

Annual SEND Report to Governors, 2020-2021

St Peter and St Paul Catholic Academy is committed to the process of removing barriers to achievement for students who may require additional provision and resources to support their learning. We aim to be an inclusive school and believe that all students, including those identified as having special educational or a disability, have a common entitlement to a broad, balanced academic and social curriculum. This should be accessible to them and fully include them in all aspects of school life.

Students with special educational needs have learning difficulties or disabilities that may make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of our school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of students. The Government produced a new special needs and disability (SEND) Code of Practice which was implemented in September 2014. The Code describes a graduated approach that recognises that students learn in different ways and can have different kinds of SEND. SEN support is the new category for additional support for students with special educational needs. Statements have been replaced with Education Health Care Plans (EHCP). All students with Statements have had these re-written into EHCPs.

Currently, if further support is needed for a child the school, or parent, may request a statutory assessment of special needs.

In the academic year 2020-2021 the following process was followed:

- Member of staff or parent had concerns about a child's progress and brought these concerns to the SENCO.
- SENCO discussed the child and an initial concern sheet was completed with teacher and parent input.
- Possible actions were to monitor closely, or to identify a child as requiring additional too/different from provision which can be seen on the school Provision map.
- If it was felt that the child required, the involvement of an external agency or had significant learning needs then the child was registered at SEN support and given a pupil passport.
- If a child had highly significant needs then the school would consider whether the child fulfilled the criteria to apply for an Education, Health and Care Plan

Policies

- The school SEN policy was reviewed on March 2020. The full policy can be viewed on the school website.
- The SENCO is **Miss Geraldine Bell** and the SEN governor is **Mrs Cathy Latimer**.

Number of pupils with SEN for the academic year 2020– 2021.

- At the beginning of the academic year 2020 – 2021 there were **155 students** on the SEN register.
- The number of students on the Special needs register was **28.1%** of the school roll.

The four areas of need are as follows:

- Cognition and Learning
- Communication and Interaction
- Social, mental and emotional health
- Physical/ Medical

Profile of pupils with SEND 2020-2021

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TOTALS	
SEN Support	17	27	35	24	20	1	1	124	22.52%
Education, Health and Care Plan	8	8	6	5	3	1	0	31	5.6%
TOTALS	25	35	41	25	22	2	1	155	28.1%

Progress of KS4 pupils with SEND

	2017	2018	2019	2020
Progress 8: All Pupils	-0.2 (90 pupils)	-0.1 (57 pupils)	-0.5 (92 pupils)	-0.1 (84 pupils)
Progress 8: E	-1.5 (2 pupils)	-0.5 (3 pupils)	-0.3 (5 pupils)	+0.4 (3 pupils)
Progress 8: K	-0.2(7 pupils)	-0.2 (10 pupils)	-1.3 (15 pupils)	-0.2 (8 pupils)
Progress 8: N	-0.1 (81 pupils)	0 (44 pupils)	-0.3 (72 pupils)	0.1 (73 pupils)
Progress 8: English				
	E: -2.0 K: -0.8 N:-0.1	E: -0.9 K: -0.2 N: +0.1	E: -0.5 K: -1.3 N: 0	E: -0.4 K: -0.8 N: -0.2
Progress 8: Maths				
	E: -1.7 K: -0.2 N:-0.7	E: -0.9 K: -0.5 N: -0.3	E: +0.1 K: -1.5 N: -0.6	E: +0.8 K: +0.4 N: -0.4
Progress 8: EBACC				
	E: -1.0 K: 0 N: 0	E: -0.2 K: -0.3 N +0.2	E: -0.4 K: -1.0 N -0.3	E: +0.8 K:-0.2 N: +0.1
Progress 8: OPEN				
	E: -1.4 K: +0.1 N: +0.3	E: -0.3 K: 0 N: -0.3	E: -0.5 K: -1.6 N: -0.3	E:+0.2 K:-0.2 N: -0.1

	2017	2018	2019	2020
Attainment 8: All Pupils	4.2	4.3	3.9	4.3
Attainment 8: E	2.1	1.3	2.2	3.0
Attainment 8: K	2.9	3.1	2.3	2.5
Attainment 8: N	4.4	4.8	4.3	4.5
Attainment 8: English				
	E: 2.0 K: 2.6 N: 4.8	E: 1.3 K: 3.5 N: 5.3	E: 2.4 K: 2.8 N: 5.0	E: 2.7 K: 2.4 N: 4.8
Attainment 8: Maths				
	E: 1.5 K: 2.5 N: 3.7	E: 0.3 K: 2.4 N:4.3	E: 2.2 K: 1.8 N: 3.9	E: 3.0 K: 2.8 N: 4.1
Attainment 8: EBACC				
	E: 2.0 K: 2.6 N 4.1	E: 1.1 K: 2.4 N: 4.6	E: 1.9 K: 2.3 N: 4.1	E: 3.1 K: 2.2 N: 4.5
Attainment 8: OPEN				
	E: 2.8 K: 3.7 N 5.2	E: 2.2 K: 3.9 N: 4.9	E: 2.3 K: 2.2 N: 4.5	E: 3.2 K: 2.8 N: 4.7

Interventions 2020-2021

<u>Intervention</u>	<u>Number of Students</u>	<u>Sessions per week and length (per pupil)</u>	<u>Duration</u>
Paired Reading Year 7-8	14	1x30mins	6 -12 weeks
Year 7 Fresh Start Literacy	8	2x30mins	6 -12 weeks
Year 7 &8 Nesy Reading and Spelling	24	5x20mins	Everyday
Year 8 and 9 Toe by Toe	18	5x25mins	6 -12 weeks
Year 8 Literacy Spelling Games	8	5x15mins	6 -12 weeks
Year 7 Maths	6	2x25min	6 -12 weeks
Year 8 Maths	6	2x25mins	6 -12 weeks
Key stage 4 Maths	6	2x25mins	6 -12 weeks
Anger Management	5	1x25mins	6 -12 weeks
Year 7 Girls Group	6	1x30mins	6 -12 weeks
Year 8 Girls Group	6	1x50mins	6 -12 weeks
Year 9 Girls Group	6	1x50mins	6 -12 weeks
Year 7 Boys Group	6	1x25mins	6 -12 weeks
Year 8 Boys Group	6	1x25mins	6 -12 weeks
Year 9 Boys Group	6	1x25mins	6 -12 weeks
Recognising Emotions	4	3x25mins	6 -12 weeks
Year 7 Social Stories	2	1x25mins	6 -12 weeks
Year 8 Social Stories	2	1x25mins	6 -12 weeks
Year 9 Social Stories	2	1x25mins	6 -12 weeks
Memory Games	5 (1 pupil per session)	1x25min	6 -12 weeks
Meet and Greet / Check Ins	20	5x25mins + TA available at all times	6 -12 weeks
Young Carers	7	1x25mins	6 -12 weeks
Unstructured Time	12	5x70mins	Throughout the academic year

Staff, resources and training 2020-21

SEND Staffing

For the academic year 2020 – 2021 the SEND Department employed eight full time SEN teaching assistants and six part-time SEN Teaching Assistants. Their role continues to be varied and within their role, they support our pupils with special educational needs in the classroom, working with small groups or on a one to one basis. Teaching Assistants deliver interventions during Form Times and run after school clubs such as homework club. Their role also incorporates support at break and at lunchtimes.

	Hours
TA2	32.5
TA2	26
TA2	26
TA1	32.5
TA2	32.5
TA1	20
TA1	26
TA2	26
TA2	10
TA2	32.5
TA2	32.5
TA2	32.5
TA2	32.5
TA2	32.5
TA2	32.5
	361.5

External Agencies

We sought advice from a number of outside agencies in order to support all children with needs to the best of our abilities.

- Lincolnshire County Council provided SENCO forums throughout the year where the latest government updates are delivered.
- Visits from various external services to improve the knowledge of how best to support children with specific special needs.
- We bought in 50 hours of Specialist Teaching Team provision. This enabled the academy to assess for specific learning needs and provide evidence for access arrangements for GCSE/A Level Students.

External Agencies

Name	Agency	Time in school	Support available
As allocated	Lincolnshire Psychology Services	As Requested	<ul style="list-style-type: none"> • Assessment for learning, personal, social and emotional needs • Observations to support with learning behaviour • Target setting • Training of staff • Support with review meetings
Andrea Hyslopp	Specialist Teaching Team	50 hours over the academic year	<ul style="list-style-type: none"> • Assessment for learning difficulties (including the identification of dyslexia) • Assessment for exam access arrangements • Direct teaching • Observations to support with learning behaviour • Target setting • Training of staff
Helen Hargreaves	Peripatetic Teacher of Hearing Impaired children	Twice per term	<ul style="list-style-type: none"> • Observations to support with strategies for working with Hearing Impaired Children • Training of staff • Advisor to staff • Hearing assessments • Target setting
Erika Burkitt	Peripatetic Teacher of Sight Impaired children	Twice per term	<ul style="list-style-type: none"> • Observations to support with strategies for working with Hearing Impaired Children • Training of staff • Advisor to staff • Hearing assessments • Target setting
As allocated	Speech and Language Therapy; physiotherapists and occupational therapists	As requested	<ul style="list-style-type: none"> • Assessments of difficulties as highlighted • Training of staff • Programme setting, monitoring and evaluating
Louise Wilbraham	Working Together Team - Social and communication support	As requested	<ul style="list-style-type: none"> • Parental meetings for parents and school to support pupils with social, communication difficulties including those with Autism
Carol Duncan, Jo Read	Reintegration Team, Lincolnshire County Council	As requested	<ul style="list-style-type: none"> • Working in partnership with SSPP supporting those pupils at risk of exclusion from school.
As Allocated	Energize	As Requested	<ul style="list-style-type: none"> • Working with groups of students or through 1:1 mentoring.
Mo Watson Jackie Innis	Councillors (independent)	One day a week	<ul style="list-style-type: none"> • Working 1:1 counselling students

We can also make referrals to:

- Community Paediatricians (subject to a 18 week plus waiting time).
- Early Help Support (to support with issues impacting on your child and the family where needs cannot be met through school-based resources).
- Child and Adult Mental Health Service (CAMHS).
- Healthy Minds.

We also have strong links with the school nurse team, Young Carer's, Energize and local PCSOs.

Liaison with Secondary School Partners

- To ensure smooth transition for current Y6 children with SEN, additional transfer arrangements were implemented during the summer terms, when required.
- Children on the SEN register or who may have an identified need in transition had the opportunity for extra visits to their secondary school.
- Strong links exist with all our partner secondary schools.
- Close liaison between teachers and SENCOs took place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector.
- Separate transition arrangements and induction visits were set up for SEN pupils where required.
- For pupils moving into our school who had an identified Special Educational Need similar liaison meetings were held prior to starting to ensure appropriate levels of support were put in place.

Numbers of children/young people with disabilities and medical needs within the school

We currently have 3 students with an EpiPen Plan and 11 students with a School Health Care Plan. The medical needs across the school are varied. All staff receive training annually from the school nurse or a specialist nurse to deal with these needs and key staff who come into regular contact with the child are listed on the Care Plan.

All pupils have access and opportunities to participate in school visits/clubs and school activities through reasonable adjustments. All pupils are enabled to go on residential trips through reasonable adjustments, ensuring that trained staff accompany them on the residential trips.

Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

- Parents/Carers are invited to attend and contribute to all review meetings.
- Information about the complaints procedure and how to access this procedure is available in the policy section and can be requested from the school office.
- The SEN policy is available to parents on the school website.

Pupil and parental involvement in EHCP annual review meetings

Percentage of pupils attending/involved in their annual review meeting	Percentage of parents/carers attending/ involved in their child's annual review meeting
100%	100%

SEND Actions for 2020 – 2021

- Put SEND audit on SLT agenda. Review the audit with SLT. A collective piece of work with shared accountability
- Put SEND audit and actions on Governor's agenda
- Embed expectations around accountability of middle leadership for SEND, both responsibility and holding others to account.
- Review training needs of SEN governor and establish a monitoring cycle.
- Consider how the SLT could develop systems with the SENDCO to support strategic working across the school and ensure responsibility, accountability and consistency for SEND of all staff?
- Carry out exercise to hear staff voice in order to identify SEN CPD needs and plan a proactive CPD cycle.
- What alternative pathways are in place for KS4 learners with SEND who do not sit GCSEs?
- Systems to ensure effective communication and working practice between teachers and teaching assistants.
- Training to develop staff awareness across all 4 broad areas of need.