

Holy Family Catholic High School & 6th Form Centre



**SEN Information
Report
Updated
September 2018**

Holy Family Catholic High School

SEN Information Report.

(See also Information Report and contact details advice for parents)

Holy Family Catholic High School is committed to providing an appropriate and high quality education to all the children in its community. We believe all children, including those identified as having “special educational needs” have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Holy Family Catholic High School is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners in ways that take into account their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some stage in their career, may experience difficulties, which may affect their learning, and we recognise that these may be short term or long term.

At Holy Family Catholic High School we aim to identify these needs as they arise and provide Quality First teaching and learning which enable every child to achieve to his or her full potential.

The Governing Body have ensured that a qualified teacher has the role of SENCO within Holy Family. The SENCO has an important role to play with the head teacher and governing body in determining how SEN is developed in the school and the additional support provided for children with SEN. All teachers are responsible for the progress of pupils in their class, including those who access additional support. It should therefore be the progress leader/subject teacher that parents initially approach if they have concerns about their child’s progress or well-being.

School leaders will regularly review how the expertise and resources are used to address the needs of pupils within Holy Family, and consider how this can be improved. There is a copy of the SEN policy on the school website.

The Identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. At Holy Family Catholic High School we aspire to meet the needs of the school population as far as possible through good quality inclusive

teaching. A pupil has SEN when in order for them to make progress they require additional or different support to the schools' quality first offer. Regular assessment will help identify pupils who are not making expected progress and therefore require more targeted support. When pupils are identified as requiring SEN Support parents will be notified and their views (and those of the child) will be incorporated in any targeted plan. A variety of SEND needs are supported including pupils with ADHD, Autism, Dyslexia, Irlen, social communication and a variety of learning and social emotional needs.

The process for implementing SEN support is described in the new Code of Practice as the Graduated Approach and has four stages...

Assess

The school should gather all the information they have about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupils' needs, attainment, projected targets, motivators, and how they respond to teaching approaches, etc.

Plan

A support plan/profile is put together to outline the methods to be used in order to achieve specific outcomes. The plan should include any or all of the following:

- a) Quality First Inclusive teaching approaches that are effective to enhance pupil's learning
- b) Proven interventions that have been identified to achieve specific targets – and how they will be delivered and monitored
- c) Any focused support in class. This should be purposeful, with the ultimate aim to develop the pupil's independence and maximise pupils contact with his / her class teacher.
- d) Resources to ensure access to curriculum or environment
- e) Suggestions as to how the parent and / or pupil can contribute to the plan
- f) When determining plans across the school leadership will need to be mindful of effective and efficient use of school resources. Schools are responsible financially for up to £6,000 of support they action across the school

Do

Once recorded, the document becomes a working document. It may be annotated to show progress towards outcomes and / or adjustments made to determine success.

The Progress Leader / Subject leader /SENCO manages the plan and suggested actions. They will be accountable for the outcomes and therefore should discuss with the SENCO if they feel the plan is not working, for whatever reason.

Review

A timescale will be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review will take place within this timescale in which interventions can be evaluated, along with the views of the pupil and the parents. A further plan can then be devised, if required, to enable the pupil to achieve their next steps in learning.

Further Options

- Further assessment requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support
- Request top up funding from the local authority if cost of support goes beyond the £6,000 threshold that is the school's responsibility. The school will need to complete a high needs application which shows that their plan is efficient and likely to succeed
- Parents and/ or school can apply for an Education Health Care Assessment if the pupil is still not making progress, despite the school having taken relevant and purposeful action over time.

Holy Family Catholic High School will ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN.

The Code of Practice identifies four broad areas of special need, under which SEN can be classified

- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and / or physical needs
- Cognition and learning

The categories are useful to schools in order to plan provision. However it is important to note that identification of a specific type of need is not necessary to put a plan of support into place. Frequently pupils have needs across categories and schools' priority should be early intervention in order to achieve targeted outcomes; rather than identify the category of need.

At Holy Family Catholic High School we have agreed to the provision of a minimum offer in terms of quality first teaching. This ensures that all pupils will access good quality inclusive teaching that provides reasonable adjustments to accommodate learning difference. We will be monitoring this provision to ensure that it consistently meets the agreed standard.

Some teaching approaches within the quality first offer may be particularly pertinent to individual pupils who have an identified SEN, but are currently making progress. In these circumstances the desired strategies could be listed in the pupil's profile, and it would be expected that these approaches were employed on a regular basis. For

pupils accessing SEN support the strategies will be incorporated within their support plan.

At Holy Family Catholic High School we will identify pupils within their assessment cycle who are not making expected progress. Once identified we will consider whether we have a full understanding of the pupil's learning profile to identify whether any SEN is impacting on learning. We may wish to consult with outside professionals at this point to help them gain a better understanding of the child's profile. Alternatively we may feel they have enough information to decide next steps internally. We will consider all factors that may impact on learning such as emotional issues, motivation, appropriateness of teaching / learning environment, etc.

If it is decided that additional and different provision is necessary for the pupil to make progress we will contact parents and put effective special educational provision in place. Pupils are also involved in this process and discussions with their views, wishes and needs listened to and taken into account.

At Holy Family Catholic High School we will track progress for all pupils. There is a rigorous approach to the monitoring and evaluation of SEN support. This includes quantitative data and progress towards identified outcomes. The code of practice recognises that for some pupils it is necessary to track progress outside of academic attainment. These areas will be outlined in the pupil's support plan/profile. We will also outline expected progress, with some explanation if the pupil's expected trajectory is outside that expected from their peers.

We have clear procedures for supporting pupils in moving between phases of education. The SENCO will visit Primary feeder schools to:

- Collect any important assessment data.
- Arrange observations
- Find out students, strengths, interests and learning styles.

For SEND pupils who may not stay on in sixth form contact will be made with college providers and liaison about the student will take place including sending all relevant profiles, exam concession arrangements etc.

For SEND pupils who transition in/out from other schools liaison with the school /parents /young person and SENCO will take place.

Pupils with SEND have access to Learning Mentors located in the POD who they are able to talk to with any concerns or worries. The LSA team also support this. The aim is that these pupils feel confident and safe at Holy Family High School and that any bullying issues that may arise are tackled quickly and sensitively.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's professional development for all teaching and support staff.

In addition to SEN support we at Holy Family Catholic High School regularly review the quality of teaching for all pupils, including those at risk of underachievement. This ensures that we as a school maintain the minimum quality first offer agreed across the authority

Support and Complaints.

Sefton's Information Advice and Support service SENDIASS are available for advice and support regarding the Local Offer and SEND support.

seftonsendiass@sefton.gov.uk

0151 9343334

Complaints can also be made following the schools complaints policy procedure if parents feel issues cannot be resolved by speaking to the SENCO or a member of SLT/Headteacher.

Updated Sep 18 Joanne Knight –SENCO