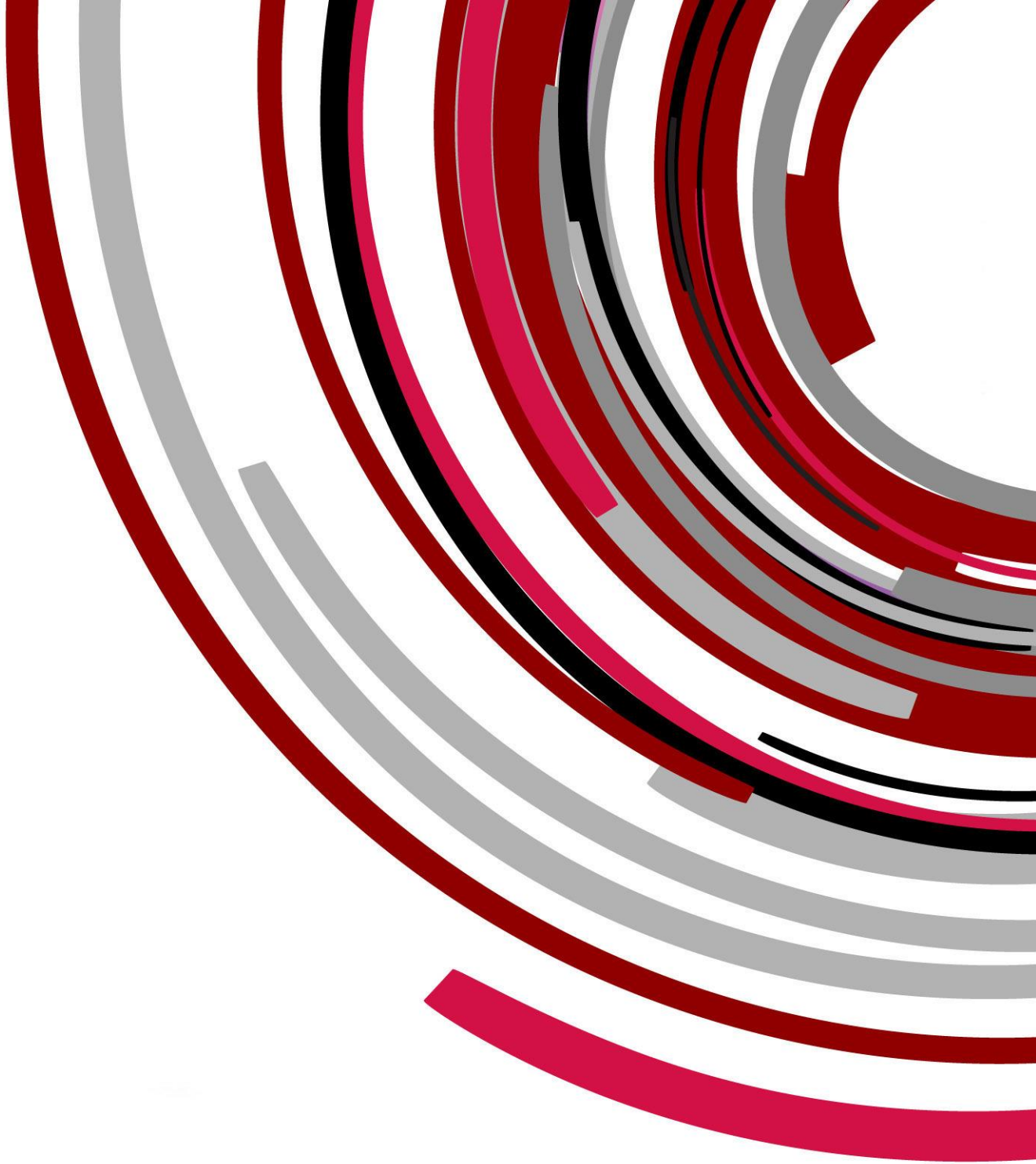




Brownedge St Mary's Catholic High School

SEND Information Report

September 2025

BROWNEGE ST MARY'S CATHOLIC HIGH SCHOOL
SEN Information Report
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Name of the Special Educational Needs/Disabilities Coordinator:
Joanne Oldham
BA (HONS) PGCE Secondary Education
Postgraduate Certificate in National Award for Special Educational Needs
Co-ordination

Contact details:
oldhamj@st-maryshigh.lancs.sch.uk
Telephone 01772 339813

Staff

Miss Joanne Oldham – Assistant Headteacher/SENCO

Mrs Maxine Tyrer – Deputy SENCO

Miss Chloe Mellor – Designated Safeguarding Lead

Miss Natalie Close – Intervention mentor

Miss Megan McNally – Higher Level Teaching Assistant, Visually Impaired Specialist

Mrs Faiza Ali – Teaching Assistant

Mrs Lucy Birchall – Teaching Assistant

Mrs Helen Greeney – Teaching Assistant

Mrs Kath Hunter – Teaching Assistant

Miss Emily Cross-Costello – Teaching Assistant

Mrs Sue Parkinson – Teaching Assistant

Mrs Danielle Riley - Teaching Assistant

Mrs Sharon Smith – Teaching Assistant

Mrs Janelle Ferrer – Teaching Assistant

Mrs Anthonia Agbewornu – Teaching Assistant

The kinds of Special Educational Needs/Disabilities (SEND) we provide for

Brownedge St Mary's is a mainstream high school with five form entry on the outskirts of Preston. We currently have around 770 pupils at our school.

The school has a SENCO, deputy SENCO and a team of teaching assistants.

We make effective provision for a range of additional needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD) and speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia (specific learning difficulty -SpLD) and moderate learning difficulties (MLD);
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing loss, processing difficulties, epilepsy.

We are an inclusive school, and we recognise every individual as special and unique.

Our SEN Vision: -

We value our children and our dedicated staff, and we aim to be part of a partnership with the child's family that works together to enable children to develop their strengths and talents. We believe nothing is beyond the reach of our children. We strive to challenge children to become confident, independent learners, and to support them as they work towards their goals. We believe children should enjoy their time at Brownedge and that regular praise will help them to achieve and grow. We aspire for all children to take part in the life of the school and to develop life skills to enable them to live a fulfilled life. We plan for our staff to be well trained and at the forefront of best practice, and we aim to create a positive climate in which all can succeed. In order to meet pupils' needs and allow them to excel and be the best that they can be, we ensure there is quality teaching, appropriate intervention, effective use of Teaching Assistants and, above all, a caring approach to meet the needs of all our SEN pupils.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

During transition to secondary school, all pupils who have an EHC plan (Education, Health and Care Plan) or SEN K (SEN support) are identified, and the SENCO or Deputy SENCO, where possible, meets with both parents/carers and the key staff at primary to build a detailed profile of each child's needs. We encourage parents/carers of children with SEN to contact us and become partners with us in addressing additional needs, since this is when provision works best.

All pupils are assessed using cognitive tests, reading tests and subject baseline tests on arrival to assess levels of difficulty in accessing learning. Assessments are carried out on Induction Days and also during the first half term of Year 7. These weeks are carefully balanced between settling children happily into high school and assessing their abilities. All pupils in year 7 will complete a dyslexia screener towards the end of the first half term. Staff will be notified of any pupils who show signs of dyslexia so that appropriate strategies/interventions can be put in place.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the pupil's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

Teachers at any given point may refer through to SEN. The pupil may then have further assessments by the SEN team in school, to identify any additional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with desired outcome, including the expected progress and attainment, and the views and the wishes of the pupil and their parent. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If something different or additional is needed then the pupil will go on the SEND register whilst the assess plan, do, review cycle is carried out. At the review point, if progress has been made the pupil may come off the register or, if intervention is still required, they will remain on, and new strategies and interventions will be explored.

Access arrangements for external examinations are applied for at the end of year 9/ beginning of year 10, Access Arrangements testing is carried out by an external assessor. Decisions are made alongside the examinations officer as to which pupils should be assessed, and these decisions are made following the guidance from JCQ.

Parents and pupils themselves are also encouraged to contact the SENCO at any time if they have a concern. We operate an open-door policy but please contact the SENCO or Deputy SENCO to make an appointment.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' and pupils' concerns.
- Everyone understands the agreed outcomes for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

We like to keep in regular contact with parents and this can be done in a variety of different ways; for example, telephone, email or by coming into school. We carry out home visits if needed and where family circumstances make visiting school difficult. In addition, we have, for example, induction evenings and parental evenings where discussions can be had between parents and staff in a friendly, informal, but private manner. We have several dedicated meeting spaces to allow conversations to take place in privacy. We also carry out regular parental voice.

If pupils require a Pupil Passport, this is reviewed by the pupil and the pupil's parent(s) twice yearly and amended if necessary. This provides an up-to-date pupil voice on what their needs are and what helps within the classroom environment.

We use the "All About Me" papers to help young people to put their views forward for EHC annual reviews.

We also conduct periodic surveys of pupil views of SEN provision. Pupils are encouraged to put their views and ambitions forward and we aim to help them achieve their dreams.

Pupils are informed of their progress after every assessment point. We place emphasis on attitude to learning, and growth mindset, so that young people can achieve their ambitions, no matter what SEN they may have.

We encourage pupils with SEN to join our school council meetings where pupils' views are canvassed and pupils themselves can raise issues of concern. We also have an intervention mentor who provides support to any pupil who has been referred.

Parents are welcome to bring advocates into school with them, for example, Lancashire SEN Information, Advice and Support Service is a statutory service which provides guidance and support, and we encourage parents to take advantage of their services:

SEND Information, Advice and Support Service. 01772 536981
www.lancashire.gov.uk/SEND

How will the curriculum be matched to my child/young person's needs?

Pupils with SEN are identified either in the Y6/7 transition/ liaison window and/or when any need becomes evident. All pupils are assessed using cognitive tests, reading tests and subject baseline tests on arrival. The school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.

Classroom-based support is the first layer of additional support and this takes place through the use of personalised pupil passports and in class TA support, where appropriate. Teaching assistants will support pupils on a 1:1 or small group basis when it is required as part of their EHC plan. Subject-based intervention is provided by subject specialist staff.

We have a range of small group interventions when further input is needed such as IDL, Lexonic and mentoring. Our interventions are amended each year after evaluation and impact and after consideration of any new pupils and their needs.

Good literacy skills are developed through the whole school timetable. School may buy in from IDSS (Inclusion and Disability Support Services) to support any identified need for pupils when necessary. Some pupils are issued with a laptop or iPad if there is an identified need.

How accessible is the school environment?

Brownedge St Mary's is predominantly a 1950s build contained on one site. It was built to accommodate fewer than the current average number of pupils. There are 2 buildings; the main building is spread over 3 floors and there is a lift in this building. All parts of this building are wheelchair accessible except a geography classroom and a science classroom (not a lab) as the corridor is too short to accommodate a ramp and too short and narrow to accommodate a lift. The second building is a newer build which spreads over 2 floors and contains a lift and a disabled toilet; all areas of this building are wheelchair accessible.

We have accessible parking spaces for both buildings with a designated parking space at the front entrance. We have ramps at entrances and exits. We also have a wheelchair accessible minibus. Corridors are narrow but with careful planning and a one-way system in place, congestion is minimal.

We have good auditory and visual environments. Many classrooms have carpets and the majority have window blinds. Wall displays are in classrooms, corridors and in other areas of the school. We have technical equipment to utilise in the assembly hall which includes: lighting, microphones, speakers. The dining hall and gym areas are poor acoustically. Most of the ground floor is not carpeted. There are two accessible toilets within the main building both with handwashing facilities. One of the facilities contains a shower cubicle.

Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.

We are proactive in making information accessible to parents and families with SEN. We have an external EAL tutor who comes in once a week to help support some of our EAL pupils. We provide foreign language dictionaries; translators, iPads, storyboards etc. We have an Intervention mentor closely linked to SEN who deals with some of our most vulnerable pupils. We also have a Counsellor who is in the building for 2 days a week.

We have keyboard adaptations for pupils with visual impairments and other conditions such as cerebral palsy, severe ADHD and dyspraxia. We use the annual review process to look at equipment and facilities needed for those with a plan, and this is then purchased through the pupils' funding or directly from the local authority. For other pupils with SEN, we use provision mapping to look at resources and equipment needed. Some pupils need a designated place where they can go for some 'time out'. Should this be the case this can be arranged. We have a sensory area in the ELC to support pupils with high levels of anxiety or sensory needs.

We also make the following adaptations to the learning environment to ensure all pupils' needs are met.

- Adapting our curriculum to ensure all pupils are able to access it, for example, through flexible grouping, scaffolding etc.
- Adapting our resources and staffing.

- Using recommended aids if needed, such as ipads/laptops, reading pens, coloured overlays, visual timetables, larger font, etc.;
- Being aware of the sensory needs of our pupils and making reasonable adaptations to the environment to support this
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

Decision making about SEN provision is made by the Assistant Headteacher/SENCO under the direction of the Headteacher. The SENCO and deputy SENCO make day to day operational decisions about allocations of support, which are provided flexibly in keeping with the school's capacity to deliver.

Pupils with EHC plans have allocated provision which is mapped. Pupils with potential SEN may be identified after assessment points or through the staff referral form at any given point. The SENCO and Deputy SENCO will then triage the need on a case-by-case basis and decide on next steps and liaise with any relevant stakeholders, where required.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Assessing and reviewing pupils' progress towards outcomes:

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The subject teacher will work with key staff, the SENCO and SEN team to carry out clear analysis of pupils' needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views
- Advice from external support, if relevant

The assessment will be reviewed regularly.

Pupils with social, emotional and mental health concerns are monitored through regular meetings, counselling records, nurture groups, the Pod restorative justice work, Intervention Officer input and mentoring programmes.

If a pupil has additional needs all teachers and support staff will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through the pupil passport and/or pupil support plan the child may have. We will regularly review the effectiveness of the support and interventions and their impact on pupil's progress.

All EHC plans are reviewed on an annual basis. Reviews are carried out in line with statutory guidance. Advice for reviews are provided by the school, external agencies, the pupil and the parent/carer. Documentation is shared in advance, and meetings held at mutually agreed times. Summary advice is sent to the Local Authority and the parent/carer. Each pupil is always encouraged to participate in their annual review.

Progress data is shared with parents three times each year, in the form of a written review, parents' evenings and a final report. The school operates an open door policy, welcoming parents who have any concerns about their child.

We have a designated person to monitor our looked after children and regular CLA and PEP meetings take place.

Parents and pupils themselves are also encouraged to contact the SENCO at any time if they have a concern. We operate an open-door policy but please contact the SENCO or Deputy SENCO to make an appointment.

What training have the staff supporting children/young people with SEND had or may they have?

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

The SENCO and HeadTeacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings.

In addition, the SENCO's skills will be developed through attendance at specialist training with outside agencies and through subscriptions to professional bodies.

Senior staff responsible for curriculum development will regularly discuss special needs issues with the Headteacher/SENCO. Other staff will be kept up to date

informally by the Headteacher/SENCO and formally at staff meetings, weekly briefings and training.

Teaching Assistants need a wide range of curriculum and special educational needs knowledge. This will be regularly updated by bespoke training and through SEN department meetings. We encourage teaching assistants to develop specialisms such as autism or medical needs.

Teaching staff receive special educational needs training at least once every term and during some INSET sessions. We tailor our training to pupil and staff needs. The training may be delivered by the SENCO, SEN team or wider external agencies.

Staff will be given the appropriate training should a child have a medical care plan. We have Evac chairs in all relevant areas of the school and three defibrillators. Specialist nurses and agencies are invited to provide advice and strategies for teaching pupils with SEN and medical conditions.

Pupils with an EHC plan or are on SEN Support (K) will have a pupil passport that supports them in the learning environment. All class teachers have a copy of the Pupil Passport, and they are issued to supply staff if required.

Staff relationships with pupils are at the core of our work. We believe this is what makes the difference for our pupils with SEN. We have accompanied pupils on work experience, on trips and visits, and over the transition to further education when needed. Our support does not stop at the school gates. Our intervention mentor works with family members as well as pupils to enable great progress to be made.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- SEND Information, Advice and Support
- Counselling services
- School Nurse
- Speech and Language Therapy
- Physiotherapy
- Hearing Impairment service
- Visual Impairment service
- Social Services
- Specialist teachers
- Occupational therapists
- Children and Adolescent Mental Health Service (CAMHS)

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The SEN team supports pupils on transfer to high school, following midyear transfers, and after leaving high school. We have accompanied pupils with mental health needs to college until they are settled. We are happy to strive to provide whatever personalised support is deemed necessary. Local colleges are invited to EHC reviews in Year 11.

How will my child/young person be included in activities outside the classroom, including school trips?

At Brownedge St Mary's we believe all learners are entitled to the same access to extra-curricular activities. And are committed to making reasonable adjustments to ensure participation for all. Our extracurricular activities can be seen on our CASEO programme which can be found on our school website. Please contact us if your child has any specific requirements for extracurricular activities.

Before a member of staff arranges a trip out of school, they need to complete a risk assessment to ensure the safety of all pupils and staff. Staff from the SEN team can attend outside classroom trips/activities to provide additional support, if required.

All pupils regardless of their SEN or Disability follow the same admissions procedure through Student Access (01772 532190), but their transition will be tailored to their needs. They may be invited into school several times prior to starting year 7 so they can experience what life is like at Brownedge St Mary's.

**What support will there be for my child/young person's overall well-being?
How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

Pupils can access the ELC at break and lunchtime, which provides them with a more nurturing environment.

All pupils are placed in houses with a Head of House. These staff are available to help support with emotional well-being. We also have other specialist staff that pupils can be referred to if needed.

The school has a Mental Health lead who supports pupils and has a team of trained pupils who act as Mental Health Ambassadors.

Bullying is something we take very seriously, and we have a single central record of disability-based bullying which is monitored on a half termly basis by the Assistant Head Teacher in charge of inclusion.

We have a school Chaplain.

Medication

Prescribed and non-prescribed medication is administered by trained first aiders. Brownedge St Mary's Catholic High School adopts Lancashire County Council's (LCC) policy of **not** accepting and administering non-prescription medication in school. In exceptional circumstances, following a medical procedure it will be at the school's discretion, with agreement from parents/carers as to whether the school accepts and administers non-prescription medication in school. All medication is kept under lock and key in a central place in the pupil reception

For the safety of all the community, pupils are not allowed to carry medicines in school. The locked cupboard is labelled, and designated staff have access to the key. It is the parents'/carers' responsibility to check that medications are within expiry date.

Medications in the cupboard are all clearly labelled to identify the pupil it belongs to. Names are checked carefully and instructions read before a record of any administration is noted. Instructions for administration are kept with the medication/ Care Plan. Some medications are required to be kept refrigerated. These are kept in a clearly marked area of the refrigerator.

If needed, a Care Plan is drawn up in conjunction between the parents, child and medical professional. The school nurse may carry out a home visit and a meeting will be called in school where the plan is agreed and signed. The SENCO agrees all care plans on behalf of the Headteacher. Care Plans are held in the school office and pupil reception, so they are easily accessible. They are reviewed by the School Nurse at least annually, or if circumstances change. Staff are briefed by the SENCO or deputy SENCO regularly about pupils with medical needs. Additional training (e.g. diabetes, epilepsy) for staff or first aiders is arranged via the school nurse or specialist nurse practitioners as necessary.

In the event of a medical emergency, the member of staff is instructed to make an initial assessment & contact a first aider. The first aider will make the decision regarding treatment on the spot, or whether the pupil may be moved to front entrance, using the Evac chair if necessary, or whether to call for an ambulance. The SENCO or deputy SENCO is contacted in the case of SEN pupils being injured. In the event of a serious incident, an ambulance is called immediately, along with the emergency contact adult.

The school has a drop in from a School Health specialist nurse regularly. Pupils can drop in without an appointment and seek confidential advice. Alternatively, parents can request that their child sees the nurse. Other services and agencies occasionally make an appointment to visit a child on site, with parental permission if necessary, and subject to school safeguarding protocols.

Other services who visit school include: IDSS, CAMHS workers, Educational Psychology Service, Barnardo's, We Are With You, YPS, Safer Neighbourhood Policing, Child Action Northwest, Young MINDS, Compass Bloom and we are part of Lancashire Family Hubs Network

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils individual progress;
- Reviewing the impact of interventions termly;
- Using pupil /parental surveys;
- Holding annual reviews for pupils with EHC plans;
- Using provision maps to measure progress;
- Monitoring by the SENCO and wider team through learning walks.
- Against national standards

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Complaints should be made to the SENCO in the first instance, and we will strive to solve the problem. It is important to let us know as soon as there is a concern.

If it cannot be dealt with satisfactorily at this stage, it should be brought to the attention of the Headteacher. Should the Headteacher be unable to resolve the difficulty, the concern should be put in writing to the Governor with oversight of special educational needs. The Chair of Governors will be involved if other avenues to resolve the situation have been exhausted.

Further information about our complaint's procedure can be obtained from the school office or website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

As a parent/carer if you require any support or guidance about provision for your child, please contact SEND Information, Advice and Support Service
<https://lancssendias.org.uk/>

Further Information can be found on the SEND Local Offer Directory
<https://senddirectory.lancashire.gov.uk/kb5/lancashire/directory/home.page>

Where can I find information on where the local authority's local offer is published?

Our school's local offer can be found on our school website
<https://st-maryshigh.lancs.sch.uk/our-school/policies>

Lancashire County Councils Local Offer can be found here:
<http://www.lancashire.gov.uk/SEND>