



SEND Information Report

Owner:	SENCo
Last Reviewed and Adopted:	September 2023
Next Update:	September 2024

1. Definitions

SEND: Special Educational Needs and Disabilities

SENCo: Special Educational Needs and Disabilities Co-ordinator

SENIASS: Special Educational needs Independent Advice and Support Service

EHCP: Educational Health and Care Plan

High Quality Teaching: sometimes referred to as Quality First Teaching, this is the approach where the classroom teacher makes adaptations for the pupils in the classroom to ensure reasonable adjustments are being made.

2. St Regis CE Academy SEND Vision

St Regis CE Academy aims to be a fully inclusive school which prides on creating a positive and supportive environment for all pupils without exception. St Regis CE Academy has a strong vision and clear values, guided by a deeply rooted church school ethos.

Our approach to Special Educational Needs and Disabilities (SEND) is founded upon this vision as we seek to support pupils in achieving their God-given potential. We base our interventions on upon the definition of disability set out in the Social Model of Disability that:

“...people are disabled by barriers in society, not by their impairment or difference. Barriers can be physical, like buildings not having accessible toilets. Or they can be caused by people's attitudes to the difference, like assuming disabled people can't do certain things.”

All our interventions seek to help support pupils overcoming the barriers that they may face in accessing education, providing them with the tools, skills, strategies and support to equip them to achieve their potential. We aim to create a positive, inclusive environment where pupils are accepting and supportive of the differences we all bring to the classroom and the uniqueness of all learners are recognised.

3. The kinds of SEND for which provision is made at the School

The SEND Code of Practice 2015 identifies four broad areas of needs relating the Special Education and Needs. Within this framework we work with pupils who have a range of needs including:

- **Communication and interaction**, for example, autistic spectrum disorder, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia and moderate learning difficulties
- **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, mobility difficulties.

We also have a number of pupils who have Educational Health and Care plans to support in their education. Our support is tailored to the pupil needs and where necessary we will adapt to support the learner to support reasonable access arrangements as we are required to do under the Equality Act 2010.

4. Information about the school's policies for the identification and assessment of Children with SEND

Many pupils will have trouble in learning, for many reasons, at some point in their school life but with additional support from their teachers through “High Quality Teaching” will overcome these barriers to learning. Where necessary, other arrangements will be put into place to support pupils through our Graduated Response.

a) How the school evaluates the effectiveness of the provision

The school follows the Graduated Response of Assess, Plan, Do and Review in planning our interventions. Where a child or young person is identified as having Special Educational Needs, schools and settings should take action to remove barriers to child or young persons learning and put effective special educational provision in place. This is called SEN support. Support should take the form of a four-part cycle involving the parent and carers and the child or young person. By taking this approach earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person needs and of what support will help to secure good progress and good outcomes for them. This approach is known as the Graduated Response.

These provisions are regularly reviews, typically every term. Reviews are evidence based and follow a 5 point scale:

+2 – Intervention has supported the need and no longer necessary.

+1 – The intervention is demonstrating progress and new targets should be set.

0 – The intervention is showing impact, however more time is needed to demonstrate progress.

Where the evidence demonstrates, the plans are either continued with adjusted targets, extended if more time is required to demonstrate progress or discontinued with other options explored.

b) The school’s arrangements for assessing and reviewing the progress of children with SEN

The school uses a wide range of assessment tools to identify strengths and weaknesses. These tools are used for baseline purposes to help measure progress.

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 better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers ➤ Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

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

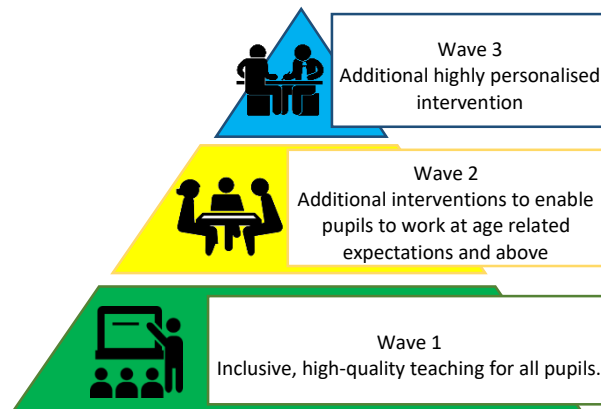
For some learners, despite the extra help offered and adjustments made to learning activities or environments, difficulties may worsen or persist longer term. These learners will undergo further assessment to consider if a learning need or difficulty is the cause. Teachers will work with and support the SEND team to carry out a clear analysis of the learner’s needs using:

- Teacher assessment and observations
- Previous progress, reports, attainment and behaviour
- the learner's development in comparison to their peers and national data

c) The school's approach to teaching pupils with SEN

At St Regis CE Academy we maintain a learning focused approach that removes the barriers faced by pupils and enables them to access the learning alongside their peers. We have a focus on High Quality Teaching to ensure that teachers are making reasonable adjustments to ensure all pupils progress.

We follow a wave model of interventions to support closing the gap. This may include interventions led by specialist staff and teaching assistants outside of the classroom to help close identified gaps.



d) Adaptions to the curriculum and learning environment for children with SEN

In some instances, it may be necessary to make adaptions to the learning environment. Where this necessary the SENCo will liaise with the family and other relevant professionals to ensure that the needs of the pupils are met within the school.

We make the following adaptions to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

e) Additional support for learning that is available to children with SEN

The school has a Personalised Learning Centre (TA Hub) that provides a space where pupils with SEN are able to access for further support. This could be for support with homework, mentoring, a place to eat their lunch (in specific circumstances), or have a quiet place to spend their break times. It is also a place where pupils are able to come to simply have a chat.

Supportive interventions are also provided and the school will consult with parents should the school feel that specialist support is necessary. This could include counselling, Specialist Teacher support, Education outreach or Educational Psychology.

f) How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who don't have SEN.

St Regis CE Academy has an inclusive approach to all aspects of education, including extracurricular activities and trips. Where these activities require reasonable adjustments to be made to support the pupils, the SENCo will meet

with parents and relevant professionals to ensure all reasonable adjustments are made to support a pupils needs and enable participation alongside their peers.

g) Support that is available for improving the emotional, mental and social development of children with SEN

St Regis CE Academy has a Personalised Learning Centre that is focused on Social, Emotion and Mental Health aspects of pupils lives. Pupils who have been identified have a programme developed with them to support them in learning.

The school also provides access to counselling, NHS services and Educational Psychology.

Where necessary, pupils with SEN are provided additional support from specialist TA's who will address issues around Anxiety and mental health.

5. The SENCo

The Special Educational Needs Coordinator has a specific responsibility as the strategic lead for pupils who need something different to or in addition to their learning to develop pupil progress.

4.1 The Key people responsible for SEND at St Regis CE Academy are:

Name	Qualifications Relating to Education and SEND	Responsibilities in relation to SEND
SENCo Mr T Barradas-Lingard	*Currently Completing NASENCO Award- Jun '24	Ensuring the Special Educational Needs and/or Disabilities are supported and that the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. Quality Assuring the SEND provision Supporting the complaints process in relation to SEND.
	MEL- Educational Leadership	
	MSc- Psychology	
	GMBPS- Graduate Member of British Psychological Society	
Phone	Email	
01902558333	TBarradas-Lingard@stregisacademy.org	

<p>Lead Teacher of SEND Mr J Cox-Darling MCCT</p>	<p>GDip Ed (Middle Years of Schooling) PGCert (Education: Cognitive Psychology and Education Practice)</p> <p>PGCert (SEN and Inclusion)</p> <p>NASENCO</p>	<p>They will:</p> <p>Work with the Principal, SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school</p> <p>Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans</p> <p>Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching</p> <p>Advise on the graduated approach to providing SEN support</p> <p>Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively</p>
		<p>Be the point of contact for external agencies, especially the local authority and its support services</p> <p>Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements</p> <p>Ensure the school keeps the records of all pupils with SEN up to date</p>
	<p>Phone:</p> <p>01902558333</p>	<p>Email</p> <p>jcox-darling@stregisacademy.org</p>

Name	Responsibilities in relation to S.E.N.D
<p>Principal Mr E Parry</p>	<p>The Principal will:</p> <p>Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school</p> <p>Have overall responsibility for the provision and progress of learners with SEND and/or a disability</p>

Name	Responsibilities in relation to SEN
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<p><u>Assistant SENCo - SEMH</u></p> <p>Miss D Appleyard</p>	<p>The Day to Day management of a case load linked to pupils with SEMH</p> <p>Support the SENCo and Lead Teacher of SEND with requirements for the annual reviews of students with special needs at the school</p> <p>To be responsible, under the oversight of the SENCo, for drawing up the Individual Education Plans for designated students with special needs</p> <p>Identification, Implementation and Planning for pupils working within St Regis, liaising with parents for meetings, induction and reviews of programmes.</p> <p>Safeguarding and welfare of pupils on the SEND register</p> <p>Liaising with teachers to support pupils on the SEND register</p> <p>Set targets for raising achievement among leaders with SEMH Leads</p>
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Name	Responsibilities in relation to S.E.N.D
<p><u>SEND Link Governor</u></p>	<p>The SEN governor will:</p> <p>Help to raise awareness of SEN issues at governing board meetings</p> <p>Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this</p> <p>Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school</p>

6. Consulting and involving pupils and parents/carers

Parents and pupils' views are the key to ensuring that the needs of pupils are met at St Regis CE Academy. Parents will be given the opportunity to engage with the development of plans and regular reviews of the pupils progress.

We will have an early discussion with the pupil and their parents or carers when identifying whether they 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 take into account the parents' 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 shared with their parents/carers. We will formally notify parents when it is decided that a pupil will receive SEN support.

All pupils are involved in the assessment, development and deployment of their SEN support plan. This includes:

- A conversation with the SENCO or SEN staff about their strengths and difficulties ➤ A baseline assessment focused on their area/s of difficulty.
- Development of a 1 page profile (Pupil-Centred Plan) that informs teachers about what support they need

Families and Pupils are given the opportunity to feedback on their support and their views are included in the review of the plans.

Teaching staff are provided with relevant CPD to meet the needs of pupils that they teach to ensure that the quality of intervention is at the Highest Quality possible.

7. Assessing and reviewing pupils' progress towards outcomes

At St Regis CE Academy we follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher 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 pupil's 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.

Regular Achievement meetings are held for each year group where SEND is discussed in relation to pupils progress and support.

The SENCO will also review interim reports for pupils identified with SEND to monitor progress in learning.

8. Supporting pupils moving between phases and preparing for adulthood

We will share information the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils who have an Educational Health and Care Plan will be supported in their transition to Post-16 education through the Annual Review process, including meetings with Connexions to help support their preparation to adulthood. The Local Authority will consult and support on the transition should they choose to change to a different sixth form or college.

For learners on SEN support, independent careers advice is provided through the careers programme and supported within the Citizenship curriculum. Further supported work with Connexions is available where appropriate.

All learners are provided with the opportunity to engage in workplace educational experiences. Where reasonable adaptations need to be made to support this the SENCO will consult with the families and participating employers to ensure the learners needs are met.

9. Complaints about SEN provision

Whilst we endeavour to ensure the best provision possible is provided to pupils with SEN, there are times when parents may be concerned about the provision being made for their pupil. The school has a robust complaints process which, in relation to issues about SEN, will be overseen by Tom Barradas-Lingard, Vice Principal and Strategic Lead for SEND (SENCO) in the school.

Complaints about SEN provision in our school should be made to the Head of Year or SENCO in the first instance. They will then be referred to the school's complaints policy.

The current Heads of Year are:

Year 7: Mrs S. Douglas

Year 8: Ms Tatham

Year 9: Mr Askin

Year 10: Mrs Harris

Year 11: Mr Mullen-Jones

If you wish to speak to your child's head of year please contact the school on 01902558333 or email admin@stregisacademy.org

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

10. Contact details of support services for parents of pupils with SEN

There are many support services available for parents of pupils with SEN that can provide valuable advice.

Wolverhampton Information, Advice & Support Service: <https://wolvesiass.org/>

Educational Psychology Services:

<http://www.educationalpsychologywolverhampton.co.uk/parents/remote-consultation-service.html>

Educational Outreach Services: Please contact the SENCo for more details.

Special Needs Jungle: <https://www.specialneedsjungle.com/>

11. The local authority local offer

At St Regis CE Academy we pride ourselves on our work with other schools and the surrounding authorities to provide a quality Mainstream Secondary education to pupils in the area. This includes the work we do with supporting learners with SEMH needs through our Personalised Learning centre.

Please refer to the Local Offer booklet for more details about what St Regis CE Academy offers to pupils with SEN.

Our local authority's local offer is published here: www.wolverhampton.gov.uk/localoffer

12. Monitoring arrangements

This information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.