



Salvatorian
College

Special Educational Needs Information Report

Principles

'The stone that the builders rejected has become the cornerstone.'

Psalm 118:22

Reviewed: November 2021

Education is a shared responsibility and we aim to work in partnership with parents and other professionals.

Salvatorian College is a mainstream Catholic secondary academy. We pride ourselves on being a fully comprehensive and non-selective school recruiting from a wide range of primary schools. A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age
- b) or have a disability which prevents or hinders them for making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a child is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning, SEN Code of Practice 2014, within the limits of our resources. We will use the school's mainstream funding and top-up SEN funding to furnish this support.

We endeavour to visit feeder primary schools to facilitate transition and will seek to put in place transition support for those previously identified as having special needs, if we deem this appropriate. We assess prior to admission to identify special needs but assessment and monitoring for SEN is regular and ongoing for all students. Once a child has been admitted to Salvatorian College, those with the most severe/complex needs will be prioritised for support, and parents of those who fall within this category, will be invited to bespoke school planning and review meetings. Support is tailored to match the profile of four broad areas or needs as defined in the SEN Code of Practice 2014: communication and interaction; cognition and learning; social, emotional and mental health; and mental health and sensory and/or physical needs. The wishes of the child will, of course, be taken into consideration at all times. The SENCO (Special Educational Needs Coordinator); a specialist teacher, can be contacted for assistance and there are a number of staff who support those identified as having special needs or disabilities. We do occasionally use the part-time services of an educational psychologist.

All teaching staff receive training in special educational needs. Training is provided to staff including teachers and teaching assistants as the need arises and there are ongoing opportunities to develop skills further.

Our policy is to facilitate full access to the curriculum and meta-curriculum where feasible for SEN and disabled pupils so that they do not feel they are treated less favourably than other pupils. As well as considering academic progress, we have regard to social and emotional development needs.

The school is a modern building and although there is a lift, parts of the school might be difficult to access. SEN students are encouraged to participate in the weekly youth club to facilitate mixing with peers. The school has a strong and effective anti-bullying policy.

Pupils are placed in ability streams and setting is used to enable teachers to teach to the appropriate level. We assess the success that those with special needs achieve by benchmarking against expected progress from prior attainment levels at Key Stage 2. We build in regular consultation with parents to garner their views. At the beginning of each term parents will receive a curriculum booklet giving an outline scheme of work and indicating how parents can support their child. Every term we will send progress grades but if parents have any concerns they may contact the Head of Year or SENCO to arrange a meeting.

Annual Reviews are held for students with Education, Health and Care Plans (EHCPs). These reviews focus on achievements, the progress made towards the outcomes, support and future plans and are held with parents/carers, student and any other agencies involved.

At Salvatorian College we have a three-tiered approach to supporting SEN learning: Universal (class teachers make minor adaptations), Targeted (bespoke intervention) and Specialist (involving the use of external professionals). We use the recommended graduated approach, supporting our students' learning, to assess, plan, implement strategies and then review interventions, involving external expertise as needed.

SEN students tend to be supported in class; however, occasionally students are withdrawn from the mainstream. Those with more pronounced learning difficulties may be placed in a smaller teaching group in Years 7 and 9 but follow a standard curriculum based closely on the national curriculum. Exceptionally, a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. There is a special needs homework club every evening (Monday to Friday) to support students. Pastorally, SEN students are supported by a dedicated Head of Year.

We work in partnership with a range of external agencies including CAMHS (Children & Adolescent Mental Health Service), the school nursing/health service, social care and various charities. There is an SEN Governor who oversees this area of policy.

We liaise with local support services before the end of Year 11, so that a smooth and successful transition is made to post-16 education.

Our SENCO is Mrs Isabelle Goursaud (contactable through the school on 020 8863 2706 or by email admin@salvatorian.harrow.sch.uk). Complaints about Special Needs will be dealt with as indicated in the Governors' Complaints Policy.

Further information can be found in our 'Special Educational Needs & Disability Policy', which can be downloaded from the website.