St. Anselm's College

SEND Information Report

Last updated: 02/09/2026

Our Mission Statement

"I can do all things through Christ who strengthens me"
Philippians 4:13

At St. Anselm's College, **faith** is at the heart of all we do.
Inspired by the **Gospel** and the vision of **Blessed Edmund Rice**,
we educate the **whole person** through **academic challenge** and **moral formation**, fostering a heart for **service** and **respect** for all **God's creation**.

Name of the Special Educational Needs and Disabilities Coordinator:
Mr. R. Passingham

Contact details:
SENDCo@st-anselms.com
0151 652 1408
St Anselm's College
Manor Hill
Birkenhead
Wirral
CH43 1UQ

The SEND team

Mr C. Willis – Deputy Headteacher (SEND Link Manager)
Mr. R. Passingham – SENDCo
Ms. J. Kelly – Learning Support Assistant
Ms. N. Martin – Learning Support Assistant
Ms. C. Howden – Learning Support Assistant
Ms. Beddard - Learning Support Assistant
Ms. C. Piccirillo – Learning Mentor

SEND Policy

To view our SEND Policy, please click the link below.

https://st-anselms.com/storage/2022/05/sen-policy-version-2.0.pdf

How do we help children with SEND?

We use a range of provisions to create an inclusive environment for students with SEND at St Anselm's College. Firstly, we deliver high quality teaching across our whole curriculum, which enables all students to access a rich and effective education, regardless of their needs. Every teacher at St Anselm's is a teacher of SEND and are accountable for the progress of students in their classes, including those who receive SEND support. We continually assess, plan, do, and review a range of strategies, which helps us measure student progress, guided by best-practice and pedagogy in teaching and learning. The SEND team offer a range of individualised and group interventions for students and their specific needs. These sessions vary in their content, from mental health well-being to additional support in core subjects. We tailor our SEND provision through the guidance of parental and student voice, as well as external agencies; we understand how important this is in allowing students to receive the best education for their needs. We issue 'Pupil Centred Profiles' to all students who receive SEND support. These profiles are distributed to all teaching staff, who then implement the most effective and individualised support.

How do we identify students with SEND?

We utilise a range of methods to identify students who might have special education needs and disabilities. Firstly, we have an entrance examination here at St Anselm's College. Consequently, we liaise with students' primary schools, their parents / carers, and, where appropriate, external agencies to provide suitable access arrangements to students for the examination. Crucially, this also enables us to build a profile of each student, identify any barriers to learning, and implement SEND support if deemed necessary. At the beginning of Year 7, all students undertake a reading age test (NGRT), helping us in highlighting additional needs, especially in learning and cognition. We work through a diligent process in deciding whether special educational provision is required. Working with parents and / or carers, we begin with desired outcomes, expected progress and attainment, all of which help us decide whether intervention is needed through our SEND department. If specialist SEND support is then implemented, we use the graduated approach, a cycle that follows four stages: assess, plan, do, and review.

What is the 'assess, plan, do, and review' cycle?

The Assess, Plan, Do, Review cycle is a key part of the graduated response to meet the needs of children and young people with SEND.

The Assess, Plan, Do, Review is a four-step cycle to support children and young people with special educational needs.

1. ASSESS – your child's needs are identified.
2. PLAN – An individual plan is made to meet their needs.
3. DO – Is when the plan is put in place, monitored, and adjusted.
4. REVIEW – Check how well the support is working and informs changes if needed.

Some children and young people will make progress and no longer require SEND support. Other pupils may well need continued support and start the cycle again.

How do we inform parents and/carers if a student has SEND?

All teaching staff, including support staff, have regular meetings with parents and / or carers about their child. The SENDCo and members of the senior leadership team often lead these meetings to discuss concerns and ascertain the most effective provision.

Which areas of SEND are provided for at St Anselm's?

St Anselm's College provides provision for all four areas of SEND, as outlined in the SEN Code of Practice.

- Communication and interaction e.g. Autistic spectrum disorder (ASC)
- Cognition and learning e.g. Dyslexia, Dyspraxia
- Social, emotional and mental health e.g. attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD)
- Sensory and / or physical needs e.g. visual impairment, hearing impairment

How many students with SEND do we have on our roll?

We currently have 985 students on roll at St Anselm's College. There are three level of SEND support: Educational Health Care Plan (EHCP), SEND Support, and Monitoring. Across the three levels, there are 153 students who make up our SEND cohort.

How do we measure and evaluate the efficacy of our SEND provision?

We utilise data analysis of teacher assessments to track and monitor educational outcomes for SEND students. A key aspect of measuring progress is through parental/carer meetings, feedback from the pastoral team, and comments from class teachers. We use the graduated approach (assess, plan, do, review) to monitor the efficacy of our

intervention methods, which enables us to keep a close eye on our provision and ascertain whether it needs to be increased, decreased or removed. In addition, the SENDCo conducts regular learning walks across the curriculum to examine the implementation of our SEND provision.

How do we manage students' transition between education phases?

At St Anselm's College, we understand that transitions between educational phases can be challenging for students with SEND, so we have developed comprehensive support arrangements to ensure these transitions are as smooth as possible.

For Year 7 students:

- We offer enhanced transition support for students with SEND, where our SENDCo visits them at their primary school to meet with the students, their parents/carers, and teachers
- Students can visit the College before, during, or after the College day for personalised tours of the site and opportunities to meet teachers and current students
- We gather detailed information from primary schools and the local authority about students' needs and existing support arrangements
- Individual transition plans are created where necessary to address specific concerns or requirements

For Post-16 transitions:

- Whether students are joining or leaving St Anselm's, we work closely with their previous/future education settings
- We ensure all relevant documentation and information about support needs is transferred appropriately
- Our SEND team actively seeks and provides necessary advice to support successful transitions
- We maintain communication with both settings during the transition period to address any emerging needs

Throughout all transition phases, we work collaboratively with parents/carers, external agencies, and other educational settings to ensure continuity of support and to maintain appropriate provision for our students with SEND.

How do we support students' mental well-being?

At St Anselm's College, we champion support for mental health in a range of ways. We have our own dedicated Welfare Office, Mr Derbyshire, whose door is always open throughout the College day for students to offload and discuss concerns. Every Wednesday, we have a mental health counsellor on-site who is available to meet with students. Most recently, we launched 'Well-being Ambassadors', in which we now have 3-4 students in every year group, who meet regularly to discuss initiatives which can improve the general well-being of our student body. At regular points in the academic year, we remind our students in form sessions and assemblies where they can seek help in College if they are struggling mentally. For example, we recently marked World Mental Health Awareness Day by encouraging students to wear a yellow item of clothing in aid of mental health charities.

Furthermore, we address key methods of how to keep mentally well during our planned Personal Development lessons. These lessons cover all statutory aspects of the 'Physical health and mental wellbeing' section of the statutory RSE and health Education curriculum. Our teaching assistants, learning mentors and heads of years meet with students in one-to-one sessions on a regular basis, to discuss their well-being and increase resilience. We understand that the classroom environment can be challenging for many students; therefore, we can issue time-out passes to students who need to take a short break from lessons.

What specialist services and expertise are available at or accessed by the College?

St Anselm's College works in partnership with outside agencies, such as:

- Outreach support from WBC, e.g. VI and HI teachers
- Health and Social Care
- Educational Psychology
- Educational Welfare
- ASC team
- CAMHS
- YOT Prevention Team
- The Youth Service
- College Nurse (specialist referrals)

- Independent Careers
- Caritas

Members of these agencies are invited to meetings in College to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into the student's intervention/provision.

How will my son be included in activities outside the classroom, including College trips?

We run a rich and inclusive programme of extra-curricular activities and trips. We aim to provide suitable access arrangements for all students with SEND.

What arrangements are in place for consulting your child and involving him in his education?

We work closely with parents and/or carers to ensure your voice is heard when it comes to SEND provision. We do this through:

- Telephone calls and parent meetings
- Parents' evenings
- Team around the child meetings
- Reviews of provision
- Educational Healthcare Plan (EHCP) review meetings

Students who receive additional support have their own one-page 'Pupil Centred Profile', which allows them to explain to their teachers exactly how they would like to be treated in their lessons.

How do we provide an inclusive environment for disabled students?

At St Anselm's College, we strive to ensure our environment is accessible and inclusive for all students with physical disabilities. While our main building does not have lift access, we make reasonable adjustments by timetabling lessons for students with mobility needs on the ground floor. Our Science and Modern Foreign Languages/Mathematics blocks are equipped with lifts to ensure accessibility to all floors. We conduct individual accessibility audits for students with physical disabilities to ensure their specific needs are met and to identify any additional adjustments required. Teaching staff work closely with the SEND department to ensure classroom layouts and equipment are suitable for students with physical disabilities.

Risk assessments are carried out where necessary, and personal emergency evacuation plans (PEEPs) are created for students who require them. We regularly review and update our accessibility arrangements in consultation with students, parents/carers, and relevant external agencies to maintain an inclusive learning environment.

More information can be found here: https://st-anselms.com/storage/2022/05/accessibility-plan-version-1.2.pdf

How do you ensure effective safeguarding for children with SEND?

All members of staff are trained in safeguarding and receive the yearly 'Keeping children safe in education' update training from the Deputy Headteacher (the safeguarding lead). We understand that students with SEND can be more vulnerable to abuse, neglect, and exploitation; the SENDCo works closely with the safeguarding lead to protect students with SEND. We use a system called CPOMS to log all safeguarding concerns swiftly and effectively.

How will the curriculum be matched to the needs of students with SEND?

At St Anselm's College, all teachers plan adaptive lessons with the needs of each student in the class in mind. At KS3, core subjects (English, Mathematics, Science and Religious Education), are taught in mixed ability classes. At KS4, core subjects are then taught in ability streams. Teachers use a diverse range of strategies to create an inclusive learning environment. Our commitment to metacognition aims to make teaching accessible to all students, however, our teachers also individualise learning for students who require additional support, including those on the SEND register, with pupil funding, and Educational Health Care plans (EHCPs).

What expertise and training do our staff have?

The SEND team comprises qualified staff who undergo ongoing training to maintain and enhance their knowledge and skills. This expertise is shared with the wider teaching staff through professional development sessions and meetings. Regular opportunities are available for staff to consult with the SENDCo and SEND team about individual students. CPD is available in all four areas of need, as outlined in the SEN Code of Practice: communication and interaction, cognition and learning, social, emotional and mental health, and sensory and / or physical needs. All staff have access to and are directed to undertake key training via the National College online CPD platform in line with specific training needs.

What arrangements do we have in place for students who are looked after and have SEND?

At St Anselm's College, we recognise that students who are looked after and have SEND may require additional coordination of support. For these students, we implement Personal Education Plans (PEPs), which are reviewed half-termly to ensure they are making expected progress and are not disadvantaged in any way. The SENDCo works closely with the designated teacher for looked after children to ensure that both SEND support and care arrangements are effectively coordinated. We hold regular meetings involving all relevant parties, including carers, social workers, and other professionals to ensure a cohesive approach to supporting these students. The SEND and pastoral teams maintain frequent communication with carers to monitor progress, attendance, and well-being. Where a looked after child also has an Education, Health and Care Plan (EHCP), we ensure that the annual review is synchronised with the PEP and care plan reviews where possible, to ensure a holistic approach to meeting their needs.

What is our definition of bullying and bullying relating to special educational needs and disabilities?

Bullying may be defined as 'Behaviour by an individual or group, sometimes repeated over time, that hurts another individual or group either physically or emotionally'.

Bullying can take place between pupils, between pupils and staff; between staff and between parents and staff; by individuals or groups; face-to-face, indirectly or by way of cyber bullying. It can take the form of threats of violence, verbal abuse, ridicule, humiliation, intimidation or defamation. Pupils could be bullied for a variety of reasons, e.g. jealousy or difference, or simply maliciously and for no reason. Specific types of bullying include:

- bullying related to race, religion or culture;
- bullying related to special educational needs (SEND) or disabilities;
- bullying related to academic progress or achievement;
- bullying related to appearance or health conditions;
- bullying related to sexual orientation;
- bullying related to home circumstances or family members;

- sexist or sexual bullying

The College will deal with incidents of disablist bullying under the remit of the Anti-Bullying Policy. More information can be found here: https://st-anselms.com/storage/2024/11/anti-bullying-policy.pdf

Where can you access further information?

More information about how to support students with SEND can be found on the Wirral Local Offer website:

https://www.sendlowirral.co.uk

How can I contact the SENDCo?

For any SEND-related concerns, please do not hesitate to contact the SENDCo to arrange a meeting. We are more than happy to accommodate you for a face-to-face meeting, virtually, over the telephone, or via email.

0151 652 1408
sendco@st-anselms.com

How can you make a complaint?

If you would like to make a complaint, this can be done through the SEND or senior leadership team, using the details below.

SENDCo@st-anselms.com
0151 652 1408
St Anselm's College
Manor Hill
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Wirral
CH43 1UQ