

SEND at St Mary's College:

The SEND department at St Mary's College is inclusive, supportive, ambitious, innovative and outward looking. Our provision is firmly rooted in our belief that our school is a place where everyone is treated with dignity, with respect and is of equal worth. We continue to develop a highly effective learning community for students with SEND where all staff understand the shared responsibility we hold to meet the needs of students with SEND and where inclusivity is fundamental to the academic and social development of the students in our care. We firmly believe that our SEND students are complete, fully realised young people with unique and beautiful qualities. There are no better versions of them without their additional needs, they are not unwell; they just need a little more help at times.

The Catholic Life of the school permeates all that we do and this is consistently evident in the actions of our most vulnerable students who embody our school ethos to treat others as you would like to be treated. Our vision is driven by our relentless encouragement of all students with SEND to recognise their distinctive value within our learning community and to understand how their individual talents enhance our school.

The SEND department at St Mary's College strives to achieve the following:

- Create a secure learning environment where all students' needs are met and where success and achievement are recognised and praised in ALL areas of the school.
- Provide staff with regularly updated student information and appropriate training and development opportunities to ensure quality first practice when working with students with SEND.
- Develop a bespoke SEND curriculum which provides our most vulnerable students with the knowledge and cultural capital to become independent, resilient learners who will ultimately succeed in life.

We have 59 students with an EHCP at St Mary's College. The range of SEND is diverse and includes Autism, Speech Language & communication, Sensory processing difficulties, Attachment trauma, Moderate/Severe learning difficulties, Hearing impairment, Visual impairment, Social Emotional and Mental health needs, Complex medical needs (including Heart defects, Spina Bifida, Cerebral Palsy, Friedrich's Ataxia), and Dyslexia, Dyspraxia and Diabetes.

The SEND department at St Mary's College includes 20 Teaching Assistants, an SEN Manager, an Inclusion manager, 3 specialist SEND teachers one of whom is a Distinctive teacher and one of whom is the Assistant SENCO and a qualified Access Arrangements assessor, our SM6 SENCO link, 2 Teaching Assistants who support with administrative duties relating to the Annual review and APDR processes, 2 Graduate interns, 2 healthcare assistants and 4 apprentice Teaching Assistants. The SEND department is led by Anna Ramsden, Assistant Headteacher.

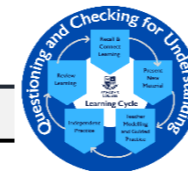


Context of SEND at St Mary's College:

	EHCP	SEN K	Pupil Premium	SEN Pupil Premium
Total	59	271	504	99
SMC %	2.4	10.8	20.1	19.6
National %	2	11.5	27.2	
Year 7	10	52 (5 K+)	85	20
Year 8	13	44 (10 K+)	77	15
Year 9	7	46 (18 K+)	101	15
Year 10	6	36 (14 K+)	70	11
Year 11	10	47 (19 K+)	74	22
Year 12	9	25 (8 K+)	61	11
Year 13	4	20 (4 K+)	36	5

Bespoke SEND curriculum implementation:

- Within the SEND department we deliver a discreet nurture provision to our students with the most complex needs which accounts for 9 hours of their timetable in Year 7 and 10 hours in Year 8. We refer to this provision as the 'Core Group'.
- The SMC learning cycle is embedded in the delivery of our Core Group curriculum.
- A knowledge rich curriculum is devised to include the development of disciplinary skills (which are fundamental for students with SEND and cannot be left to chance) and the development of core knowledge.
- The Year 7/8 Core Group curriculum Learning Journeys align with the mainstream Humanities curriculum in terms of topic sequencing with a heavy emphasis on literacy skills. Content in Core Group lessons is reduced to ensure sequencing and alignment with mainstream lessons is achieved.
- Additionally, the Core group have a weekly Musical Enrichment lesson and a weekly Social Skills lesson. The Year 7 Core group are also taught Spanish and Literacy as part of their adapted, bespoke curriculum.
- The use of 'Rodocodo', (a programming/coding tool) is deployed once a week in the Year 8 Core Group to develop students' independent learning, IT skills and problem-solving capabilities – the independence this affords the group allows our specialist SEND teachers to work 1:1 with students on phonics and literacy skills.
- In Year 9/10/11 bespoke pathways are offered to students with SEND to ensure they still access and engage with our curriculum via our Humanities for Life and Life Skills courses. The curriculum for both courses is ambitious and enables the students to access short courses in History, Geography and Citizenship which deepen students' knowledge and afford them the opportunity to achieve AQA Unit Award Scheme certificates.
- Assessments are adapted appropriately and completed in a timely and supportive manner to allow students with SEND the opportunity to demonstrate the recall of prior knowledge, current knowledge and the application of knowledge and skills.
- Within the wider school, there is consistency in terms of which year group Teaching Assistants are attached to and the departments where they provide support to ensure the appropriate skills and expertise are deployed to best support students with SEND in accessing a broad and balanced curriculum.
- Enrichment opportunities are plentiful and promote teamwork, communication and determination.
- Students also have the opportunity to work towards the Duke of Edinburgh award and achieve the Bronze, Silver and Gold qualifications.



Whole school teacher led SEND support:

- Regular whole staff INSET takes place with a clear SEND focus to ensure staff are confident and consistent regarding their provision for students with SEND.
- A weekly SEND Bulletin is also sent to all staff each Monday and key information is included in departmental meetings. This includes updates on individual students to ensure a continued collaborative and flexible approach to ensuring support is consistent and relevant.
- Clear guidance is shared on a half-termly basis with all staff regarding where to access up to date information on SEND students to ensure appropriate teacher led support is given consistently via quality first teaching.
- A Pupil Passport exists for all students on the SEND register detailing their strengths, needs and strategies for support. These are accessible to all staff and when updates are implemented they are circulated to all relevant colleagues.
- Outcomes and key action points from Annual Review meetings are shared on a weekly basis via email with specific teachers of individual students to ensure needs are met in an up to date and appropriate manner.
- TA support in lessons with students who have an EHCP ensures collaborative interaction between the SEND department and the wider curriculum which is further enhanced by lesson drop ins and observations, discussions with students with SEND and positive communication with Heads of Department and Key Stage Coordinators to ensure departmental planning is appropriately adapted to ensure all can access and engage with our broad, balanced and ambitious curriculum.
- Fortnightly meetings with each Head of Year take place to assess and adjust the provision and support for key students with SEND in order to remove any barriers to learning and/or behaviour for learning.
- There is a close working relationship between the SEND and Safeguarding team to develop appropriate support packages for our students with SEMH needs.
- Post – 16 SEND support is personalised and includes email check ins, face to face check ins, Teaching Assistant support in lessons where required and regular updates and support strategies are communicated to teachers of students with SEND.
- We have a Student Support Hub based in the SM6 building specifically for 6th form students where SEND staff are based throughout the day for student drop ins.

SEND Areas of strength:

- ✓ Outcomes for students with an EHCP at SMC are significantly above national average: SMC SEN E Progress 8 score: is 0.67 vs National average Progress 8 score of 0.
- ✓ We have a flexible, experienced and skilled team of Teaching Assistants who complete training twice each half term and undertake a supportive process of Performance management in line with Quality First Teaching Assistant standards which is bolstered by a varied, engaging and relevant CPD programme.
- ✓ Excellent whole school communication including sharing regular updates on individual SEND students, termly updates to pupil passports, SEND being a fixed item agenda in weekly departmental meetings and the collation of comments from teachers for students who are a cause for concern to ensure appropriate support and interventions can be accessed.
- ✓ A refined, strategic, effective and informative Annual review system.
- ✓ Progress of students with EHCPs.
- ✓ Annual Review process – refined, strategic, effective and informative – feedback shared with all relevant colleagues.
- ✓ An ambitious, inclusive and engaging curriculum for students on our bespoke SEND pathways from Year 7 – Year 11.
- ✓ Positive relationships with external agencies and colleagues including the SEND department at the Local Authority, Primary SENDCOs, Northcott Outreach colleagues, School Nurses, Educational Psychologist, Clinical Psychologists, Speech & Language Therapists, Occupational Therapists, Physiotherapists, Virtual School colleagues, IPaSS colleagues and Social Workers.
- ✓ Inclusion of a bespoke reporting system for our Core Group students which provides a meaningful document for students and parents/carers highlighting successes and progress relative to individual starting points.
- ✓ SEND Parents' Evenings in Half term 3 and Half term 5 provide an opportunity for discussion and information sharing.
- ✓ SEND meetings on Parent/Tutor Evening for Year 7 in Half term 1, Parent Tutor Day in Half term 3 (whole school), SEND colleagues available on all Year 11 and SM6 parents' evenings allow further opportunities for parental discussions.
- ✓ Supporting students with SEND is a shared responsibility at SMC – it is an integral part of our ideology that we are ordinary people working together to achieve extraordinary things in the service of our students, especially those with SEND.
- ✓ ELSA training of pastoral colleagues to strengthen the provision for students with SEMH needs.

SEND Areas for development:

- ✓ To continue building on very strong foundations to further improve progress and outcomes of SEN K students especially those who are also boys and pupil premium.
- ✓ SEND area refurbishment to improve the learning environment and resources for our students with SEND.
- ✓ To refine the APDR cycle further in order to develop an effective recording system of termly meetings.

2022 SEND outcomes:

- Students with EHCP: 42% achieved grade 4 and above in both English and Maths.
- There were 12 students with EHCPs who had a progress 8 score of 0.67.
- SEN K students: 37% achieved grade 4+ in English and Maths. 23% achieved a grade 5 and above.
- This is a focus of whole school improvement priorities and SEND departmental priorities.
- However, SEN K students at St Mary's College achieved a P8 score of 0.13 in 2022 outcomes which is significantly above the 2019 National average of -0.02 for all students.

