Annually at the Statement/ EHCP review;
- Through a Home-School Book (if appropriate).

## **Student's involvement in their education**

Students have the opportunity to consult about their education through:

- Learning conversations with their teachers;
- Giving their views for Statement/EHCP Annual reviews and where appropriate attending;
- Attending taster days and transition events;
- Pupil Voice.

### **The Statement/EHCP Annual Review**

The annual review will give the opportunity for parents, carers, students, teachers and other professionals to review progress over the year towards previously identified outcomes, to identify outcomes for the future and to plan who and what will need to happen to achieve success.

### **Approaches to teaching to meet students' needs**

The school uses the graduated response as outlined in The Code of Practice (2014). Students are identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching available. We aim for Quality First Teaching, which means that teachers endeavour to cater for the needs of students through differentiation. Within class students are often grouped according to needs. Teachers can draw on a wide range of strategies to enable students to access the curriculum; these might include using:

- Writing frames ;
- Scaffolding;
- Tablets, netbooks, laptops or other alternative recording devices;
- Work stations;
- Work/rest systems ;
- Symbol-based communication programmes ;
- Voice output devices;
- Sensory approaches;
- Tactile cues.

In some instances additional intervention takes place to provide further support, e.g. through one-to-one or small group work delivered by a teaching assistant or teacher.

Access arrangements for tests are identified through building up a body of evidence through a student's schooling.

### **A curriculum to meet students' needs**

Our curriculum is designed to promote learning and to prepare students for the next steps in their lives. Where possible we follow the National Curriculum but adapt it to remain challenging, engaging and relevant to our students. We aim to encourage the development of independence.

## **Measuring success**

We continually monitor pupil progress in a number of ways. Short-term targets and agreed outcomes from annual reviews are monitored and reviewed twice a year, including at the Statement/EHCP review. This process is overseen by the SENCO.

Students' academic progress is assessed every half-term term and is compared against targets and against the progress of similar students nationally at the end of the year.

We ensure our standards of judgement by moderating work in school. We scrutinise the work of students throughout the year to ensure that students' learning is challenging, relevant and accessible.

We also monitor the success of Special Education Needs Support (SENS) such as as one-to- one and group intervention work. Our SEND governor link has a role in monitoring the effectiveness of provision, and we secure the views of students and parents about SEND provision.

## **Equality of opportunity**

Our approaches to learning, specialist equipment and staff training ensure that all students are able to engage fully in activities. The school has high expectations of what our students can do and is always looking to extend this.

## **Social and emotional aspects of learning**

This is an important area of learning for our students if they are to achieve their best and be part of the community. Students learn these skills through:

- Personal, Social and Health Education;
- The provision of a wide variety of extra-curricular activities;
- Staff modelling appropriate behaviour and using positive reinforcement to reward students when they get things right;
- High quality assessments of students' social and emotional ability leading to the design of appropriate intervention,
- Pupil Voice;
- Small group or one-to-one intervention if additional support is needed.

## **Working with other professionals**

Working with other professionals is crucial in meeting the needs of our students. Most of these professionals work directly with our staff so they can deliver programmes of support on a daily basis. We have access to a number of other professionals, these include:

- Speech and Language Therapy;
- Physiotherapy;
- Occupational Therapy;
- School Nurse;
- Education Psychologist;
- Sensory Support ;
- Student and Adolescent Mental Health Services (CAMHS);
- Dietician;

- Epilepsy Nurse.

We are able to call on more specialist advice if a need arises.

### **Funding for SEN**

We receive a fixed sum for each student at the school and in addition receive top-up funds depending on the level of a student's need. There are also other sources of funds we are able to use with specific students, such as those that are looked-after or in receipt of free school meals.

### **Preparing for the next step**

Preparing our students for the next stages of their life is hugely important. This can be transition to a new class in school, having a new teacher, or moving on to another school. St Boniface's College is committed to working in partnership with students, families and other providers to ensure positive transitions occur.

Transition to future settings begins in Year 9 with the start of a Transition Plan which will be discussed at each Statement/EHCP Annual Review. Students will investigate different settings from Year 9 onwards; through consultation with parents and other professionals a future setting is decided.

Transition from primary school involves a range of activities during the summer term of Year 6 to enable students to familiarise themselves with secondary school and feel more secure and contented about the transition. Additional transition days are arranged with the SEND department where required.

### **Have your say**

The success of our students relies on strong links between school staff, governors, students, parents/carers and other professionals.

We continually develop our practice to improve outcomes for our students and welcome suggestions from these groups to enhance our provision.

Contact Information:

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