



# St Matthias School

## SEND Information Report

### The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction**, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, Speech and Language difficulties
- **Cognition and Learning**, for example Specific Learning Difficulties (SpLD) such as, Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia.
- **Social, Emotional and Mental Health Difficulties**, for example, attention deficit hyperactivity disorder (ADHD), anxiety related to coming to school or around academic pressure.
- **Sensory and/or physical needs**, for example, visual impairment, hearing impairment, and medical needs such as epilepsy and physical disabilities and specific specialist provision for hearing impaired students through the **Deaf Resource Base** (DRB)

### Identifying students with SEND and assessing their needs

We will review each student's current skills and levels of attainment on entry, together with information from the previous school about SEND. Subject teachers, with our SENDCO, will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the student's previous rate of progress;
- Fails to close the attainment gap between the student and their peers;
- Widens the attainment gap;
- Is impacted by their social, emotional and mental health.

This may include progress in areas other than attainment, for example, mental health needs and response to our behaviour policy. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents.

We will then use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEND support.

## **Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs.

This may draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

Assessments will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of our support and interventions and their impact on student's progress.

## **Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to.

We will agree with parents and students which information will be shared as part of this process, as appropriate.

From Year 10, students receiving special educational provision will discuss their ambitions and next steps at review meetings. All students with Education, Health and Care Plans will meet with an independent advisor from Connexions to discuss their plans for transition to Post-16 education or training

## **Our Approach to teaching students with SEND**

Subject Teachers are responsible and accountable for the progress and development of all the students in the classes in which they teach.

High quality teaching is our first step in responding to students who have SEND, as we recognize that additional intervention and support cannot compensate for a lack of good quality teaching.

We regularly and carefully review the quality of teaching for all students, including our students identified with a SEND need. This can include reviewing and, where necessary, improving teachers' understanding of strategies to identify and support students with identified SEND, through our training and development annual timetable

## **Adaptations to the curriculum and learning environment**

We consider the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, seating position, 1:1 work, teaching style, content of the lesson, providing signed support, etc.
- Adapting our resources and staffing, where needed
- Using recommended aids, such as ipads, visual timetables, larger font, radio aids, reader pens etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **Additional support for learning**

The SEND & Inclusion Team includes staff trained to support students by:

- Providing in-class support for named students;
- Running individual or small group intervention sessions.
- Proving and running specific reading intervention through accelerated reader
- Supporting students with a hearing impairment through British Sign Language (BSL)
- Providing on-site Educational Psychology

We work a variety of outside and support agencies to provide support for students with SEND.

These include:

- Sensory Inclusion Service
- Speech and Language Service
- Outreach Services
- CAMHS
- School Nurse
- Gem Centre
- Counselling Service

## **Expertise and training of staff**

Our SENDCo is Karen Glover MEd. She is an Educational tester, registered with British Psychology (RQTU349214).

We have fully qualified Safeguarding and C&YPIC officers and are also fortunate enough to have our own on-site Educational Psychologist.

We have a robust CPD programme for teaching staff and teaching assistants.

## **Securing equipment and facilities**

Where external advisors recommend the use of equipment or facilities which we do not have, we will explore opportunities to purchase or loan such equipment in line with our Purchasing Policy, ensuring a broad and balanced curriculum for all students.

## **Evaluating the effectiveness of SEND provision**

We use a number of different approaches to evaluate the effectiveness of provision for students with SEND, which may include

- Reviewing students' individual progress towards at least three times a year
- Reviewing the impact of interventions after six weeks
- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

## **Working with other agencies**

The advice and recommendations of a variety of support agencies are used to:

- Review and develop plans and provision for students who are at School Support and with EHC plans.
- Carry out assessments and give advice for students who do not have EHC plans, but who may need additional support through School Support

## Information about SEND Provision

Information requests or concerns about SEND provision in our school should be made to the SENDCo in the first instance, through the Enquires area of our website.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that we have discriminated against their children. Parents can make a claim about alleged discrimination regarding:

- Suspensions & Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.

## Contact details of support services for parents of students with SEND

Information about support for students identified with SEND, including the **local Offer**, can be found at

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

Wolverhampton Information, Advice and Support Service offers Impartial information, advice and support on matters relating to a child or young person's special educational needs and can be found at

<https://wolvesiass.org/>

## Monitoring Arrangements

This Information Report will be reviewed by the Head of School and our SENDCO, every year.

It will also be updated if any changes to the information are made during the year, for example a national policy change

## Links with Other Policies and Documents

This policy links to our policies on:

Anti Bullying

Accessibility Plan;

Behaviour;

Equality Information and Objectives;

Safeguarding and Keeping Children Safe in Education

Supporting Students with Medical Conditions.

Purchasing Policy

Date of report: **September 2024**