

St Aloysius' College

St Aloysius' College - SEND Information Report 2021-2022

We are a fully inclusive boys' Catholic school which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, sexual identity, physical ability or educational needs).

This document is intended to give information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when a difficulty or disability makes learning significantly more difficult for them and their progress has slowed or stopped. If this occurs, we have Pupil Profiles which summarise and inform staff about the needs of the child, and we put additional provision in place.

Other useful documents such as our SEND policy are available on the school website and the Islington Local Offer is available through this link <https://www.islington.gov.uk/children-and-families/send-local-offer>. If you would like further information about what we offer here at St Aloysius' then please do not hesitate to contact us directly.

Please see below the St Aloysius School SEND Offer.

<p>What types of SEND are provided for?</p>	<p>Communication and interaction</p> <ul style="list-style-type: none">• Speech & Language and Communication Needs (SLCN),• Speech & Language Impairment (SLI),• Autism Spectrum Condition (ASC) including Asperger's Syndrome. <p>Cognition and Learning</p> <ul style="list-style-type: none">• Moderate Learning Difficulties (MLD)• Severe Learning Difficulties (SLD)• Profound and Multiple Learning Difficulties (PMLD)• Dyslexia• Dyscalculia• Developmental co-ordination disorder (DCD), also known as dyspraxia. <p>Social, Emotional and Mental Health Difficulties</p> <ul style="list-style-type: none">• Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders)• Attention Deficit Disorder (ADD)• Attention Deficit Hyperactive Disorder (ADHD),• Attachment Disorder (AD)
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	<p>Sensory and/or physical needs</p> <ul style="list-style-type: none"> • Vision Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD)
<p>How do we identify children and young people with SEND and assess their needs?</p>	<p>Identification of students with SEND results from a combination of:</p> <ul style="list-style-type: none"> • Information passed on from either the primary or previous school to the SEND team. Students are reassessed after the first term and parents will be informed whether or not the young person will remain on or will be taken off the register • The school's own baseline assessments (CATs scores, Reading and spelling age tests) • External KS2 scores (where available) • Progress based on data collections from assessment points throughout the year • Teacher / Head of Year referrals • Parent referrals / Pupil self-referrals • Referrals from an outside agency • Screening tools • Observations and exercise book work scrutiny
<p>What is the name and contact details of our SENCo?</p>	<p>Helen Flavin flavin.h@sta.islington.sch.uk</p>
<p>How do we consult with parents of children with SEND and involve them in their child's education?</p>	<p>We encourage our parents to contact and speak to us about their concerns. We believe that children do better when the school and parents work alongside each other.</p> <p>We have a series of pre-planned events where we can meet you and discuss your child's Student Profile, targets and progress. These include an SEN Parents' Evening which we will invite you to as well as Parents' Consultation Evenings and Annual Review meetings for children with an EHCP.</p> <p>We may also invite you to a special meeting if we have concerns or think we should make a referral to another organisation or agency beyond the school.</p> <p>Infrequently, we may ask the parents of children with SEND to take part in a questionnaire which collects feedback which we then use to continue to develop our best offer.</p>
<p>How do we consult young people with SEND and involve them in their education?</p>	<p>Conversations occur in an informal way on a daily basis between students and their teaching assistants and teachers – students often find these informal routes less intimidating.</p> <p>More formal discussions happen with the students at Parents' Evenings (both the SEN one and the standard year group</p>

	<p>evenings) and during the writing of the student profiles where we gain the student's views in order to inform our provision.</p> <p>All students are provided with their end of year target grades, their grades after each assessment point and they are also provided with target comments which they are expected to respond to.</p>
<p>How do we assess and review children and young people's progress towards outcomes?</p> <p>What opportunities are there to work with parents and young people as part of any assessments and reviews?</p>	<ul style="list-style-type: none"> • Progress is continually monitored by teachers, tutors and Heads of Year. • Pupils are observed in class to ensure High Quality Teaching is taking place and that the recommendations for your child are being adhered to. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with the child and all adults involved with the child's education. • The SENCo and the team review the progress of pupils on the SEN register after relevant data drops. • Pupils' academic results are published to staff and pupils after each assessment point. • Smaller targets are set, monitored and reviewed at least twice a year for students with higher needs. These 'Pupil Support Plans' are accessible to parents via the Edukey online portal which can also be used as a communication tool between the SEND team and parents. • Interventions are communicated to parents via a letter. • Whenever external agency involvement is sought by the school, parental permission in writing will be sought and the findings of any assessment will be shared with parents and the student.
<p>How do we support children and young people in moving between phases of education and in preparing for adulthood?</p>	<p>To ensure our new year 7 pupils have a successful transition to their new school:</p> <ul style="list-style-type: none"> • The school holds an open evening in September/October for all primary students and their families who are in the process of choosing a secondary school and the SENCo and members of her team are available to speak to parents; • Feeder primary schools are contacted to collect comprehensive information about the needs of the SEND pupils transferring to St Aloysius College. • Planning takes place between the schools and with parents /carers in Year 6 to support the student's move from primary to secondary school. • The primary transfer day takes place in July for all students transferring to St Aloysius College • An additional transition day is offered to all year 6 SEN children • On entry to the school, all student files and KS2 scores are reviewed. This helps pick up potential difficulties at the earliest stage. • We have a system of Initial Concerns that teachers can use to pass on their concerns promptly to the SEND team.

	<ul style="list-style-type: none"> • At the end of key stage 3, SEND students are interviewed by either the SENCo or a member of her team, in conjunction with the Careers Manager, regarding their chosen courses to make sure they have selected the subjects and qualifications most suited to their requirements and future career plan. <p>We help prepare SEND pupils for transfer to post -16 education:</p> <ul style="list-style-type: none"> • All students have at least one meeting with the Careers Manager. During this meeting students will have the chance to talk about different Post 16 options. • All students complete a work experience placement at the end of year 10. This helps to give students a taste of a working environment and can help inform them about which course they might like to take, post-16. • School staff liaise with work experience placements to ensure that their staff are aware of student needs. • SEND Students receive support with selecting a post 16 place and course and completing college applications. • Some students are offered a preliminary 'taster' visit to a college in order to experience college life, buildings and courses. • SEND files are sent across to the student's next educational placement.
<p>What is our approach to teaching children and young people with SEND?</p>	<p>Our SEND provision will depend on the pupil's needs. The majority of the pupils will access interventions in addition to their academic lessons (ie during registration time or after school). Where it is deemed necessary, some interventions will take place during lesson time, with parental permission.</p> <p>If a child has difficulties with literacy and learning, Pupils can access:</p> <ul style="list-style-type: none"> • High Quality Teaching with appropriate differentiation (including best SEND practice). • Pupil Profiles outlining specific, individual needs and strategies for pupils on the SEN register, shared with all teachers • Access to homework support clubs • Access to Lexia ICT Reading Programme • Small group intervention for Hegarty maths • RML Fresh Start reading intervention groups • KS2 to KS3 transition support • Access to assessment for identification of significant needs. • Dedicated and caring staff who value all students regardless of ability. • Advice from the Literacy Co-ordinator, working in collaboration with the SENCo and SEND Team. <p>Support for targeted groups of students may include:</p>

- Blocks of small group lessons that focus on a range of needs such as literacy, comprehension or spelling in the Academic Support Base
- Study Skills small groups
- Weekly intervention to support emotional regulation
- Year 7 nurture group provision
- Social skills groups
- Where needed, help from an external agency (e.g. Speech and Language).
- Effective and high-quality Teaching Assistant support in identified lessons for those with an EHCP
- Targeted lunch time clubs for vulnerable students.

Targeted individual support may include:

- Access to a key worker who is a teacher or Teaching Assistant in the SEND Team
- Where needed, help from an external agency (e.g. Educational Psychologist).
- Regular testing for students with literacy difficulties at key stage 3 to review and plan.
- External agency advice and referrals where needed.
- Exam Access Arrangements.
- Dedicated post 16 1:1 support.

If a child has sensory and/or physical needs, pupils can access:

- High Quality Teaching with appropriate differentiation (including best SEND practice)
- Pupil Profiles outlining specific strategies for individual pupils on the SEN register available to all teachers
- Visual aids and enlarged materials to support access to resources
- Amplification of sound for aid users.
- Access to sensory toys to aid focus and concentration
- Access to homework support clubs
- KS2 to KS3 transition support
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.
- Advice from the Literacy Co-ordinator, working in collaboration with the SENCo and the SEND Team.

Support for targeted groups of students may include

- Medical Care Plans.
- Handwriting /fine motor/keyboard skills training.
- Indirect support from the advisory Richard Cloudesley Outreach Service
- Access to assistive technology, software, audio digital books and iPad applications, laptop use or reader pens
- Access to teaching assistant support.

Targeted individual support may include

- Personalised support plans.
- 1:1 Outside Agency support from Advisory Teachers.
- Individual handwriting / fine motor/ keyboard skills training.
- Specialist equipment and materials, such as enlarged adapted resources.
- Access to assistive technology and software
- Targeted TA support for complex medical needs, including practical support.
- Exam Access Arrangements.

If a child has difficulties with communication and interaction Pupils can access:

- Quality First teaching with appropriate differentiation (including best SEND practice)
- Pupil Profiles outlining specific strategies for individual pupils on the SEN register available to all teachers
- Visual aids and enlarged materials to support access to resources
- Amplification of sound for aid users.
- Access to homework support clubs
- Access to Lexia Reading Programme
- KS2 to KS3 transition support
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.
- Advice from the Literacy Co-ordinator, working in collaboration with the SENCo and the SEND Team.

Support for targeted groups of students may include:

- Assessment and identification of language need and feedback to parents and staff.
- Access to a Teaching Assistant with specialist training in Speech, Language and Communication Needs.
- Small group sessions with Speech and Language Therapist or with a Teaching assistant working alongside the Speech and Language Therapist. Groups include:
 - Transition for year 7
 - Language Development
 - Social communication
- In-class Teaching Assistant support in some lessons

Group Targeted individual support may include:

- 1:1 sessions with a Speech and Language Therapist.
- 1:1 sessions with other specialist staff in the school, linked to other needs on ECHP.
- Individual Teaching Assistant support in some mainstream lessons for those with an EHCP.
- On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review).

- Exam access arrangements.
- Dedicated post 16 1:1 support.

If a child has difficulties with social, emotional health or mental health Pupils can access:

- Quality First teaching with appropriate differentiation (including best SEND practice).
- Pupil Profiles outlining specific strategies for individual pupils on the SEN register available to all teachers.
- Access to homework support clubs.
- KS2 to KS3 transition support.
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.
- Whole school Central Reward System.
- Whole school policy for behaviour management with graduated response.
- Anti-bullying processes.
- Staff access to specialist training from New River College Outreach Team.
- Extensive and effective safeguarding processes.

Support for targeted groups of students may include

- Close monitoring through regular liaison between SENCo and other members of the Inclusion Team.
- Year 7 Nurture Group.
- SEND lunchtime club.
- Procedures to monitor and improve attendance and punctuality.
- Year 7 transition support groups.
- Intervention groups for behaviour or social skills.
- In-class support in some lessons.
- Peer mentoring.
- Year 11 support with college applications and career paths.

Targeted individual support may include

- Close monitoring through regular liaison between SENCo and other members of the Inclusion Team.
- Access to regular support from Islington CAMHS worker.
- Access to specialist therapy.
- 1:1 mentoring.
- Referral to Islington safeguarding agencies including Bright Start, and the Targeted Youth Service.
- Counselling with outside agencies such as Barnardos or the School's Welfare Service.
- Outside agency input (eg. Educational Psychologist, Targeted Youth Support, CAMHS).
- Flexible timetables.
- In-class support for students at risk of exclusion.

	<ul style="list-style-type: none"> • Personal Support Plan - support for students at risk of permanent exclusion. • Support from Health and Social Care team. • Child Looked After support.
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<ul style="list-style-type: none"> • Teachers plan lessons and homework according to the specific needs of all groups of children in their class and will ensure that a child's needs are met. • A teaching assistant may work with the teacher to support a child's learning in the classroom. Our professional development programme includes reviewing best practice for Teaching Assistants and Teachers working collaboratively in the classroom. • Specific resources and strategies may be used to support a child individually and in groups as is judged appropriate to meeting a child's needs. • We provide targeted support with homework after school and a range of after school intervention sessions for identified pupils. • Timetables are adjusted to support pupils with SEND – for example, to add small group intervention. • Specific packages of subjects and qualifications are offered in KS4. • Dedicated post 16 1:1 support is offered. • Catch up literacy.
<p>How do we train staff to ensure that they are fully able to support children and young people with SEND?</p>	<p>We develop our staff's knowledge and practice through the following methods:</p> <ul style="list-style-type: none"> • SENCO attendance at local and national courses/ conferences, in some cases leading to nationally recognised qualifications. • Membership of SEND organisations. • Twilight INSET days that focus on SEND. • Training programme for Teaching Assistants and non-teaching staff, including training from The National College courses. • In school sessions – SENCO and other Heads of Department organise / deliver training for teachers and support staff on the different categories of SEND such as: <ul style="list-style-type: none"> ○ Strategies to use in the classroom ○ Use of Teaching Assistants in the classroom ○ Assistive technology etc. • Early Career Teachers and staff new to the school follow an induction programme which includes SEND training, • SEND staff work closely with teachers and Heads of Department to make sure that the most effective strategies and interventions are used to meet the needs of all SEND students. Meetings take place weekly. • Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses

	<p>and/or using the information and training resources available within the school.</p> <ul style="list-style-type: none"> • Outside specialists (e.g. Speech and Language Therapist, the Educational Psychologist) work alongside school staff, giving specific advice and guidance and quality assuring provision. • Feedback from regular classroom walkthroughs and 'book-looks' assess the effectiveness of recommended strategies.
<p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision. We do this in several ways including:</p> <ul style="list-style-type: none"> • Regular observations and learning walks, including lesson walkthroughs to observe the learning of pupils with SEND by the SENCo. • Analysis of the attainment and achievement of different groups of students with SEND. • Success rates of students against their individual targets • Post 16 destinations of young people with SEND. • Scrutiny of teachers' planning and students' work. • Collection of parent and student views. • Monitoring by the governing body / SEND governor. • Maintenance of assessment records – numeracy, reading and spelling ages etc – that indicate progress over time for students involved in small group / individual intervention. • Departmental reviews of the progress of SEND students. • A department action plan and a whole school Professional Development Plan for SEN which are regularly reviewed. • Monitoring procedures for identification and assessment of and provision for students with SEND undertaken within a department structure which highlights areas of responsibility and accountability. • The use of appraisal to highlight areas of development for staff which is regularly reviewed. • Reviews of the SEND department by professionals outside of the school e.g. OFSTED.
<p>How do we ensure that children and young people with SEN have access to the same activities available to all children?</p>	<p>We make every effort to include all pupils in school trips. If an individual risk assessment is required, we will write this to ensure that everyone is fully included. We can also help prepare children for any changes in their school day, such as school trips, awards ceremonies and sports day.</p>
<p>What arrangements are there for listening to the views of children and young people with SEND?</p>	<p>We strengthen the relationship between the students and staff through:</p> <ul style="list-style-type: none"> • School council meetings. • Regular parent and student meetings with SEND staff. • Discussions about the content of the student profiles.

	<ul style="list-style-type: none"> • Informal discussions between teaching assistants, parents and students. • Whole school PHSE lessons. • Team Around the Child (TAC) meetings with parents, student and all relevant stakeholders. • SEND Student voice questionnaires.
<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to support children and young people with SEND and their families?</p>	<p>The school aims to work in partnership with other agencies to provide effective support based on the needs of the student. Such specialist services include:</p> <ul style="list-style-type: none"> • Educational Psychologists • Child and Adolescent Mental Health Services (CAMHS) • Specialist teachers or support services for learning and behaviour (New River College Outreach Team, the Bridge, VI and HI services) • Therapists (including speech and language therapists, occupational therapists, physiotherapists and psychotherapists) • Social Care and family support Services e.g. Bright Start <p>We also arrange Multi-agency meetings to secure effective expert support from outside agencies in assessing more complex cases and making provision for the most vulnerable students.</p>
<p>What arrangements are there for handling complaints from parents of children with SEN about the provision made at the school?</p>	<p>We seek to promote an active partnership with parents /carers and to involve them fully at every stage. Most concerns and complaints can quite properly be resolved on an informal basis.</p> <p>Formal complaints are resolved through our complaints process. This complaints process is detailed in a document entitled Complaints Procedure for Schools and Academies which can be found on the school website. http://www.sta.islington.sch.uk/</p>
<p>Policies relevant to the SEND Information report.</p>	<p>SEND Policy: Click here Behaviour Policy: Click here Use of a Laptop Policy: Click here Islington SEND Local Offer: Click here</p>