

St Ambrose Barlow RC High School & Sixth Form College

A National Teaching School
A National School of Creativity

Headteacher: Ben Davis



Special Educational Needs and Disability Report 2024

Created: September 2024

Date of Planned Review: September 2025

Special Educational Needs & Disability report (SEND)

This report complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Keeping Children Safe in Education
- AET Progression Framework
- Dyslexia Friendly standards

This report was written and created by the school's SENDCo with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND.

We have tried to make this document as user friendly as possible, if your query is not answered in the report, please contact the school.

At St. Ambrose Barlow RC High School we aim to raise the aspirations of and expectations for all pupils with SEND. Our focus is on outcomes for pupils and young people and not just on hours of provision and support. We see pupils as individuals, unique in the eyes of God, who must be nurtured and developed to their own full potential.

How does the school know if students need extra help with learning?

St Ambrose Barlow School is a mainstream High school. We are a catholic, caring and inclusive school. We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

At St Ambrose Barlow High School, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the SEND register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again. Pupils that exit the register are monitored for a period of 12 months in order to evaluate its impact.

What should I do if I think my child has special educational needs?

Your main point of contact at school should always be your child's form tutor. You can start by contacting the tutor, who will be able to discuss your concerns. If you need to speak with other staff members, such as Heads of Year or the Special Educational Needs And Disability Co-ordinator (SENDCo), then the tutor will be able to help you arrange this.

How will school support my child?

Transition from primary

At St Ambrose we spend a lot of time working with our primary schools to aid the transition of all pupils to the secondary phase. We assign two experienced Teaching assistants to work with our feeder primary schools and identify those pupils that might need additional support. We organise visits and activities so that a familiar face is always on hand to offer guidance and support. We create pupil passports and learning plans to inform staff about specific needs of pupils and liaise with both pupil and parent to gain their views. We achieved the Quality Inclusion mark in the Summer 2016 and are very proud of this achievement. We have also re-affirmed our commitment to Dyslexia Friendly school status,

gained in May 2017, and are currently in the process of becoming an Emotionally Friendly School by 2024. All pupils regardless of the ability are catered for and encouraged to reach their full potential.

When at St Ambrose

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

The SENDCO (Mr Jones) is responsible for ensuring that:

- Teachers understand a student's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a student's needs
- The quality of teaching for students with SEND
- Provision across the school is efficiently managed.

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENDCO is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- *Additional adult support in the classroom* – departments have Teaching Assistants (TA's) who support the teacher in helping the learning of whole classes; the SENDCO also is able to direct a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that students are significantly below the expectations for their age
- *Withdrawal sessions* – when students comes out of some lessons for pre-arranged sessions with TA's on, for example, reading, numeracy, literacy, Social emotional sessions, etc. Pupils follow validated intervention programmes and are not withdrawn from the same lessons.
- We also run additional Nurture, Pyramid and Games clubs to support the pupils' well-being and address the social development of our pupils.

What provision is in place to support SEND pupils?

- We have a team of 20 members of staff including SENDco, Assistant SENDCo, SEND admin.
- There is a nurture group for year 7
- SEMH space for year 7-11 (Compass Centre)
- Enhanced Resource Provision for Autism (Francis Centre)
- Morning/Lunch/after school social clubs are available.
- Lego therapy
- Handwriting support
- Numeracy intervention using the Catch-up programme.
- Literacy intervention using TAs trained in thinking Reading program
- Speech and language intervention following programs set by the SALT therapist
- SEMH staff deliver intervention and support pupils in the classroom.
- Zones of regulation/art therapy/coping power/winston's wish CBT programs are available for pupils requiring SEMH support.

- TAs are available to support pupils in the classroom. TAs have close relationships with teaching staff to ensure they know their role in the classroom, and are deployed following the recommendations outlined by the EEF.
- IDL cloud is used to supplement literacy and numeracy intervention.

What SEND training have the staff had or are currently having?

SEND training is an on-going rolling programme of professional development for all our staff, throughout the school year.

- We have a team of 20 staff in SEND, who have extensive experience and training in planning, delivering and assessing intervention programmes.
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCo or other staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and TA's and is organised in accordance with the needs of the students.
- The school works closely with other local schools, especially our feeder primary schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- A staff development group from across the curriculum meet termly. They are led by the Assistant Headteacher and SENDCo who meet to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students.

Homework

The homework set by teachers is an integral part of students' learning and can contribute directly as to how well a student makes progress. Homework consolidates and builds on the learning in lessons, ensuring that students fully understand concepts and apply skills they have learnt. The school expects parents to engage with their child's homework, so that students can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every student's learning.

Who will explain provision to me?

- Information about the provision in individual subjects can be discussed with subject teachers or academic leaders. There is an annual opportunity for this at parents' evening, but teachers can meet with parents/carers at any point in the school year to discuss students' progress.
- In the case of individual or small group interventions, the SENDCo or a member of the SEND team, will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.
- Our website also displays the SEND policy and Local Offer which gives further detail into how we meet the needs of pupils with SEND.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

Subject teachers are responsible for planning lessons that are accessible and differentiated for every student. In some curriculum areas (English, Maths and Science) students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Students are expected to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

Small group or 1-1 learning with a TA

Pre-teaching content or vocabulary

Over-learning topics

To set alternative activities for home learning

To provide specially targeted texts and resources appropriate for students' reading ages

To provide additional apparatus or materials

To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

At Key Stage 4 (year 9 onwards) students choose from a range of GCSE and Vocational Qualifications. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

There is a Morning Learning and after School Club available to all SEND students (Monday-Friday) where students can seek help from a member of staff or TA. Parents/carers can speak to their child's form tutor for more information about Morning Learning Club. We target pupils to use Catch-up literacy, thinking and reading, handwriting and IDL cloud (online literacy and numeracy programme).

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either a subject teacher or tutor or any other teacher, and discuss how their child is progressing. Parents/carers can contact staff members directly by phone or by writing a note in their child's planner. Teaching staff will endeavour to get back to parents as soon as they possibly can.

Planned arrangements for communicating between school and home include:

- Every student has a school planner, which travels between home and school every day so that so that comments from parents/carers and teachers or tutors can be shared and responded to as needed.
- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning. The SENDCo is present at all parents evenings.
- Each year group has a report programme, which includes progress check (current levels of attainment). These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas.
- If your child has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (the Annual Review)

organised by the SENDCO and attended by parents/carers, TA's and outside agencies involved in the student's education.

- Some pupils on the SEND list will have more frequent meetings every 6-8 weeks.

How does the school know how well my child is doing?

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at St.Ambrose Barlow includes:

- Data collection each term, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
- In the case of intervention programmes, progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENDCO and two senior TA's, who use the information to plan and design the next half term's intervention programme.
- In-class additional support is reviewed in departmental meetings. TA's and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers are observed by senior leaders and line managers as part of the school Managing Performance and Progress system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Senior Assistant Head Teacher is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
- The school positive behaviour management system provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at school.

How is the decision made about what type and how much support my child will receive?

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

The Senior Leadership team and SENDCO consult with subject teachers, academic leaders and pastoral leaders, as well as with TA's, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

How are the school's resources allocated and matched to children's needs?

We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available.

The budget is allocated on a needs basis. The students who have the most complex needs are given the most support.

How do we know if it has had an impact?

- We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- The student is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and student
- Formal or informal observations of the student at school
- Students may move off the SEND list when they have 'caught up' or made sufficient progress. Pupils exit and are monitored to ensure outcomes are achieved.
- The impact of Interventions are monitored via standardised tests. For example an SEMH intervention will be monitored using an SDQ/Boxall profile.

How are the school governors involved and what are their responsibilities?

- The SENDCO reports to the governors termly to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets at regular intervals throughout the year. This 'SEND link governor' (C. Taylor) also reports to the governing committees, to keep all the governors informed.

What specialist services and expertise are available at or accessed by the school?

The SENDCO liaises with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists, physiotherapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Salford Educational Psychology Service
- Salford Learning Support Service : Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, dyslexia, dyscalculia team.
- The Visual Impairment Service are also involved with particular pupils within school
- School based Therapist employed for 5 days a week to work with pupils
- ACE Team – Autistic Advisory Team

Who can I contact for further information?

Parent Partnership 0161 778 0538

Unity House

Salford civic Centre

Chorley Road

Swinton

M27 5AW

Statutory Assessment Team 0161 778 0410

Burrows House

10 Priestley Road

Wardley Industrial Estate

M28 2LY

Learning Support Service 0161 607 1671

Moorside High School

57 Dean Road

Swinton

Educational Psychology Service 0161 778 0476

Burrows House

M28 2LY

Children with Disabilities and Social Work Team 0161 793 3535

Salford Civic Centre

Chorley Road

Swinton

M27 5DA

Please see linked documents

[Local Offer](#)

[Special Educational Needs policy](#)