



## **SEN Information Report 2022-2023**



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## SEN Information Report

### 1. What do we mean by St Robert of Newminster SEN Information Report?

This is a report that encompasses everything we offer for your child with regards to their special needs. This report was written in line with the guidance in Schedule 1, Regulation 51 of the Special Educational Needs and Disability Regulations (2014), Section 69(2) of Children and Families Act 2014 and Section 6 of the SEND Code of Practice 0-25 years 2015.

### 2. How can my child with SEN attend St Robert of Newminster Catholic School and Sixth Form College?

We believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning. Pupils with additional SEND needs regularly are invited to attend external sporting events in addition to all other extracurricular activities with independence encouraged at all age and ability levels.

St Robert of Newminster caters for pupils (in years 7 to 13) of all abilities, including those with identified learning difficulties who have a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP), or who are currently on their school's Special Needs Register.

If you would like your child to attend St Robert of Newminster, you should discuss this with their current school who may instigate a review of their Education Health and Care Plan or a meeting with any professionals who work with your child. At the review meeting, yourself and the professionals involved will discuss possible next steps. Alternatively, you may contact the SEN department of your local authority. They will then advise you on what steps should be taken. The local authority will signpost parents to schools that can meet the needs of their child.

Parents/carers are always welcome to visit St Robert of Newminster and this is especially important before making a decision about a placement. After having gained as much information as possible parents should inform their Local Authority of their first choice of school. Once the placement is agreed, we will work with you to support your child in this transition period.

Our School Admissions Policy can be found at the following [Policies - St Robert of Newminster](#).

### 3. How will my child with SEN be supported and prepared before attending/ leaving St Robert of Newminster?

All students are entitled to an education that enables them to achieve their best and become confident individuals, living fulfilling lives and making a successful transition to the next step of their lives whether it be to a new school, college provision, further education, training or employment.

Our Accessibility Plan can be found at the following [Microsoft Word - Accessibility Plan](#)

## **Transition programme**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

The process of transition for SEN Year 6 pupils into Year 7 at St Robert's is carried out over the duration of an academic year. Staff from St Robert's attend Year 6 annual education reviews at feeder schools for pupils identified as being likely candidates for joining our school. This helps to inform parents when making a choice of school for their child and allows staff from St Robert's to become more familiar with potential Year 7 pupils. Parents are welcomed into St Robert's at any point before applications are submitted to enable them to see the facilities on offer and further inform their choice of secondary school. There is also an open evening in the autumn term, where parents and children can view the school and talk to the relevant staff about any needs their child may have.

Once places are confirmed, the Special Needs Co-ordinator (SENDCo) makes visits to feeder schools to gather information about pupils who will be attending St Robert's. This process enables compatible class groupings to be devised and teaching staff to be identified in readiness for transition. The Head Teacher also receives a copy of the EHCP from the Local Authority for the children with this level of need who have been allocated places at St Robert's. Staff from the school may also visit Year 6 pupils in their own setting.

St Robert's hold an open evening for all Year 6 pupils who are joining us; this will usually take place early in the Autumn term. This provides an opportunity for children to become more familiar with the school environment and routines, and to discuss any specific needs or concerns with key staff.

If it is deemed necessary, pupils with SEN from feeder schools now begin to make short visits to St Robert's. These will initially involve looking around the school on an evening, accompanied by parents or carers, with an opportunity to meet key support staff and discuss any questions or concerns. Some students also then benefit from visiting St Robert's during the day to work with support staff on becoming more familiar with the school environment – the nature and duration of any additional visits will be negotiated with parents and feeder schools on an individual basis.

During the summer term, all Year 6 pupils are invited into St Robert's to participate in our Transition Week programme. During this time, students with SEN will be given extra support by specialist staff, to allow them to participate fully in all of the activities and events on offer. There is also an opportunity to participate in our summer school activities during the first week of the Summer holidays.

At any time, if there are additional worries or concerns about transition, parents have the opportunity to arrange an individual appointment with the SENDCo to discuss concerns and ask questions in a less formal, more discrete context.

At the end of the summer term, feeder primaries will hand over all relevant SEN files and documentation to St Robert's, ready for enrolment in September.

Occasionally transitions into St Robert's will occur at times other than the start of Year 7. Where this is the case, the same process will apply where appropriate with necessary adaptations made to suit different time frames.

## **Leaving St Robert's**

Work on the transition of your child on to their next provision begins as early as Year 9. This introduction usually takes place during the Year 9 Annual Review when introductions are made to the Connexions team who will play a pivotal role in the transition process throughout the remainder of your child's education at St Robert's.

This is then revisited in the Year 11 review where a decision is usually made as to a post-16 placement for your child. There are many options here and advice will be given by all professionals concerned to ensure that an informed and suitable choice is made; parents and students are also advised to begin to think about Post-18 provision.

If your child has an EHCP, this will be fully reviewed when they are in Year 11, and will be expected to continue into their post-16 placement and beyond.

For SEN children who opt to leave St Robert's after Year 11, different colleges have different approaches to their transition process. All students will be fully supported in this process and St Robert's has very good links with many local Post 16 providers and a well-established understanding of their processes.

For those students who require more focussed transitions e.g. students with complex needs, arrangements are made for our staff to accompany the student at each visit and depending on the need, an individual plan will be put into place.

If at any point in this process it is felt that other professionals may enhance this process, then they will be contacted. This usually takes the form of a Multi-disciplinary meeting. This enables all those who are/will be involved in your child's future placement to meet together to discuss how best to make their transition as smooth as possible.

### **4. How will my child with SEN be transported to St Robert of Newminster?**

Many students with Statements or Education, Health and Care Plans are eligible for transport between school and home provided by the Local Authority, but this can be dependent upon the distance from home and whether a pupil is capable of travelling independently.

Decisions about home to school transport are made by the Local Authority and parents/carers should liaise with the education transport department about any specific questions.

You should meet the transport providers before your child starts travelling with them and there will be opportunities for you to share important information about your child with them.

Most pupils with SEN travel to St Robert's independently, using a method suitable for them and their families. We have a comprehensive school bus service, details of which will be made available during the transition process; this information can also be obtained by contacting school reception or our website using the following url: <http://www.strobertofnewminster.co.uk/parents/buses/>

If you would like your child to learn to travel independently but feel they need additional support with this, please contact the SENDCo.

### **5. How will the curriculum be matched to my child's SEN needs?**

Class teachers adaptively plan lessons to match the needs and abilities of each student within their group. Students will be given appropriate support in order that they experience success. Each student is treated as an individual and as such their timetable is personalised to their specific needs and abilities.

Teachers use a range of creative teaching strategies to engage all learners in all areas of the curriculum. These strategies include:

- Quality First Teaching – most needs will be met in the classroom with the subject teacher. We expect teachers to plan and use scaffolding to ensure all pupils can access a challenging curriculum which is tailored to their needs and progress.
- Staff members are trained and use competently, a range of teaching and learning styles to ensure all pupils can access both home and class work. We have a close working relationship with external agencies which support this process, including, but not limited to, the visual and hearing impairment services.
- Specific group work is integral to directed differentiation and targeted intervention groups. Pupils may be grouped on ability or skill strength. They are academically and socially challenged.
- An innovative and supportive curriculum may be offered at KS4 where specific individual support for children whose learning needs are severe, complex and lifelong is required.
- Where it is felt that there is a specific need for targeted emotional support students may be referred to the school counselling service and we have a very close working relationship with local mental health support services.
- Extra support to assist learning outside the classroom is offered in a broad range of extra-curricular activities such as active lunch sports clubs, safe social spaces, Lego club and homework club.
- Targeted social skill sessions are held weekly to build social confidence, emotional understanding and turn taking. This is in addition to our daily break and lunch social group.
- Specialist professionals from outside agencies support pupils such as educational psychologists. We also work closely with Sunderland Autism Outreach Team. Other specialists will be called upon if and when necessary.
- Working with staff to ensure additional pastoral support including listening to the view of students with SEN and implementing measures to prevent bullying.

St Robert's benefits from extensive resources on site. We also have established partnerships with external providers and support services which further enhance the curriculum offered to students.

In Key Stage 4, we have provision for students with SEN to follow a range of externally accredited courses which match to the needs and interests of the student and their anticipated future pathway.

## **6. How will I know my child with SEN is making progress at St Robert of Newminster?**

Class teachers review the progress that the students make on a daily basis and communicate information to parents through a variety of means including:

- Home/school diary, telephone conversations, parents' evenings, school and external certificates, annual review meetings.
- Teachers track the academic progress of students through the National Curriculum. This information is monitored on a termly basis by senior leaders to ensure that students are on track to meet expected progress.
- Teachers set focussed targets for the students in line with their ability. These priority targets are incorporated into the delivery of lessons and progress reported to parents in a variety of ways.
- If teachers have any concerns about the progress a student is making they will develop a plan to identify the main barriers to learning and develop strategies to increase the progress made. As a school we recognise the contribution that parents and families can make to improve the progress of the students and as a result of consultation, homework or activities to be completed at home, may be also implemented.

At one key point in the academic year an education report details progress made in particular subject areas which match the student's individual timetables.

Staff at St Robert's welcome opportunities to show the fantastic achievements of our students, and parents are very welcome to come into school to discuss progress at any point in the school calendar.

You will be invited to attend a drop-in session once per term to discuss any concerns /progress with a member of the SEND team.

## **7. What specialist resources, services and expertise are available at or accessed by St Robert of Newminster?**

Physiotherapy – There are a team of NHS physiotherapists who work in school with identified students. Programmes are written, carried out and shared with support staff and parents, and physiotherapists are invited to attend annual review meetings.

Speech and Language Therapy – St Robert's has access to Sunderland Speech and Language Therapy service to work in school with identified students, on request. Programmes are written, carried out and shared with support staff. Speech and Language reports accompany annual reviews where appropriate.

Occupational Therapy – St Robert's accesses local NHS Occupational Therapy services where necessary. Programmes are written, carried out and shared with class staff. Occupational Therapists' reports accompany annual reviews where appropriate.

The school have a team of medically trained staff who may be able to support any students with additional medical needs.

Educational Psychologist – Depending on the need and referral made, there is access to the EP service which the school accesses, and to the Local Authority EP services.

Visual and hearing impairment team

The specialist services that have not been mentioned above but are accessible to students are:

- CAMHS -The Child and Adolescent Mental Health Service
- Health Nursing Team
- Children and Young People Services
- Connexions
- Futures Team
- Family Support
- Social Services
- Parent Partnership
- SEN Team
- Specialist Medical/Physical Support Team

The above list is by no means exhaustive.

## **8. How are the school's resources allocated and matched to my child's SEN needs?**

All students have a curriculum offer which gives them access to a broad and balanced curriculum; access to additional support from outside professionals is provided according to need. These professionals work closely with our staff team in order that the programmes they develop to meet the needs of your child can be supported within school.

St Robert's reviews staffing at least annually and support is provided to groups according to the specific needs of the students within the group. Many SEN students have access to additional Learning Support in class, but students are also encouraged to be as independent as possible. The specific needs of individual students are monitored on a daily basis by the Learning Support team and if these needs significantly change we look to adapt provision to meet these needs through further personalisation of the curriculum which may include more access to support, an altered curriculum model and/or increased outside agency involvement.

Additional grant monies such as Pupil Premium are used to further support named students. This money allows us to have increased support for some students to maximise progress. Additional information about our Pupil Premium policy can be found on our website.

## **9. What specialist teaching qualifications do staff have who support my child with SEN?**

All our staff receive regular training to ensure that they can provide the very best education, care and support to you child. Qualifications and training include:

- Mental Health training
- First aiders
- Autism qualifications
- Safeguarding
- Training in Neuro Development Disorders

## **10. What activities could my child with SEN be included in within and outside the school day?**

We offer our students a range of lunchtime activities carefully matched to needs and interests of individual students. The Learning Support department offer a daily lunchtime homework/social club which is available for all students to attend, whilst there are many mainstream lunch activities on offer to suit a range of interests. Students who attend are able

to mix with their friends to support their social skills as well as enjoying and achieving whilst in these clubs.

After school clubs are offered by the Learning Support department to all students on Tuesday, Wednesday and Thursday evenings. Clubs range from Lego and Warhammer, to applying colour and study support. Demand for places is high; letters are sent home so that you can request a place at one or more of the clubs and we endeavour to meet as many requests as possible. Parents/carers are required to collect their child from the school at the stated time. There are also a broad range of mainstream clubs and activities available after school, of which your child will be informed.

We offer a summer school for incoming Y6 pupils each year which SEN pupils are encouraged to attend. This runs early in the summer holidays and offers a range of activities.

Day and residential visits, both in this country and abroad, are offered to all students, including those with SEN, throughout their time at St Robert's as a way of supporting the development of academic skills linked to subject areas and promoting independence skills in readiness for life beyond school. Parents/carers are usually asked to contribute to the cost of these activities, and should contact school if financial implications may prevent their child attending.

## 11. How can I as a parent be involved at St Robert of Newminster?

The partnership between parents/carers and ourselves is considered crucial. You are the first educators and on entry we need you to make sure we have all relevant information in order that we can provide your child with a personalised curriculum that best meets their specific needs. Following admission there are many opportunities for us to continue working together, sharing information and of course answering any questions you may have. Students are often with us from age 11 to 18 and as such things change, so regular formal and informal contact is actively encouraged. In addition to home school diaries and phone calls these are some of the many ways in which you can be involved:

- Attend annual review meetings/structured conversations as appropriate.
- Attend parents' evening to learn more about the progress of your child.
- Attend special activities such as our music concerts and sporting events, particularly if your child is involved.
- Complete surveys and questionnaires as by gaining your views we can continue to improve our offer to your child.
- Attend parent courses and workshops offered by external agencies (e.g. Autism Outreach Team) so you can further support your child at home.
- Become a parent governor (we will send letters as and when vacancies arise).

## 12. How can I support my child's SEN needs?

- **Write in the home school diary about news and activities at home.** At St Robert's, communication with parents is held in the very highest regard. Every main school student has a home school diary and we urge parents to use it to keep us abreast of events at home or ask any questions you may have. Sharing experiences from home enables us to enhance our students' learning in meaningful and enjoyable ways and helps with future planning.
- **Providing school with information re: appointments or medical updates.** Your child's attendance and welfare is very important to us so please let us know before they attend



any appointments or if there are any changes with medication. This ensures that we can keep records up to date and care for your child in the best possible way.

- **Attending medical appointments, parents' evenings and meetings with school staff.** Parents' attending medical appointments in school is extremely helpful to the medical professionals working with your child. Information and assistance you can give is of great benefit and ensures we can do everything to look after your child. We have at least one parents' evening per year which is an excellent opportunity to discuss pupil progress and targets as well as sharing examples of their work and achievements. During these meetings you can raise any concerns you may have and help shape future curriculum decisions for your child.
- **Attending parent courses/workshops.** At St Robert's we strive to provide the best training for not only our young people and colleagues but also parents. We offer courses and workshops that will give you new skills and knowledge to help yourself or your child. Activities include Study Support, Mental Health and Internet Safety.
- **Use curriculum advice and activity ideas from the class teacher.** Throughout your child's time at St Robert's we expect that you will take an active role in supporting their learning. You will always be made aware of your child's targets and we hope you will help develop them in their daily lives outside of school. From time to time, teachers will send activities home or ask for research as part of topic-based work in school. We really appreciate your support in this matter.
- **Homework.** At St Robert's we provide meaningful home learning opportunities for our students. The aim of this is to give our students the maximum benefit of homework without causing unnecessary stress to anyone in the family. Your child's teacher will send the levels that your child is currently working at along with some suggestions on how they can progress. If you want more homework, you only have to ask!

### **13. What support will there be at St Robert of Newminster for my child's overall wellbeing?**

- Our school mission is that "We strive to meet the academic, moral, physical, social and spiritual needs of all pupils so that they may take their place as caring, committed, aware and self-confident adult members of society."
- All staff take the safeguarding of students very seriously and have the required level of safeguarding training; we also have a designated team of staff who have more in depth training. There are policies and procedures in place to ensure the safety of all. More information about this can be found on our school website.
- There is a school medical room available, staffed by a team of trained and dedicated First Aiders.
- The breadth of the PSHE curriculum helps target and meet the student's social, mental, behavioural and emotional needs.
- Students will access RSE which helps support the self-advocacy of all students, in line with our Catholic ethos. For students who may require additional support with understanding this area of education, we work closely with outside agencies such as the Autism Outreach Team.

- St Robert's also recognise the importance of working with all parents for the wellbeing of their son/daughter and it is with this in mind that we offer courses to help support parents with working with young people, as outlined above.
- The school places great emphasis on Student Voice and all students have the opportunity to voice concerns and ideas on behalf of themselves and their peers.

#### **14. Who can I contact for further information?**

- School reception
- SENDCO – Mrs R Hurst
- Senior Assistant Head Teacher (Pastoral) – Mr A McHale
- Senior Assistant Head Teacher (Achievement) – Mrs M Salmon
- Head Teacher – Mr D Juric

#### **15. Who can I contact if I have a complaint?**

- Initial contact can be made with school by contacting the above.
- Our complaints policy is also available on our school website.

**Reviewed: September 2022**

**Next Review: September 2023**