



St Margaret's Church of England Academy

## SEND Information Report

September 2020

The SENDCo at St Margaret's C/E Academy is Mrs. N. Kavanagh. She can be contacted at the Academy on 0151.427.1825 or via email at [nkavanagh@stmargaretsacademy.com](mailto:nkavanagh@stmargaretsacademy.com)

SEN Governor: Mark Fidler

Local Offer Contribution: [www.liverpool.gov.uk/localoffer](http://www.liverpool.gov.uk/localoffer)

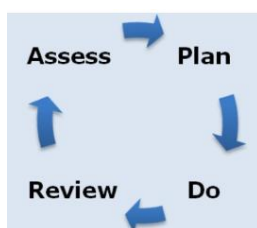
School Offer Contribution: <http://www.stmargaretsacademy.com/need.php>

### Our Approach as a school:

---

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of reasonable adjustments and personalised approach to teaching and learning. We make it a point to raise aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across the classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs and disability. (**Reference:** Special Educational Needs and Disability code of Practice 2015. Chapter 6.36)

Completed by: SENCO

School Name: St Margaret's Church of England Academy

**Access:** In assessing a child/young person, the Academy will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put into context of the individual's development compared to the Academy's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own and Parent/Carer views are sought as are those of external support services involved. The Academy liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed termly.

**Plan:** We recognise that we must formally notify Parents/Carers if their child is being provided with SEND support despite prior involvement and communication. The teacher and SENDCO agree in consultation with the Parent/Carer and the pupil adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

**Do:** The Academy's SENDCO supports the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching.

**Review:** Reviews are carried out on an agreed date. Some children have an EHCP (Educational, Health and Care Plan). These must be reviewed by the local authority in partnership with the Academy at least annually. These reviews are arranged at the Academy and are part of the SENDCO's role. At the review the purpose is to evaluate the impact and quality of the support and take into account the views of the Pupil and Parent/Carer. The teacher working with the SENDCO will revise the support in light of the pupil's progress and development and any changes to support and outcomes will be made in consultation with the Parent/Carer of the pupil. We strive to provide clear information to Parent/Carers about the impact of support and interventions provided enabling them to be involved in planning next steps. In transition to another setting information to be passed on will be shared with parents/carers and pupils and this may involve others being present at review meetings and the SENDCO attending meetings offsite to support the transition process.

Having consulted with children, young people and their parent/carer, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professional that offers the support to the child/young person and hold both our internal/external providers and ourselves to account.

## **SEND Needs:**

---

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. **(Reference: Special Educational Needs and Disability code of Practice 2015. Chapter 6.29)**

Students are currently invited to attend a lunchtime group to improve their social skills. Vulnerable students are also invited. This is an opportunity for friendships to grow in a safe and familiar environment. The SEND team also monitor the social skills of the group and input as necessary. Activities are based around games and turn taking activities. We also offer Talking Partners intervention delivered by a trained ESA member of staff.

## 2. Cognition and Learning

Interventions include Specialist Teaching for Specific Learning Difficulties, Catch Up Literacy and Numeracy (Delivered by trained ESA staff) and computer packages for reading and spelling. Interventions also include: Warm Up to Write to support students with weak handwriting and Subject Specific Vocabulary to support students developing their knowledge for new words.

## 3. Social, emotional and Mental Health

Students are supported within the strong pastoral system. We also have school counsellor sessions on a referral basis and a behaviour outreach counsellor as well as drop in sessions per week. A family Liaison Officer is based in the Academy to support the students and their families. In our SEND team we have a trained Mental Health support worker who holds a Mental First Aid for Youth qualification, and is updated with Mental Health Awareness strategies.

## 4. Sensory and/or Physical needs

These are catered for on an individual basis, taking account pupil and parent/carer voice. Where care plans are in place – Paediatricians and/or Occupational Therapists advice is followed.

**(Reference: Special Educational Needs and Disability code of Practice 2015. Chapter 6.28-35)**

There are currently 1073 students on roll (16.09.2020) As of September 2020, we have 165 children or young people on the SEND register 15.37%.

We have internal processes for monitoring quality of provision and assessment of need, including learning walks, departmental evaluation, lesson observations, CPD sessions to share good practice and data analysis.

## Co-producing with children, young people and their parent/carers

---

Involving parents/carers and learners in dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
ADHD coffee morning for parent/carers	SENDCO SEND Team Parents/carers SLT representative	Termly
ASD question and answer sessions with ASD trainers	<a href="mailto:asdtrainingteam@liverpool.gov.uk">asdtrainingteam@liverpool.gov.uk</a>	Autumn and Spring Term
Dyslexia Awareness Week	SENDCO SEND Team Parents/carers Staff Students professionals	Annual
Autism Week (Neuro development week)	SENDCO SEND Team Parents/carers Staff Students professionals	Annual
Options/Careers Talk	SENDCO Careers Team in School Staff – Parents evening	Following the SMA calendar of information evenings.
Mental Health Awareness	SENDCO Staff	Annual

## Staff development and Qualifications

---

We are committed to developing the ongoing expertise to our staff.

The current SENCO was appointed in April 2019. The SENCO is currently studying with School Improvement Liverpool and John Moore's University for the National Award in Special Educational Needs Co-ordination and already holds a Master's Degree in Leadership and Management in Education.

The SEND team have a wealth of experience in Special Educational Needs and have recently had training to use Lexia Power Up that will support our Year 7 students below 100 at KS2 in English. One

member of SEND is qualified in Photography 'A'-Level as this is a popular choice amongst our SEND students at SMA. We have an ESA assigned to the English department who gained her 'A'-Level in English in 2018, which helps across all Key Stages 3-5. Our Medications Officer and Medications support are trained to aid students with Diabetes and have managed diabetic students for a number of years. The SENCO, Vice Principle and ESAs were all trained in LEGO Therapy early Spring 2020.

This year, as a school we have increased our capacity to support Mental Health. We now have 3 counsellors in school and they are also able to do virtual on-line counselling for students unable to come into school. Our Safe Guarding Officer has amended the Behaviour Policy in light of the changes related to Covid-19. While in lockdown, on-line training has continued for the ESAs who have attended courses and training such as: Understanding and dealing with the traumatic effects of the pandemic on your students, Secondary bereavement awareness training, supporting pupils with memory difficulties, Understanding young minds. Our medications Officer has completed the PAPYRUS Assist course and with the SENCO have attended the whole school network Mental Health Meetings in the city. We have also put additional IT training on to support the new *blended* (on-line and classroom) learning for our ESAs, so that they are able to support the students using Microsoft TEAMS. All teaching staff have continued to address their Quality First Teaching/whole school aspects and our SENCO attends the School Improvement SEN Briefing in March and November.

## **Staff deployment**

---

Considerable thought, planning and preparation goes into utilising our support to ensure children achieve the best outcomes, including helping them to gain independence and preparing them for adulthood from the earliest possible age.

Support staff will work with small groups of students within the classroom where prior attainment is considerably lower than peers or where a physical or sensory need requires it. Currently we have 7 support staff working across KS3, KS4 and KS5 curriculums under the direction of the classroom teacher and support from the SENCO. We have one assistant permanently assigned to Food and Nutrition.

## **School External Partnerships and Transition Plans**

---

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 30 children and young people with special educational needs or disabilities and we supported 40 children and young people to transition to the next phase in education or employment.

Our approach involved: Year 6 Transition Team including the Head Teacher, Head of Year, SENCO, Transition coordinator, Medications Officer and Admin team. It involved dialogue with Primary Schools and parent/carers. Hosting a webinar on the school website and information available to perspective parent/carers could be found in the Transition Area on the school website.

This year, the SENCO attended '*Inspiring the next wave of supported internships in Liverpool City Region.*' Aimed at young people with SEND and their families to learn about how they can get paid employment through supported internships.

We closely monitor children and young people's destination data.

## **Complaints**

---

Any complaints should first be raised with the SENCO, then if necessary, with the Head teacher and finally, if unresolved, with the Governors. All complaints follow the school's complaints procedure.

In managing parental complaints related to SEND any of the following may apply:

- Meetings with parents/carers may be arranged, perhaps involving a mediator.
- Key issues may be identified including where there is agreement.
- Discussions may take place with SENCO
- Reports provided by outside agencies may be considered.
- Outcomes may be reviewed examining what progress the pupil has made.

## **What has and has not worked this year**

---

Prior to Lock down our SENCO, and a Vice Principal Curriculum have explored packages to support our literacy intervention and at present are running with Lexia PowerUp. This intervention is aimed at making the learners proficient readers and confident learners. *PowerUp helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyse, evaluate, and compare increasingly complex literary and informational texts.* This is carried out by 5 Educational Support Assistants who have received training in monitoring the progress of the students. The SENDCO has appointed prefects to help coordinate the students in the computer room, to support them as they log on and to act as mentors in the room.

The use of 'time out' is working for students to help them self-regulate their behaviour. Whilst this is effective for many, we are aware the outcomes are perhaps not as effective as they could be due to the lack of room and specialist available to support the student at the time. Our awareness and interest in the Mental Health of our students is paramount and we are exploring how we can support our students with such needs, for example by investing in further training.

The reduced curriculum that was in place for students in KS5 who attend a work placement one day a week or follow a two-day course off site, have secured further Education courses. This has been crucial to the well-being and academic progress of the students. On-going discussions with parents/carers and progress leaders mean that the students will be able to access the world of work because of the programmes in place. While a few Year 11 students take full advantage of their reduced curriculum at

GCSE, study time is offered to support Maths and English. The students in Year 11 and 6<sup>th</sup> Form with EHCPs have successfully secured further education/training.

The launch of the Life Skills programme at KS5 in summer 2019 is aimed to develop confidence and resilience for those students within the Sixth Form with SEN. A tailored six-week intervention looking at decision making and problem solving, communication and interpersonal skills, self-awareness and empathy and assertiveness, proved hugely successful and it is hoped that it is something that can be rolled out across school to support all our SEN students.

A trial to have 6<sup>th</sup> Form students support Key Stage 3 students in class as part of their Citizenship Programme in Year 12 was successful. There were 26 students in Year 12 who signed up to take part and all continued to carry out their role past the trial period. The collaboration between Key Stage 3 and 6<sup>th</sup> form was rewarding to see. Year 12 took an active role in meetings with the SENCO and carried out their classroom support with care and diligence.

Due to the Spring and Summer Term interrupted by Covid-19, Warm Up to Write and Subject Specific Vocabulary interventions were unable to continue. Activity for Lexia Power Up during lockdown was significantly reduced.

EHCP processes have been on-going and challenging because of the timeframes and this has proved difficult to accurately review some EHCPs. The SENCO has kept in regular contact with both the Parent/Carers and the Local Authority to support the children and young people with a plan.

## **Further development**

---

Our strategic plans for developing and enhancing SEN provision in our school next year include: planned lesson observations, learning walks, evaluation of data, students and parent/carers feedback and collaboration and how these impact on development.

### **Relevant school policies underpinning this SEN Information Report include:**

- SEN policy
- Behaviour Policy
- Equal Opportunities Policy

### **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice (January 2015)
- Teacher' Standards (2012)

**Date presented to/approved by Governing Body: Sept 2020**

