



St Ambrose College 2017-18

Welcome to St Ambrose College's SEND Information Report, which contains our contribution to Trafford's Local Offer.

Our Learning community is centred in God, rooted in Christ and structured through the teachings of Blessed Edmund Rice. Our vision is to provide each student with the experience of being loved and valued as a sacred individual, created by a loving God.

We take pride in the inclusive and supportive nature of our learning environment: there are no barriers to learning; each student is challenged and supported to achieve their personal best; different gifts are recognised and diversity is celebrated.

We hope that you will find this report suitably evidences and reflects our vision and values.

- **What kinds of special educational needs does the school provide for?**

St Ambrose College is a mainstream school. Where St Ambrose is considered to be the most appropriate school for a pupil/student with a special educational need, particularly in terms of academic ability and attainment, the school aims to ensure that strategies and support are in place to enable that pupil/student to access the curriculum and extra-curricular opportunities to the fullest extent possible, so that the pupil/student makes the best possible progress and achieves the best possible outcome.

- **How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?**

Some pupils/students may already have an Education Health and Social Care Plan (EHCP) or have been identified as needing SEN support by their previous educational setting, in which case the information will be sent to us on transfer. Where this is not the case, the school has effective procedures in place to identify and support students with special educational needs.

The progress of all pupils/students is tracked by teaching staff using a data recording system. If a pupil/student is not making expected progress then teachers will be asked to monitor the pupil/student for half a term. If their progress after this monitoring time is still causing concern then further discussions will take place with the Senior Tutor, SENCO and parents/carers.

When a pupil/student has significant gaps in terms of their actual progress or access to learning, and when this deficit can be ascribed to an identifiable learning need, the pupil/student will be placed on the SEN register so that they are able to make greater progress with SEN support.

The needs of the pupil/student will be identified and appropriate strategies and interventions will be implemented in class to support their progress. This will be reviewed as necessary with pupil/student.

Any concerns regarding specific learning difficulties and special educational needs can be directed to Mrs Whittle, Special Educational Needs Coordinator (SENCO). She will assess if



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there is a special educational need, using information provided by teaching staff in the first instance. It may be that once assessed that it is judged that the pupil/student may be best supported through the pastoral system or alternatively, that further referrals to outside agencies, or tests, are required to see if there is an underlying cause. Teaching and learning strategies and additional interventions will be put in place according to individual need and will be regularly reviewed.

- **How will both you and I know how my child/young person is doing?**

School communicates regularly with parents/carers about the progress of each pupil/student. This is done via an interim report, a full report and parents' evening appointments with subject staff as a matter of whole school policy. Interventions that parents/carers can help with at home can be discussed at parents' evening. On top of this, parents/carers with a pupil/student on the SEN register will be able to discuss progress and to assess the effectiveness of interventions on request from Parents or should any extra concerns come up throughout the school year. A list of available contacts is provided below for further reference.

- **How will the curriculum be matched to my child/young person's needs?**

Pupils/students will, first and foremost, be supported in class by high quality teaching. All lessons are differentiated for a range of need, including special educational needs. As well as using their own professional knowledge, teachers are supported by the SENCO and outside specialist support services to find suitable strategies for pupils/ students with SEN. Needs and additional interventions are communicated to staff by means of regular updates and additional training sessions as required.

- **How will school staff support my child/young person?**

There are a wide range of available interventions: differentiated teaching and learning strategies, some interventions offered at lunch time or after school such as sixth form mentors for reading and subject revision sessions; the application of rest breaks and extra time for assessments where this is identified as a need. The school liaises with outside services and specialists are invited to deliver training sessions to ensure that teaching staff are professionally informed about the best strategies to assist progress.

- **How is the decision made about what type and how much support my child/young person will receive?**

The SEN register comprises of two categories. The highest category of need is represented by students who have a statement or, from September 2014 an Education, Health and Social Care Plan (EHCP)* These students require additional resources, for which funding is available.



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Some students will have additional needs that require extra support but this support will be at a level below that of an EHCP. These students will be identified as having 'SEN Support'** and they form the second category of students whom we place on the SEN register. Students in this category are identified to staff with a summary of their needs as well as the provision of strategies that can usefully be adopted in the classroom.

In addition to the two categories above that appear on the SEN register, we also have pupils/students who may require monitoring before it is decided whether or not they will require SEN support. Parents/carers will always be informed of the outcome of the monitoring.

*If your son has a statement transfer to the EHCP will take place by April 2018.

** SEN support replaces School Action and School Action Plus from September 2014

- **How will my child/young person be included in activities outside the classroom including physical activities and school trips?**

The school endeavours to be as inclusive as possible. There are times when an additional risk assessment may be required for an individual pupil/student with SEN, in order for them to participate in physical activities or a school day trip/residential visit. In such circumstances the school, parent/carer and the pupil/student would be involved in this process and school would liaise with the appropriate specialist support services. On occasion, it may be necessary for a specialist support assistant to accompany the pupil/student on a trip or to support their participation in physical activities.

- **What support will there be for my child/young person's overall wellbeing?**

Every pupil in Years 7-11 has a form tutor, and a House Leader who will offer support and guidance. In the Sixth Form, each student has a form tutor, House Leader and the Head of Sixth Form. In addition, the pastoral team is supported by the SENCO and a Behaviour Mentor and Academic Mentor.

- **What specialist services and expertise are available at or accessed by the school?**

Both the SENCO and the pastoral team work with a range of services to ensure the needs of all pupils/students, including those with SEN, are met. These include:

Trafford Child and Adolescent Mental Health Team (CAMHS)
School Examinations Officer regarding examination access
arrangements School Pastoral Mentor

- **What training have the staff supporting children/young people with SEND had?**

Relevant Special Educational Needs and Disabilities training takes place through our INSET Programme. All staff participate in training on Safeguarding and Child Protection. Staff have received training on the SEND reforms (effective from September 2014), as well as how to identify SEND and support students



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- **How accessible is the school environment?**

The school has been adapted to ensure access for wheelchair users. Lifts are available to all classrooms around the school. There are disabled toilet facilities. EVAC chairs are provided for emergency situations where pupils need to get downstairs without use of their wheelchair/crutches. For a pupil/student with a statement/EHC Plan, specialist equipment may be provided to ensure they can fully access the curriculum; for other pupils/students with SEN support, laptops, modified/enlarged papers, up to 25% extra time for assessments are available depending on need, which is assessed on an individual basis.

- **How are parents and young people themselves involved in the school?**

There is close liaison with the school and all parents/carers. Parents/carers of pupils/students with SEN are invited to contribute to regular review meetings, to attend meetings with the staff from external services, as well as having regular communication with the SENCO and the other teaching members of staff. They are also invited to attend all meetings with outside agencies and support services.

- **How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?**

We work closely with a range of agencies and will involve the appropriate services as and when it is required. Representatives from specialist support services will be invited to attend review meetings for pupils/students with SEN and to deliver training sessions to teaching staff to ensure the pupil/student can fully access the curriculum.

- **Who can I contact for further information?**

The first point of contact for any queries regarding a pupil/student at the school would be the House Leader or the Deputy Principal who can be contacted either by telephone 0161 980 2711 or email office@st-ambrosecollege.org.uk If you wish to speak to the SENCO, Mrs Whittle, you can contact her on the school telephone number 0161 980 2711 or email office@st-ambrosecollege.org.uk



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- **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

The school has effective procedures in place to ensure a smooth transition between primary and secondary school: Every year there is an open day for prospective pupils in Year 5 and their parents/carers. Year 6 pupils who are offered a place at St Ambrose are invited to attend an induction day during the summer term where they spend a day with their form group and form tutor. The school ensures that pupils/students throughout the school are supported to make the right choices regarding the next phase of their education by form tutors, tutors, House Leaders higher education co-ordinators.

Under the 0-25 SEND Code of Practice, SEN support is being introduced into FE colleges and sixth forms. This means that where a student post-16 has a learning difficulty or disability that calls for special educational provision, the school will use its best endeavours to put appropriate support in place. The student with SEN will be invited to participate in discussions about their aspirations, their needs and the support they think will help them best. Support will be kept under review and will draw upon expertise within and beyond the school where needed.

- **What other support is available?**

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory

www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email:

fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis

SEN Governor: Mrs M Kerr