

Wandsworth Schools SEN Information Report 2019 to 2020

We work within the Wandsworth guidance on Provision for children with SEND in mainstream schools which explains the ways pupils and students with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and have an 'Accessibility' plan.

At St. John Bosco College all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

What should I do if I am concerned about my child's progress or special educational needs?

If you are concerned about your child's progress you should first contact your child's form tutor/Head of Year to arrange a meeting. During this meeting the form tutor will be able to discuss with you the different avenues that can be taken to help support your child. This could include:

- Form Tutor report- this will help monitor your child's progress and behaviour in every lesson.
- Mentoring support- our Catch 22 counsellors can provide support for a wide range of needs such as, friendships, transition, exam stress, bereavement and more.

If your child joins our school with a diagnosed Special Education Needs they will automatically be supported by the SENCO and our extremely dedicated team in St Francis. St Francis is our mainstream SEN provision department at school. There is a work space on the first floor where your child may have additional interventions, as well as being the location for our Homework club which runs Monday- Thursday 3-4pm and Friday 2.10-3pm.

How does the school decide whether a child/young person has special education needs and what extra help they need?

The school systems follows the principles of the graduated response outlined in the SEN Code of Practice.

St John Bosco College staff meet with primary school teachers before a child joins the school to discuss the needs of each child. If a child is joining us at another point in time, we will ask the parent for information regarding their SEN needs during an admissions interview. A child's progress is then monitored throughout their time in school and support plans and interventions are put in place if children do not make expected progress.

When we first meet a student we assess their needs and talk to them and their parents about what would be the best way to support their learning. Some students will make good progress and come off the SEN register. Others are identified as potentially having additional needs through the schools half-termly tracking system. Students who do not make any progress in core subjects over two terms or who are significantly below their expected attainment will be identified by their Head of Year

(HoY) and the school will support them through a graduated response which means that the child's subject teachers and school departments will offer initial support and review progress.

If concerns continue the child will be referred to the SENCO for further assessment (formal and informal) and liaise with other professionals where appropriate. Parents will be informed and invited to an initial cause for concern meeting where such concerns are identified.

How will parents be involved in supporting a child with SEN?

At St John Bosco College we track a child's progress on an ongoing basis and take action when students are not making the expected progress.

Parents will receive regular reports and be invited to attend meetings to discuss their child's progress.

Students with a statement of SEN and/or EHC will also have an Annual Review meeting to discuss arrangements and progress.

The school provides regular feedback to parents about student progress through:

- Half termly progress and attainment reports
- Annual Parents' evenings
- Termly intervention reports for students who have additional support classes
- Termly review and planning reports for students who have been identified as having SEN
- Access to show my homework

Additional meetings are available by request (email or telephone) and for students with a high level of need, regular contact can be arranged. Positive parental involvement in school life is always welcome and feedback sought formally through questionnaires

How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?

Pupils are always included in any decision that is being made regarding their provision in school. During the EHC process, pupil voice is vital and their point of view is always included in the process. Pupils are always consulted during target setting and annual reviews.

Students have regular informal contact with their Form Tutor, Head of Year and any support staff who work with them.

Termly targets will be agreed in target setting meetings held by the St Francis staff with each student. Students will be asked for feedback at the end of each term to comment about their progress and how useful they have found the intervention and support they have received.

Where appropriate, we aim to include students in parental meetings held at the school.

How do you assess and review my child's progress?

All students at St John Bosco College are tracked on a half-termly basis using both teacher assessment and summative assessments. Results are reviewed by Heads of Year and Heads of

Department as well as by the SENCO to pro-actively identify any students who may need support. The assessments that take place are a mixture of teacher assessment and formalised assessment work.

Students who have been identified as having SEN will also be tracked through a termly SEN review cycle – where targets will be set with the child and will be linked to long term outcomes. These reviews will be documented and shared with parents on a termly basis.

The progress of students who have Statements of SEN, or Education, Health and Care plans, will also be formally reviewed in Annual Review Meetings with parents and all professionals supporting that child.

How is teaching and the curriculum adapted to my child's needs?

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

All teachers are responsible for using a range of strategies and resources to make sure that students enjoy and achieve within their classrooms e.g. resources using visual prompts, ICT software to support writing or writing frames.

The SENCO and specialist staff from outside the school, advise and support teachers to devise a range of tasks and methods of working to support all pupils. We work closely with the Educational Psychology Service, Wandsworth Literacy Support Service and Speech and Language Secondary Service to ensure that the curriculum is matched to your child's needs.

The school puts a great emphasis on Quality First Teaching (QFT) and there is an ongoing programme of professional development for all staff to help them develop a range of teaching skills to aid effective differentiation for all students. Many subject areas offer additional booster classes or intervention groups to students who have been identified as needing additional support in a particular subject.

All students in Years 7-8 have additional reading lessons in the school Library using the Accelerated Reader, Start Reader Programme. There a literacy programme delivered to all students in Form Time sessions. The school also runs a programme through English lessons to develop "writing for accuracy" for all students from Year 7 to 11.

Where a student has identified additional needs, appropriate and targeted support will be provided by the St Francis department.

Resources Bases

The school also has a Resources Base, "SAVIO," for Children with Autism. It offers a quiet and supportive environment away from the usual hustle and bustle of secondary school life. It offers withdrawal for 1:1 and small group work, independent quiet study time at individual workstations and access to IT facilities.

The purpose of Savio is to support students to access the curricular activities of the main school with the appropriate level of support, whilst providing a place, and staff expertise, for some very specific and individual needs. It also provides a centre of expertise within the school enabling all staff to develop their ability to cater for the needs of these students. Further information about the SAVIO Base provision can be found on the school website.

What support is there for my child's emotional well-being?

At St John Bosco College we are a learning community who show respect for ourselves, for others, for our environment and for faith.

We are committed to helping all children stay safe and healthy and enjoy their time at school, and to help them to grow into mature and caring young people who make a positive contribution to the school and the wider community.

All students have a Form Tutor whom they meet each day after lunch. The Form Tutors are supported by the Head of Year, the Senior Leadership, the Head of Citizenship and the St Francis Inclusion Team. The team are joined by learning mentors, a school counsellor, Catch 22, school nurse, Connexions Personal Advisor, Connexions Careers Advisor and youth workers from the Wandsworth Youth Support Service, who come into school on a regular basis. They also refer to other agencies for student and family support where appropriate. The school has a robust Child Protection Team that is able to support all student when required.

Young people are encouraged to contribute their views on school life. All students can give their views to School Council via their Year Group representatives.

Wellbeing is addressed in Form Time Activities, Wellbeing focus days and assemblies. There is a strong pastoral support for all pupils from the Chaplaincy team.

How do you promote positive behaviour?

St. John Bosco is dedicated to rewarding and recognising the hard work of our pupils.

Every pupil has a reward card that they are able to get signed by any member of staff in the school for going above and beyond in their learning or by showing acts of kindness and being a good citizen of our school community. Pupils that are able to fill their cards are automatically put into a prize draw which is held every week.

Our school has a House system to help promote positive relationships throughout the years. Pupils are rewarded using our merit system for 100% attendance, punctuality, homework, good classwork and good behaviour. These points are allocated to their houses and a weekly whole school assembly is held to keep pupils updated. The house with the most points at the end of each term is rewarded by a special rewards trip.

How do you do to make the school environment and curriculum accessible for all children?

All teachers are responsible for using a range of strategies and resources in order to meet the learning needs of pupils and students through Quality First teaching. Teachers are responsible for

providing challenge or support, and adapting resources in order to meet particular needs. This may be done through multi-sensory teaching, differentiation of the curriculum, adapting resources and approaches and/or through interventions.

Learning Support staff as well as outside agencies advise and support teachers to help them meet a child's needs. For children with an EHCP of SEND/EHCP it may be relevant for them to be supported in class by Teaching Assistants or through the use of technology, e.g. use of a laptop.

For a small number of children we may need to provide support additional to that provided within the classroom.

How we support children with their literacy and numeracy development:

Where there are concerns about a child's literacy or numeracy development these are initially addressed through the use of a range of strategies within the classroom by the class teacher. For some pupils it may be necessary to provide additional support outside the classroom either within a small group setting or 1:1. Specialist programmes such as 'Read/Write Inc. may be used.

How we support children with speech, language and communication needs:

- Where pupils have been identified with Speech, Language and Communication Needs these may be addressed through a range of strategies in the classroom.
- The Speech and Language Therapy Service provides advice and support in the classroom and delivers training sessions for staff in order to help them meet the needs of children with Speech, Language and Communication Difficulties.
- The Speech and Language Therapy Service in conjunction with Learning Support staff deliver specialist small group sessions where children have been identified as needing more support with their language and communication.
- The Speech and Language therapy Service can provide specialist assessments for some pupils/students. However, as this is a NHS service, pupils/students must be registered with a Wandsworth GP in order to access this service.
- Where children have been identified as having language and communication needs consistent with an Autistic Spectrum Disorder they may be supported by Garratt Park Advisory Service.

How we support children with their handwriting and fine motor skills

- All pupils are supported with their handwriting and fine motor skills through strategies used within the classroom.
- Learning Support can provide basic handwriting programmes to help support the development of a child's handwriting
- For some pupils with identified difficulties and an EHCP or statement of SEND, specialist services such as Occupational Therapy may be provided, and/or specialist equipment.

What support is there for my child's emotional well-being?

- Pupils are supported through the mentoring and pastoral system. In addition, pupils may be offered further small group or individual support. For instance pupils may be offered one or some of the following interventions:

-Knowledge and availability of staff

- PSHE curriculum, Citizenship days, assemblies, retreats
- Interventions e.g. anger management groups, social skills groups, coaching sessions, personal mentoring.
- Mentor/counsellor (Catch 22/Connexions)
- Friendship groups, circle time in mentor time
- Restorative Justice Sessions
- Chaplaincy support
- Extra-curricular activities, clubs
- Measures to prevent bullying

How will my child be included in activities outside of the classroom?

All students at St John Bosco have access to all activities offered by the school and, where necessary, additional adult support will be available to assist your child at after school activities and on school trips. Pro-active risk assessments will be completed where necessary to help plan support for time and activities when students may need additional help to stay safe. Parents will be asked to meet with school staff to plan appropriate support where necessary. The focus will always be that, as much as possible, the school will enable students with SEN to participate in all activities with students who do not have SEN.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

St John Bosco College has access to the full range of Local Authority specialist services in education, health and social care [see the LA local offer].

These include: Educational Psychology Service, Wandsworth Speech and Language Secondary Service, Garratt Park Advisory Teachers, Counsellors from Catch 22, Connexions, NHS School Nurse, Family Recovery Project, Wandsworth approved Alternative Provision providers (eg Nightingale School), Wandsworth Early Intervention Team, Educational Welfare Service, CAMHS

Referrals are made through the SENCO. Professionals are invited to meetings and reviews. The school holds termly multi-professional meetings to discuss complex cases and also to establish good working relationships with external agencies.

What will you do if my child has medical needs?

We will refer children with medical needs to our school nurse for advice. She will liaise with parents and with school to establish a care plan for your child.

What should I do if I am unhappy with my child's support or progress?

Parents of students with additional educational needs may raise their concern/complaint by following the complaints procedure laid out on the school website.

Where can I go for further advice and support?

- Wandsworth Information Advice and Support Service (WAISS) provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> email waiass@wandsworth.gov.uk or telephone 020 8871 8065
- Contact a Family - Independent Support Contact a Family Wandsworth (CaF) provide impartial, free and confidential , Independent Support services to provide information and support for Wandsworth families who are going through the process of getting an Education, Health and Care Needs Assessment. To book an appointment with an Independent Support worker telephone 020 8947 5260 or email wandsworth.office@contact.org.uk.
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk telephone 020 8947 5260 or email info@positiveparentaction.org.uk
- More information about Wandsworth's local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at THRIVE Online www.wandsworth.gov.uk/thriveonline as well as details on the Wandsworth Local offer located here www.wandsworth.gov.uk/localoffer You can contact them via email at: thriveonline@wandsworth.gov.uk or phone 0208871 7899

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.