



St John Houghton CVA **SEND information report 2022-2023**

Our Mission

‘Inspiring ambition and excellence, guided by Christ’

Our Virtues

- Compassion
- Aspiration
- Respect
- Excellence
- Determination
- Faithfulness
- Optimism
- Reconciliation

Our Academy is:

- A voluntary academy of around 661 pupils aged between 11 and 16 years.
- 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.
- 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

Saint John Houghton Catholic Voluntary Academy, part of the Saint Ralph Sherwin Multi Academy trust. St John Houghton is a fully inclusive mainstream Academy; all students are entitled to have access to a broad, balanced, and relevant curriculum, which is adapted to meet individual needs. Students are encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum.

We are committed to taking positive action considering the Equality Act 2010 with regard to the needs of people with protected characteristics. We will continue to make reasonable adjustments to avoid anyone with a protected characteristic. We strive to significantly improve the quality of learning and life experiences of pupils in our academy, particularly those pupils who have a special educational need or disability.

Our academy make provisions in accordance with the stator guidance for Special Education Needs and Disability (SEND) code of practice (2015) and the following legislation:

- Part 3 of the children and families act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The special educational needs and disability regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN coordinator (SENCO) and the SEN policy.
- Our academy recognises that a child or young person has SEN if they have learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- Children must not be regarded as having a learning difficulty solely because their home language is different from English.
- Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

The identification of SEND should be built into the overall approach to monitoring the progress and development of students. The academy believes that each child and their parents have a right to be involved in making decisions and exercising choices. The academy

is committed to working in partnership with the child, parents', carers, and outside agencies to identify needs, provide support for them and monitor the progress of all students.

The academy uses the graduated approach and staff make ongoing assessments throughout the year, with achievement coordinators and SENCO regularly tracking student progress. We will intervene for those who are at risk of not learning or making sufficient progress. If a student is identified, student quality first teaching is targeted at areas of weakness. Information gathering and targeted assessments can then contribute to a planned targeted intervention aimed at reducing the barriers to learning or accessing the curriculum.

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.

The SENCO is heavily involved with supporting and advising teaching staff with the planning of suitable strategies. At this point parents and carers are also informed and their views and those of the child or young person are noted. 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. 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.

Who parents contact for further information at our academy:

Ms C Ford - SENCO cford@sjh.srscmat.co.uk

Mr S Brogan- Head Teacher schooloffice@sjh.srscmat.co.uk

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

- Booster groups – reading, comprehension, spelling and numeracy
- Positive Support - social skills, social stories, Lego therapy, sensory room
- Breakfast club (start well)
- Homework club (end Well)
- Nurture break and 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 an 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.