

Saint John Houghton
Catholic Voluntary Academy
SEND information report
2024/2025



Welcome to Saint John Houghton Catholic Voluntary Academy's SEND report for learners with Special Educational Needs and Disability (SEND). This report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- All governing and advisory bodies of academy schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for Pupils with SEND.

The Saint Ralph Sherwin SEND Policy can be found on our website.

What kinds of Special Educational Needs does the academy make provision for?

Saint John Houghton Academy is proud of its diversity. It places great emphasis on its unique and varied community of learners. Everyone, regardless of faith, ability, ethnicity, or background is valued and nurtured.

We cater for pupils in the four broad areas of need:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy and cerebral Palsy.

Saint John Houghton Academy is part of the Saint Ralph Sherwin Trust which has a comprehensive SEND Policy. This policy is reviewed regularly and incorporates advice and procedures recommended by Derbyshire County Council (LA). We are proud of the relationships that we have with our Local Authority and work closely with them to ensure positive outcomes for pupils with a special educational need and/or disability.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or improve on the pupil's previous rate of progress
- Fails to close the attainment gap between the child and their peers
Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

We may also identify a possible SEND need through aspects other than attainment, for example, social needs, through specific assessments for identifying need, observations of pupil, feedback from staff.

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

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider parental 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 pupil's record and given to parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

SEND Register

We currently have 112 pupils recorded on our SEND Register Of those pupils

62 % are registered as School Support (K coding) * (70/94) and we have

21% with an EHCP in place (24/ 112).

Pupils on roll at Saint John Houghton Academy with Special Educational Needs/ Disabilities (SEND) are recorded on the school's SEND Register. The register identifies individual pupils and highlights their specific needs.

The register is the responsibility of the SENCo. The SENCo has the responsibility of updating and sharing information from the register with parents and those professionals working within the academy.

Parents are informed in writing if their child is placed on the SEND Register and can expect regular feedback from class staff via email or telephone, and more formal discussions through parents' evenings and/or reviews.

All Educational, Health and Care (EHC) Plans are reviewed annually. This gives the opportunity to consider whether the EHC Plan is still appropriate and to review the progress the pupil has made over the previous period. Other relevant professionals will be invited to these meetings to provide an external view on a pupil's progress and to provide advice and guidance if necessary.

Our approach to teaching pupils with SEN

In the spirit of the SEND Code of Practice and latest research, we support the idea that high quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Teachers adapt their planning to enable all pupils to access the curriculum at a suitable level. Teaching assistants offer support to specific individuals and small groups

We make the following adaptations to ensure pupils' needs are met (subject to Inclusion Panel funding allocations and equipment provided by LA where applicable):

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. The use of a laptop may be recommended by an outside agency, the provision of this will be dependent on LA/inclusion funding and availability. Adapting and scaffolding teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Occasionally it is appropriate to offer separate group or one to one intervention away from the classroom.

- We provide the following interventions:
- Homework support clubs
- Knowledge Organiser Support
- 1:1 homework support for GCSE students
- ELSA and Thrive Sessions (mental Health)
- Touch Typing, clever hands
- Physiotherapy- Via specialist referral and advice
- Literacy catch up- Lexia (requested by teachers)
- Numeracy catch up-numicon (requested by teachers)
- Subject specific catch up (when requested by teaching staff)
- Friendship interventions- Lego therapy (when requested by pastoral leads)
- Emotional Resilience
- EAA and input to support anxiety around exams and tests
- Zones of regulation
- Sensory processing
- Social Stories/social thinking

- Drawing and talking
- Social skills/life skills groups

Additional support for learning

- We have 10 teaching assistants (TAs) who are trained to deliver interventions as above. Teaching assistants will support pupils on a 1:1 basis when this is identified within their EHC Plan and/or we feel that providing a 1:1 will be beneficial to the individual.
- Teaching assistants will support pupils in small groups when there has been an identified need through either data analysis (including attendance data), pupil voice, behavioural patterns or external recommendation.
- We work with the following agencies to provide support for pupils with SEND:
- Inclusion team (Derbyshire County Council)
- SALT (speech and Language Therapy)
- Mental Health Services (CAMHS)
- LA Educational Psychology Service
- Community Paediatrics, Nottingham University Hospitals Trust
Occupational Therapy and Physiotherapy Departments, Nottingham University Hospitals Trust
- Social Care

Assessing and reviewing pupils' progress towards outcomes

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

The class/ subject teacher and other professions across school will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment, or 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 pupils' own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil 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 the support and interventions, and their impact on the pupil's progress. All pupil on the SEND register will have an IEP in place and/or a Pupil Passport.

Supporting pupils moving between phases and preparing for adulthood

We recognise at Saint John that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible. All children with SEN are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs

We will share information with the school, college, or other setting the pupil is moving to ensure a smooth transition. We will offer transition days and supportive resources when a pupil is moving between phases of their education. In preparation for adulthood, we offer the following:

- Support students and families locate the most appropriate courses and settings to meet their needs and interests
- Make referrals when necessary to LA specialist teams eg Autism Team transition support, Inclusion support services
- Invite colleagues from post-16 settings to give bespoke talks to Learning Support students
- Support with Life Skills
- Careers Days organised by the RSHE and Careers Co-ordinator

Expertise and training of staff

The SENCO is an experienced member of staff with a SEND background and relevant qualifications, who is supported by a range of other professions across the academy as well as SEND specialists within the Trust.

We have a team of 10 teaching assistants, including 2 ELSA mentors and two thrive practitioners who are trained to provide high levels of specialist support, guidance and deliver interventions as required.

We have external specialist staff who work with specific pupils to deliver specialist interventions for our physically impaired students.

An on-going programme of Continuing Professional Development (CPD) training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for Pupils with SEND. Our SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. Teaching staff seek support and guidance from the SENCo as required

Our teaching staff have all received training in:

- Quality First teaching strategies
- The areas of SEND need and how to ensure early identification
The SEND Code of Practice and what this means for classroom practice SEND Assess, Plan, Do Review Cycle
- Supporting students with a diagnosis of ASD
- Supporting learners with a specific learning difficulty
Dyslexia, dyspraxia (DCD)
- Supporting SEMH needs (Whole School Thrive approach)
Effective teacher–support staff working partnerships (effective use of a TA)
- How the public exams Access Arrangements system works
- SEND and adaptive teaching strategies
- Attachment awareness

Evaluating the effectiveness of SEND provision

We are fortunate to belong to a trust that has ‘Inclusion’ at the heart of its ethos. To ensure that we are continuously developing our practice we evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils’ individual progress towards their goals each term (learning plans)
- Reviewing the impact of interventions after an agreed number of weeks and making adaptations if and when required
- Using provision maps (Edukey) to measure progress
Holding annual reviews for pupils with EHC plans and listening to external recommendations Using pupil questionnaires to understand what is working well and areas for development
- Monitoring of the SEND Provision by the SENCO, SLT, Headteacher, Trust staff.
This includes carrying out learning walks on a regular basis, book trawls as well as an annual deep dive SEND review led by our Trust School improvement advisor.

How will pupils with SEND be included in activities outside the classroom, including school trips?

Wherever possible we will endeavour to include all pupils in all activities regardless of whether they take place in or out of school. The benefit of the activity to the student, and adult-child ratios focusing on pupil safety will be always considered in any decision-making processes regarding this.

There are pupil specific risk assessments carried out linked to individual pupils with SEND. In addition to this, in all we do, we consider the needs of our pupils with SEN alongside all

pupils E.g. visits, trips, access to additional activities/experiences. In this way we attempt to ensure that pupils with SEND are not treated less favourably than others.

All our on-site extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs, subject to risk assessment.

Support for improving emotional, mental, and social development

The academy has a variety of ways of supporting your child's wellbeing and improving emotional, mental and social development. These include:

- A safe and calm learning environment with a range of in-class strategies use to support with mental health and well-being (Emmaus and Damascus Centre)
- Opportunities for student voice to be heard
 - Year leaders and teaching assistants may offer additional support to specific individuals or small groups
- Behaviour support strategies including in-class support or advice from SENCo and/or Student Support Lead
- support clubs before school, after school and at lunchtime
- in-school interventions which may include 1-1 or small group work with our teaching assistants, SENCo, and/or Student pastoral team
- signposting to external agencies to support the wellbeing of the child, such as a referral to Changing Lives, CAMHS, SALT or OT
- Referral to in-house support from school nurse
- Referral to in-house ELSA or Thrive programme to support emotional and social skills difficulties
- Pupils who have specific medical needs will have an Intimate Care Plan or Health Care Plan as appropriate
- We recognise that parents and/or carers know their child the best and encourage you to contact the class teacher, SENCo or Headteacher if you have any concerns.
- We have a zero-tolerance approach to bullying.

Complaints about SEND provision

We will always be here to listen with an open-door policy, however we are aware that in rare circumstances a complaint will be made. Any complaints received are dealt with in a confidential and sensitive manner and we will work with you to address your concerns and resolve where possible. We all want the best for the pupils at Saint Ralph Sherwin Trust.

The Complaints Policy can be found on the school website or please contact the school office.

Who can I contact for further information or if I have concerns?

If you have any concerns around your child's progress, attainment or a possible SEND need then speak to your child's Year Leader in the first instance as they will know your child the best.

Should you need to contact the SENCo please use details below:

SENCO Name: Charlotte Ford

Assistant SENCO: Zoe Surgey

Contact Number: 0115 9322896

Email address: Senco@sjh.srscmat.co.uk

Review of this report

Our SEND information report will be reviewed by the SENCO and Head teacher **every year**. It will also be updated to reflect any significant changes made during the year.

Links with other policies and documents

Our SEND Information Report sits alongside the following policies:

- SEND Policy
- Behaviour Policy

All the above policies can be found on our website or by contacting the main reception.

Links to the Derbyshire County council Local offer can be found below

[Inclusion support services - Derbyshire County Council](#)