



Special Educational Needs and Disabilities (SEND) Information Report 2017 - 18

All schools in Manchester are expected to identify and support students with special educational needs to make the best possible progress. The intention of Manchester's local offer is to improve choice and transparency for families. Schools are supported to be as inclusive as possible and wherever possible, the needs of students with a Special Educational Need are met in a mainstream setting, where families want this to happen. [Manchester's Local Offer Website](#) offers more information on how students with SEND can be supported.

1. What kinds of special educational needs does the school provide for?

St Paul's promotes the ethos of inclusion for all. Our school currently meets the needs of students with additional and complex needs such as:

- Moderate and Specific Learning Difficulties
- Autistic Spectrum Disorder and associated learning difficulties
- Emotional, Social and Mental Health concerns (Formally BESD)
- Speech Language and Communication Needs
- Visual or Hearing Impairments
- Physical Disabilities and specific Medical Conditions
- English as an Additional Language

We constantly strive to improve and adapt our provisions to ensure that students' needs are met.

2. How does St Paul's know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

There are a variety of routes into assessment of SEND and these differ from each individual need. We work very closely with our teaching staff to identify any areas of need and utilise internal and external methods of assessment.

These can be in the form of:

- Reading, spelling and comprehension tests
- Teacher curriculum assessments
- Dyslexia and Dyscalculia screening
- Specialist SEND teacher assessments
- Educational Psychology assessments

In conjunction with the SEND Code of Practice, we will assess students in the areas of:

- Communication and Interaction
- Cognition and Learning

- Social, Mental and Emotional Health
- Sensory and or Physical Needs

If you have any concerns contact the SENDCo, a member of the Student Support team to discuss an assessment.

3. How will both you and I know how my child/young person is doing?

Progress reports are available to parents termly, a full report annually and at Consultation Days.

You will receive a phone call or letter from the school if there is any need for additional support. This could mean that they will be added onto the SEND Register. If a student is added to this register they may also have an Individual Education Plan (IEP/Passport) that will be available to parents and teachers.

A member of the Student Support team is available at all consultation days.

4. How will the curriculum be matched to my child/young person's needs?

St Paul's offers a varied curriculum that can be adapted to meet the needs of your child. This can be in the form of:

- ◆ Withdrawal from some tutor times and lessons for additional literacy and numeracy interventions
- ◆ Exam access arrangements are assessed from year 7 and continue through to GCSE examinations
- ◆ Differentiated work provided by teaching staff
- ◆ Bespoke mentoring provided to support students in accessing the full curriculum
- ◆ A range of options available to students at KS4; traditional GCSE's, BTEC's and other vocational qualifications

5. How will St Paul's staff support my child/young person?

When a student is added to the SEND Register an Individual Education Plan (IEP/Passport) may be created that is then shared with all staff. The SEND Register is updated regularly with any additions to the register or changes in needs. The IEP is also discussed with both the student and parents/carers on a termly basis.

St Paul's focus is on delivering **quality first teaching** to all students, enabling all learners to achieve in the classroom through differentiation, guidance and support.

- ◆ Resources are adapted to take into account visual impairments, specific learning and individual reading ages.
- ◆ Seating plans are organized carefully to account for individual needs (e.g. hearing impairments, confidence levels)
- ◆ Specific strategies are shared by the SENDCo to assist with the teaching and learning of students with a range of SEND needs including ASD, ADHD and specific learning difficulties

In addition to this, TA support can be provided in lessons where students require additional support.

Additional provision is provided before and after school as well as timetabled intervention

time to develop core literacy and numeracy skills, memory, ICT support, exam access and emotional and behavioural needs. Where necessary, we work closely with external providers such as the Educational Psychology service, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapists, School Nurses, Visual Impairment and Hearing Impairment services.

Exam access arrangements are put in place from year 7 and are continued until year 11 (based on formal external testing). This includes the use of a scribe, reader, extra time and a prompt.

Teachers and support staff are provided with regular CPD, email and bulletin updates about students with SEND, and are provided with agreed strategies to best support their learning.

The Student Support Centre

The Student Support Centre provides therapeutic and curriculum support for students who may be experiencing a range of life experiences that are preventing them from successfully accessing their education.

Through the work of The Romero Centre and The Nurture Room we seek to ensure all the students at Saint Paul's Catholic High School are included and supported in successfully accessing a broad and balanced curriculum and ensure they have the skills and qualifications to enter the work of work.

The Student Support Centre intervention courses

The Student Support Centre also runs a variety of short intervention courses to help students with the various issues which arise as they mature and develop. These are:

Anger Management	..a course which aims to teach new ways of dealing with anger and also how to reduce the incidence of becoming angry in the first place. The course also helps to build confidence so students feel more able to cope with stressful or demanding situations without becoming angry.
Talkabout	..a social skills and communication course designed to raise self and others' awareness, explore communication and develop better conversation skills. It is based around 6 themes: <ul style="list-style-type: none"> • Self and other awareness • Awareness of communication • Body language • The way we talk • Conversational skills • Assertiveness.
Raising Self Esteem	.. a course which encourages students to value themselves and their achievements. It focuses on developing positive attitudes so students are able to make positive, confident decisions about their lives and futures.
Changing Places	..a course to help young people, showing signs of aggressive behaviours, make better choices about the way they think and act. This course is based on Cognitive Behaviour Therapy.
Confidence, Assertiveness and Self-Esteem (CAS)	... a course to help young people build self-esteem, confidence and positive behaviour. The course addresses issues such as negative thinking, positive points, friendship, acceptance, respect, stress, and assertiveness.
Behaviour 4 Success	.. a course designed to engage students and motivate them to improve their behaviour at school. The course encourages the development of the key skills and attitudes associated with emotional literacy. Sessions include auditing students' work and behaviour, linking feelings, thinking and behaviour, managing stress

	and anger in the classroom, linking behaviour to future opportunities.
Re-Tracking	...a course designed to support students who have been experiencing difficulties at school. The course sets out to guide students on a journey in three distinct stages: 1. AWARENESS RAISING of the factors and experiences which may have contributed to their current situation. 2. UNDERSTANDING of their emotions and of their behaviour in a variety of settings. 3. SKILLS TRAINING aimed at tackling areas of difficulty, which have been identified in the two previous sections.
Taking Control	...a course designed to help young people make correct lifestyle choices.
Cocoon	... a course designed to help young women build confidence and a sense of self. It allows today's media-driven young people to take a step back and evaluate who they really are and what they want, giving them practical ways to face everyday situations and challenges.
TWISTATogether We Inspire – Striving to Achieve - a course designed to boost the self-esteem of young girls.
Social Relationship A course which looks at how to form and maintain friendship.

These courses run for approximately 8 weeks each, during lesson time and are geared to the individual needs of the students.

Alternative Provision

Alternative Provision is available through The Romero Centre for students who have not responded to the interventions to date and are at risk of permanent exclusion. Students who have received a Fixed Term Exclusion may spend the time of the exclusion in the Romero Centre.

Aims and Values

The Romero Centre will:

- Help students continue to access learning within the context of values expressed in the school Mission Statement.
- Provide a process of learning based in experiences of Reflection, Reconciliation, Reform, Redemption.
- Address complex behavioural needs through a personalised curriculum.
- Actively teach successful behaviours for learning and life.
- Work closely with parents and outside agencies to support students.

Students will be referred to this provision by Progress Leaders in consultation with SLT. The Centre is available for students who struggle with mainstream provision and require a more personalised learning programme to help them to achieve and succeed. Students will follow a curriculum based around the mainstream curriculum but may include vocational elements including the opportunity for an extended work placement. All mobile phones are handed in at 8:40 and returned at the end of the day.

Romero Suspension Room

The aim of the Suspension Room is to internally exclude students for a fixed period of time as an alternative to external FTE and enable those students returning from exclusion

a time to reflect and catch up on academic work before returning to lessons. The suspension room is based in the Romero Centre. All students will hand over their mobile phones and the day is extended until 3:35, with the exception of Wednesday, extended until 3:20.

6. How is the decision made about what type and how much support my child/young person will receive?

Any students with an Education Health Care Plan (previously a Statement) will have bespoke support that best meets their needs that is set by the school and Local Authority and reviewed annually. The type of support varies with each individual. Students that are SEND Support (previously SA, SA+) will receive a graduated approach to their support. This is reviewed at least termly depending on their needs and progress. Provision reviews are carried out in the first instance by the student and an identified member of the Student Support Team who look at progress, targets, impact of interventions and IEP details termly. This is then reviewed by the SENDCo and Assistant SENDCo who co-ordinate the provisions accordingly.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Students with SEND are encouraged to attend additional breakfast, break and lunch clubs and after school catch up sessions and enrichment clubs. Pastoral support is also available for the Student Support Centre and 220 club at break and lunchtimes. All trips and activities will have a risk assessment carried out and support will be allocated to ensure that they receive a rich and varied curriculum both in and out of the classroom.

8. What support will there be for my child/young person's overall wellbeing?

St Paul's provides designated safe parking areas and for those students who require any individual handover arrangements, we ensure that a member of the Student Support team meets and greets the identified students before school and can escort them to their transport after school, depending on the students' needs. The school gates are locked throughout the day to ensure the safety of all students.

The well-being of all students is a priority of all staff. The Student support team monitor and prioritise any concerns that are reported and act quickly and efficiently to deal with any concerns regarding student wellbeing. Staff duty teams also operate in key areas of the school grounds.

There is a medical register used for school trips and all lessons including PE. Risk assessments are undertaken for faculties, selected priority students and for all school trips.

Medication issued to a child must be in the original container from the doctors with the child's name and prescribed dosage on it. All medicines are locked away. When given to the child, the person administering the medicine fills in the relevant form stating the child's name, form, type, dosage, time and adds their signature. Medication held in the school is checked termly to ensure it is still in date.

Individual Health Care Plans, where necessary, are drawn up by the SENDCo, lead Teaching Assistant and School Nurse, liaising with the doctor/ consultant and parent. A

copy of the care plan is kept in the school and information circulated to staff through briefings, emails and bulletins.

In a medical emergency, a first aider would be called to attend the casualty in the first instance. This would be quickly followed by contacting the emergency services. Parents/Carers would be contacted and the first aider would remain with the casualty until medical aid arrives.

The school nurse attends school to give Asthma and Anaphylaxis training on an annual basis. Defibrillator training is carried out by an external provider to all staff. A number of staff are trained first aiders, with the training updated every 3 years. Any other training is provided when required to suit the needs of individual students.

9. What specialist services and expertise are available at / or accessed by the school?

Students can access health and therapy services on the school premises provided by both St Paul's staff and outside agencies including: CAMHS, School Nurse, Educational Psychologist and Speech and Language therapists. All of these services are run in conjunction with the Student Support Team to ensure the promotion of emotional wellbeing and supporting students with their needs.

10. What training have the staff supporting children/young people with SEND had?

Regular staff INSET around different areas of SEND is provided by the SENDCo and key members of the Student Support team. Specific staff training in areas such as ASD is provided by external specialists when required.

The Student Support Team receive CPD on all areas of SEND throughout the year.

The Student Support teams have specialist qualifications such as:

- ◆ Specialist Teacher EAL and Dyslexia
- ◆ Safeguarding Children Levels 1-3
- ◆ National Award in Special educational Needs (NASENCo)

11. How accessible is the school environment?

St Paul's is a fully accessible site and has disabled parking and full wheelchair access. On the first floor of the main building is the Additional Needs Centre and on the ground floor external to the main building is the Romero Centre. These centres offer a nurturing and inclusive environment that is used as a hub for planning and meeting the needs of groups and individual students.

12. How are parents and young people themselves involved in the school?

At St Paul's we are keen to ensure that parental partnerships are strong. We do this by:

- ◆ The home/school agreement signed by all parents/carers at the year 6 induction evening

- ◆ Students are able to apply to become student leaders in some subject areas
- ◆ Parents can attend annual consultation days.
- ◆ Parent governors are elected to work on the governing body when vacancies arise
- ◆ Our SEND link governors are involved in visits and meetings with the SENDCo regularly

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

These are met by securing additional support and provisions from external agencies. The wide range of services that we refer to are:

- ◆ The Safeguarding Team at Manchester Safeguarding Children's Services
- ◆ The Early Help Team
- ◆ The Information, Advise and Support (IAS) team Manchester
- ◆ CAMHS
- ◆ The School Nurse
- ◆ Education Welfare Officer
- ◆ Education Case Workers

14. Who can I contact for further information?

M Critchlow: Assistant Head teacher/SENDCo
m.critchlow@st-paulshigh.net

L Melling: Assistant SENDCo
l.melling@st-paulshigh.net

M. Shields: Student and SEND Support
m.shields@st-paulshigh.net

or on the school number 0161 499 0000

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

At the end of Key stage 2, students are introduced to the school through primary visits with staff. The SENDCo or member of the Student Support team will meet with the primary school staff to gather information about the students and a transition package will be planned for the students with SEND concerns, including:

- ◆ Year 6 induction evening
- ◆ Year 6 induction day
- ◆ Summer School
- ◆ SEND/Vulnerable Transition programme
- ◆ When the students are put into forms their SEND needs are considered
- ◆ Additional visits to the school are arranged and photographs or transition books are created

At the end of Key Stage 4 there is a comprehensive package of transition that links with colleges and training providers through the Careers Service. We arrange enrichment

activities and visits to all of our local colleges. The SENDCo and Assistant SENDCo will coordinate the annual review meeting for any students with an EHCP to target the students' next stages of life.

Pupils that may transfer to St Paul's during Key Stage 3 and 4 and who may require additional support, can expect a full and varied provision that is tailored to the pupil's specific needs. Initially parent's will be invited to meet with key staff to discuss the areas they may feel their child may need additional support. Where possible previous schools will be contacted to gain relevant information and a copy of their EHC Plan if applicable. To ensure a smooth integration and that their specific needs are met, St Paul's is able to offer the following support:-

- ◆ Baseline Assessments to test Reading, Writing, Spelling and Cognitive ability.
- ◆ An IEP will be available for staff within a half term of the pupil joining the school.
- ◆ A linked member of the Student Support team will be assigned who will closely liaise with the pupil to ensure that their transition is a positive experience and that they are aware of school expectations.
- ◆ Initially Pupils will be encouraged to attend The Student Support Room to promote their socialising and encourage friendship groups.
- ◆ A differentiated timetable is available targeting specific areas of needs

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.manchester.gov.uk/sendlocaloffer

Contact details for Information, Advice and Support (IAS) Manchester

Parent Confidential Helpline: 0161 209 8356 (Monday to Friday 10am-3pm)

Answer phone available when lines are closed: 0161 209 8356

Email: parents@manchester.gov.uk

Enquiries from Practitioners: 0161 245 7300

Address:

Information, Advice and Support (IAS) Manchester

Westwood Street Centre

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Moss Side

M14 4PH