

St Michael's Catholic College



Special Educational Needs & Disabilities Information Report

Introduction

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing policy for pupils with Special Educational Needs and Disabilities. The information published is updated annually and any changes to the information occurring during the year are updated as soon as possible.

Glossary of terms

SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Co-Ordinator
EHCP	Education, Health and Care Plan
Learning difficulty	A significantly greater difficulty in learning than the majority of children of the same age and / or a disability which prevents or hinders them from making the full use of the usual education facilities provided at St Michael's Catholic College
Leader of learning	Head of a year group

The information required set out below is required by the SEND Regulations January, 2015.

1 What kind of Special Educational Needs and Disabilities does St Michael's Catholic College provide for?

The college has a reputation for a caring and effective approach to SEND and the proportion of disabled students and those with special educational needs are broadly in line with the national average. The Faculty of 'Pupil Support and Inclusion' provides support for pupils who have learning difficulties. These may include:

- Communication and Interaction e.g. difficulties with talking
- Cognition and Learning e.g. issues with understanding
- Social, emotional and mental health difficulties e.g. difficulties making friendships
- Sensory and / or physical difficulties e.g. being partially sighted

These are the numbers of students with SEN at St Michael's Catholic College**

(Many students have more than one Special Educational Need and therefore will be represented more than once for the purposes of the table below.

	Total
Autistic Spectrum Condition	48
Moderate Learning Difficulty	14
Physical Disability	8
Severe Learning Difficulty	12
Social, Emotional and Mental Health (incl. ADHD)	21
Specific Learning Difficulty	23
Speech, Language or Communication Need	27

There are 34 pupils as part of the 105 students on our SEN list who have an EHCP (Education, Health and Care plan).

**Please note, as of this report being published, the SEN department were still in the process of identifying SEN learners in year 7 based on information provided by Primary Schools. Numbers above will be updated when this process has been concluded.

Pupils with special educational needs and disabilities are allocated places in two separate ways:

- 1 If your child has an Education, Health and Care plan, there is a separate admissions procedure which is managed by your Local Authority SEND team. Please refer to them for further details. If you name St Michael's in their online form, they will forward the paperwork to Southwark, who will then consult with us about whether or not your child's needs can be met here.
- 2 If your child has special educational needs and / or disabilities, but doesn't have an Education, Health and Care Plan, you need to apply for their admission to the college firstly, via your Local Authority online common application form (CAF) and secondly, submit a supplementary form. These forms and our admissions policy are available on the college website.

If you live in Southwark, you can email the Southwark Information Advice and Support department directly for further guidance and support: sias@southwark.gov.uk

If we discover that your child has special educational needs after admission, we will meet with you as soon as possible, so that we can put support in place for your child.

We also have a number of students on the 'Additional Needs List' who are monitored by the Inclusion department for needs which do not affect their academic progress as much as those students on the SEN list. Needs include those students with less serious moderate learning difficulties (who can work independently from a TA and do well with Quality First Teaching), Social, Emotional and Mental Health needs for issues such as bereavement,

2 What are the college policies for identifying and assessing the needs of pupils with Special Educational Needs & Disabilities?

Your child may have already been identified as having a Special Educational Need or disability during their time at Primary School. They may also be identified following admission to the college in Year 7, or at other times by you or another family member, or a member of staff. If necessary, external agencies such as Educational Psychology may also help with screening procedures and diagnostic assessments. **Please do not hesitate to get in touch with us** if you have any concerns about your child at any time, for any reason, as early identification of your child's needs is really critical. We then put effective provision in place so that your child can access learning successfully. The college will involve you, subject teachers, the pastoral support team and Learning Leaders in this process.

If your child has a Statement of Special Educational Needs or an EHC Plan and you want to apply to the college mid-year, please contact Southwark Children's Services [here](#).

If you or the college believe that your child needs more support than the college has been providing, or that your child isn't making the progress that they should and is falling further behind, you or the college can ask the Local Authority (LA) to carry out what's called an 'educational health care assessment'. This is a detailed investigation by specialists to find out what your child's special educational needs are and what special help is required. This is a legal process carried out by the Local Authority. You can find more details about this in the Local Authority (LA) based Local Offer, on the Southwark web site, [here](#).

3 What are the name and contact details of the SEND Lead?

You can get in touch with any of the members of the SEND team via the school office:

0207 237 6432 contact@stmichaelscollege.org.uk

Other members of the faculty are listed below:

Head of Pupil Support and Inclusion Faculty	Mrs D. Freegard
Vice Principal, Behaviour, Inclusion and Safeguarding	Miss J. Nottage
Assistant Principal, SEND	Ms E. Roberts
SEN Support and Admin Officer	Ms N. Reid
Attendance Officer	Mrs D. Carr
School and Paediatric Nurse	Ms L. Chabaud
Targeted Additional Provision Co-ordinator	Mrs J. Chilton-Higgins

4 What arrangements does the college have for consulting parents and carers of children with SEND and involving them in their child's education?

The college values your views and contributions highly and you may make an arrangement to consult staff about your child at any time of the school year. Review meetings (usually taking place at Parents' Evening) will provide detailed information about your child's progress and attainment as well as guidance about how best to support his or her learning at home. Copies of the records of these meetings will be made available to you, including any useful resources which have been discussed. If you are the carer of a Looked After Child you will also be invited into the College for a Personal Education Plan meeting every sixteen weeks to review educational provision and outcomes for your child. This will be held in conjunction with the LA, Social Services and the Virtual School. Interpreters, phone calls and emails can also be organised as needed. Please call or email the college using the details on page 1, if you need an interpreter.

There is also a Parent Partnership programme run by Mrs J. Chilton-Higgins and Mrs D. Carr. These are sessions which parents are invited to attend to help their children achieve their potential both academically and pastorally. If you'd like to attend, just phone 020 7237 6432 ext. 708 or email Mrs Carr: d.carr@stmichaelscollege.org.uk

A detailed government guide about all of the new SEND arrangements for all children with SEND can be found [here](#). General information for parents and carers can be found on the college website under 'Curriculum / SEND, Parents / Information, and Parents / policies.

You may also get more involved in the life of the school through:

- *Principal's drop in – parents can meet with the Principal to discuss concerns.*
- *Various meetings & forums – curriculum evenings, open evenings, celebration evenings, briefings for particular events and activities e.g. options evening, work experience briefing / trips briefings, concerts*
- *Individual meetings with Tutors or Learning Leaders*
- *Masses & liturgical events*
- *EduLink*
- *Surveys and questionnaires*
- *Following the school's Twitter link: @stmichaels_se16*

5 What arrangements are in place for consulting pupils with SEND and involving them in their education?

Your child's views are gathered during informal conversations every day and in other important meetings. Your child may also be a member of the Student Leadership Team which meets regularly. SEND pupils are also consulted as a result of the SEND Code of Practice, July 2014 - updated in September 2024

distinct group about how they are getting on in college, usually through questionnaires.

**6 What arrangements are in place for assessing and reviewing your child's progress towards outcomes?
What opportunities do we provide to work with you and your child as part of this assessment and review?**

Assessment and review of your child takes place:

- every day during lessons
- in the marking of work
- following regular and rigorous monitoring of your child's termly test and exam results when staff check their progress towards targets
- during sessions e.g. with the school counsellor, at clubs
- parent and carer evenings
- panelling, which is a monitoring meeting with Learning Leaders and your family to identify why your child is underperforming
- tutor time
- core subject meetings

You will be consulted about all aspects of your child's progress at parent and carer evenings as well as at other times by arrangement.

Exam and testing arrangements are reviewed annually for KS4 students. If we think your child may be eligible for extra time to complete an exam, or be entitled to a scribe or a reader, they will be assessed by a specialist member of staff. You will then be informed of the outcomes after the assessments have been completed. Pupils who need readers or scribes are allocated separate examination spaces so that other pupils are not disturbed. Please note, a scribe, reader or any other access arrangements (including extra time) are only available for **public exams from KS4. Extra time is offered for Summer exams at KS3 for students with EHCP only, if required.**

If your child has an EHC Plan, a statutory annual review takes place, which you are invited to attend with staff involved in your child's education. EHC Plans have the same legal status as Statements of SEN and now cover the age range 0 to 25. An EHC Plan for a 19 to 25 year old will only be maintained if they remain in further education or training and specific educational provision is still required. Unfortunately an EHC Plan would not go beyond year 13 if your child is going on to University. However, we would liaise with the relevant Faculty to ensure a smooth transition for them.

The educational provision set out in either document has to be provided to you as a parent or carer and you have the right of appeal to a [tribunal](#) if you are not happy with it.

7 What are the arrangements for supporting your child in moving between phases of education and in preparing for adulthood?

Phases of education for your child are organised in 'Key Stages'.

Key Stage 1	Primary	Y1 Y2	
Key Stage 2	Primary	Y3 Y4 Y5 Y6	
Key Stage 3	Secondary	Y7 Y8 Y9	
Key Stage 4	Secondary	Y10, Y11	Year 11 – 'GCSE' year
Key Stage 5	Secondary	Y12, Y13	Year 12 – Year 13 – 'A' level year

Detailed information about the college's Careers Advice, Information, Guidance and Support in preparing your child for adulthood can be found [here](#).

7.1 Transition from Y6 to Y7 KS2 to KS3

We organise a number of events for your child before and after they have a confirmed place here:

- open days every September so that you can visit to see the college in action
- a Summer School following the end of Year 6
- induction days

If your child is admitted in Year 7 with a Statement or an EHC Plan, the SENDCO/a member of the SEN department will have already visited your child's primary school during Year 6 to gather information. However, we understand that you may wish to join a College open day during the year when your child is in Year 5, so that you can begin to gather information about Secondary transfer options as early as possible. Please contact the college if you would like to do this.

Informed by The SEND Code of Practice, July 2014 -updated in September 2024

The SENDCO also visits schools during Y6 to discuss any other pupils who have significant learning difficulties.

7.2 Transition from Y9 to Y10 KS3 to KS4

We prepare you and your child for the transition from Year 9 to Year 10 by arranging individual meetings for your family to discuss and review GCSE options with a member of the Senior Leadership team. Year 9 pupils with Statements or EHC Plans also have the option of a one-to-one careers interview with the Local Authority, Southwark. During Year 10, pupils also participate in two week work experience placements.

7.3 Transition from Y11 to Y12 KS4 to KS5

If your child applies for the college sixth form during Year 11, they will have an individual interview with a member of the college's Senior Leadership team to establish their strengths and interests, before being accepted for a place. At that meeting, we provide you with leaflets / information sheets about how the sixth form works. We also give your child careers advice, information, guidance and support as this may influence the subjects they choose to study. We can arrange for an interpreter to be present if you let us know at least a week in advance.

Once your child has been offered a place, they will be invited to attend a two day induction course in July where they will experience taster lessons in the subjects they are interested in. They will also be provided with three tasks to complete over the summer holiday e.g. reading / watching a film / going to see a Shakespearean Comedy. We also provide units of work to bridge any gap for subjects such as Psychology. It's important that these tasks and units are completed so that your child gets off to a flying start.

On sixth form enrolment day in August, your child will have another one to one interview to ensure that they have chosen absolutely the right courses to suit their interests, capability and aspirations. Once they start in the sixth form, team building days ensure that they form positive relationships with others and understand how to collaborate and make a positive contribution. Sixth form students are also prepared for participation in society through:

- enrichment classes
- general studies, which includes discussions about life and wider issues
- completing an [extended project](#) qualification
- religious education, including discussions about being a young Catholic Christian
- the Student leadership team

7.4 Transition from Y11 (end of KS4) to other colleges, employment or training, independent living and participation in society

If you know as a family that your child will not be attending the college sixth form, we provide tailor made information and advice for you and him / her about vocational courses and training. You will be able to discuss this at our end of year parent and carer meetings, but please let us know if you would like to meet at any other time. In addition, if your child has a Statement or EHC Plan, they will have a careers interview for post 16 choices with someone from Southwark Children's Services, the Local Authority.

7.5 Transition from Y12 – Y13 A- level

Your child will continue with their A-Level/CTEC studies and have an opportunity to visit a range of universities. Students are provided with one to one guidance in making choices about their future and form tutors and sixth form staff supports them closely with the writing of applications and student statements.

7.6 Transition from Y13 - KS5 to higher education, employment, independent living and participation in society

We prepare you and your child for this transition from Sixth Form to higher education, employment, Independent living and participation in society in a range of ways.

7.61 To prepare for independent living and participation in society: different experiences are organised for students including: enrichment lessons with a focus on:

- Independent living / housing
- Easy, healthy cookery for one
- Budgeting
- Managing stress
- Work

7.62 Higher Education:

A [UCAS](#) evening in the summer term takes you and your child through the whole process of applications. Speakers are invited to talk about student life, grant applications, how to apply to university through [UCAS](#), [Russell Group Universities](#) and university open days. Information will also be provided about applying to [Oxford](#) and [Cambridge](#). Universities and tutors and subject teachers will be available for you and your child to talk to.

7.7 Transition from St Michael's Catholic College to another school

If you are moving home, or your child is moving to a new school, we will support you and your child in this transition by:

- arranging a time for you to meet with college staff to discuss the changes for your family
- making a transition plan with you, e.g. a series of visits to the new school before your child formally transfers there
- informing your child's new school about their SEND needs and how they have been supported during their time at the college

8 What is the college's approach to teaching pupils with Special Educational Needs and / or Disabilities, including adaptations to the curriculum and the learning environment?

We are committed to the highest level of achievement for pupils of all abilities and we recognise that there are no limits to your child's potential. The same high expectations of teaching and learning apply for every pupil. Some provision for your child may also be highly personalised, depending on their special educational need or disability, for example:

- sets for learning which are grouped according to ability in some subjects
- extra subject classes e.g. in English and mathematics
- small teaching groups
- specialist equipment
- specialist apps e.g. Docsplus, so that pupils who need to have their voice automatically transformed to text so they can easily send and print out their work
- targeted additional provision: 'TAP'
- small group provision to improve emotional literacy e.g. self esteem
- diagrams, vocabulary lists, photographs or other visual supports being available and accessible during lessons and to support the completion of homework
- teaching assistants may support your child during lessons
- use of the sensory room

All pupils with SEND take part in all aspects of college life including out of college and extended college activities. Under the Equality Act 2010 schools were required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the college are treated equally. The college building is accessible for all pupils, parents, staff and governors and is fully compliant with the [Disability Discrimination Act](#), for example with a lift servicing all floors.

The College's accessibility plan is in place and covers the following three areas:

1. Increasing the extent to which pupils with disabilities can participate in our curriculum.
2. Improving the College's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide.

Informed by The SEND Code of Practice, July 2014 -updated in September 2024

3. Improving the delivery of information to students with disabilities, that is readily accessible to students without disabilities.

10 What expertise and training do staff have to support pupils with SEND? How is specialist expertise secured by the college?

The college is committed to the highest level of training so that all staff are confident about how to support your child in the best possible way. The Principal and SENDCO identify training needs through monitoring and evaluating lessons and outcomes for your child. These will, where appropriate, be linked closely to the college's development plan and/or performance management objectives. Staff feedback on courses attended through staff meetings or department/faculty meetings. As needed, experts are paid for to provide staff with specialist expertise, or staff go on specialist training courses. The impact of staff training on your child's progress and attainment are evaluated regularly by senior staff.

11 How does the college evaluate the effectiveness of the provision made for pupils with SEND?

Senior staff observe lessons and analyse data termly so that provision for your child is regularly monitored, alongside all other pupils at the college. Details about how your child is progressing will be shared with you at SEND termly reviews and at other times, if there are concerns, as well as at Annual Reviews of Statements or EHC plans.

12 Can my child engage in all activities available at the college?

Yes, your child may engage in any activity that the college offers for their age group.

13 How does the college support my child in improving their emotional and social development?

The college provides support for your child with their emotional and social development in a range of ways, including:

- daily spiritual development through encouraging a love of learning, a love of Christ, and a love of each other
- assemblies about subjects such as what bullying is and how to report it
- sessions with a Counsellor, as needed
- the college's Alternative Provision Base, which follows a holistic approach in assessing and meeting the needs of pupils who are a disruptive influence in the classroom and are at risk of exclusion
- the targeted additional provision ("TAP"), which provides additional 1:1 academic, cognitive and pastoral support
- the Religious Education, Personal Social, Health and Citizenship curriculum provisions
- twice daily sessions with a form tutor
- support from the Child and Mental Health Services team, (CAMHS), as needed
- Extra curricular provision including social skills, emotional literacy, drama therapy and additional PE groups.

We have a robust and consistent approach to dealing with bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment, and so particular care is taken to ensure that they feel supported and that incidents are dealt with promptly. For fuller information, please refer to the college's [Anti Bullying policy](#).

14 How does the college involve other bodies, including health and social care, local authority support services and voluntary sector organisations, in providing for your child's SEND needs and supporting your family?

We place your child at the centre of our work, which is described as a [Team Around the Child](#) approach. We are strongly committed to inter agency working and have well-established, successful partnerships with many bodies and organisations, including for example; Education Welfare, Educational Psychology, The Child and Adolescence Mental Health Service, SEND specialists for autism and hearing impairment, the Youth Offending team and the Metropolitan Police.

We also have our own school nurse who:

- draws up health care plans for pupils with complex/chronic medical conditions

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- provides First Aid
- keeps up to date clinical records
- liaises with external agencies on matters of health
- delivers Health Education programmes

Depending on their level of need some children with SEND may also receive support from the Local Authority outreach service or bought in services such as:

- Autism Support Team - supporting children in school with autism spectrum disorder (ASD)
- Southwark Sensory impairment team - supporting children with a hearing or visual need
- Speech and Language therapy (SALT) Service - supporting children with communication and interaction difficulties
- Occupational Therapy – supporting children with physical co-ordination difficulties
- Educational Psychologist
- Children Adolescence Mental Health Service (CAMHS) – support children with mental health issues e.g. anxiety/depression

More information about services available for your child can be found in the [Southwark Offer](#) for children and young people. This includes a section about the support available to you as a parent or carer from [Southwark's information, advice and support team](#).

There are a number of local and national services designed to support parents and carers on many SEND areas. Some popular services are listed with hyperlinks below:

Southwark Information, Advice and Support Team

This team has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs and/or disability (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents write letters and complete forms, deal with education issues, visit schools and provide information about the SEND process.

Contact a Family Southwark

southwark.office@cafamilly.org.uk
020 7358 7799

This organisation supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.

Southwark Family Information Service

family.info@southwark.gov.uk
0800 013 0639

The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:

- Registered childcare, including children's centres, child-minders, nurseries, pre-schools, breakfast clubs, after school clubs and holiday play schemes
- Help towards childcare costs
- Free early education

Family information directory

The information directory is for parents, young people and practitioners to look up services for children, young people and families, including:

- Parenting support
- Health care
- Money matters
- Law
- Support groups
- Activities

15 What are the arrangements if I want to make a complaint about SEND provision for my child at the college?

The college complaints procedure is the same for all families and details can be found on the college website [here](#).