



St Ambrose College 2023-24

“The body is a unit though it is made up of many parts...they all form one body. God has arranged the parts in the body, every one of them, just as he wanted them to be”

(1 Corinthians 12)

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

Our Learning community is centred on 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, where all barriers to learning are proactively addressed, each student is challenged and supported to achieve their personal best; different gifts are recognised and diversity is celebrated.

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

St Ambrose College aims to provide an inclusive learning environment. We currently support students with:

- Cognition and learning needs, such as dyslexia and dyspraxia;
- Communication and interaction needs, such as Autistic Spectrum Condition;
- Sensory needs, such as hearing or sight impairments;
- Social, emotional and mental health needs, such as anxiety;
- Medical needs which may be considered SEND due to their impact on learning and provision.

At St Ambrose College, 6.9% of our students are identified as having Special Educational Needs and/or Disabilities (SEND). Within this cohort of students, 5.4% have an EHCP and the remainder are placed at SEND support on the SEND Register. These statistics are well below national and Local Authority averages.

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

Some students may already have an EHCP or have been identified as needing SEND support by their previous educational setting, in which case the information is sent to St Ambrose on transfer. Where this is not the case, the school has effective procedures in place to identify and support students with special educational needs, for example all Y7 students are screened for dyslexia during their first half term.



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Where they feel a student is not making expected progress or it is felt that they may have a SEND need, teachers share their concerns with Mrs Keary, the SENDCo, who leads on SEND provision within the college. Similarly, parents can contact Mrs Keary directly if they feel that their child may have a special educational need and/ or disability in order to discuss their concerns.

Once a concern has been raised, Mrs Keary will then collect information about the student from their teachers and any external services/professionals who have previously been involved in supporting the student. This may involve looking at their work and/or lesson observations. Based upon the information obtained, there may be no further action required. At St Ambrose, our aim is to meet the needs of all students through high quality teaching, although it may be that some additional light-touch support strategies are sufficient to meet the needs of the student in the classroom.

If it is felt that a student needs targeted provision, different to or in addition to what is usually provided, the child will be added to the SEND register. At this point, formal assessment may take place to allow planning of the most appropriate provision and intervention to ensure accelerated progress. There may be screening for learning difficulties or a request that our designated Educational Psychologist carries out a formal assessment of the student's needs. An Access Plan may then be written by Mrs Keary. This is a one-page document that gives an overview of areas that the student struggles with and also strategies that teachers can use to support individuals needs in the classroom. The aim of the Access Plan is to inform lesson planning and enhance support. Access Plans are written in conjunction with parents and include recommendations from external agencies involved with the student. The plan is reviewed a minimum of twice a year by the SENDCo, staff, the student and their parent/carer.

At St Ambrose we feel it is essential to communicate efficiently with parents/carers, students and staff throughout these initial stages and thereafter. We believe it is vital that the voices of all stakeholders are considered.

- **How are students monitored?**

The progress of all students is monitored carefully through regular data drops with subject teachers reporting on each child's levels of effort and attainment at key points throughout the year, including a full report in the summer term. Parents/ carers also have the opportunity to discuss the progress of their child at parents' evening. Where necessary, SEND review meetings will be held with parents and students to assess current needs and progress, and to review provision and support, involving external agencies/ professionals as appropriate.

St Ambrose College uses the graduated response, as outlined in the SEND Code of Practice, to help with the identification and management processes. This graduated approach takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions, targets and actions are revisited, refined and revised with a growing understanding of the student's



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needs and of what supports the student in making good progress and securing good outcomes.

Provision is identified and managed by the SENDCo, but will be planned and delivered by teaching staff, with support from the SENDCo. Our teachers understand that they are responsible for the progress and development of all students in their care, including those with SEND.

Different levels and methods of support are provided to enable our students to achieve adequate progress, in line with the National Strategies three Waves of Intervention:

- **Wave 1:** 'Quality First' teaching by all teaching staff for all students. This involves the effective inclusion of all students in high-quality, every day, personalised teaching.
- **Wave 2:** If students fail to make adequate progress despite receiving 'Quality First' teaching, as identified by the SENDCo through the factors outlined previously, then provision from within the school's resources will be identified and implemented to help meet their needs; evidence-based intervention.
- **Wave 3:** If despite additional provision at Wave 2, students continue to fail to make adequate progress, the school will seek advice and involvement from external support services. They may be requested to provide specialist assessments; give advice on teaching strategies and resources; provide short-term support; provide training for staff.

Should it be identified that students require additional provision on a regular basis for an extended period of time, the school will apply for additional resources. The application will be evaluated against criteria established by Trafford.

If the interventions provided are not sufficient to enable the student to make adequate progress, and the student has demonstrated a significant cause for concern, the school and/or parent/carer may decide to request that Trafford SEND Department undertakes a statutory assessment. When they receive a request, Trafford SEND Department must decide within six weeks whether to carry out such an assessment. If they choose to go ahead, Trafford will work cooperatively with the College, parents/carers and children/young people, as well as other agencies if appropriate, to assess if the student should be provided with an EHC plan.



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- **How is the curriculum matched to individual student's needs?**

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 SENDCo and external specialist support services to find appropriate and effective strategies to enable students with additional needs to thrive and achieve their potential.

All additional needs and interventions are communicated to staff by means of regular updates in the staff bulletin and whole school staff training. Students may also have the opportunity to benefit from receiving one to one or small group support from a Sixth Form student as part of our highly successful mentoring scheme.

Students requiring access arrangements in exams will have individual arrangements for school and public examinations tailored to their needs, in line with The Equality Act 2010. Applications will be made by the SENDCo on behalf of the candidate to awarding bodies, once the SENDCo has carried out individual testing.

- **How are students supported at St Ambrose?**

As a school, we aim to foster strong and supportive relationships with all students and to create a positive climate for learning where all students are encouraged to strive to achieve their very best. Where students need additional help, there are a wide range of available interventions, including; adaptive teaching and learning strategies, interventions offered at lunch time or after school such as sixth form mentors for reading and subject revision sessions; the application of access arrangements for assessments and exams where there has been an identified need. The school liaises with outside services and specialists who may be invited to deliver training sessions to ensure that teaching staff are professionally informed about the best strategies to assist progress and kept up to date with new developments in SEND.

- **How are decisions made about what type and how much support a student receives?**

The SEND register comprises of two categories. The highest category of need is represented by students who have an Education, Health and Social Care Plan (EHCP). These students require additional resources, in addition to an Access Plan (a summary of needs in addition to classroom strategies) and Quality First Teaching to be able to ensure any barriers to their progress are removed.

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 on the SEND register. Students in this category are also identified to staff using an Access Plan.



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- **How are students included in activities outside the classroom including physical activities and school trips?**

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

- **What support is there be a students' overall wellbeing?**

At St Ambrose we have a range of pastoral systems in place to ensure all students are healthy and safe. For students joining us in Year 7, we aim to make their transition as robust and successful as possible. We have a programme of transition activities, which includes a Year 7 induction and a residential retreat to Castlerigg. During their time at St Ambrose, all students are supported by their Form Tutor and Head of Year. If needed, students are able to access the services of two counsellors who come into school on a weekly basis to support individual students by appointment. This is arranged by our Welfare Co-ordinator, Miss Dean.

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

The SENDCo and pastoral teams work with a range of services to ensure the needs of all students, including those with SEND, are met. These include:

- Trafford Child and Adolescent Mental Health Team (CAMHS)
- School Examinations Officer regarding examination access arrangements
- Sensory Impairment service
- School nurse team

- **What training have the staff supporting students with SEND had?**

Relevant and appropriate Special Educational Needs and Disabilities training takes place through our INSET programme, which is organized on a termly basis. All staff participate in training on Safeguarding and Child Protection and have received training on the SEND Code of Practice, in terms of how to identify SEND and support students with such diverse needs as dyslexia, dyspraxia, social and communication difficulties and anxiety.



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The SENDCo has completed the National Award for Special Educational Needs Coordination (NASENCo) and attends various SEND training courses and the Trafford SENDCo Network to ensure her expertise is current and is developing in line with government policy and recommendations.

- **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 students need to get downstairs without use of their wheelchair/crutches. For a student with an EHCP, specialist equipment may be provided to ensure they can fully access the curriculum; for other students with SEN support, iPad, modified/enlarged papers, up to 50% extra time for assessments are available depending on need. This is assessed on an individual basis.

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

There is close liaison between the school and all parents/carers. Parents/carers of students with SEND are invited to contribute to review meetings, to attend meetings with the staff from external services, as well as having regular communication with the SENDCo and other members of the teaching 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 students 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 students with SEND and to deliver training sessions to teaching staff to ensure the student can fully access the curriculum at all times.

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

The first point of contact for any queries regarding a student at the school would be your child's Form Tutor and e-mail addresses for all teaching staff are available on the college website.

Additionally, you may wish to contact your child's Head of Year or you may prefer to speak directly to Mrs Keary, if your query concerns SEND.



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Please contact individual members of staff by telephone on 0161 980 2711 or email office@st-ambrosecollege.org.uk.

Mrs Keary's e-mail address is mrskkeary@st-ambrosecollege.org.uk

- **How will the school prepare and support students joining St Ambrose, transferring to a new school or to the next stage of education and life?**

St Ambrose has effective procedures in place to ensure a smooth transition from primary school. Every year there is an open day for prospective students in Year 5 and their parents/carers. Year 6 students 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. Students with an identified special educational need can access additional sessions in the school building to get used to the acoustics / layout etc if necessary.

St Ambrose ensures that all Y11 students are supported to make the right choices regarding the next phase of their education by Heads of Year, Form Tutors and bespoke Careers advice.

Under the 0-25 SEND Code of Practice, SEN Support is a fundamental part of the SEN Offer from FE colleges and school sixth forms. This means that where a student joining St Ambrose post-16 has a learning difficulty or disability that calls for special educational provision, the SENDCo will make reasonable adjustments to put appropriate support in place. Any students with SEND 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 SEND 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

SEND Governor: Dr R Tavernor