



Mount Carmel

R.C. HIGH SCHOOL



SEND Information Report

Last reviewed July 2024 by LBY/DSY

Next review July 2025 by LBY/DSY

A Family of Faith & Learning

Mount Carmel RC High School

SEND Report 2024

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 pupils need extra help with learning?

We want all our pupils to achieve, and we care for all of our pupils. We aim to ensure that:

- Pupils with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each pupil 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 and confidence (we offer Forrest school provision, this allows us to foster rich learning experiences, developing confidence and self-esteem through hands-on learning experiences in a woodland environment).
- We identify and assess pupils with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and pupils 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 pupils 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 pupils that they have concerns about, these forms are returned to the SEND team.
- Once the pupil has been identified, an 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, emotional and mental health
4. Sensory or physical needs

If a pupil has SEND, 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, Epilepsy, 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 pupils.

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

- Liaison with primary school/previous school
- The pupil 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 pupils identified as having SEND then their name will be added to the SEND register, but we recognise that needs of pupils' may change over time and provision must reflect this. The aim of any additional provision is for the pupil 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 pupils 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 pupils.

The SENCO is responsible for ensuring that:

- Teachers understand a pupil's needs
 - Teachers are trained in meeting those needs
 - Teachers have support in planning to meet a pupil's needs
 - The quality of teaching for pupils with SEND
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- Provision across the school is efficiently managed.
 - All pupils on the SEND register have an IEP in place.

- Pupil's progress is checked throughout the year after every data drop
- Intervention is in place and impact is monitored throughout the program.

Sometimes, some pupils 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 pupils, 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
- Form intervention– when pupils come out of some form sessions for pre-arranged sessions with TAs on, for example, IDL, reading, numeracy, study skills, organisation skills, social skills, etc.
- After school intervention-TAs work with the same selected pupils (as highlighted on their timetables), but this intervention will be delivered after school. The team will work with 2/3 pupils per night, consolidating, supporting whole school retrieval, and completing set tasks where appropriate.
- Disapplication – if long-term intervention is needed, a pupil can sometimes be disappplied 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 pupils' learning and can contribute directly to how well a pupil makes progress. Homework consolidates and builds on the learning in lessons, ensuring that pupils fully understand concepts and apply skills they have learnt. The school expects parents to engage with their child's learning at home, so that pupils can see the high value their parents place on working as part of a home school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every pupil'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 pupils' 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 pupils with SEND; this report does not refer to individual pupils 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 pupil. In some curriculum areas pupils are grouped by levels of ability, whilst other curriculum areas are taught in mixed ability groups. Pupils 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 pupil can access the learning. This can mean teachers plan:

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

At Key Stage 4 (Year 9 onwards) pupils 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. Pupils 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 pupils, where pupils can seek help from a member of staff and use IT facilities. For pupils with SEND, Nurture room can be used at lunchtimes. This is much smaller and staffed by TAs, so that pupils 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: 01254 233458.

Planned arrangements for communicating between school and home include:

- Every pupil 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 Care Plan (EHCP), 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 pupil's education.

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

Teachers monitor and review all pupils' 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 pupils they teach. This means that teachers and academic leaders in each subject area can track the progress of pupils across the school year and intervene if pupils 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 pupils are screened for reading, spelling and comprehension skills. This allows us to identify when pupils 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 pupil is engaging with the learning opportunities on offer and provides pastoral staff with evidence for how well a pupil 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 pupils 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. 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 pupils are able to share their experiences and provide support for pupils 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 Assistant Pastoral Leader who works closely with the Tutors.

Pupils 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 pupil is unwell during the school day, then they will be sent to Pastoral. If the pupil 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 pupil requires hospitalisation. Pupils 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 its 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 pupils 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. Pupils can receive sanctions such as detention, reflect or fixed term exclusions. However, if a pupil 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 pupils when their learning is affected by their behaviour providing emotional support, signposting 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 pupils with SEND and the SENCO is involved throughout.

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

The views of our pupils 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 pupil views:

- The school has an active Student Council, where pupils 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 pupils' views to senior leaders throughout the school year.
- Pupil panels regularly form a part of the school's interview process for new members of staff.
- There is an annual pupil questionnaire where we actively seek the viewpoints of pupils 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 pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' 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.
- All staff are trained each year on the needs of new pupils 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 pupils.
- 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 pupils are entitled to be included in all parts of the school curriculum and we aim for all pupils 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 pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Additional Information on Arrangements for the Admission of Disabled Pupils

The school is committed to ensuring that all pupils, including those with disabilities, have equal access to education and a supportive learning environment. As part of the admissions process, we work closely with parents, carers, and relevant professionals to assess and accommodate the specific needs of disabled pupils. Reasonable adjustments are made to ensure accessibility, including modifications to the physical environment, differentiated teaching strategies, and the provision of additional support where necessary. The SEND department will coordinate transition arrangements, ensuring that appropriate resources, support plans, and risk assessments are in place before the pupil starts

school. We also encourage early communication with families to address any concerns and ensure a smooth and inclusive transition into school life.

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 toilet 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 pupils feel like they belong at Mount Carmel before they officially arrive. Learning is most effective when pupils 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 pupils who are especially vulnerable at transition (Little steps days are available).
- All pupils 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 pupils 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 pupils' 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 pupils until break. This helps them to settle into 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, pupils choose from a range of GCSE courses to help prepare them for the next steps in their education, be that college or apprenticeships. Pupils 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 pupils. Support is available when making decisions.
- All pupils in Year 11 are provided with 1-1 careers advice to help them plan possible routes for training or education.
- Pupils 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 pupils with SEND. This liaison is arranged in accordance with the pupil's needs, but typically can include: extra visits or tours; meetings with college support staff; or, guidance and advice on meeting the pupil's needs for college staff.
- All information relating to a pupil'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 pupil 'buddy' is chosen to support the new pupil for the first few days of being at Mount Carmel. The buddy takes the new pupil to lessons, introduces them to other pupils 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 pupils 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 pupils 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 pupils' needs, within the resources available. This approach reflects the fact that different pupils 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 pupil's needs and what support would be appropriate.

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

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

- We see evidence that the pupil 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 pupil is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and pupil
- Formal or informal observations of the pupil at school
- Pupils 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 01254 233458.

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