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ST JOHN THE BAPTIST SCHOOL

Statement for Special Educational Needs

Introduction

The Xavier Catholic Education Trust has a policy for SEND which is adopted by all schools within the MAT, please refer to our website for the full MAT SEND policy.

The following statement provides information relevant to St John Baptist SEND policy and goes into further detail:

Admission Arrangements

All students will be admitted to SJB according to the admissions criteria. When parents apply, the needs of their child are discussed at the earliest opportunity. If it is considered that SJB is the best school for the child, staff will visit the feeder school to gather as much background information as possible. In addition, other support services may be contacted.

Resource Allocation

The majority of the Special Needs budget is spent on staffing, with an allowance set aside for resources.

Staffing

The Headteacher is the Responsible Officer for Special Educational Needs. The Head of Learning Support has delegated responsibility for Special Educational Needs within School. The Governors have a particular interest in SEN. Lesley Forester is the named SEN Governor.

- Head of Learning Support, Miss Mandy Hughes is responsible for coordinating the day to day provision for SEN students and EHCP annual reviews, SEN with Support reviews, liaising with staff, drafting and maintaining the Special Needs Register. She will liaise with staff, line manage the Learning Support Manager and supervise the budget for EHCP students. She is also responsible for liaising with feeder schools re Special Educational Needs, and maintaining contact with support agencies. She teaches Phonics, Step Up to English and has individual support contact with students.
- The Learning Support Manager, Mrs Bronwyn Donovan, is responsible for Line Managing the Learning Support Assistants and managing their timetables, whole school testing for Reading and Spelling. She teaches Functional Skills English and Step Up to English and has some individual support contact with students.

There is one teacher in school currently employed to give speech and language therapy to pupils with language difficulties. She is qualified to assess and identify specific learning difficulties (Dyslexia) and provide the appropriate support where necessary. She also tests for access arrangements for exams

There are 16 Learning Support Assistants currently employed to give in-class support to SEN students.

- The Learning & Literacy Support Service advises on SEN resources and suitable modification.
- The Behaviour Support Service works with individual students and advises on behaviour issues.
- Each core curriculum department has a link Learning Support Assistant. They meet regularly with their departments, create resources and advise on modification within that department.
- The Head of Learning Support attends the Head of Year meetings once a fortnight to discuss any issues regarding the SEN students. These are then passed on to the whole staff at morning briefing. She also attends Head of Department meetings termly to advise on any SEN issues and addresses the whole staff at the start of the new school year.

The Special Educational Needs Register

This is reviewed twice a year. The following represents the number of students with an EHCP/Statement or requiring support, SEN with Support

| | |
|------------------|----|
| EHCP | 27 |
| SEN with Support | 85 |

The total number of students on the register is 112, this figure is subject to change as testing is completed.

Provision for Students with Special Educational Needs

All students at SJB follow a broad and balanced curriculum including the National Curriculum, regardless of their gender, background, race, ability or special need. We believe it is desirable for students with Special Educational Needs to be supported within a class. Withdrawal of students from class is only in exceptional cases - for Literacy Support, in the shape the Phonics Programme, the Hodder Reading Programme and the Units of Sound Programme (tutor time). Individual students can also be withdrawn for a limited period.

It is proposed to strengthen literacy and basic mathematical skills in Years 7, 8 and 9 by small group work. It is believed that extra lessons in English and Mathematics at the early stages in a secondary school student's career will form a sound foundation for work in Years 10-11. This year students have been withdrawn from one or two Languages every week for support in basic literacy and/or numeracy skills.

We run the Fresh Start Phonics Programme aimed at students coming into secondary school who haven't achieved a level of literacy to enable them to access the curriculum.

A Handwriting Programme and Touch Typing Programme is run on a weekly basis for students who struggle with their handwriting. These students are identified by teaching staff and Learning Support Assistants working in the classroom. Mrs Eva Faraji co-ordinates the Handwriting practice during tutor time.

Students with identified low Reading Quotients in Years 7, 8 and 9 are currently supported by the Learning Support Assistants, Parents and Sixth Formers in a Paired Reading Scheme. This has been very successful in improving Reading Quotients. Mrs Julie Laidlaw co-ordinates the Paired Reading Programme during tutor time.

There is an Option Support Group for students in Year 10, continuing into Year 11. This is for students with a reduced GCSE load is felt to be desirable. Work in this area includes Maths and English skills reinforcement and curriculum support.

Lunch Club takes place every day, this is a space for the more vulnerable students to come and eat lunch, chat and play board games. Being a small group it enables the students with Autistic Spectrum Disorder (ASD) to mix and relax in a 'safe' environment.

Students who have ASD and anxiety are supported through the transition from primary school to secondary. These students are invited to 2 extra transition days to spend time familiarising themselves with the school and staff. They are able to address their concerns before starting Year 7. A booklet is given to each student so they can familiarise themselves with what to expect in a secondary school. Mrs Nicole Swann supports the students with ASD.

There is a 'low sensory room' equipped for use by the students' with ASD. It has been designed as a safe and secure space for these students to regain their composure when they become overwhelmed with the demands of the school day.

Mrs Nicole Swann is also our school Counsellor and works with students on a needs basis. This enables chosen students to explore their feelings and behaviour in a supportive environment.

Ms Sophia Bertolone is our Emotional Literacy Support Assistant (ELSA), in training, and works with students on a needs basis. This enables chosen students to explore their feelings and behaviour in a supportive environment.

There is an after school Homework Club aimed at improving the output of the least able in Years 7, 8 and 9. This is supported on a rotational basis by the Learning Support Assistants.

Members of staff are informed of students on the SEN register. Every member of staff teaching a EHCP student has access to a copy of his/her file. Documentation relating to all special needs within the school is stored centrally and is accessible to all members of staff. It is expected that each teacher will modify the work for students with Special Educational Needs, and monitor their progress. Staff are expected to set targets for these students and to review them.

EHCP Funding (ISPSB)

This funding is used for staffing to support students with Special Educational Needs. ISPSB funding is closely monitored and is reviewed prior to Surrey County Council's required day of Count in the autumn term.

Annual reviews are conducted in line with Surrey LEA recommendations.

The School works in partnership with the following external agencies

- * Inclusion Officer (attendance) - Michelle Swainston
- * Educational Psychologist – Mary Limbert
- * Services for the Visually Impaired – Mr David Jackson
- * Services for the Hearing Impaired – Ms Lucy Spiers
- * Children out of School - Helen Larner
- * Services for the Physically Impaired – Mrs Sue Lettley
- * School Nurse – Ms Nicola Brunton-Smith
- * Child & Adult Mental Health Service
- * Behaviour Management Service
- * Children's Services

Areas for Development

- * Ensuring high quality modified materials and provision across the curriculum
- * Involve all students in self-assessment, target setting and monitoring within Departments on a regular basis.
- * Ensure that the needs of the most able are catered for
- * Ensure teaching staff work closely with support staff on lesson planning, evaluation of student progress and amending targets as appropriate

Success Criteria

- * Students with special educational needs are identified
- * More students with special educational needs are given in-class provision
- * All staff aware of and responsive to needs of students
- * The number of students progressing into the Sixth Form, Further Education and into employment
- * High number of students moving from the Special Needs Register due to significant educational progress.

Evaluation and review of Policy

This will take place on an annual basis and will be reviewed in September 2020. It is recognised that this policy will never be complete - it will be adapted, developed and changed according to the nature of changes within the school community and its members, developments in Special Needs within Surrey and the country, and according to the school's own response to improving its provision for all students with special educational needs.

Mandy Hughes
September 2019