



Bellerive FCJ Catholic College

SEND Information Report 2023- 2024

This policy will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school.

Bellerive FCJ Mission Statement:

- To help everyone within a caring community to grow in faith
- To respect and value other cultures and faiths
- To make the most of every given ability
- To enjoy and achieve personal growth and academic excellence
- To prepare pupils for their adult life, playing a full part in a modern global society

History of Document

Issue No	Author/Owner	Date Written	To Governors	Date Approved	Comments
1	Mrs L Allerston	September 2017	November 2017		
2	Mrs L Allerston	October 2019	February 2020		
3	Mrs B Parry	January 2023			
4	Mrs B Parry	June 2023	October 2023	October 2023	

Contents

1. SEND Information Report	2
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1. SEND information report

1.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder(ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

1.2 Identifying pupils with SEND and assessing their needs

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.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having an SEND. However, the school may use this as an indicator of a range of learning difficulties or disabilities. Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home. We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

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.

1.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents 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 consider 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 given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The class or subject teacher will work with the SENDCO 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 and 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.

Where appropriate a pupil profile is written to outline the nature of the SEND and how it impacts on the student's learning, as well as outlining ways in which teaching staff, parents and the students themselves can support their learning and progress. These profiles are written in consultation with the pupils and parents. They are accessed through Class Charts

All pupils' progress is reviewed termly. Provision for pupils with SEND will be reviewed in line with the Assess-Plan-Do-Review Cycle. Progress and provision will be reviewed at these times and altered accordingly, if required, to support progress.

1.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with 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.

- The SENDCo and the head of year 7 attend the Liverpool SENDD transition day in June to plan support for the new year 7s.
- The SENDCo facilitates a Summer School for SEND and other Vulnerable pupils.
- The SENDCo will liaise with post 16 SENDCo for Transition of Year 11 pupils

1.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

Catch Up Literacy

Catch Up Numeracy

1 to 1 Reading Intervention

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations 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.
- Our arrangements for examination and assessment access. This is the responsibility of the SENDCo and the Examinations Officer and is in line with JCQ (Joint Council for Qualifications) procedures.

1.8 Additional support for learning

We have 4.5 teaching assistants who are trained to deliver interventions such as Catch-Up Literacy and Numeracy. Teaching assistants will support pupils on a 1:1 basis when their EHC plan outlines this level of support or it is identified as reasonable and necessary, through consultation with parents, pupils and teaching staff, to support progress due to cognitive and/or physical needs.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologists
- Sensory Services
- SENNIS
- Physical therapists
- SALT (Speech and Language Therapy)

1.9 Training of staff

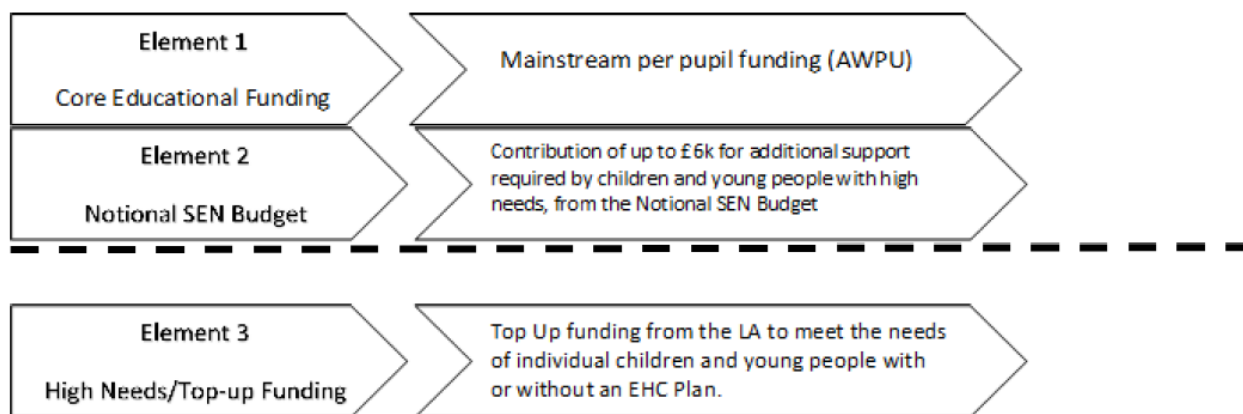
All new staff have an Induction Programme in place. For permanent and long-term temporary staff, (including Initial Teacher Trainees) this includes a session with the SENDCo that is designed to explain the systems and structures in place to support the needs of individual children and young people. The school's SENDCo regularly attends the School Improvement Liverpool's SEND Briefing in order to keep up to date with local and national issues in SEND as well as attending LA Local Area Consortia Meetings to access support and share good practice with other SENDCos and Schools. The school also has membership in NASEN (National Association of Special Educational Needs) to support training and CPD (Continuing Professional Development) and stay abreast of developments with SEND.

As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENDCO will coordinate and monitor the quality of the support and progress children make. There are other key colleagues that have a significant impact on the progress and development of our children and young people at Bellerive FCJ Catholic College these include:

- The SEND Governor meets with the SENDCo termly and monitors the progress of pupils/students with SEND.
- The school employs teaching assistants who carry out a range of roles across the school including catch-up literacy and numeracy programmes, meeting the physical needs of students and are line managed by the SENDCo and work closely with the class/subject teachers to support pupils.
- The Designated Teacher for Safeguarding.
- The member of staff responsible for Looked After Children

1.10 Securing equipment and facilities

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEND budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:



1.11 Evaluating the effectiveness of SEND provision

We regularly and carefully monitor and evaluate the quality of provision offered to all pupils including those with SEND. This is done through regular, calendared Quality Assurance procedures which include work scrutinies, learning walks, and pupil voice and data analysis. This embeds a process of continual review and improvement and links to departmental action plans and self-evaluation forms. Analysis of pupils' attainment and progress provide detailed evidence relating to the progress of pupils with SEND over time and against national data. Annual reviews are help for pupils with EHC plans. The impact of interventions is monitored and adjusted accordingly through the use of provision maps.

The Governing body appoints a SEND link governor who promotes and monitors the provision for SEND by meeting regularly with the SENDCo.

1.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information sharing and communication

This plan is reviewed every three years, barriers are identified, and plans put in place to remove them.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs. All pupils are encouraged to go on residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

1.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of FCJ club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

We have a full time councillor (Miss Lisa Barton)

1.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy, which can be found on the school's website.

1.15 The local authority local offer

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Policy and Information Report is published on our website and available as a printed copy at our Main Reception and is updated annually. We guide parents towards the LA Local Offer

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

for information about wider services which can be found across Liverpool and the wider Merseyside Area.