



SEND Information Report St Ignatius College

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

What is the school's vision and mission statement? At St Ignatius College, we aim to find God in all things. We endeavour to care for the individual by showing love in deeds and by building a Christian community that engages with a wider world, parents and carers. St Ignatius College aims to promote equality of opportunity, excellence and the development of individual potential. We believe that all our students are of equal value and share the same educational rights - irrespective of culture, gender, home situation, current levels of attainment and disability.

What type of school are we?

St Ignatius College is a boys' Catholic Jesuit secondary school. It is one of only five Jesuit secondary schools in the United Kingdom. The school admits boys from age 11 – 18 and girls in the 6th form.

Our Ofsted rating?

Overall Grade: Good

The school has the following strengths:

- Students' behaviour is good. They are keen to learn, and are respectful and courteous towards each other and adults.
- The sixth form is good. It is well led and students make good progress because of their very positive attitudes to learning and good teaching.
- Students' spiritual, moral, social and cultural development is exceptionally well supported through the strong religious ethos within the school.
- Students say they feel safe and well cared for.
- The Headteacher and senior leadership team have raised expectations and increased teachers' accountability; as a result, teaching is improving.
- Governors know the school well and are clear about what needs to be done to improve teaching and learning. Increasingly they are challenging senior leaders to do better.

- Pupils' welfare is outstanding.
- Disadvantaged pupils, the most able, the least able and those with special educational needs and disability are closely monitored and strategies to support them are used to good effect.

St. Ignatius College provides for students with a wide range of special educational needs and disabilities, including those with:

- Communication and Interaction needs: this includes children who have speech, language and communication difficulties, including autistic spectrum conditions;
- Cognition and Learning needs: this includes children who have learning difficulties and specific learning difficulties, for example, dyslexia, dyspraxia and dyscalculia;
- Social, Emotional and Mental Health needs;
- Sensory and/or physical needs: this includes children who have visual or hearing needs, or a physical disability that affects their learning and engagement in school-life.

The above four SEND categories are definitions of special educational and disability need found in the 2014 Code of Practice.

Our Administrator / Student Focus is Marie Munford who can be contacted on 01992 717835.

Our Governor with responsibility for SEND is Mrs J. Barton.

Our SEND policy is available on our website: <http://www.st-ignatius.enfield.sch.uk>

How do we identify and give extra support to students with SEND?

1. Records from previous schools, including KS2 information – SATs
2. Information derived from the Cognitive Ability Test scores
3. Literacy screening of Year 7-9 by the NFER reading test and Vernon Spelling test
4. Individual literacy assessment
5. Individual assessments of casual intake
6. St Ignatius College staff referral
7. Information provided by parents and external agencies
8. Student's self- referral
9. Intervention

The school approach is informed by Enfield Local Authority's guidance 'How schools support children and young people with SEND'.

<https://new.enfield.gov.uk/services/children-and-education/local-offer/education/how-schools-support-children-and-young-people-with-send/>

What does our school do to help young people with special educational needs?

At St Ignatius College, we aim to ensure that all SEND learners are able to make at least expected progress. The SENDCo collaborates with the Inclusion Team and the Senior Leadership Team to oversee and plan for the needs of all SEND learners. We regularly track progress data and individual assessments to devise interventions and then evaluate the effectiveness of the interventions offered.

We have a range of interventions across the school. They fall into the following three categories:

Wave 1

The effective inclusion of all young people in high-quality lessons. 'Reasonable adjustments' are made in class to ensure all SEND learners can access the curriculum. These might be: differentiated resources, coloured overlay, writing frames and aids, differentiated seating plans or changes to the physical environment of the classroom.

Wave 2

After a period of monitoring and assessment, if students are not making expected progress at wave 1, the student would then attend a small group intervention with the aim to close the gap in their learning so that the student comes in line with their peers as a result of the intervention. These are timely interventions with specific entry and exit criteria. The expectation is that SEND learners will engage in a fixed term intervention to enable learners to catch up with their expected level of progress.

Wave 3

Students who may have an area of Special Educational Need may at this point be referred to specialist assessment and provision. They have on-going and targeted interventions which may be structured into their timetable.

Our team includes experienced staff who track, implement and evaluate interventions to support SEND learners throughout their time at the school. They have been trained in ASD, dyslexia, speech language and communication difficulties and behaviour management.

HLTA

- Small literacy groups.
- Individual literacy or numeracy lessons.
- Individual speech and language interventions.

Learning Support Assistants

- Support Year 7 students during transition into St Ignatius College.
- Provide in class support for students across the school.
- Implement reading and comprehension interventions to support students with specific learning difficulties.
- Run handwriting clubs, homework clubs and coursework catch up clubs.

Learning Mentor

Run small group interventions to support social, emotional and mental health in the following areas:

1. Transition
2. Social skills
3. Bereavement
4. Self-esteem
5. Organisation skills

How we adapt our teaching for children/young people with special educational needs

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. The way we adapt this for children with SEND and disabled children is set out in the School Accessibility Plan.

You can read it here: <http://www.st-ignatius.enfield.sch.uk/>

All class teachers are aware of the need to differentiate the curriculum to the needs of the students. This could include providing a writing frame, scaffolding, a glossary of key words or a simplified hand out. The aim is that all students are able to access the lesson and progress with their learning whatever their starting point.

How we decide what resources we can give to a young person with special educational needs

- All Students with statements of SEN or Education, Health and Care Plans (EHCP) receive support as detailed in the documents. The SENDCo also puts into place appropriate needs following the advice of parents, carers and staff.
- All students in lower set Maths and Science receive in class support in those lessons.
- All students reading below 9 years 3 months receive literacy support.
- Students entering the school below national expectation for English and Maths receive extra literacy and numeracy classes delivered by a HLTA or a teacher.

These strategies are reviewed at the time of the student's annual review in conjunction with subject teachers and parents/carers are informed of any changes.

How do we know if SEND provision is effective?

The progress of all students is tracked by the SENDCo through: teacher assessment, achievement and behaviour point tracking and regular home/school communication.

In addition, for students with SEND we regularly review progress towards agreed outcomes, assessing whether the support that has been put in place has made a difference, and what we need to do next.

When we run special intervention programmes for groups of children, we assess their success and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for students with SEND is contained in the governors' report.

How we check that a child/young person is making progress and how we keep parents informed:

Student progress is monitored by the Learning Coordinator, Subject Leader and subject teachers during half termly assessments. This information is sent to parents on a half termly basis. This data is filtered to the SEND team who use this to inform provision mapping. Provision mapping is a menu of interventions a school uses to ensure our learners make good progress. This could be mentoring or paired reading.

Following a period of assessments, the SEND team analyse student progress and use the data to identify if interventions are needed to support progress further. We may then contact parents to discuss this via phone calls or letters home. The SEND team will coordinate regular review meetings with all key stakeholders to discuss the student's progress.

Our wider school staff offer a range of workshops to support parents. We also offer parents the opportunity to engage with organisations such as 'Parent in Partnership'.

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by regular meetings, phone calls and Parents Evenings.

There are also opportunities for parents/carers and students to provide us with feedback which enables us to review practice relating to SEND and Equality. We do this by:

- * feedback from Parent Forums and Parent Evenings;
- * opportunities for students by their involvement with the School Council;
- * feedback from meetings during review meetings;
- * discussions with staff from the SEND team.

Support we offer for children's/young people's health and general wellbeing

We have a strong pastoral system in place at St Ignatius College. Each year group has a Learning Coordinator; these members of staff use the school's information system to track behaviour, attendance and learning. Our Learning Coordinators facilitate weekly panel meetings to discuss students whose behaviour might suggest an unmet need. Other members of staff on the panel are a member of the Senior Leadership Team, the SENDCo, Pastoral Support Officer, Attendance Officer and the Learning Mentor to ensure the discussions of individual learners are in-depth and holistic. Other members of staff who have concerns about the social, emotional and mental health of learners can fill in a referral form to flag the learners for discussion at the weekly panel. The panels then agree on actions and interventions that may support behaviour in order to avoid exclusions and increase attendance.

Our Student Services office oversees self-administration of medicines and personal care. We have a medical room that can be used by learners with medical needs. Students requiring medical plans for serious medical conditions are requested to notify the school through the application process. Any subsequent new developments should be notified to the school ASAP. A medical care plan will be written with the support of Student Services staff and input from parents during a dedicated meeting. The care plan will be reviewed annually.

We encourage our students to be engaged and active in their learning. We have a school council with representation from every year group. The council meets regularly to explore the views of our students. We also have a sixth form College Captain who acts as our Head Boy. He facilitates sixth form groups who take on various responsibilities around the school and engage in extracurricular activities on behalf of the school. They take great pride in being part of the team and readily represent the views of the school body.

All children have the opportunity to share their views through:

- * conversations with their form tutor and from teaching and support staff in our teams supporting their year group
- * their school council representatives

We listen to the views of children/young people with SEND through:

- * meetings, phone and email contact with students and parents, where the 'voice' of the student and parent/carer is expressly sought, noted and - as appropriate - acted on
- * Review meetings start with 'student voice' section
- * SEND students have a key LSA to whom they can refer to daily in addition to their form tutor
- * monitoring our morning, lunch and after-school clubs
- * following up on points raised by teachers, Learning Support Assistants and support staff.

We take incidents of bullying very seriously, including 'minor' incidents of bullying according to Protected Characteristics and including disability-related discrimination.

How we include children/young people in activities and school trips

We have an inclusive policy at St Ignatius College and we think it is of absolute importance that all of our young men are able to access all of the activities our school offers. We liaise and plan with parents where needed to ensure access to our extra-curricular activities, in accordance with duties under the Equalities Act 2010. We talk to parents/carers and young people when planning trips so that everyone is clear about what will happen and offer support when needed.

Specialist external services we use when we think extra help is needed

We have a range of external services that St Ignatius College draws on to support our learners:

- Close links with Enfield Autism Advisory Service.
- Speech and Language Service in the Local Authority
- Child and Mental Health outreach service (HEWS)
- Behaviour Support Service
- Educational Psychologist for assessment and intervention
- Hearing Impairment Team
- Visually Impaired Service
- School Nurse
- Education Welfare Officer

Staff Training

Our staff are offered a range of continued professional development to support their planning, understanding and relationships with learners. This includes:

- Autistic Spectrum Disorder awareness
- Speech and Language awareness
- Behaviour for Learning
- Differentiation
- Safeguarding

How we prepare for children/young people joining our school and leaving our school

The SEND team have a step by step transition procedure from primary school that begins in the autumn term of Year 6:

1. Parents are invited to attend our open evening in the autumn term of Year 6. The SENDCo encourages parents to make individual appointments to discuss the SEND needs of the young person in detail.
2. Meeting with the SENDCo and other SEND staff, allowing time for parents/carers to reflect and talk through specific needs of their child, so that we can understand the support a particular child requires in school.
3. Encourage parents/carers to visit a variety of schools, to ensure a balanced perspective.
4. Work closely with primary (catchment) partner schools, so that students and parents/carers can visit the school to observe a usual school day and to meet relevant staff on a number of occasions.
5. In the spring term, the SENDCo attends reviews and annual reviews at primary schools.
6. Students who have an EHCP have an extra and structured visit during the summer term to ensure a smooth transition to St Ignatius College.
7. At the end of the summer term, all the information on our new students is gathered. A pen portrait of each SEND learner is then created and shared with staff.
8. In September, all Year 7 tutor groups are assigned a Learning Support Assistant to support SEND learners during the first two to three weeks.

We prepare students for transition to the next stage of their education/training, post-16/18. This may include:

- Guidance and support in choosing GCSE and vocational courses - for example, in conversation with students and parents/carers, an open evening for options.
- All students with an EHCP have at least one 1 to 1 session with the SENDCo when choosing options.
- The SENDCo is involved in the Options evening and is available to discuss options with parents.
- Through conversations with teachers, students and parents/carers when students are in Years 10 and 11.
- With advisor support to ensure all students with SEND have guidance and support to help ensure appropriate provision post-16.
- Work experience at the end of Year 10 for all students.
- We have a Careers service based in school, which supports our young men in their transition to their next stage in their education life.

How parents are involved in school life:

We understand the importance of parent voice at St Ignatius College and involving parents in planning for their young person's need. We have access to translators for parents whose first language is not English. The forums that parents are able to access in order to be involved with decision making are:

- Parent evenings
- Review meetings
- Pastoral Support Plan meetings
- Behaviour Support Plan meetings
- Governor meetings
- Behaviour Panel meetings
- Education Psychologist meetings
- Speech and Language meetings
- Learning Coordinator meetings
- Team Around the Child meetings
- SLT surgeries

Who to contact for more information or to discuss a concern

The SENDCo and Learning Coordinators are the first point of contact for parents who may want to discuss their young person.

If you are concerned about your child or if you would like to feedback, including compliments and complaints about SEND provision, in the first instance please contact:

Mrs Moira Antoniadis on 01992 717835

If a parent wishes to seek independent, confidential and impartial advice, we recommend:

<http://www.enfieldparents.org.uk/>

Community House

311 Fore Street

London

N9 0PZ

020 8373 6243

enquiries@epandc.org.uk

The Enfield Local Offer is available at <https://new.enfield.gov.uk/services/children-and-education/local-offer/>

The Department for Education has published *Special Educational Needs and Disability: A guide for parents and carers* - that addresses a range of issues.

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