



SEND Report 2020

Mount Carmel is a Roman Catholic High School. We believe that all children should be valued as individuals. We have an inclusive Christian ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

Question: How does the school know if students need extra help with learning?

We want all our students to achieve and we care for all our students. We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We endeavour to meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.
- SENCo supports with the banding and setting meetings.
- SEND referral form is in place, so MLs can help identify students that they have concerns about, these forms are returned to the SEND team.
- Once the student has been identified, a IEP is created and used to support progress.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories.

We currently have, or have had in the past, provided for children with visual and/or hearing impairments, Autistic Spectrum Condition, Dyslexia, Speech and Language difficulties and (mild) physical disabilities.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

At Mount Carmel, we recognise that students make progress at different rates. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher (SEND referral form)
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the SEND register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

Question: What should I do if I think my child has special educational needs?

Your main point of contact at school should always be your child's Pastoral Leader who will be able to discuss your concerns. If you need to speak with other staff members, such as Subject Leaders or the SENCO, then the Pastoral Leader will be able to help you arrange this.

Lancashire County Council Local Officer.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx>

Question: How will school support my child?

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

The SENCO is responsible for ensuring that:

- Teachers understand a student's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a student's needs
- The quality of teaching for students with SEND

- Provision across the school is efficiently managed.
- All students on the SEND register have a IEP and student passport in place.
- Students progress is checked throughout the year after every data drop
- Intervention is in place and impact s monitored throughout program.

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENCO is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- Additional adult support in the classroom – Teaching Assistants support the teacher in helping the learning of whole classes
- Withdrawal sessions/Nurture Groups – when students comes out of some lessons for pre-arranged sessions with TAs on, for example, handwriting, reading, numeracy, study skills, organisation skills, social skills, etc.
- Disapplication – if long-term intervention is needed, a student can sometimes be disappled from a subject on the national curriculum, in order to allow time for intensive support with learning

Homework

The homework set by teachers is an integral part of students’ learning and can contribute directly to how well a student makes progress. Homework consolidates and builds on the learning in lessons, ensuring that students fully understand concepts and apply skills they have learnt. The school expects parents to engage with their child’s learning at home, so that students can see the high value their parents place on working as part of a homeschool partnership. This provides essential support for teachers and means no opportunity is lost for supporting every student’s learning.

Who will explain provision to me?

- Information about the provision in individual subjects can be discussed with subject teachers or Heads of Department. There is an annual opportunity for this at Parents’ Evening, but teachers can meet with parents/carers at any point in the school year to discuss students’ progress.
- In the case of individual or small group interventions, the SENCO will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child’s progress and discuss support in more detail, if required.

Question: How are the school governors involved and what are their responsibilities?

The SENCO reports to the governors annually to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.

One of the governors is responsible for SEND and meets with the SENCO. This 'SEND link governor' also reports to the governing committees, to keep all the governors informed.

Question: How will the curriculum be matched to my child's needs?

What are the school's approaches to differentiation and how will that help my child? Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. In some curriculum areas students are grouped by levels of ability, whilst other curriculum areas are taught in mixed ability groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- A range of activities suited to the individual student's learning preference.
- Small group or 1-1 learning with a TA.
- Pre-teaching content or vocabulary.
- Over-learning topics
- To set alternative activities for homework
- To provide specially targeted texts and resources appropriate for students' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

At Key Stage 4 (Year 9 onwards) students choose from a range of GCSE and vocational courses which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

There is a homework club available to all SEND students (Mondays, Tuesdays, Wednesdays & Thursdays from 3pm until 4pm,) where students can seek help from a member of staff and use IT facilities. For students with SEND, Nurture room can be used at lunchtimes. This is much smaller and staffed by TAs, so that students can receive more targeted help and extra emotional support if appropriate.

Question: How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

Parents/carers are welcome any time to make an appointment to meet with either a subject teacher or tutor or any other teacher, and discuss how their child is progressing. Parents/carers can contact staff members directly by email or by writing a note in their child's planner, or by phone: 01254233458.

Planned arrangements for communicating between school and home include:

- Every student has a school planner; comments from parents/carers and teachers or Form Tutors can be shared and responded to as needed.
- Each year group has at least one Parents' Evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.

- Each year group has a tracking and monitoring system, which includes 3 data drops and mid-term reports. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas.
- If your child has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by parents/carers and outside agencies involved in the student's education.

Question: How does the school know how well my child is doing?

Teachers monitor and review all students' progress throughout the year. The whole school system at Mount Carmel includes:

- Data collection from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
- In-class additional support is reviewed weekly at the SEND Support Meeting. TAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- At the start of Year 7 (C Band and students identified through our referral system) students are screened for reading, spelling and comprehension skills. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The school behaviour management system (SIMs) provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at school.

Question: What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

Mount Carmel operates a tutor system, which means that students are placed in tutor group and pastoral guidance and care is provided by a Pastoral Leader who stays with them for their five year journey through high school(Year 7 Pastoral Leader & tutors are currently fixed in order to help with transition). This encourages communication with parents/ carers and enables the member of staff to get to know their tutor group very well. This system also means that students are able to share their experiences and provide support for students experiencing the same changes and transitions as themselves. Pastoral Leaders are the main point of contact for parents/carers about their child's pastoral and social wellbeing. There are six tutor groups per year group and they each have a Progress Leader who works closely with the Progress Tutors.

Students who struggle with social situations are provided with a choice of quiet spaces(Nurture) to go during lunchtimes, break times and before school, where they are supported by TAs and SENCO to manage unstructured social time.

If a student is unwell during the school day, then they will be sent to Pastoral. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, a member of staff who is first aid trained will attend urgently, or may call for an ambulance if the student requires hospitalisation. Students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

Question: How does the school manage the administration of medicines?

Pastoral and SEND staff are on hand to support with medication and families have the option to store medicine in the pastoral office and where appropriate, staff can support with it's administration.

Question: What support is there for behaviour, avoiding exclusion and increasing attendance?

The school uses a positive behaviour system. Achievement Points are given to students which are recorded using SIMs. These rewards also are linked to an end of year trip. There are sanctions for poor behaviour, which are outlined in the school behaviour policy. Students can receive sanctions such as detention, isolation or fixed term exclusions. However, if a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

- The Pastoral Leader, Assistant Pastoral Leader and Attendance Officer helps parents/carers manage their child's attendance at school and can support with outside agencies coming into school.
- The Attendance Officer monitors attendance, oversees legal action against parents/carers whose children do not attend school helps liaise with outside agencies who can support families in difficult situations.
- The Assistant Pastoral Leaders work with students when their learning is affected by their behaviour providing emotional support, sign-posting to sources of guidance and advice, liaising with external agencies relevant to improving emotional, social and mental health.
- At all stages reasonable adjustments are made with students with SEND and the SENCo is involved throughout.

Question: How will my child be able to contribute their views?

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- The school has an active Student Council, where students are elected each year to represent their peers. The Student Council consults on school linked initiatives, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
- Student panels regularly form a part of the school's interview process for new members of staff.
- There is an annual student questionnaire where we actively seek the viewpoints of students on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- If your child has an EHCP or Statement of SEND, their views will be sought before any review meetings.

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

The SENCO liaises with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Lancashire Educational Psychology Service
- Specialist Teacher Advisors – hearing impairment, physical disabilities, ASC, communication and language, SEND team

Question: What SEND training have the staff had or are currently having?

- SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.
- A Higher Level Teaching Assistant has experience and training in planning, delivering and assessing intervention programmes.
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.
- The school works closely with other local schools, especially our feeder primary schools.
- SENCo has recently successfully achieved his SEND qualification from Edgehill University (MA level)

Question: How will my child be included in activities outside the classroom including school trips?

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice where relevant. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Question: How accessible is the school environment?

- The school site in places consistent of three levels, but the vast majority of the site is split over 2 (lift access is available throughout).
- All floors of all buildings are accessible for wheelchair users or those with impaired mobility.
- The site has a disabled toilets large enough to accommodate changing (near reception).
- Car parking is available on site close to reception with parking bays for disabled badge holders marked clearly.

Question: How will the school prepare and support my child when joining the school and transferring to a new school?

We want to make sure our new students feel like they belong at Mount Carmel before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

Key Stage 2-3 (Year 6 to Year 7)

- Careful transition is planned and arranged. The Transition/Progress Leader & SEND team works closely with primary schools to organise activities, visits and experience of secondary life for those students who are especially vulnerable at transition (Little steps days are available).
- All students in Year 6 who have accepted a place at Mount Carmel for Year 7 are invited to an induction day in July. The day provides a taste of secondary school life, gives experience of lessons, information about how the school runs and provides an opportunity for students to meet their new classmates.
- Parents/carers are invited to an 'Induction Evening' to receive information about the organisation of the school and about expectations of the next five years.
- The Transition Coordinator / SENCo visits feeder primary schools to meet Year 6 pupils and to gather information from Year 6 teachers and support staff.
- All teachers and TAs are provided with information about all new students' needs, strengths and background before the start of Year 7.
- On the first day of term in September, school is open only to Year 7 & 11 students until break. This helps them to settle in to a daily routine before the rest of the school start the following day.
- The school arranges regular transition visits for vulnerable Year 6 pupils to get to know the school site, meet staff with whom they will work and learn about how the school is organised.

Key Stage 3-4 (Year 9 to Year 10)

- For KS4, students choose from a range of GCSE courses to help prepare them for the next steps in their education, be that college or apprenticeships. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

After Mount Carmel High School (Year 11 to Year 12)

- The school arranges visits to open days and further education establishments for all students. Support is available when making decisions.
- All students in Year 11 are provided with 1-1 careers advice to help them plan possible routes for training or education.
- Students with a Statement of SEND or an EHCP who are moving on to further education are supported by the county's Youth Support Services. A youth support worker will attend all Annual Reviews from Year 9 onwards to help plan and organise support for the move to college or vocational training.

- The SEND department liaise closely with local colleges about individual students with SEND. This liaison is arranged in accordance with the student's needs, but typically can include: extra visits or tours; meetings with college support staff; or, guidance and advice on meeting the student's needs for college staff.
- All information relating to a student's exam concessions and required differentiation is passed on to college or training provider during the summer term of Year 11, when college places have been confirmed, or information is requested in September.

Joining mid-year

- A student 'buddy' is chosen to support the new student for the first few days of being at Mount Carmel. The buddy takes the new student to lessons, introduces them to other students and answers questions.
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

Moving to another school

- Contact is always made with the new school to ensure the transfer of information and the child's school file.

Question: How are the school's resources allocated and matched to children's needs?

We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. The students who have the most complex needs are given the most support.

Question: How is the decision made about what type and how much support my child will receive?

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

The SENCO consults with subject teachers, Heads of Subject, Pastoral Leaders, as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

Question: How do we know if it has had an impact?

- We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- The student is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and student

- Formal or informal observations of the student at school
- Students may move off the SEND register when they have 'caught up' or made sufficient progress.

Question: Who can I contact for further information?

A parent/carer's first point of contact should be the child's Pastoral Leader to share concerns. Parents/carers can also arrange to meet the SENCO (Mr Daniel Sweeney) d.sweeney@mountcarmelhigh.lancs.sch.uk or 01254233458

Look at the school's policy on SEND/Inclusion and our Local Offer which can be found on the school website.

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support: Parent Partnership, offering independent, free advice for parents of children with SEND:

The National Autistic Society

Dyslexia: County SEND Team:

Complaints. The procedures for complaints can be found on the school website.

Question: Who should I contact if I am considering whether my child should join the school? Contact the SENCO in the first instance – d.sweeney@mountcarmelhigh.lancs.sch.uk