

THE PALMER CATHOLIC ACADEMY SEN REPORT (2024 – 2025)



Our vision/aim and how we hope to achieve it

This Information Report is published by The Palmer Catholic Academy's Governing Body and outlines the implementation of the policy for students with SEND. We are an inclusive academy. We want to identify and break down possible barriers to learning. The aim is for all students to achieve their potential both socially and educationally. The information will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. This information report includes:

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Type of academy we are

The Palmer Catholic Academy is a voluntary aided co-educational Academy for students aged 11-18 situated in the borough of Redbridge.

What Ofsted said about SEND at the academy in the January 2022 visit.

The academy was judged to be good following the visit from Ofsted on 25th and 26th January 2022.

"Leaders ensure that they identify and understand pupils' SEND. They visit primary schools to meet pupils with SEND, and their parents and carers. They provide teachers with strategies to use when teaching these pupils. This means that pupils with SEND access the same curriculum as other pupils. Leaders provide extra reading support for pupils at an early stage of reading. They check these pupils' progress in reading to ensure that they catch up with their peers." - OFSTED (2022)

"Leaders have developed an ambitious curriculum for all pupils. This includes for pupils with special educational needs and/or disabilities (SEND)."- OFSTED (2022)

The kinds of SEN that are provided for

Our academy currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction** including students with speech, language and communication needs (SLCN) and those with Autistic Spectrum Disorder (ASD).
- **Cognition and learning** including students learning at a slower pace even with appropriate differentiation. This includes students with Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health** difficulties including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment disorders, anxiety, depression, self-harming, eating disorders and/or physical symptoms that are medically unexplained.
- **Sensory and/or physical needs** including hearing or visual impairment, mobility and other issues which require adaptations to enable the student to access the whole school curriculum experienced by his or her peers. This includes the assessment and review of equipment to support a student.

How we know if a child/young person has special educational needs

When a student starts at the academy in year 7 or transfers from another school, the academy obtains information from primary schools or other placements. Year 7 students sit two standardised assessments at the start of their journey with the academy, these are: NGRT reading assessments as well as the Cognitive ability Test (CATS). These are used with information from primary schools, outside agencies as well as parent/carer meetings to confirm students on the SEND register.

The academy also regularly gathers information from within the academy about every student's progress, alongside national data and expectations of progress. Academic data is updated at regular intervals and shared with students and parents/carers. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:

- Be significantly slower than that of their peers starting from the same baseline.
- Fail to match or better the student's previous rate of progress.
- Fail to close the attainment gap between the child and their peers
- Widen the attainment gap.
- Students may also be identified via pastoral and academic tracking meetings with academy staff and in some cases within Multi Agency Professionals meetings where attendance and behaviour data are considered.

Where subject teachers decide that a student is making less than expected progress, despite the use of adoptive teaching strategies, they will consult parents/carers and carry out further class-based assessments. A period of additional subject based interventions will then follow. If, despite subject teacher intervention, the student continues to make less than expected progress, the SENCo is consulted. The SENCo is then responsible for investigating and, where necessary, assessing the student to determine if the student has Special Educational Needs, noting areas that are barriers to learning which may require support.

The SENCo or Deputy SENCo will make a further referral to the Educational Psychologist as well as SEaTSS and in some cases Child and Adolescence Mental Health Services (CAMHS). Parental consent will always be sought and confirmation gained before.

Parents/carers are encouraged to contact the academy as soon as they have any concerns regarding their child's progress or the support in place to meet their Special Educational Needs. A meeting will be set up with the relevant member of staff.

What we do to help children/young people with special educational needs

- Provision for students with SEN; includes in-class support, one to one provision, small group teaching as well as specialised in-put where needed (e.g. speech therapy; social skills).
- Students with high level of need will have a personalised curriculum where necessary to help develop key skills. At KS4 this may include off site alternative provision.
- The academy offers alternative qualifications in English and Maths for some students to ensure all students achieve a recognised qualification at KS4.
- At KS4 the SEN department offers a non-examined option to support the core subjects and other chosen options as well as an opportunity to continue to develop literacy skills.
- The SENCO oversees education programmes within the department.
- The Annual Review for children on EHC plans is a means of evaluating provision for these children. In addition, data analysis, lesson observation and exam performance analysis are all means of measuring the effectiveness of what we do and student progress.
- Adjustments are made to meet the needs of students with hearing and visual impairment. These include use of ICT, modified papers via exam boards, seating plans that consider individual need and the use of supplementary resources.
- Students with difficulties with walking will have a timetable that is confined to ground or first floor or in classrooms that can be accessed by a lift.
- The SEN Department works closely with the mentoring team when support from Learning Support is not deemed to be enough or appropriate.

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

- There is an expectation that all teaching staff across the academy differentiate for individual students. The Learning Support department provides advice and information to support this process.
- Personalised and small group provision offer appropriate provision for children with special educational needs.
- Subject specific HLTA's and LSA's work collaboratively with subject teachers to develop resources to support students with SEN.
- Teaching up to date adoptive teaching strategies to support learnings.

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

- Students' individual needs are assessed and appropriate support put in place. This will be based on identified need.
- Students with EHC plans will be supported as outlined in their plan and reviewed annually.
- If a child is identified as needing SEN additional support, parents/carers are informed.
- Outside agencies are contacted to support with strategies and to make recommendation about resources.

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

- The progress of students with identified SEN is monitored by subject teachers within their lesson.
- Liaison between subject teachers and learning support staff contribute to this process.

- The academy has a schedule of assessment to monitor the progress of all students. There are six occasions over the academy year when data is collected. The academic progress of students with identified needs will be checked at these times. The SENCo has an overview of this progress.
- The SENCo/Deputy SENCo attends all parent/carer consultation meetings.
- The SENCo/Deputy SENCo attends all data drop progress meetings with SLT, HOY, HOD, lead mentor and Pastoral team assigned to the Key stage.
- Parents/carers are invited to attend or can request additional meetings outside of the above if there are any concerns.

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

- Pastoral teams provide on-going support and guidance for all children across the academy.
- All Heads of Year work closely with the SENCo and Deputy SENCo to identify needs and refer on if appropriate.
- The academy has a dedicated team of Learning Mentors who work with the pastoral staff and the learning support department to provide a range of support in groups and for individual students.
- The academy is able to refer to a counsellor from Brentwood Catholic Children's Society who comes in to the academy every week.
- Medical care plans are in place for children who require them. These are reviewed annually with the academy nurse.
- There is an academy behaviour policy which outlines systems and procedures to encourage, recognise and celebrate positive behaviour.
- The Student Council provides opportunities for student voice.
- Senior staff meet on a regular basis to review the needs of students who have been identified as "vulnerable students".

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

- Speech and language therapy
- Educational psychology service
- Physiotherapy and occupational therapy services
- Child and Mental Health Service (CAMHS) – the Redbridge equivalent is Redbridge Emotional Wellbeing and Mental Health (EWMHS/CAMHS)
- Outreach from Specialist Education and Training Support Services (SEaTSS) Redbridge
- Educational Welfare Office
- Behaviour and Inclusion team (Redbridge)

The training our staff have had or are getting

- Autism awareness training
- Training led by speech and language therapist for Learning Support Staff to continue
- Whole staff training on implications of the SEND code of practice (2015) via The National College website (2022-2023)
- Whole School INSET on delivering "Quality First Teaching"
- Further training planned on developing understanding and awareness of meeting SEN in classrooms
- Differentiating the learning
- The Graduated Approach
- Whole school training covering Social Emotional Mental Health (SEMH) delivered by SEaTSS 2023
- Adoptive teaching strategies

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

All reasonable adjustments are made to enable any student at the academy to go on educational trips including off site and residential courses. This includes providing:

- 1:1 support when needed
- Using accessible transport
- Providing advice to departments across the academy in drawing up risk assessments
- Close communication with parents/carers when required to ensure their children can take part safely in all activities
- Regular homework support
- Social activities at breaks and lunchtime

Our academy environment

The academy is an attractive safe environment. It is based on one site and is made up of several individual buildings. There is lift access in one building. There is a disabled toilet for students in one building. **(This is subject to change, due to planned rebuild that is expected to commence Summer 2026).**

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

For children transferring to the academy from Year 6 we offer the following:

- Academy staff visit primary schools both to collect information and meet the children
- Specific additional transition days for students with EHCPs, autistic students without EHCP and other students suggested by the primary school who might benefit
- Participate in taster activities and get to know each other on a whole day visit during the summer term
- A variety of joint activities between teachers and students at the academy and feeder primary schools
- Additional visits to the academy during the summer term when needed
- All children on EHC plans are allocated meetings with the career's advisor
- The allocated specialist SEN teachers work closely with children and families to help them make choices beyond Year 11.

How parents/carers are involved in academy life

As previously outlined, parents/carers are consulted and kept informed on all aspects of their child's academy experience. When necessary, interpreters are available for meetings with parents/carers.

Who to contact for more information or to discuss a concern

Parents/carers can contact the following staff with any concerns they may have.

- SENCo
- Deputy SENCo
- Head of Year (HOY)

The SENCo at the academy is Mrs Pascoe-Matthews. Parents/carers of students with SEN are welcome to contact her if they are considering a placement at the academy for their child. The Learning Support department is also supported by a Deputy SENCo, Ms Cameron.

Our contribution to the local offer

Our offer to children with special educational needs and disabilities was prepared in July 2016. This can be accessed on the Redbridge Education website.

The local authorities' local offers:

Our local authorities' local offers are published here:

London Borough of Redbridge

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=1>

London Borough of Barking and Dagenham

<https://www.lbbd.gov.uk/special-educational-needs-and-disability-send>

London Borough of Newham

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=2>

London Borough of Havering

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0 >

Monitoring arrangements

This information report will be reviewed **every year**. It will also be updated if any changes to the information are made during the year.