



HOLY FAMILY HIGH SCHOOL

SEND Information Report Parental Guidance



Background

In September 2014 a new Code of Practice for students with Special Educational Needs came into force in all schools.

School Action and School Action Plus are now called SEN support.

Statements are now replaced by Education Health Care Plans.



At Holy Family High School we:

- ▶ Recognise our responsibilities under the Code of Practice for contributing to the identification and assessment of all students with Special Educational Needs,
- ▶ Have an admissions policy that reflects the ‘inclusive ethos’ of the school,
- ▶ Recognise our responsibilities under the Disability Rights Act (2003), the Equality Act (2010) and supporting student’s with Medical Conditions guidance (2014).



Code definition of a student with Special Needs.

A student is deemed to have special needs if they have a learning difficulty that is...

- ▶ Significantly greater difficulty in learning than the majority of children the same age.

Or a...

- ▶ Disability which prevents or hinders them from making use of educational facilities of a kind generally available for children of the same age within mainstream schools.

SEND and Inclusion Policy



- ▶ The full policy and SEND report 2018/19 can be viewed in the policy section of the school website.
- ▶ The following slides itemise the main points of our 'graduated response' to students with additional needs.

The Graduated Response



- ▶ All teachers are teachers of students with special educational needs and have a whole school responsibility for:
- ▶ Teaching and assessment,
- ▶ Effective planning for differentiation if appropriate,
- ▶ Making use of information on the SEN register and in pupil profiles to support specific pupils learning,
- ▶ The majority of students will progress with these arrangements, however students with `significant 'needs may require an enhanced level of provision.



Transition from year 6

The SENCO will visit Primary feeder schools to;

- ▶ Collect any important assessment data,
- ▶ Arrange observations in current school if appropriate ,
- ▶ Find out student's strengths, interests and learning style.

When students start at Holy Family



- ▶ Assessment is a continuing process that may identify students who are struggling with the demands of a Key Stage 3 curriculum,
- ▶ We use a variety of progress measures including National Curriculum and Standardised Testing data,
- ▶ For more specialist assessment data we will use a specialist teacher or outside agency reports.



Role of the SENCO

- ▶ Overseeing the day to day operation of the school SEN policy.
- ▶ Leading the team of Learning Support staff and our Advisory Teacher,
- ▶ Liaising with parents,
- ▶ Liaising with external agencies such as Educational Psychologist, Speech Therapy services, Social Services , OSSME etc.,
- ▶ Leading the schools response on securing ,where appropriate, additional specific support or a change of provision.

Pupil Passports



- ▶ If a student is struggling to make progress they will have a Pupil Passport.
- ▶ The Pupil Passport is shared with all teaching staff at the start of the academic year and reviewed regularly.



School request for Statutory Assessment

- ▶ Under the new regulations this is no longer called a 'Statement', it is now referred to as an EHC (Educational Health Care Plan).
- ▶ An EHC is only used for students who have a significant need that cannot be supported solely from the schools own resources. It also emphasises the need for agencies other than education to be part of the process.



Useful Contacts

- ▶ Miss M. Palmer **SENCO**
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- ▶ Mrs J. McKean **Inclusion Manager**
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- ▶ Miss L. Johnson **KS3 Support**
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- ▶ Mrs J. Lipson **KS4 Support**
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- ▶ Phone 0151 924 6431



- ▶ OSSME – 0151530 5052
 - ▶ Sefton SEND –0151 9342347
 - ▶ Educational Psychology –0151 9342347
 - ▶ Parent Support –SENDIASS –01519343334
 - ▶ Speech and Language –0151 295 3990.
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- ▶ Sefton Local Offer
 - ▶ www.sefton.gov.uk/localoffer