

Special Educational Needs and Disability: Support, Achievement and Aspiration for All

At St John Plessington Catholic College we emphasise social, emotional and academic inclusion. We celebrate diversity within our school community and create an environment where all students can flourish and reach their true potential.

We define a student's Special Educational Needs and identify the most appropriate provision, taking account of the student's needs, the parent's wishes and the most effective use of available resources.

Our objectives are that:

All students are able to make aspirational progress.

Students have access to a broad and balanced mainstream curriculum differentiated to support their additional needs where appropriate.

Responsibility for Co-ordination of SEND

The SENCO, supported by the SEN Learning Coach within SJP's Romero Centre, is responsible for the co-ordination of SEND provision within the school. The implementation and monitoring of support strategies and interventions is viewed as very much the responsibility of SJP's whole school community.

A Special Educational Needs Care and Action Register (SENCAR) is issued to all staff and updated termly. This ensures that we are all aware of those in our community with additional needs.

Provision and Allocation of Resources

Provision is decided, and resources are allocated according to need and any individual student funding that a Statement may provide. Provision and allocation of available resources is reviewed on a termly basis to ensure students' needs are met. Parents, carers and any outside agencies involved are worked with closely to ensure appropriate and meaningful provision. Parents' Evenings, Review days and Annual reviews for Statemented students all ensure that excellent home school communication is offered.

Statemented students will be supported under the direction of their statement. Provision may include Teaching Assistant support in curriculum areas if students are provided with additional funding by the Local Authority. All Statemented students will receive an IEP in addition to whole school Achievement Plans.

School Action + students will be supported with school or outside agency based intervention, additional to that offered within the mainstream classroom. All SA+ students will receive an IEP in addition to whole school Achievement Plans.

School Action students will be supported within the mainstream classroom with additional differentiation by subject teachers.

Students with additional medical needs: all staff will be aware of need via the SENCAR. For any students whose additional medical needs impact on the school day, an Individual Health Care Plan will be written by the SENCO /SEN Learning Coach with the support of the School Nurse and any outside agencies involved with the student.

Students with Physical Disabilities: at SJP we work with students with physical disabilities and their parents and carers to enable them to participate in school life as fully as possible. The School has wheelchair access and a lift is available for student use should they need it.

Additional Intervention Offered to Support Learning at SJP

At SJP we pride ourselves on the additional intervention strategies available for **all** students including those with additional needs. Additional intervention to support learning is usually met within the mainstream classroom and directed by Heads of Department after half termly reviews of progress.

The Romero Centre also provides additional support outside the mainstream classroom for some students.

Support here includes:

- Small group Literacy provision for students whose reading age is at a level preventing them from accessing the mainstream curriculum successfully. The Literacy Co-ordinator oversees this provision and Level 3 Teaching Assistants deliver a programme of support known as “Lexia”. This support is currently offered to Years 7 and 8.
- Small group literacy withdrawal for weak readers or those with Specific Learning Difficulties in Year9.
- Students in Years 10 and 11 may also be supported, but withdrawal from lessons will be done to minimise the impact on their GCSEs.
- Small group work with students who have English as an Additional Language. EAL students are not classed as “SEN” but we work to improve communication skills and access to the English Curriculum. SJP was a Hub School for EAL in 2011-12.
- Curriculum support in the Restricted Timetable Area.
- Break and lunchtime homework club for students assessed as requiring this level of support.

For more information regarding SEND, please contact Ms Thierry, SENCO or Miss Clinton SEN Learning Coach.