



Annual SEND Report for Governors

Blessed Edward Oldcorne Catholic College

SENDCO : Muriel Fitzer

Date of Report : January 2022

SEND Governor : Philip Fowler

'The school makes the preferential option for the poor a lived reality. A heart for the most vulnerable and marginalised comes naturally to staff, and leaders are relentless in their care and support for anyone disadvantaged. This is illustrated in the school's 'sanctuary' provision, where dedicated leadership and a team of well-trained staff ensure that looked after children and those with social and emotional needs are loved and nurtured back into the classroom as soon as possible.'

Archdiocese of Birmingham Section 48 Inspection Report 20-21 October 2021

SEND PROFILE

12% of our total school population is SEND

2% of the total school population have Education Health Care Plans (EHCP)

10 % of the total school population have SEND support (K) (7.10.21)

Number of students on SEND register: January 2022- School Census.

129 total number of SEND students

25 EHCP

104 SEN Support (K)

Within our school everyone is included. This means that all students and students with special educational needs and/or disabilities (SEND), learn and enjoy school together whether that be in lessons or taking part in activities /clubs out of lessons.

SEND School data

The School Census is a statutory data collection for all maintained (state-funded) schools in England. The data collected on children from age 2-19, three times a year, creates a "lifetime school record" of characteristics, testing and tracking, to form a single longitudinal record over time.

Categories of need.

SEND register 22-1-22						
Categories	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Communication and Interaction (C&I)	5	9	7	8	5	34
Cognition and Learning (C&L)	10	13	8	4	2	37
Social, Emotional & Mental Health (SEMH)	11	13	6	8	5	43
Sensory or Physical Needs (S/PD)	4	1	0	5	4	14
Total						
	30	36	22	25	16	129
EAL						
EHCP's	4	7	1	8	5	25

Main Categories of SEND Need in school Jan 2022

SEMH 33%

Cognition and learning 29%

Communication and Interaction 26%

Sensory or Physical Needs 12%

In the last 12 months we were unable to offer additionally extra curricular activities to students as is ordinarily available due to COVID. Since September 2021 SEND students are accessing Chess club, Netball, Basketball, Football and Rugby clubs after school.

Regular attendance to lunch and afterschool sports clubs/ activities is between 300-400 per week. 15-20% of these are SEND students.

Instrumental lessons began again in Autumn 2021 via the music department. 18% of all students learning a musical instrument are SEND at present. Other groups like the choir and performing arts will start again this year.

THINK SEND was launched in the summer term of 2020. There is a focus to support staff to develop their knowledge, understanding of how to make learning more effective and inclusive for SEND learners. CPD has been delivered during whole staff morning briefing sessions on:

- Categories of SEND
- Know your students
- Cognitive loading
- WAGOLL-What a Good One Looks Like¹. and I do, we do and you do
- Getting started - 'Do it now ' at the start of lessons
- Questioning
- Literacy - Handwriting
- High Quality Teaching
- Chunking
- Coding
- Student Monitoring /Early Identification

The Quality of Education

All Students are supported to learn using High Quality teaching Strategies. Information on SEND students, their goals and 'Must Do's' are shared with all teachers and Learning Support Mentors (LSM's) on the school information MINTCLASS data system for all SEND students.

All SEND students have Individual Learning plans (ILP's). They are allocated a key adult to nurture, mentor and monitor progress as per each student's SEND needs. 'All about me' and 'All about my child' are key components to sharing information to teachers about individual students. Learning Support Mentors focus on SMART outcomes for all SEND students taking time to check with students weekly, logging intervention and ensuring progress towards outcomes is reviewed twice a term. Some goals will focus on academic outcomes whilst others might relate to organisational or SEMH outcomes.

Teachers identify and know about SEND students on their seating plans. Teachers must make provision for all students and ensure that they are able to assess progress against 'Working Towards', 'On Track' and 'Ahead' for all subjects in years 7 and 8 and then against GCSE grade expectations for year 9, 10 and 11. Teachers are required to identify next steps for students that have Working Towards outcomes on reports. Tracking forms part of the assessment cycle. Students identified as Working Towards are closely monitored by their teachers.

Early Identification for students who may have unmet needs is in place. Teachers, LSM's, students and their families are able to refer using a Student Monitoring Form. This is then processed using the graduated response (assess, plan do and review) cycle. This process follows the graduated response cycle. This informs decision making and waves of intervention if required.

SEND Learning walks took place in the Autumn term 2021. The focus was to ascertain how far teachers are providing high quality teaching that is fully inclusive.

Classroom practice:

There is a 'pastel-coloured' rule in place for background on presentations for all subjects. This reduces visual stress for all students and supports students who are dyslexic, those that have eye tracking issues and or another diagnosis such as Irlen's Syndrome.

Lessons start with a 'Do it Now' activity to ensure that there is familiarity and a focus at the start of every lesson. Students know this expectation and can settle to working quickly.

Teaching staff and Learning Support Mentors 'know their students' and ensure that tasks and the delivery of lessons is suited to the needs of SEND learners. Seating plans detail SEND learners, their profile and resources that they may need or use. Some students require coloured books, overlays, laptops. Some students require the support of an adult to act as a reader or scribe. Some students need to be sat in a certain position in a classroom to optimise their learning in lessons. Some students require discrete movement or movement breaks; others may also need direct support from the teacher or Learning Support Mentor in lessons.

THINK SEND CPD training which started in 2020 informs and is supporting teachers to further adapt and teach students with various SEND needs in lessons.

All staff know who the students are who require Exam Access Arrangements and make these accommodations as part of the normal way of working such as: acting as readers, ensuring students that word process written responses have access to laptops/ chromebooks. Guidance and regulations are followed from 'Access Arrangements, Reasonable Adjustments and Special Consideration' from the Joint Council for Qualifications (JCQ). A designated member of staff from the SEND team plans and oversees the Exam Access Arrangements procedures.

Adapted curriculum and timetables are only used when students present with exceptional needs. There have been 3 SEND students (1 x SEND support and 2 x EHCP students) between 2020-2021 who have required their teaching and learning to be adapted due to SEMH needs. The results have enabled them to attend school and whilst here they have accessed learning and have been more emotionally regulated.

Alternative provision has been used for 6 SEND students during 2020-2022 (1 x EHCP 5 SEND support students) to access learning outside of school. For one student this is a bespoke package whilst his placement and provision is awaiting a SEND tribunal outcome.

Curriculum

There is an expectation that there is the same level of ambition, support and outcomes for all students.

During 2020-2021 Heads of Department have met regularly with the Headteacher and Deputy Headteacher who is the lead for the Curriculum and SEND. Discussions focussed on how SEND students' learning is planned for, taught and assessed in each department.

There is a focus on how we can best respond to the different needs, starting points and aspirations for the future for all students. We believe that the taught curriculum is content structured over time. We have deliberately kept Key Stage 3 as a three year programme of study as we believe that shortening Key Stage 3 has the biggest negative impact on disadvantaged students. We use our curriculum as the progression model against which we have clear assessment points which will provide feedback on the taught curriculum. Teachers also use assessment strategies every lesson as well as providing feedback every three weeks through dedicated "Feedback Lessons". This enables our teachers to quickly respond to any student who may be experiencing difficulty.

Embedded in the taught curriculum is our belief that education can do something for long term memory through the use of low stakes testing, spacing and interleaving. Our curriculum is delivered by teachers who know the most important ideas in their subject, the most effective ways to teach these ideas and the most effective order in which to teach these ideas. High quality teaching in the classroom aims at providing access to the full curriculum for all students.

Behaviour and attitudes

'Pupils' behaviour in lessons and around the school is outstanding. Consequently, they listen, give thanks, and forgive. '

Compassion is at the heart of all leaders' practice. Everything possible is done to prevent any form of exclusion from school including positive and proactive mentoring of students potentially at risk. The Saint John Bosco Room, rather than being punitive, is a quiet reflective space filled with prayers and moral guidance from scripture and Catholic social teaching. Pupils feel safe in school. They know safeguarding arrangements are in place and are confident in them. Fundamentally, pupils are happy because they know they are valued and cared for by staff as children of God.'

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Our Catholic values provide all staff and students with a moral and ethical approach to how we interact within our school community. Our college virtues help us frame many of our interactions with one another.

Staff expect the highest standards in learning behaviours in the classroom. Attention to learning and the ability for all students to learn is a priority in all lessons. Students are expected to follow the code of conduct. There is a behaviour policy in place and those students who fall short of expectations are temporarily removed from the classroom to allow other students to learn

Adaptations and support for SEND students with known behavioral difficulties is in place. Strategies are in place to assist students that may need to learn in quieter less sensory busy areas, rest breaks and or movement breaks are offered to specific students .This is helpful for some students with neurodiverse conditions such as Attention deficit hyperactivity disorder (ADHD) , and Autism Spectrum Conditions (ASC) .

Specific students (2 during 2020-2021) required adapted timetables to accommodate their emotional regulation and ability to attend, learn and make progress socially and academically in school. Reduced emotional dysregulation had enabled students to engage and be reintegrated into some lessons. When required/requested and can be evidenced applications for integrated assessment are completed to further access support to make provision for specific students.

Not all students with SEMH have behavioral difficulties. There are some students who require further investigation for unmet needs such as autism spectrum conditions , Speech and language difficulties and other neurodiverse conditions.

Effective learning

Effective learning in school is defined as engagement and active learning taking place in lessons. Strategies to include all students and ensure they are curious about learning are key. Learning habits and outcomes are modeled and demonstrated , this varies from subject to subject. Recall tests are in place to provide students and teaching staff and LSM's with opportunities to assess progressive learning . Assessments provide further analysis of learning and identify areas for development.

For some students it identifies gaps that are then supported by further teaching or intervention. For others it may evidence an unmet learning need that can be further explored.

The quality of teaching is designed so that activities that advance understanding and sustain interest are planned for. There is focus to try and allow students to commit learning to their long term memory. CPD during 2020-2021 for staff has been delivered on 'Why knowledge matters' following educationist Daisy Christodoulou views on skills and knowledge.

"If pupils commit knowledge to memory and practise retrieving it from memory, that will cause skilled performance ... Time that is given over to teaching skills ... won't actually improve skills ... Time spent imagining how to design a role play about complex moral issues in science is time not spent actually learning about atoms, compounds, mixtures and the states of matter."

Seven Myths About Education Daisy Christodoulou

Learning walks identify SEND practice in place and provide evidence for next steps to improve on existing strategies and CPD.

Leadership and Management - Vision

Our School's vision is that High Quality Teaching is in place for all Students , that teachers know their students and there is inclusive culture categorised by a positive ethos and learning environment

Every week the Headteacher, Deputy headteacher and SEND meet to focus on strategy and whole school SEND improvements . There is a link meeting weekly for all HOD and their SLT links.

Every half term there is a single item SEND SLT meeting build into the CPD programme that addresses quality assurance

The College improvement plan - focuses on a 5 driver approach for whole school improvement ,SEND is included in department improvement plans.

Staff development

THINK SEND is a priority CPD focus. School leaders are intent on growth of knowledge and understanding of learning of SEND and that it will change the learning journey for SEND students as it is implemented as ordinarily available in all lessons. This in turn should impact on SEND students' outcomes.

Governance Philip Fowler is the SEND Governor. He was newly appointed in Summer 2021. He has visited school and met with Greg McClarey , Sonya Thomas. On his last visit he visited all SLT members who focus on attendance, pupil premium & double disadvantaged, SEND and whole school Data, Behaviour , curriculum and he will visit the SLT link for safeguarding during his next visit.

Safeguarding is a priority for all students but through a sharpened lense for all SEND students. As a school we are acutely aware that the more potentially vulnerable students are ,the more they may be at risk. All students know to or at risk from a safeguarding prospective are they are focus don the half termly SLT one item SEND agenda and they are discussed during the meeting

Achievement of students with SEND -

A8 - is the average GCSE grade across their best 8 subjects

In 2019 **A8 3.3 P8 0.04**

Projected for 2022 (forecast) - **A8 3.5 P8 0.14**

There are no major issues with students with SEND and their attendance. There are a few students who needed to be closely monitored for school non-attendance based on anxiety based issues .

There were 19 SEND leavers in July 2021. Student progression data is given below:

4 have moved onto A level courses, **8** onto level 3 qualifications, **2** onto level 2 courses, **2** onto level 1 courses , **2** onto apprenticeships , 1 not progressed as yet.

SEND POLICY

The SEND Policy was Last reviewed in July 2021 with the next review due for July 2022. Changes were made to include new SEND strategies and approaches for supporting students in school. There has been a change to the use of the term Teaching Assistant to Learning Support Mentor. Changes have also been made to explain the Graduated Approach and Waves of intervention to support SEND or students who may have unmet needs.

SEND Information report on the school website

The SEND Information Report was last reviewed in July 2021 and includes the latest available updates from trusted SEND associations such as NASEN. Next review is in June 2022.

Statutory Assessments

All Students in Year 7, 8, and 9 have annual reading and spelling assessments. This information is then shared with teaching staff . We currently use Access Reading and the Vernon Spelling test to provide us with age related and standardised scores.

Students with an EHCP are also assessed for vocabulary and any other specific assessment required for their SEND needs and evidence of progress.

Exam Access Arrangements are in place for all year groups. Information from primary school informs us about some students and what they will continue to require to remove barriers from learning. Students requiring exam access arrangements for GCSE /KS4 courses are formally assessed during the Summer term on yr 9 or during the Autumn term of yr 10. There are some students who may present as special cases that may need to be assessed on a case by case basis. This may be later in Year 10 or at the start of Year 11.

We are stringent in following the regulations for Access Arrangements, Reasonable Adjustments and Special Consideration from the Joint Council for Qualifications. Normal practice is that Exam Access Arrangements are in place for all school assessments.

Accessibility Plan

This is in a place and is reviewed by the school Business Manager. For students with specific needs, advice and recommendations are provided by the relevant outside agency.

Staffing for SEND

There were 13 LSMs employed during 2020-2021 to directly work and support SEND students:

1 x grade 4

4 x grade 3

8 x grade 2

The LSMs spend the majority of their time supporting the teaching and learning in the classroom. They also provide one-to-one support for students in their 'caseload'.

Grade 3 LSM's have additional responsibilities and duties such as providing study support for GCSE students, supporting the LSM caseloads, providing guidance with reviewing student Individual Learning Plans, updating and monitoring MINTCLASS for SEND, carrying out assessments for reading and spelling. They also support with the teaching of Asdan courses and Entry Level Maths, Science and English.

3 LSM's have been directly employed as Vision Impaired (VI) support staff to work with a high needs student who is a braille user and another 10 VI students, to adapt and modify teaching materials and assessments.

Interventions:

Registration - Nesy Fingers- touch typing

PiXL Edge nurture group programme for yr 7 & 8.

Break/Lunchtime support

Study support - KS4

1:1 mentoring - 3 students

Dyslexia clinic for 5 students

SRA reading comprehension and vocabulary building - yr 8

Educational Psychologist- focused intervention for 6 students

CCN/Autism team- worked with 3 students - assessment, observation and reports

ASDAN - vocational learning for yr 10 (6 students) yr 11 (3 students)

PIXL edge programme 1:1 personalised learning in place for 3 students (1 x SEMH, 1x ASC 1 X VI)

CPD for SEND

Whole school training takes place on Wednesday mornings. **THINK SEND** CPD has been a focus since May 2020.

Student Voice

- Students with SEND and their families are at the heart of the process to support them.
- Individual Learning Plans (ILP's) focus on the student voice and their families views.
- All SEND students have a Learning Support Mentor/ key adult.
- Students are consulted as to their goals, progress towards them and planned support.
- Learning Support Mentors (LSM's) have a weekly check in with all SEND students and they may also see them at other times during the week to talk to them about how they are doing.
- SEND students have access to their LSM during the week and an LSM may monitor, observe and support students on their caseload at intervals depending on what is required.
- Students are also asked for their feedback and review their progress towards their set goals on their ILP's.
- For all SEND students there are up to '5 MUST 'do's for learning that teachers must put in place. These are shared with all teachers and LSM's on MINTCLASS (data sharing area) .

Parent/Carer Voice

- Parents are asked to meet with SEND LSM key adults for their child at the start of the school year to complete' the 'All about my child' section of the Individual Learning Plan (ILP) .
- Parents are also consulted when a Student Monitoring form is submitted.
- Parents can and do email or telephone school to discuss issues or concerns about their child with their child's LSM or with the SENDCO.
- Online and in person meetings also take place.
- Students with EHCP have their needs and provision addressed formally during their annual reviews.

External Agencies

There are numerous outside agencies that work with students and staff.

1. Sensory Impairment Team Manager- Worcestershire Children First
2. Complex Communication needs/ Autism team -Worcestershire Children First
3. Medical Education Team- Worcestershire Children First
4. Physical Disabilities Team -Worcestershire Children First
5. Child Missing in Education- (CME) Worcestershire Children First
6. CAMHS - various professionals depending on student and needs
7. Educational Psychologists employed by school - 1 x Therapeutic intervention - such as CBT 1 x Cognitive learning assessments
8. Newbridge Specialist school - Behaviour Outreach Support
9. Chads Grove School Support Services- SEMH , Learning Support Assessments
10. Social Services -Worcestershire Children First

Complaints relating to SEND

There have been no formal complaints made relating to SEND in school during 2020-2021.

3 students with EHCP have had emergency annual reviews to request a change to their educational provision based on their SEND needs during 2020-2021.

Any other developments regarding SEND

Student Monitoring and early identification

Following the graduated response cycle- All staff know the process for supporting and referring students that they can evidence as displaying a need in Cognition and learning, Communication and Interaction, Social emotional and Mental Health or, Physical and Sensory difficulties.

Since Sept 2022 we have had additional admin and SEND support 3 days per week. Main responsibilities in this post include: Student monitoring - process (Assess, Plan, Do, Review), Autism and Communication support 1:1, Social Skills intervention.

Are there any concerns regarding provision for students with SEND ?

1. Given the gaps in teaching due to COVID may mean not all students with unmet needs are identified.
2. Funding to support all SEND students more thoroughly with a higher number of LSM's.
3. Further adaptation and CPD is required to ensure there is effective practice for all learners.

OFSTED -3 April 2017

SEND Findings

“Leaders recognise that the progress of pupils who have special educational needs and/or disabilities was significantly below the national average for pupils with similar starting points in 2016. You have responded swiftly to this and put in place a great deal of wide-ranging support for these pupils. The school has reviewed its provision for these pupils, for example, by recruiting and deploying teaching assistants to subject specialisms. You continue to monitor the impact of these changes on the progress of these pupils.” OFSTED -3 April 2017

OFSTED NEXT STEPS

The provision for pupils who have special educational needs and/or disabilities is focused on reducing differences in their progress, rate of exclusions and absence in line with pupils from the same starting points nationally.

Links to SEND documents

a) Student monitoring form -link - [student Monitoring](#)

b) Individual Learning Plan- template -[Individual Learning Plan](#)

c) SEND Policy- Special Educational Needs and Disabilities - www.blessededward.co.uk/send/

d) SEND report - www.blessededward.co.uk/send/

e) Graduated Response Cycle - Student Monitoring Cycle-
<https://drive.google.com/file/d/1q12BuuM44CM8Lv0pe2XGXPP6nV6D95cn/view?usp=sharing>