

<p><b>What kinds of SEND are provided for at St Benedict's Catholic High School?</b></p>	<p>Students' needs cover reading, writing, spelling, numeracy, understanding, communication, self-esteem, self-confidence, behaviour, hearing impairments, visual impairments, co-ordination, mobility, learning difficulties, autism, physical and medical difficulties.</p>
<p><b>What policies do we have for identifying students with SEND and how do we assess students' needs?</b></p>	<p>We gain information about students' SEND before they arrive, through:</p> <ul style="list-style-type: none"> <li>• Shared communication between primary schools and St Benedict's on the specific needs of individual pupils</li> <li>• Close liaison with parents and primary SENCOs before a pupil joins us in Year 7 to ensure continuity of care, especially where diagnoses exist for a child or where an EHCP states certain types of provision.</li> <li>• Pupils reading is assessed on entry &amp; we identify those in need of Fresh Start or fluency programmes.</li> <li>• In-school testing of all Year 7 pupils.</li> </ul> <p>Further identification and assessment can be done through:</p> <ul style="list-style-type: none"> <li>• In class observations of all classes for the first weeks of term for Year 7 classes</li> <li>• Teacher feedback and continual progress monitoring to inform where a child may need extra support</li> <li>• Further specific screening tests may be carried out according to need, to recognise students with traits of specific learning difficulties, as well as tests that look at spelling accuracy and reading ability.</li> </ul>

<p><b>How do we engage and involve parents in the education of our SEND students?</b></p>	<p>We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your view, as well as the views of your child, in any difficulties they may experience with their learning.</p> <p>You will be able to share your views over email, by phoning the Learning Support Department, or by arranging a meeting with one of the team. We will always endeavour to respond to your views, and where possible to act upon them.</p> <p>In addition to the above, if your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.</p> <p>All parents are also encouraged to have discussions with class teachers, to attend parents' evenings, and to ensure that their child completes home learning to a high standard.</p>
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<b>How do we engage and involve SEND students in their education?</b>	We will carry out Student Voice activities throughout the year to better understand the views of students with SEND.
<b>What arrangements are in place for transitions between primary school and also beyond year 11?</b>	<p>The school has strong links with its feeder primary schools.</p> <p>During Year 6/7 transition members of the St Benedict's SEND team visit students in their primary schools and teachers meet with the school's SENCO to discuss students in order to ensure a smooth transition. Information from our feeder primaries is shared with teaching colleagues.</p> <p>All students attend a taster day in the July before they come to St Benedict's so that they can become familiar with the building and get to know their tutor and teachers. We also arrange additional visits for SEND students to visit St Benedict's at different times through a transition programme to empower them to become confident with all aspects of school life.</p> <p>For our Year 11 students we work closely with our Sixth Form centre and other providers, apprenticeships and colleges to provide a smooth transition to Post 16. Students visit different environments so that we can support them to decide what their next step will be. We work closely with Inspira to support students with this. Staff in the Learning Support department staff will support students with SEN with applications for school, college, apprenticeships or employment opportunities</p> <p>At St Benedict's we take care to ensure that during transition points (between classes, each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and the best strategies to support their learning. This happens through effective use of data, our Learning Support Department communicating well with all teaching staff, and strong systems for reporting progress.</p> <p>Pupils have Pupil Profiles, and the SENCO meets regularly with Heads of Departments, and Heads of Year, as well as delivering CPD.</p>
<b>What approach is taken to teaching students with SEND?</b>	<p>Quality first teaching is our approach. We work to ensure all staff have the highest possible expectations for our students.</p> <p>We offer a range of interventions to support pupils, as well as offering a range of training to support classroom teachers. The intervention provided to supporting learning is outlined below:</p> <p>Universal – this is the teaching your child will receive from his/her class teacher and may include</p>

	<p>some very minor adaptations to match learning needs. It also includes ensuring that all teachers are aware of how to match these learning needs, through good communication and training systems.</p> <p>Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of</p> <ol style="list-style-type: none"> <li>1) assessing your child's needs</li> <li>2) planning the most effective and appropriate intervention</li> <li>3) doing this intervention and</li> <li>4) reviewing the impact on your child's progress towards individual learning outcomes.</li> </ol> <p>Sometimes this intervention may take place outside the classroom, as a 1-to-1 or with a small group of students. These will be limited to a number of weeks to minimise disruption to the regular curriculum or may take place in 1-1 time, tutor time or after school. You will be kept informed of your child's progress towards learning outcomes.</p> <p>Whilst staff have access to students' Pupil Profiles, staff who teach students with SEND read the appropriate EHCPs for those students.</p>
<p><b>What expertise and training do staff who support students with SEND receive and does this include specialist support?</b></p>	<p>At St Benedict's we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.</p> <p>Regular professional development ensures that our staff are fully aware of how to cater for a range of Special Educational Needs. Specialist teachers from outside of the school consult with teaching staff and the Learning Support department. Recently this has included updated Autism Training, attachment training, bereavement support, adaptive teaching and ELSA training.</p> <p>The Learning Support team are in regular communication with teaching staff to make sure that everyone is aware of what Special Educational Needs there are within the school, and how to help support those needs in the classroom.</p> <p>Individual training can also be arranged when necessary.</p>

<p><b>What arrangements are in place for assessing and reviewing progress of SEND students and how does the academy evaluate the effectiveness of provision of students with SEND?</b></p>	<p>Students' progress is reported on every term and this allows us to monitor and intervene as necessary.</p> <p>As part of this reviewing cycle, any interventions necessary because of personal circumstances, medical needs or short-term changes in a student's situation may be discussed and agreed with parents/carers.</p> <p>Some students will have targets to support their very specific needs; these will be monitored and reviewed regularly.</p>
<p><b>How is my child included in all the same activities as his/her peers at school?</b></p>	<p>St Benedicts is an inclusive school and committed to providing equal opportunities for all children.</p> <p>School clubs, educational visits and residential trips are available to all children.</p> <p>When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.</p>
<p><b>How does the school involve other organisations and specialist support in provision for SEND students?</b></p>	<p>We may involve specialists at any time to provide advice and guidance following early identification of SEND. Parents are fully involved in this process.</p> <p>Services we have access to include those offered by Cumberland Council SEND team. These include:</p> <p>SEND Teaching Support Team incorporating:</p> <ul style="list-style-type: none"> <li>• Physical and Medical Needs</li> <li>• Sensory: Hearing and Visual Impairment</li> <li>• Developmental Language Disorder (DLD)</li> <li>• Communication and Interaction Needs (Autism spectrum)</li> <li>• Severe Learning Difficulties</li> <li>• Inclusion Support Officer (Behaviour) <i>(not available to secondary schools but we liaise with them on transition)</i></li> <li>• Educational Psychologists</li> </ul>

	<ul style="list-style-type: none"> <li>• CAMHS</li> <li>• Forest School - 'Escape Education' offer bespoke forest school and intervention work</li> <li>• Farm Life</li> </ul>
<b>How do we make our school accessible to all?</b>	<p>St Benedicts has a lift which allows all students to have equal access to high quality teaching across the curriculum. In the unlikely event that the lift is not working we move teachers to the ground floor to allow access for students with a restricted mobility.</p> <p>We have a zero tolerance approach to bullying and a positive behaviour ethos. Our student virtues are the foundation of our school. These are:</p> <p><b>Dignity</b>  <b>Humility</b>  <b>Diligence</b>  <b>Truthfulness</b>  <b>Stewardship</b>  <b>Forgiveness</b></p>