

# St Columba's Catholic Boys' School SEND Information Report 2025-2026

What types of SEND does the school provide for?

St Columba's Catholic Boys School is a mainstream school which is committed to the whole school inclusion of pupils with special educational needs and/or disabilities (SEND).

The kinds of special educational needs for which provision is made for at the school are:

- Speech, language and communication
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical



In addition to this, the school has a Resourced Provision (RP) that supports 30 pupils. The Local Authority determines which pupils with Education Health and Care Plans (EHCPs) can access this provision. This provision supports pupils with speech, language and communication needs more broadly, and pupils with autism, more specifically.

We believe it is essential for all pupils to have their needs met and abilities challenged. The school's Special Education Needs and Disabilities Coordinator (SENDCo) is a member of the wider senior leadership team and works closely with the other senior leaders, the heads of years and their pastoral teams, the heads of departments, subject teachers, learning support assistants and outside agencies to build an ongoing, holistic understanding of pupils and their needs. The SENDCo is supported in this by a deputy SENDCo and a part-time admin assistant; all of whom work hard to ensure that the needs of pupils with SEND are met.

How does the school know when a pupil has a special educational need?

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." (SEND CoP: 2014: Pg15)

The school follows the recommendations of the graduated process are outlined in the SEND Code of Practice, (CoP). Pupils are identified as having SEND using the following methods:

- Early Identification of Need referral form
- Formative and summative assessment data, including:
  - Transition documentation from primary schools including Key Stage 2 (KS2) SATs
  - CAT scores
  - Specialist diagnostic testing of reading, spelling, writing and maths
  - Secondary Language Link diagnostic testing
- Observations
- Discussions with parents and/or carers and pupils
- Referrals to and discussions with the Early Intervention Team (EIT)
- Referrals to and reports from external agencies e.g. Educational Psychologists and Occupational Therapists

Who is our special educational needs coordinator?

SENDCo: Lisa Stockman

Email: [lsa@st-columbas.co.uk](mailto:lsa@st-columbas.co.uk)

Deputy SENDCo: Sarah Nwidag

Email: [sng@st-columbas.co.uk](mailto:sng@st-columbas.co.uk)

SEN Admin Assistant: Valerie Elsey

Email: [vey@st-columbas.co.uk](mailto:vey@st-columbas.co.uk)

St Columba's Catholic Boys' School

<p>(SENCO) and how can he/she be contacted?</p>	<p>Bexleyheath DA6 7QB Tel: 01322 553236</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p><u>At St Columba's, all teachers are teachers of SEND. The school seeks to ensure that:</u></p> <ul style="list-style-type: none"> <li>• Universal, Quality First Teaching is used in all lessons, delivering adaptive and if necessary, differentiated lessons to meet SEND needs.</li> <li>• Staff are aware of the needs of all pupils in their classes (captured on "Know My Class" forms) and they adapt curriculum and pedagogy accordingly to meet these needs.</li> <li>• Pupil passports are accessible to all staff and provide details of pupils with special educational needs, pupils in receipt of pupil premium, looked after pupils and pupils with English as an additional language. Staff use this system to inform planning and to ensure they are addressing the needs of pupils on a daily basis.</li> <li>• A range of pathways are designed to meet the needs of all pupils including academic and vocational courses.</li> <li>• A range of targeted intervention programmes are designed to improve outcomes of pupils with SEND and to ensure they can fully access all areas of the curriculum and school life.</li> <li>• A range of extracurricular activities are on offer that provide enrichment opportunities for all pupils, including those with SEND.</li> <li>• When a need is identified, pupils receive the necessary in-class support and exam access arrangements.</li> <li>• All staff receive regular training on all areas of SEND.</li> </ul>
<p>How do we adapt the curriculum and learning environment for pupils with SEND?</p>	<p><u>Wave 1 - The Universal Offer</u> St Columba's follows the "SEND Code of Practice: 0 to 25 Years" guidance that states that, "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. <b>Additional intervention and support cannot compensate for a lack of good quality teaching.</b>" An important part of high-quality teaching is seeking to understand pupils' differences, including different levels of prior knowledge and barriers to learning, and then being responsive to those needs. This can be done through adaptive teaching.</p> <p><u>Examples of adaptive teaching include:</u></p> <ul style="list-style-type: none"> <li>• Responsive, "in the moment" tweaks and changes</li> <li>• Scaffolding</li> <li>• Planning and writing frames</li> <li>• Task management boards</li> <li>• Pre-teaching of vocabulary</li> <li>• Keywords and word banks</li> <li>• Visual and concrete resources</li> <li>• Modelled examples of work</li> <li>• Reduction of pace</li> <li>• Planned questioning</li> <li>• Checking for understanding</li> <li>• Chunking</li> <li>• Group work</li> </ul> <p><u>Wave 2 - The Targeted Offer</u> Some pupils may have an identified need that can be met through targeted, time limited intervention. This may involve being withdrawn from the classroom to receive small group or 1:1 support from a suitably qualified member of staff with necessary subject knowledge and pedagogical skills. Interventions take place for the least amount time possible to bring about the desired outcome in order to minimise any reduction to curriculum time.</p> <p><u>Wave 3 - The Specialist Offer</u> Here pupils may require input from wider professionals who make recommendations to school staff on how to support an area of need. These include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapists</li> </ul>

- Educational Psychologists
- Counsellors
- SEMH Partners
- Occupational Therapists
- Specialist teachers

Where a pupil with an EHCP is in a classroom, another adult, such as a Learning Support Assistant (LSA) may offer additional support to the teacher, thus enabling the teacher to offer the EHCP pupil more personalised attention.

#### Access Arrangements

Exams are part of the school curriculum and provide a means of measuring pupils' understanding and progress. Pupils with SEND are supported in class and in exams by being allowed access arrangements. There are a wide range of arrangements that meet the needs of pupils in all four areas of SEND. These arrangements must be a pupil's normal way of working. As a school, the use of access arrangements in class as the normal way of working and in all internal assessments starts from as early as Year 7.

In Year 9, this is formalised through the Joint Council for Qualifications (JCQ) screening process which is carried out by a qualified assessor. At the start of Key Stage 4, formal applications to JCQ are made to ensure the arrangements can be used during their external exams at the end of Key Stage 4.

(Parents, please note: in line with JCQ guidance, external reports are not used as evidence.)

#### Specialist Equipment

A small percentage of pupils with SEND require specialist equipment to help them access the curriculum and exams. This can range from reading pens to laptops to mobility aids. To have access to any specialist equipment, this process is followed:

1. Examples of written work are examined
2. A formal assessment using DASH and/or WRAT is conducted
3. If medical issues exist, the appropriate medical information is collated
4. Thereafter, it is ensured that the pupil has access to this specialist equipment in class so they are not disadvantaged without it
5. This equipment must become the pupil's normal way of working

#### Environmental Adaptations to Support Pupils with SEND

The school liaises with the local authority to make changes to the environment for pupils who require it. Some of these include:

- Disabled toilets and toilet access when required
- Early exit passes to ensure pupil movement at quiet times
- Lifts in certain sections of the school
- Painting of flooring where needed to support pupils with sight difficulties
- Ramps to support wheelchair users
- Use of hearing devices/transmitters for pupils who require them
- Disability parking and use of the main carpark to support pupils safely getting on to the school site
- Wobble cushions, ear defenders, fidget toys

<p><b>What is the Resource Provision?</b></p>	<p>Pupils attending our Resource Provision (RP) must have an EHCP to support their assessed special educational needs. The placement is agreed and secured by the Local Authority via the SEN Panel process. St Columba's RP, called the Hub, caters for pupils who have a wide range of special educational needs within the context of their Speech, Language and Communication Needs.</p> <p>The Hub comprises a large physical space that includes a classroom and social space that pupils can access during unstructured times of the day such as before school, at break and at lunchtimes. There are also many small rooms and break-out spaces used for interventions, quiet study zones and for respite.</p> <p>All pupils in the RP must be able to access the national curriculum, even though teaching may need to be personalised for their individual pupils. The amount of time that pupils are taught in mainstream classes varies according to the needs of individual pupils. Generally, pupils allocated a place in the RP access their mainstream lessons for at least 80% of their timetable. When accessing mainstream lesson, pupils receive additional or different support as outlined in their EHCPs and teachers, "Adapt teaching to respond to the strengths and needs of all pupils." (DfE: Teachers' Standard 5.) It is usual for pupils in Key Stage 3 to study English within the RP by a specialist teacher. They can also receive hover support, both in-class and out, by (LSAs). In Key Stage 4, most pupils in the RP study pre-GCSE Entry Level and then GCSE-equivalent Functional Skills courses in English and maths. Some may also study Unit Award qualifications. Pupils in the RP may also take fewer options at GCSE to enable them to access study support sessions instead.</p> <p>Pupils in the RP also access a range of interventions and therapies to meet their individual needs as outlined in their EHCPs. Close collaboration with speech and language therapists and other wider professionals enables regular support for pupils.</p>
<p><b>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</b></p>	<p><u>Inclusive by Design</u></p> <p>As a school, we strive to be <b>inclusive by design</b>. This means we actively embrace diversity from the outset by creating learning environments where pupils feel they belong and differences are acknowledged and accounted for before they become challenges. Every pupil, regardless of individual need, has the right to access a fulfilling educational experience. <b>In essence, every pupil is entitled to receive the same curriculum and learning experiences.</b> As such, every teacher endeavours to proactively build inclusivity into the foundation of their teaching; from planning high quality lessons that are adapted, in advance, for individual pupils, to adapting their methods of delivery. This approach benefits not only those with identified needs but also pupils who may face barriers without formal diagnoses or an EHCP. In England, where over 15% of pupils are identified with SEN, designing for inclusion supports greater accessibility, engagement, academic achievement and improved motivation and self-esteem.</p> <p>Through the use of information-sharing tools such as pupil passports, the SEND Register, SIMS, Class Charts and Provision Map, staff are made aware of pupils' needs and strategies of how to meet these needs. Staff training reinforces this. Teachers are therefore able to plan appropriately to ensure that any barriers to participation are effectively removed or mitigated.</p> <p>All pupils are given equal opportunities to participate in activities, clubs and trips.</p>
<p><b>How do we consult parents of pupils with SEND and involve them in their child's education?</b></p>	<p><u>Termly Pupil Reports</u></p> <p>Reports are sent out during the year for all pupils. They highlight a pupil's attitude to learning (A2L grade) and identify whether or not the pupil is on track to achieve ambitious targets. Parents can discuss the report with teachers at consultation evenings.</p> <p><u>SEND Drop-In</u></p> <p>If a pupil has SEN, parents and/or carers can be notified of a termly drop-in session. This is an informal session where guest speakers may be invited to share relevant information with parents and/or carers. There is also an opportunity to have an informal conversation with the SEND team.</p> <p><u>Consultation Evenings</u></p>

	<p>Each year group has a consultation/parents' evening where the SENDCo is available for parents to speak to. At these times, parents are also encouraged to speak to pupils' class teachers and raise any concerns they may have around their subject.</p> <p>Please note: if the matter will take longer than 5 minutes to discuss, please contact the SEND Team to arrange a longer appointment time to discuss the matter.</p> <p><u>Pastoral Meetings</u> If there are concerns about a pupil, a head of year will make an appointment to meet with parents. Where possible, these meetings are held jointly with the SENCo.</p> <p><u>Online Communication</u> Parents can access the school's website where subject-specific information is available. They can also communicate with the school via email or through ClassCharts.</p> <p><u>Remember</u> We have the best interests of pupils at heart and the best way to ensure that needs are met is to contact the school as soon as you have a question. In the first instance, the form tutor or subject teacher may be best placed to answer questions. Following from that, the Head of Year or Head of Department may be best placed to advise. Please contact the SEND team if the question is specifically about SEND.</p>
<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>Pupils are given the opportunity to co-construct their pupil passports. Pupils with EHCPs are then given time to review their needs and learning at their annual review meeting. Pupils are also encouraged to contribute to forums such as the school council and in pupil voice surveys. Pastoral leads, such as Heads of Years and form tutors, as well as staff based in the Hub from both the Welfare and SEN teams, are often on hand to support with queries pupils may have.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p><u>Annual Reviews</u> During these meetings, parents and pupils share their feedback on progress against outcomes. The school gathers information from all stakeholders (class teachers, pastoral leaders, external professionals) in order to review progress. A representative from the Local Authority, such as the school's SEN case officer, Allison Sutton, may also be in attendance at these meetings. At these times, information from the school's database, the SEN register, CPOMS and ClassCharts is analysed to see where the pupil is performing in relation to desired outcomes.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p><b><u>Transition from Year 6 to 7</u></b></p> <p>The SENDCo, Deputy SENDCo or specialist teacher, visits feeder primary schools in the Summer term once information on intake is released. These visits allow for the SENDCo at the primary school to identify pupils who will need a more personalised package for transition than that which is offered to all pupils.</p> <p><u>All Pupils:</u> Induction Day, Induction Evening, and a "Meet the Form Tutor" evening.</p> <p><u>Some Pupils:</u> Some pupils are identified by their primary school as vulnerable and in need of additional support around transitioning to secondary school. These pupils are invited to attend an additional taster session. Other pupils may require additional 1:1 visits, where they may come with a member of staff from their primary school or parent in order to further familiarise themselves with the new environment and the staff therein.</p> <p><b><u>Transition from Year 9 to 10</u></b></p>

	<p>Pupils in year 9 select their GCSE Options that they will pursue in Year 10 to 11.</p> <p><u>All pupils:</u> Are provided with 'options' information and guidance on how to choose appropriate 14-16 courses. A member of staff meets with pupils that may need additional support and guidance around what options to take and what subjects best meet their needs.</p> <p><u>Some Pupils:</u> Some pupils may require additional meetings with the SENDCo and wider professionals to discuss the best possible routes and courses to take and if a bespoke package is required.</p> <p><b><u>Transition to Post-16</u></b></p> <p><u>All Pupils:</u> Pupils in Years 10 and 11 have PSHE lessons where they consider colleges and what career paths to take. There are planned careers fairs at the school where colleges and other post-16 providers are invited to help pupils make informed choices. Pupils can access activities by the careers specialist teacher and all pupils are offered an interview with the careers advisor.</p> <p><u>Some Pupils:</u> Some pupils may need additional input from the Preparing for Adulthood service. The SEND team liaises with the Local Authority to ensure a smooth transfer process for pupils with EHCPs.</p>
<p>How do we support pupils with SEND to improve emotional and social development?</p>	<p><u>Wave 1 - The Universal Offer</u> All staff are responsible for the social and emotional wellbeing of pupils.</p> <ul style="list-style-type: none"> <li>• The school's PSHE curriculum teaches pupils about how to take care of their wellbeing and signposts them to sources of information and help.</li> <li>• Pupils' overall well-being is supported by the Head of Year. All pupils are placed in forms. The pupil's form tutor is the first port of call for any concerns parents and/or carers may have about their child's education and well-being.</li> <li>• Class teachers can access information regarding pupils' social and emotional needs via pupil passports and through consultation and collaboration with the SEN and welfare teams. This information can support teachers in how they speak to pupils, the volume and tone of voice they use, the use of rewards and consequences etc.</li> </ul> <p><u>Wave 2 - The Targeted Offer</u> The pastoral teams, welfare and SEND teams may identify pupils requiring targeted support around their emotions, social interactions and regulating their behaviour and approach to learning. In small group or 1:1 sessions, pupils can receive a range of intervention including:</p> <ul style="list-style-type: none"> <li>• Zones of Regulation</li> <li>• Emotional Literacy Support (ELSA)</li> <li>• Managing anxiety and anger</li> <li>• Talk and Draw/Comic Strip Conversations</li> <li>• Social Stories</li> <li>• Understanding my needs</li> <li>• Emotional check-ins</li> </ul> <p>For pupils who need further targeted support with their wellbeing, the school may offer:</p> <ul style="list-style-type: none"> <li>• Mentoring sessions with the school chaplain</li> <li>• Mentoring sessions with CRIBS</li> <li>• EBSA support sessions with the LSAs</li> <li>• Drop-in, self-refer counselling service operated by Place2Be</li> </ul> <p><u>Wave 3 - The Specialist Offer</u> Pupils requiring more specialist mental health support may be referred to:</p> <ul style="list-style-type: none"> <li>• The Local Authority's SEMH Partner</li> <li>• The Mental Health Support Team (MHST)</li> <li>• The Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Place2Be counselling</li> </ul> <p>At all times, the school will work closely with the family and seek their consent; unless doing so would put the pupil at risk. In such cases, the safeguarding team will be involved. In</p>

	<p>emergencies involving a mental health crisis, self-harm or suicidal thoughts or actions, the safeguarding team must be contacted and informed immediately.</p>
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<ul style="list-style-type: none"> <li>• Lisa Stockman (SENDCo) - SENCO Award</li> <li>• Sarah Nwidag (Deputy SENDCo) - SENCO Award</li> <li>• Sacha Winters (Specialist teacher) - Masters in English</li> <li>• Pam Yoxall - Specialist teacher and assessor in access arrangements</li> <li>• Learning Support Assistants - support staff receive regular training to update their skills in relation to their roles</li> </ul>
<p>How will we secure specialist expertise?</p>	<p>The school applies the graduated approach of <b>assess, plan, do, review</b> in order to deliver support for pupils with SEND. This is an iterative approach that aims to gain a better understanding of a pupil's needs to establish strategies that work well for pupils in securing expected outcomes.</p> <p><u>Assess</u> The pupil is assessed. Targets are identified to support progress.</p> <p><u>Plan</u> Appropriate interventions and actions are agreed to secure progress towards meeting targets. This may include advice to teachers, intervention or further assessment and support by specialist support staff.</p> <p><u>Do</u> Agreed actions are implemented.</p> <p><u>Review</u> After a period of about 12 weeks, progress towards targets is reviewed. Based on progress made, support is either withdrawn, continued or reassessed and a new plan made.</p> <p>If progress is not made despite a series of planned interventions and actions, support and advice is sought from the Early Intervention Team.</p>
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>The process by which equipment and facilities are sought is the graduated approach. Here the school identifies a need, plans to meet that need, the necessary support is implemented and action is taken, and that support is then reviewed and evaluated. If there is a need for specialist equipment, the school works with parents, wider professionals and the advice given to see how this can be obtained.</p> <p><u>Examples of facilities and equipment:</u></p> <ul style="list-style-type: none"> <li>• Specialist seating</li> <li>• Hearing devices</li> <li>• Toilet and changing facilities</li> <li>• Laptops</li> <li>• Voice recognition software</li> </ul>
<p>How do we involve other organisations in meeting the needs of pupils</p>	<p>As a school, advice is sought when the graduated approach has been trialled and progress has not been made despite a series of planned interventions and actions. At this point, further specialist support and advice is sought from the Early Intervention Team (EIT). This team may suggest referrals or support from a range of external organisations and professionals such as:</p> <ul style="list-style-type: none"> <li>• Horizons</li> <li>• Autism Advisory Service</li> <li>• SEMH partner</li> <li>• Place2Be</li> <li>• Mental Health Support Team (MHST)</li> <li>• Children and Adolescent Mental Health Support (CAMHS)</li> <li>• Multi-Agency Safeguarding Hub (MASH)</li> <li>• Educational Welfare Officer (EWO)</li> </ul>

<p>with SEND and supporting their families?</p>	<ul style="list-style-type: none"> <li>• Targeted Youth Service</li> <li>• Educational psychologists</li> <li>• Speech and language therapists</li> <li>• Occupational therapists</li> </ul> <p>In certain instances, it may be necessary for all stakeholders to be invited to a Team Around the Child (TAC) meeting so that all avenues of support can be considered. More generally, if wider professionals are already working with a pupil, these professionals are invited to relevant meetings. If unable to attend, they are asked to contribute any relevant information.</p> <p>The school signposts parents to organisations who may be of help or support by putting their details in the Weekly News Letter and on the school website.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>Multiple sources of evidence are triangulated to evaluate the effectiveness of our SEND provision:</p> <ul style="list-style-type: none"> <li>• Analysis of pupil assessment data and test results at subject, year group and SLT level</li> <li>• Progress against national data and based on age and starting points</li> <li>• Interventions baseline entry and outcomes exit data</li> <li>• Progress against individual targets</li> <li>• Scrutiny of pupils' work produced</li> <li>• Pupil voice</li> <li>• Robust evaluation of policy and practice through middle leader and SLT meetings</li> <li>• SENDCo/SLT/Governor monitoring</li> <li>• Learning walks and observations of lessons and interventions</li> <li>• Performance management</li> <li>• Parent feedback</li> </ul> <p>We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience.</p> <p>We would also like your views about the content of our SEN Information Report. If you would like to comment, please send an email to the contact details provided in this report.</p> <p>We hope that complaints about our SEND provision will be rare. However, if there should be a concern, the process outlined in the school's Complaints Policy should be followed. Further information can be found in the Complaints Policy in the School Policies section of our website or by visiting the Bexley Council Local Offer website.</p>
<p>Where can parents and pupils get advice and support about SEND issues?</p>	<p>If you live in <u>Kent</u> and have a Kent GP, you can find information about SEN support and services here: <a href="#">Special educational needs and disabilities (SEND) - Kent County Council</a></p> <p>Other organisations offering support and advice are:</p> <p><u>Bexley Voice</u> A group run by volunteers who are parents and carers of young people with SEND. Their aim is to ensure parents and carers have their voice heard both locally and nationally: <a href="https://www.bexleyvoice.org.uk/">https://www.bexleyvoice.org.uk/</a></p> <p><u>Bexley Snap</u> Bexley Snap offer disabled children and young people aged between 1 and 25 years old an exciting and varied programme of clubs to provide parents and carers with support, guidance, and regular breaks from their caring responsibilities: <a href="https://bexleysnap.org.uk/">https://bexleysnap.org.uk/</a></p> <p><u>Bexley Information Advice &amp; Support Service (IASS)</u> IASS is an impartial and confidential service offering information, advice and support to parents and carers of children with SEND up to the age of 25: <a href="https://www.bexleyiass.co.uk/">https://www.bexleyiass.co.uk/</a></p>
<p>This report is reviewed annually to ensure that is up to date and in line with latest legislation</p>	<p>Written in accordance with the:</p> <ul style="list-style-type: none"> <li>• Children's and Family Act 2014</li> <li>• SEND Code of Practice 2014</li> <li>• Equality Act 2010</li> </ul> <p>Next review: January 2027</p>

