



St Aidan's Catholic Academy

*'We believe that God has created each person to celebrate **life to the full**'*



St. Aidan's SEND Information Report

September 2024



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SEND Information Report ("Local Offer") June 2024

We are part of the [Sunderland Local Authority Local Offer](#)

"Inclusivity is a priority for all at St Aidan's; the school celebrates the uniqueness of the individual....the caring and positive environment that has developed in the school, [ensures that] all students are held in high esteem" (Catholic Schools Inspectorate, 2023).

All schools within the trust have a similar approach to meeting the needs of boys with Special Educational Needs and Disabilities (SEND) or additional needs. We are supported by the diocese, Bishop Chadwick Education Trust, local authority support services and consultants to ensure that all boys, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as possible, with the needs of boys with an additional need being met in our mainstream setting wherever possible, where families want this to happen: We have high expectations of **all** pupils in the school and *"Pupils' aspirations are raised by the high standards that infuse all aspects of school life"* (Ofsted, 2023).

Who are the best people to talk to in this school about my son's difficulties with learning/individual needs?

In the first instance, contact the school on (0191) 5200333 and ask to speak to either the SEND team or the Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs. Claire Robinson. They are also available to contact via email at crobinson@staca.co.uk.

You know your child better than anyone else: If you have concerns that your son may have a learning need please talk to the team about:

- Why you think your child has additional needs
- Whether your child learns at the same rate as other children their age
- What you think the school can do to help
- What you can do to help

The SENDCo will then use the [SEND Code of Practice 2015](#) and [Sunderland SEND Guidance](#) to work out whether your child has a need. If it has been decided that your child does then the school will put a step-by-step plan in place which follows the *Special Educational Needs Code of Practice* guidelines.

What types of needs do we provide support for?

At St. Aidan's our aim is to support your child as an individual and the focus is on providing the support to help them achieve. We have a wide range of additional and individual needs across the school including:

- Communication & Interaction Needs: (including Speech, language & communication needs (SLCN), Autistic spectrum (AS)). We have a significant number of boys across the school on the autistic spectrum, all highly individual. This is our biggest area of need.
- Cognition and Learning: (including Specific learning difficulties (SpLD) including dyslexia, dyscalculia and dysgraphia and Moderate learning difficulty (MLD)
- Social, Emotional and Mental Health: (including Attention, deficit, hyperactivity disorder (ADHD), Attachment disorder, Anxiety disorder, Mental health needs and also those needing emotional support).
- Sensory and/or Physical Needs: (including Hearing impairment, Visual impairment, Multi-sensory impairment, Physical disability).



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- The table below shows our current profile as of June 2024:
- Total Number of SEND: 106 across KS 3 - 5, 99 KS 3 - 4
- Total Number of EHCPs – 6 (4 in year 7, 1 in year 8 and 1 in year 9)

Primary Area of Need: Year Group:	Communication and Interaction	Cognition and Learning	Social Emotional and Mental Health	Sensory and/or physical needs.
7	16	7	3	3
8	9	8	0	2
9	12	4	1	2
10	11	6	1	1
11	7	3	2	1
Keystage 3 -4 only	55	28	7	9
12	2	0	1	1
13	3	0	0	0
Keystage 3 – 5	60	28	8	10

- **Physical Disabilities**
- Year 7 – Hearing Impairment , Visual Impairment & Physical Impairment
- Year 8 – Hearing Impairment & Physical Impairment
- Year 9 – Hearing Impairment & Physical Impairment
- Year 10 – Hearing Impairment
- Year 11 – Hearing Impairment

We have had a rising number of pupils with SEND over the past years in line with national trends. We have seen a noticeable increase in pupils identified with Social, Emotional and Mental Health issues, particularly following the lockdowns of 2020 and 2021. We have also over the past five or more years seen increasing numbers of pupils identified as being on the autistic spectrum, in line with national findings (**Supporting SEND, Ofsted, 2021**).

EHCP numbers are also rising, again in line with the local and national data ([Education, health and care plans, Reporting year 2023](#) and ([Sunderland EHCP data](#)).



How does St. Aidan's Catholic Academy organise support for children with Individual Needs?

At St. Aidan's we have adopted a whole-school approach and pupils with individual needs are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of academy life. We have the same high expectations of pupils with individual needs as all other boys.

The main methods of provision made by the academy are:

- Quality first teaching.
- Wrap around support including breakfast club, reading club and homework club.
- Literacy and numeracy interventions during DEAR
- Short term interventions for high needs pupils.

"Teachers receive clear information about pupils with special educational needs and or/disabilities (SEND). They use this to help them to adapt lesson approaches when, for example, scaffolding pupils' attempts at writing" (Ofsted, 2023).

The SENDCo in collaboration with subject teachers will decide the action required to help the student progress. Based on the results of previous assessments, the action might be:

- Access to intervention groups to help classroom learning.
- Provision of alternative learning materials/special equipment etc.
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Local Authority Support and Trust Services for advice on strategies, equipment or staff training

The strategies for a students' progress will be recorded in an Individual Learning Plan containing information on:

- Specific needs of the child
- Relevant Medical Information (if appropriate)
- Academic progress targets
- Teaching strategies based on [Teacher handbook SEND \(WSS, 2024\)](#) [Sunderland SEND Guidance](#) and advice from professionals including teachers where relevant
- Provision made for the child
- Relevant updates resulting from a review of their needs.

What clubs are available to my child?

We offer a wide range of opportunities to our pupils, before and after the school day. We are committed to providing a wide range of extra-curricular activities to increase the opportunities for pupils of all ages and abilities. We try to offer a range of clubs/classes that our pupils will find enjoyable such as:

- Before and after school homework provisions
- After school enrichment activities (for example, Fishing, Skiing, football etc)
- Other clubs run on a termly basis. You will receive details of these at the beginning of each term.

We also offer our pupils many opportunities to visit places within Britain and around the world.



These places have included within the last two years:

- Borrowdale
- The Youth Village
- Stratford-upon-Avon
- Future Me visits to local universities
- Oxford University residential

How will I be informed about my son's progress?

Your son's progress is continually monitored by his subject teacher, form teacher and Subject Leads. Their progress is reviewed regularly and data is published to parents at the end of each school cycle which is three times per year. At the end of key stage 4 pupils are formally assessed using GCSEs, year 12 AS levels and year 13 A levels.

Parents/carers can monitor their son's progress via progress reports, which will provide current information on progress and through Class Charts for achievements and behaviour. There are Parents'/Carers' Evenings for all pupils as well as open evenings for sixth form. These meetings provide regular opportunities to discuss concerns and celebrate progress. Parents/Carers are able to make other appointments with specific staff upon request.

Regular communication between the Academy and home will ensure that concerns are promptly acted upon.

- Boys at Pupil Support or with an Educational and Health Care Plan on the code of practice will have an Individual Learning Plan (ILP) which will include targets reviewed throughout the year in line with the data sharing cycle. Subject specific and need specific targets are incorporated into the plans following advice from professionals, teaching staff, the SENDCo, parents/carers and pupils.
- Formal annual reviews – these are held virtually or in person depending on parental preference. This meeting will include the child (if appropriate), parents/carers and any other professionals working with the child.
- Pupil progress is formally reviewed at three assessment points throughout the year and ILPs adapted if needed or requested (for example, by the pupil).
- The SENDCo attends all parents'/carers' evenings and we operate an "open door" policy where parents (or pupils) can request a review when needed.
- An ILP will also be reviewed following the involvement and recommendations of outside agencies.
- The code of practice is reviewed on a termly basis.

If you are not happy that the concerns are being managed you should use the school complaints procedure: In the first instance complaints should be addressed via the SENDCo or the Headteacher. This will then be addressed in accordance with [St. Aidan's complaints procedure](#).

What are the different types of support available to boys with individual needs at St. Aidan's?

All Pupils: (Universal)

Quality First Teaching and Differentiation
Quality Careers advice
Regular assessments in subjects
Regular screening on the NGRT reading test
Screening for intervention and access arrangements
Access to after school enrichment clubs



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Access to learning support clubs e.g. Homework Club
Form tutor
Access to a Pupil Support Officer, Miss Laurie Harrison and Mrs. Victoria Cottam
Access to Heads of House (Mrs. Michelle Halliday (Brookfield), Mr. Alex Gray (Corby) and Ms. Katherine Land (Ashbrooke).
Access to Senior Assistant Head of Pastoral, Mrs. Gemma Hogg and Mrs. Joanna Jackson and Mrs. Madeleine Gill
Regular parents/carers evenings
Use of the Arbor app
Use of the 100% Homework book
Formative and summative assessment in lessons.
End of year report.
End of cycle progress check

Most Pupils: (Targeted)

Head of House Involvement
Work Experience in KS4
Personalised timetable in KS4
Attendance monitoring
School Nurse,
Careers Advice and Guidance (Mrs. Emma Osmialowski)

Some Pupils: (Specialist)

Support in specific skills from the team
Support with designated pupils in DEAR time: Those attached to the IN Team and providing interventions, including Mrs. Emma Naille (Literacy), Mrs. Emma Freiberg (Phonics) Miss Tait (Numeracy)
SENDCo support
Individual Learning Plan
Positive Handling Plan
Behaviour Support Plan
Dyslexia Screening
Literacy Intervention from Literacy Support
EAL Support from Mrs. E. Naile
Friends Group
Access to school counselling services
Support from Sunderland Together for Children (for example Early Help)
Educational Psychologist
Behaviour Support from in-house staff
Access to specialist outreach services such as Brook, YDAP, WearKids, Clennell, CAMHS and CYPS
Access arrangements for examinations (including readers, scribes, separate venue etc.)

Targeted interventions for more able pupils:

Over the past year this has included:
The Brilliant Club Scholars Programme, including a 5-day Oxford University Residential.
The Brilliant Club Mathematics and English Tuition - 15 hours after school from PhD students.
The Brilliant Club Science Tuition - 15 hours after school from PhD students.



The Future Me programme.
Bishop Chadwick Mathematics Challenge.
Maths Challenge.

How is extra support allocated to boys and how do they move between the levels?

- The school budget includes money for supporting children with individual needs.
- The Head Teacher decides on the budget in consultation with the school governors, Senior Leadership Team and the SENDCo on the basis of needs in the school.
- The Head Teacher, the Senior Leadership Team and the SENDCo discuss all the information they have, including:
 - The boys getting extra support already
 - The boys needing extra support
 - The boys who have been identified as not making as much progress as would be expected

They then decide what resources/training and support is needed.

A pupil's level of need is assessed on a regular basis: if it is felt that a boy needs to be moved to School Support the SENDCo will meet with the appropriate staff, parents/carers and the pupil and then action any referrals needed. If it is felt that the pupil needs to be given an Education and Health Care Plan, the SENDCo will arrange a meeting with the appropriate agencies and parents/carers etc. to discuss this in more detail. All resources/training and support are reviewed regularly and changes made as needed.

How do we evaluate the effectiveness of SEN provision?

At St. Aidan's there is a robust monitoring system to continuously ensure the provision has a positive impact on the outcomes for all pupils, including but not exclusive to:

- Book/work scrutiny
- Floodlighting SEND Learning walks and Subject Learning walks
- Termly data meetings
- ILP reviews (see above)
- Evaluation of policy and practice via the 100-day cycle
- Performance management

Who are the people providing services to children with individual needs in St. Aidan's?

Directly funded by the school:

- SEND Team: Mrs. C. Robinson, SENDCo and Assistant SENDCo, Mr. R. Lannon.
- Those attached to the SEND Team and providing interventions, including Mrs. E. Naille (Literacy), Mrs. E. Freiberg (Literacy), Mrs. R. Wheeler (Literacy), Ms. Tait (Numeracy)
 - Access to a Consultant Educational Psychologist.
 - Access to alternative venue placements on an individual basis
 - Access to Bishop Chadwick Education Trust Counselling Services
 - Access to MIND Counselling Services.

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (staff training is delivered in school but individual therapy takes place at SALT).

Provided and paid for by the Health Service (Northumberland and Tyne and Wear Foundation Trust) but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy



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Provided and paid for by the Health Service and delivered within the Health Service:

- Children and Young People's Services (CYPS, based at Monkwearmouth Hospital)
- Paediatric Outpatients (Based at Sunderland Royal Hospital, Niall Quinn Centre).

Voluntary services also accessed when need include IMPACT, Respect.

The school also works closely with local Early Help panels and the appropriate child protection and safeguarding services.

How will equipment and facilities to support boys with SEND will be secured?

- If a child transitions to us from primary we will attend reviews to ensure we are aware of any needs (for example, if the child needs to use a laptop). This is particularly important when the child has hearing or visual impairments and we would work with the Hearing Impairment and Visual Impairment teams to ensure that the correct equipment was available to the child and that staff were trained in how to use this. It is important that this is in place for the child starting at St. Aidan's.
- If a need is identified whilst at St. Aidan's (for example following an assessment by a professional), the SENDCo will procure the equipment through the school budget. The SENDCo will liaise with specialist teams to ensure the correct equipment is made available.
- If specialist facilities are needed this will be arranged on a bespoke basis, for example toileting facilities/medical support and training.

How are the teachers in school helped to support boys with individual needs and what training do they have?

- The SENDCo's job is to support the class teacher in planning quality first teaching for every child.
- The SENDCo provides training for ECTs and other new staff at the school. Individual departments can ask for support from the SENDCo as required, for specific purposes or generic training. Whole-school training, focusing on specific needs and specific pupils is provided as and when needed. For example, if we have a pupil with a hearing impairment we will run a bespoke session for that pupils' teachers with myself and the hearing impairment service so that they can understand that boys' needs. We have also received funding from the Sheila Coates Foundation which has enabled us to send staff on training from the National Autistic Society, as well as running a bespoke session in school.
- Academy priority sessions every half term include regular SEND training according to that cycle's focus: For example, this year we have included training on Sounds Write, Cognition and Learning, Subjects Specific Strategies and high needs pupils. We also include training on the science of learning which supports the scaffolding of SEND learners in the classroom.
- The SENDCo has both a Masters in SEND and the National SENDCo Award, in addition to training such as NVQ Level 2 in Autism Awareness. The SENDCo and assistant SENDCo take part in regular CPD and trust wide training, including Sounds Write Synthetics Phonics Training and also Mental Health First Aid Training.
- Our LSAs take regular part in whole staff training as well as specialist LSA training provided by the trust.
- This year six of our staff have taken part in Sounds Write Synthetic Phonics training (teachers and support staff) and all of our pastoral team and senior leadership team are now qualified Mental Health First Aiders.
- Information is shared with staff via the SIMS/Edukey systems and via half termly updates on student need in Academy Priority meetings as well as when needed. The



SENDCo also directly disseminates information via ILPs at the start of the year and after annual reviews, parents' evenings and termly data reviews.

How will the teaching be adapted for my child with individual needs?

Curriculum vision at St. Aidan's ensures an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. The intent of the curriculum is to also ensure personal development of SEND pupils and to encourage positive relationships, active engagement and wellbeing. Teachers ensure a supportive environment for all pupils including those with SEND, without exception.

- Barriers to learning and participation are removed through adaptive planning, modelling, scaffolding, explicit instruction and metacognitive strategies. All learners, including the most disadvantaged pupils and pupils with SEND, are provided with the knowledge, skills and cultural capital they require for future learning and employment.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your son's learning needs.

What support do we have for you as a parent of a child with individual needs?

- The team are available to discuss your son's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. Cycle targets are sent once every cycle to share academic targets with parents and pupils.
- The IN team is also available to discuss specific needs.
- The SENDCo and her team are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual Learning Plans will be reviewed at annual reviews with your involvement.
- Parents of all boys on the SEND register have access to the [SENDDIASS](#) service. This service provides independent support and advice for all students with SEND (0191 537 5764). They have produced this advice and guidance about the SEND ranges: [Parent Carer Forum Guide](#)
- Other local authority teams that can support you with support for your son include:
- [Sunderland Autism Outreach Service](#) provide support for parents and pupils with autism and [Autism in Mind](#) provide support for young adults.
- City of Sunderland Speech and Language Therapy ([SALT](#)) provides support for pupils with speech and language issues. This support is continued for 16 – 18 year olds by their [over 16s](#) service.

What support do we have for you as a parent of a child with social and emotional needs?

- The school has both a [Mental Health and Wellbeing Policy](#) and [Anti-Bullying Policy](#). These are both regularly reviewed. The SEND team work very closely with class teachers and pastoral staff to ensure that pupils feel safe and supported at all times. We offer open door policy at both lunch and break times so that pupils can access a safe space and speak to SEND staff when needed. We are also available before and after school and pupils can have access to specific staff detailed in ILPs as emotional support.



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- The SENDCo is a trained Mental Health First Aider as are the pastoral and senior leadership teams.
- The school is able to offer a number of services and sign post alternative services. In school we offer support from an Emotional and Resilience Nurse, Washington MIND and our Bishop Chadwick Catholic Education Trust Counsellors. We also use [Anna Freud National Centre for Children and Families](#) for online counselling with older pupils and promote the use of [Kooth](#).
- Social and emotional support services in the authority local offer include [MIND](#), [Sunderland Community CAMHS](#) and [Sunderland Children and Young Peoples' Services](#).
- We also work with [Early Help](#) who help support you with any concerns about your child, your family or home circumstances. It could be around behaviour, problems at school, housing, debt, routines and boundaries or other difficulties including mental health.

How is St. Aidan's accessible to a child with individual needs?

- The main building is accessible to children with physical disability via ramps. We have a lift to help boys access the second and third floors.
- We ensure that equipment used is accessible to all boys regardless of their needs.
- After school provision is accessible to **all** children.
- Enrichment activities are accessible for **all** children.
- We support pupils to access the curriculum by using aids such as coloured overlays and books, laptops and specialist equipment as needed.
- We further support pupils to access our curriculum through using teaching strategies including modelling, scaffolding, explicit instruction and metacognitive strategies.

How will we support your child when they are moving into another school or class?

We recognise that transitions can be difficult for children and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
- Information will be passed on electronically to the new class teacher, including their provision map if appropriate.
- The Head of Houses/SENDCo will also pass information over to the new teacher.
- In some cases, preparatory work will be done with your son so that the transition is made easier for them.

In Year 6:

- Under normal circumstances:
- Mrs. Hogg and Heads of House visit our feeder schools to discuss the needs of the students. This includes discussing the specific individual needs of students. The SENDCo and her team will also liaise with feeder schools and will attend transition Code of Practice reviews as appropriate.
- Boys take part in transition visits on several occasions; those with additional needs will be invited to our extra transition programme, ran by the learning support team.



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- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- In Year 11:
- Boys with additional needs all currently receive transition reviews in the Autumn term. These are attended by Connexions/Mrs. Osmialowski who offer advice and support on Key stage 5 options.
 - Information is then made available to the Key stage 5 placement.
 - Boys with individual needs who stay into 6th form will be supported with a transition visit and all SEND information will be shared between both sites (ourselves and St. Anthony's) and between both SENDCOs (Mrs. C. Robinson and Mrs. C. Dugdale).
 - Boys with additional needs who stay into sixth form are monitored throughout year 12 and 13, with support being made available to them from the SEND and sixth form teams.
- In Year 13:
- Boys with additional needs all currently receive transition reviews in the Autumn term. These are attended by Mrs. Osmialowski who offers advice and support on options for university and higher education. Help is then provided to boys in applying for university places on an individual need.

Who should I contact for further information about my child?

- The SENDCo (Mrs. C. Robinson), Assistant SENDCo and SEND Team at crobinson@staca.co.uk or rlannon@staca.co.uk.
- Heads of House – Mrs. M. Halliday, Mrs. K. McKenna and Mr. A. Gray alongside Mrs. J. Jackson (Designated Safeguarding Lead), Mrs. M. Gill (Designated Safeguarding Lead) and Miss Julie Royal (Student Support).
- Your son's form tutor.
- Individual subject tutors
- Careers advisor – Mrs. E. Osmialowski
- Head of Pastoral, Mrs. G. Hogg
- The Headteacher – Mr. G. Sanderson
- The SEND Governor – Mrs. C. Lynch

This information report will be updated annually and will next be reviewed in July 2025

We welcome comments from parents and carers on this document via SEND@Staca.co.uk.