

# SEND Local Offer

## St. Michael's Catholic Academy

Bishop Hogarth Catholic Education Trust

Next Review - June 2022

# Mission Statement

Christ modelled to the world how to

**'Act justly, Walk humbly, Love tenderly'**

**(Micah 6:8)** so that we can have life in abundance and create a better future for all.

Values : Promoting, Achieving, Showing, Creating and Being

# Our Core Offer

- Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to need, making good use of ICT. This is the first step in supporting pupils who may have SEN. All are challenged to do their very best. This is enough for most pupils to make progress.
- All children are known well by at least one member of staff, usually their Form Tutor, with further support from their Pastoral Learning Manager. Form tutors enjoy developing strong relationships with the children they work with every day. Good behaviour and organisation is rewarded. Sanctions exist to support consistently high standards of behaviour.  
<https://seureservercdn.net/160.153.137.218/k29.b34.myftpupload.com/wp-content/uploads/2019/09/Behaviour-and-Discipline-Policy.pdf>
- Your child can express their views in several ways, including via the Student Leadership Team or directly to pastoral staff. The Head Boy and Girl, their Deputies will work alongside the Student Council representatives to offer all students a voice within the school.
- We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. **[Supporting Pupils at school with Medical Conditions Department for Education 2014.](#)**  
**Reference: DFE-00393-2014**
- We run a range of extra curricular clubs. The Resource Centre is open to all students at social times where homework can be completed. Homework club operates from Monday to Thursday in the Good Shepherd Centre for an hour after school and is open to all. Also, the Good Shepherd Centre is a comfortable, inclusive space, available for any student who might need temporary additional support.

# Assessment

- Students are identified in a number of ways including: communication with parents, Year 6-7 transition work and analysis of current and prior attainment data.
- The steps taken reflect the graduated approach as set out in the [0-25 Special Educational Need and Disability Code of Practice 2014](#).
- Where a student has received support in Year 6, discussion with parents/carers, the student and the class teacher/SENDCo can help to inform provision.
- If you are concerned that your child might have SEND, please contact our SENDCo, or your child's Pastoral Learning Manager.
- As you know your child best, we would appreciate sharing relevant information at the earliest opportunity. We would include your child in this process so they are fully involved from the outset.
- Some children might need special arrangements to enable them to access assessment. The SENDCo manages this work in line with recommendations from [The Joint Council for Qualifications](#)
- We follow the Department for Education model, "Assess, Plan, Do, Review" and your input will be invited at each stage.
- For further support, you can contact Caroline Fell, SEND Information, Advice and Support Officer on 01642 527158 or [SENDIASS@stockton.gov.uk](mailto:SENDIASS@stockton.gov.uk)
- For additional information, please see details of Stockton's full Local Offer of SEND support at: [Stockton LA SEND Local Offer](#)

# Planning

- All teachers are teachers of students with SEND. We regularly train our staff to equip them with suitable strategies and approaches to help them to meet a wide range of learning needs.
- Our team of Progress Support Assistants are deployed where they can best serve students' needs in close collaboration with teachers.
- The department is staffed by an enthusiastic and dedicated team. They offer a broad range of expertise and work hard to ensure that the needs of each individual are met. An holistic approach is adopted where the development of the whole person is valued.
- Where a child fails to make adequate progress, despite additional help, we seek advice from relevant outside professionals. These include: Sensory Support Services, Educational Psychologist, Occupational Health, Child and Adolescent Mental Health Service, Behaviour Support Service and the Speech and Language Team.
- Information about a child's SEND is securely shared with staff via the SIMS system with which all staff are familiar.
- We try to discuss specific concerns with students and parents in order to provide support tailored to individual needs.
- We modify teaching and learning approaches and the environment to facilitate access for all students. We happily comply with expectations set within equality and disability law. For more information please refer to the Equality Act 2010.
- Particular focus to career options and desirable life outcomes is given at Year 9 reviews for students with more complex needs. This is also the case for Year 11 when considering post sixteen choices.

# Doing

- Your child's Form Tutor, subject teacher, Pastoral Learning Manager or SENDCo will keep you up to date with how well your child is working towards their agreed learning outcomes. This works via regular notes in your child's planner and/or phone calls. Here, your own views or feedback are welcomed.
- We assess and evaluate the provision arranged for your child by reviewing weekly feedback / observation records. Effectiveness is judged using suitable criteria for the individual student.
- You can find additional information within our SEND policy. [LINK](#)
- The Voluntary organisation '[Stockton United For Change](#)' could provide further help and support. Contact: 07935 447375 or email: [stocktonunitedforchange@gmail.com](mailto:stocktonunitedforchange@gmail.com).

# Reviewing

- 'Additional' or 'different' provision is delivered in a range of ways, including through provision of additional specialist resources, the support of an additional member of staff or regular 1:1 or small group support.
- Your child's teacher will manage / guide any relevant interventions, which will be reflected in lesson planning
- It is sometimes appropriate for a member of our Progress Support Team to work with your child in lessons or within a time limited withdrawal situation. This can provide the opportunity for close individual monitoring of engagement and progress and you will be kept advised of any significant successes or concerns
- Where necessary, and with your full consent, we will approach outside services for advice to strengthen the provision offered to your child We encourage you to get involved in your child's additional provision as we believe that best outcomes are achieved when there is a consistent home / school approach being taken, wherever possible.
- If good progress is still not being made, despite all steps taken, we move to the next step of the graduated approach put forward within the 0-25 Special Educational Needs and Disability Code of Practice.
- Data is closely monitored and reviewed by Curriculum Leaders to ensure that your child's provision is having a positive impact on outcomes. You will receive termly feedback.
- We benefit from the services of 1 school governor with special responsibility for SEND.
- Termly meetings are held with SENCO to update governors on current initiatives, interventions etc relating to students with SEND.

# Meeting Identified Needs

## Cognition and Learning

- Quality first teaching
- Training for staff.
- Needs of students known by all staff.
- Differentiated materials.
- Support staff encouraging engagement.
- Range of teaching and learning strategies.
- Use of ICT
- Access to advice and support from specialist staff.
- Screening of literacy.
- Cognitive Assessment on entry/ Yr9.
- Access arrangements as required.
- Student profiles
- Support from outside agencies e.g. Educational Psychologist.

## Communication and Interaction

- Clarifying need on entry/ Identifying need
- Use of ICT
- Social skills training.
- Key worker
- Chill Club
- Support in the classroom
- Bespoke intervention to suit individual needs
- SEND participation in the literacy planning group.
- Language across the curriculum expectation in lesson planning.
- Speech & language support from outside agency.
- Referral to Speech and Language Therapy Services for additional targeted support.



# Meeting Identified Needs

## Social, Emotional & Mental Health Needs    Communication & Interaction

- Use of key worker to suit the needs of the individual.
- Monitoring of behaviour via SIMS.
- Use of Good Shepherd Centre
- Whole school behaviour management system.
- Reward system to promote behaviour for learning.
- Working with outside agencies to promote safe behaviours. Preventions etc.
- Restorative justice approaches.
- Behaviour contracts.
- Links to parents/ carers via staff and attendance support.
- Social skills support.
- Home/school contract.
- Educational Psychologist/ CAMHS as appropriate.
- EHA referred to social care.
- Individual support within lessons.

- Access to Sensory Support services for advice on planning for students with a visual or hearing impairment.
- Flexible teaching arrangements will enable students to move seats to access lessons.
- Teachers will be made aware of the implications of physical and sensory impairments.
- Use of alternative coloured background on white boards.
- Liaison with outside agencies for specific equipment to aid access to the curriculum.
- Provision of specialist ICT equipment.
- Occupational Therapist/ Physiotherapist targeted programmes.
- Individual responses as required.
- Highly personalised access arrangements to facilitate the needs of all students with disabilities.

The current Covid-19 restrictions mean that the provision listed above in all four areas of need has had to be adapted to the requirements of on-line distance learning, as has been the case since 26th March 2020.

All teachers and the support team have quickly become adept at using technology to remotely support our learners who have SEND.

Levels of engagement and progress are regularly checked and interventions put in place if any concerns exist. Our support under Covid-19 is flexible to the needs of each individual learner.'

# Well being

- Each student has a Form Tutor who is their first point of daily contact. Each year group has a
- Pastoral Learning Manager who helps to oversee the well being of the students.
- The Attendance Officer and Parent Support and Attendance Lead as well as SLT Link will liaise with home/ PLMs and the SENDCo to reduce illness related absence.
- Students returning from lengthy illnesses are encouraged to attend the Good Shepherd Centre as necessary to enable successful reintegration into the full curriculum.
- The administration of medicines is overseen by first aid trained staff. There is a dedicated medical room where medicines are securely stored.
- Support is available for students who might have social, emotional or mental health issues. Staff will inform our nominated person DSL and / or the relevant member of staff of any concerns that they might have.
- Lunchtime provision is offered to children who might benefit from additional support, in the form of Chill Club, which students attend by invitation.
- The Good Shepherd Centre operates throughout lesson times as a safe haven when needed to support students who cannot access the curriculum temporarily.
- Ongoing professional development sessions cover aspects of teaching and learning that impact on students with SEND e.g. whole staff training, delivered by SENCO, to raise awareness of current guidance and approaches in SEND, including the well-being of students.

# Access and Resources

- Our facilities and support for those with reduced mobility are exceptional. We have a lift to access all floors, widened doorways, handrails, additional changing area, toilet facilities and desks that can be adjusted in height.
- We have window blinds and some carpeted areas to improve the auditory and visual environment for our learners with sensory needs.
- The students have decided on the colour scheme within the Academy.
- We are committed to children with SEND being included in activities both inside and outside the classroom. We expect all students to be able to participate and achieve in every aspect of school life.
- Our SEN budget is being made increasingly transparent in the light of recent reforms so that school is able to clearly show the level of spend on any child identified as having SEND. We take advice from LA SEND staff (and from Pathfinder research) when making decisions about the type and level of support your child may receive. We will refer to LA guidance and criteria in order to set support at the appropriate level and will involve you fully when decisions are being made.

# Moving Up, Moving On ...

- We recognise that some students need more support at transition points, such as when moving between Key Stages or when leaving school. At such times we offer enhanced transition support such as attendance at review meetings of Year 11 targeted students by a representative from Youth Direction, the LA's advice service for transition.
- We try to provide continuity of support and reduce your child's potential anxiety by carefully matching them with the available support staff.

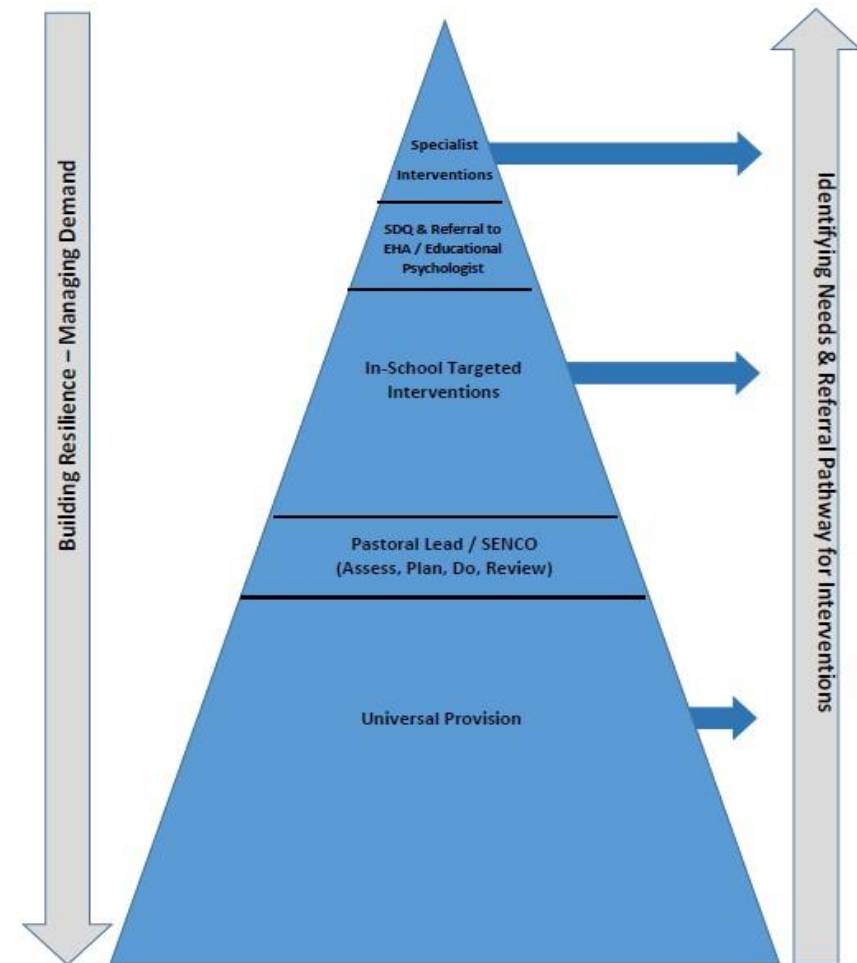
# Evaluation of Impact

The impact of the provision provided has been to improve access to the curriculum for all pupils who have SEND. Carefully planned provision, including short term interventions implemented by school staff, together with expertise secured by the Academy, ensures equal access for all.

Throughout the last academic year, some of the children identified as SEND in St Michael's made progress given their chronological age and prior attainment.

# Emotional Health and Wellbeing

- We have a whole school approach to promoting emotional health and wellbeing in accordance with the National Institute for Health and Care Excellence (NICE) guidelines.
- We take a strategic approach to the promotion of emotional health & wellbeing. We have developed a systematic and clear action plan to implement a carefully evidenced and research based policy.
- At the base of our model is the concept of universal provision whereby all our children are offered an entitlement of support and access to a curriculum and other provision including extra-curricular opportunities which helps to build independence and personal resilience.
- Children that require a higher level of support or intervention will be identified through a systematic: Assess, Plan, Do, Review.
- Children with particularly complex needs will be formally assessed before they access targeted interventions or are referred to specialist provision.



This approach should be considered alongside statutory guidance on 'Keeping Children Safe in Education', 'Supporting pupils at school with medical conditions and existing advice on targeted approaches for supporting pupils with, or at risk of developing mental health problems including:

# LINKS

- [Mental Health and Behaviour advice for Schools](#)
- [Promoting children and young peoples emotional health and wellbeing](#)
- [Counselling in schools](#)



# Keeping In touch

- Admission arrangements for children/young people with SEND can be found at:  
<http://stmichaelsacademy.org.uk/admissions/>
- Should you wish to discuss something about your child or have any concerns, please contact the SENDCo, or your child's Pastoral Learning Manager.