



Mount Carmel

R.C. HIGH SCHOOL



SEND Accessibility Plan

Last reviewed July 2024 / DSY and LBY

Next review July 2025 / DSY and LBY

A Family of Faith & Learning

SEND information report and Accessibility Plan for Mount Carmel RC High School

1. The kinds of special educational needs for which provision is made at the school are: ·

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (SPN)

Mount Carmel R.C. High School is committed to whole school inclusion of pupils with special educational needs and behavioral difficulties. Our school believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupil's achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a pupil's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

At Mount Carmel R.C. High School, we actively seek to remove the barriers to learning and discourage practices that can hinder or exclude individual pupils, or groups of pupils. We strive to ensure that equality of opportunity is a reality for our pupils. We achieve this through the focused support given to the different groups of pupils within our school.

Mount Carmel RC High School is a mainstream setting. Pupils with Special Educational Needs and or Disabilities will be admitted to Mount Carmel RC High School in line with the school's admissions policy. The school is aware that the statutory requirements of the Special Educational Needs and Disabilities Code of Practice 2014, (SEN CoP 2014), and the Disability Act and the Equality Act 2010 and will meet the Act's requirements.

Inclusion for Special Educational Needs applies to those pupils who have: learning, physical, communication, sensory and/or medical needs, behavioral needs that affect learning, emotional and social needs; or a mental capacity.

Accessibility around school

Ground Floor from front car park access via ramp to pastoral reception:

- Pastoral care offices
- Pastoral intervention room
- Drama & Music studios
- Toilets
- Outside Agency meeting room
- Head-teachers Office
- Chapel
- Careers
- 8 stair descent to main entrance corridor

Main entrance corridor access to:

- Hall
- Reception
- Learning Resource Centre
- Lift from Learning Resource Centre to Upper ground floor and lower first floor
- Reprographics
- Stairs to English, Math's & ICT
- Twelve-star Diner
- Disabled toilets
- 4 Stair descent access to P.E corridor, Sports hall and Isolation room

Twelve-star Diner access to:

- Fire door to POD area and POD snack bar
- Site Supervisors office

POD area access to:

- Stair access ONLY to Design Technology (no wheelchair access)

Science corridor access to:

- Ramp access to main yard
- Lift
- Access to SEND and History departments via stairs or lift
- Toilets
- ICT suite
- Second lift
- Exams office
- Access to Geography via 3 stair descent
- Stair Access ONLY to Modern Foreign Languages (no wheelchair access)
- Disabled lift/stair access to Art and R.E

Frist and Second floor link corridor access to:

- Evacuation chair 1st and 2nd floors located by the lift

2. How do we identify and assess pupils with Special Educational Needs and how are pupils placed on the Additional Needs Register?

At Mount Carmel RC High School, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. Pg. 86 of the SEN CoP 2014 lists four broad areas of SEND which give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action our school needs to take, not to fit a pupil into one or more of the four categories: Communication and interaction (CI); Cognition and learning (CL); Social, emotional and mental health difficulties (SEMH); Sensory and/or physical needs (SPN). A pupil
July 2024

has special educational needs if he/she has learning difficulties that call for special educational provision to be made. The SEN CoP states that “A student has learning difficulties if he/she: has a significantly greater difficulty in learning than the majority of pupils of the same age; has a disability which prevents or hinders the student from making use of educational facilities of a kind provided for pupils of the same age in other schools/academies within the LA; is achieving levels of attainment significantly below their peers, or would be if special educational provision was not made for the student.”

Upon Entry, Mount Carmel RC High School will assess each pupil’s attainment in order to ensure continuity of learning from their previous school. For each pupil identified with a SEN or a Disability, the SENCo, together with Pastoral Team and Curriculum Leaders will:

- Use information from the Primary school to shape the pupil’s curriculum and support provision in the first few weeks (Information gathered from the Primary transition visits) and our internal Progress in English and Progress in Mathematics assessments.
- Ensure that teachers have the information they need to support Additional Educational Needs or Disabled learners in the classroom.
- Involve pupils in planning/agreeing their own targets (IEP & Profile), including curricular targets set by subject staff, and any additional targets set.
- Involve parents/carers in joint home-School partnership.
- Ensure all teaching staff are provided with necessary information on individual pupils.

The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. The School has a graduated approach cycle of assessing, planning, doing and reviewing. Pupils will also be supported through the 3 waves of intervention, as laid out in the SEN CoP 2014: Wave 1 is Quality First Teaching. Wave 2 is wave 1 plus specific, additional, small group interventions, targeted to remove barriers to learning and enable pupils to meet or exceed national expectations. Wave 2 interventions are not primarily Additional Educational Needs interventions, but we may support your child through short term and time limited interventions, or by classroom support that is available as part of the whole school provision.

Additional Educational Needs Support is characterised by interventions that are different from, or additional to the normal differentiated curriculum – wave 1 and wave 2 in most cases. Intervention can be triggered through concern (SEND referral), supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress (Two or more levels below National expectations)
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioral difficulties, (resulting in a barrier to learning), which are not affected by behaviour management strategies. Nurture group placement and other agency support is central to this intervention.
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum
- Have a comprehension reading age below 9.6 or a single word reading score below 85.

Early identification of learners with Additional Educational Needs is a priority. All teachers are responsible for helping to identify pupils with special educational needs. Where teachers decide that a pupil's learning is unsatisfactory, the SENCo is the first to be consulted. The SENCo, Assistant SENCo and teachers will review the approaches adopted in the classroom (SEND team will receive a SEND referral). Where support additional to that of normal class provision is required, it will be provided through Additional Educational Needs Provision. If, after further consideration, a more sustained level of support is needed, it would be provided through a more intensive Additional Educational Needs Provision. It is usually at this stage that outside advice may be sought on how to meet the pupil's needs. Wherever concerns remain, despite sustained intervention, the school will consider requesting Statutory Assessment with Lancashire County Council for an EHCP. The school also recognises that parents have a right to request a Statutory Assessment. The School will use appropriate screening and assessment tools, and ascertain learner progress through:

- SEND referrals made by staff and passed on to SEND team
- Standardised screening or assessment tool
- Learner's performance in National Curriculum subjects, judged against level descriptors and expected outcomes
- Learner's progress in relation to objectives in the National Literacy/Numeracy strategies
- Screening/diagnostic tests i.e. literacy reading age assessment, Accelerated Reading, GL Assessment.
- Reports or observations from other external agencies
- Reports from feeder schools (the pupil's previous school)
- Information from parents/careers National curriculum results
- External examination results
- IEP/Profile put in place
- Pupil placed on SEN register
- Pupils on SEN register reviewed after every data drop

Pupil progress is seen as a significant factor in considering the need for Additional Educational provision. The provisions listed above aim to allow your child to access the curriculum, so they receive an inclusive education and they also promote independent learning. If the school decides, after consultation with parents/carers, that a pupil requires additional educational support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The child is placed on the SEN register while investigations take place. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

3. Information about the school's policies for making provision for pupils with special educational needs, whether pupils have EHC Plans or not, is available on the school website. Where specific support has been provided, we follow the guidance in the SEN CoP 2014 and our Schools Special Educational Needs and Inclusion policy, we also monitor our pupils. This is carried out and reviewed termly. If progress is not as expected after each data drop, further increased Special Educational Support is implemented within the

limitations of the school. Pupils on the SEN register may receive additional highly personalised intensive interventions. These are targeted to remove barriers to learning, accelerate progress and enable pupils to reach their full potential. This may include one-to-one or interventions by specialists which often involve external agencies for assessment, planning and review. Mount Carmel High School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with additional educational needs and ensuring that parents/carers are notified when Additional educational Need support is being made for their child. If the school decides, after consultation with parents, that a pupil requires additional educational support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes (Pupil IEPs & profiles will support this). The school will request a Statutory Assessment from the local authority when, despite an individualised programme of sustained intervention within the School's Additional Educational Needs provisions, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. However, an EHCP will only be given if the young person is assessed as having complex life-long needs. Young people who would have met the criteria for a statement up to a band C previously, will now be supported from within the schools delegated budget. A request for Statutory Assessment does not inevitably lead to a Statement.

As a school, we closely monitor and track pupils on the SEN register. When progress is not as expected we review the individual's situation, working closely with the pupil and implementing provisions and strategies to support them. In many cases, this is achieved through our ordinarily available whole school provision by classroom teachers and mentors. We closely monitor and review the pupils at wave 3 and their individual outcomes. When a pupil has made progress and is performing in line with their peers, we may take the decision to remove them from the SEN register. At this point, a letter will go home explaining this but also reassuring you that your child will be monitored and placed on a Wave 2 or wave 1 register. In these circumstances, a careful watch of their progress and the outcomes they make will be monitored and reviewed. EHCPs must be reviewed annually – the Additional Needs Team will organise these reviews and invite:

- The pupil's parent/carer
- The pupil
- Any other person/specialist service deemed appropriate.

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

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its pupils, without recourse to disapplication or modification. However, in exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow (selected pupils in KS4 now follow AQA accreditations). We would only do this after detailed consultation with parents and the Local Authority, taking account of the most recent DCFS guidance. The school's governor with responsibility for SEND would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action. Assessment procedures within the school are consistent, all teachers monitor, review and analyse pupil progress in accordance with the

school's assessment policy. In order to ensure accurate assessments are made, teachers regularly moderate and standardise samples of pupil's work and achievements across the curriculum. Underachievement is identified as early as possible, through subject monitoring and pastoral monitoring. Pupils are set individual challenging targets which address the area of underachievement. Study progress is monitored and reviewed termly by Class teachers, Curriculum Leaders, Pastoral Leaders, SENCo, Assessment Coordinators and SLT.

5. What support does the school offer to help my child learn?

The school offers a continuum of provision to meet a diversity of pupil's needs. Although all classes are both mixed ability and setted by ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum. Additional numeracy and literacy support is given in small classes to targeted pupils. Additional in-class support is available in some classes and subjects. This is provided by teaching assistants (TAs). This additional support is targeted at individual pupils and small groups of pupils. Additional specialist teachers are involved by school to assess and provide advice and guidance for individual and groups of pupils. Access to learning is enhanced through technology including bespoke computer software, laptops, audiobooks, iPads, interactive white boards and personalised learning programmes.

An IEP that is reviewed 3 times per year (after each reporting phase) gives information to staff, on how to provide quality support to each individual. Out-of-class provision is available to pupils with an EHCP, and where appropriate for pupils who are on the Special Needs Register or who require specialist personalised learning plans, that is not part of the Wave Two classroom interventions undertaken by the classroom teachers. For pupils who require Social and Communication support, attendance at morning breakfast club, specialist NLP is available, break and lunchtime club together with a range of outside agency support. A range of extra-curricular activities are available to all our pupils including Nurture Group pupils. These may be offered during break and lunch time and before and after school.

Resource allocation Curriculum Leaders submit curriculum resource bids as part of the annual school improvement planning process, which takes account of the needs of all learners. The Head teacher and senior leadership team in conjunction with the governing body, approve the necessary curriculum priority spending, which supports moving inclusive practice forward. The SENCo along with the assistant SENCo organises and plans the amount of additional in-class and external specialist support required for pupils on the Special Needs register. The majority of pupils on this register will be covered from within the School's existing budget and receive appropriate support from teaching assistants and/or direct small group teaching from the specialist teacher and/or HLTA. Pupils in nurture and accessing alternative curriculum, work towards AQA units. AQA units are an accreditation of a child's ability in a certain area of study. SEND pupils with VI issues use an iPad to access the VNC app which replicates what is displayed on the whiteboard. The SENCo reports annually on the efficient and effective use of resources for pupils on the Additional Needs register.

6. Movement between the waves.

Progress identified during each reporting phase is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behavior
- Is likely to lead to Further Education, training, or employment

The role of Teaching Assistants is to promote progress and independence of pupils in the classroom and around school, in order for pupils make adequate progress. They, along with classroom teachers inform the Assistant SENCo and SENCo of concerns regarding progress. The Assistant Head teacher (data tracking) provides up to date data, input by classroom teachers, to the SENCo so that the Additional Needs Team can monitor progress and continue to match provision to needs so pupils can make progress. It remains a classroom teacher's role to provide Inclusive Quality First Teaching to all pupils.

7. External support

The school through its service level agreement buys in additional external specialist advice and support from the Inclusion and SEND Traded Teaching and Learning Consultants, Alternative and Complimentary Residential Service (ACER) special schools and other independent providers. Specialist teachers from these services provide intervention in the form of personalised learning, direct teaching, in-class support, counselling, and assessment of pupils' needs and progress. The school also engages in collaborative partnerships with other mainstream schools, the local PRU, local colleges and training providers to promote inclusive networked learning communities. The school has access to EAL advisors, Inclusion (Additional Educational Needs) adviser, Educational Psychologist, Specialist Teachers, pupil access and social workers. A multi-agency support is well developed within school with pupils able to access support through referrals to:

- The school Nurse
- ELCAS
- LEMS
- Ynot Aspire
- HARV
- PCSOs
- Child and family wellbeing
- ADHD Northwest

8. School training and Additional Needs staff and roles

All staff have INSET training on a wide spectrum of Additional Needs. Specialists from outside agencies and the departments own specialists are used to ensure up to date awareness of the needs of all pupils. Training from external courses is disseminated and cascaded throughout teaching and non-teaching staff. Part of the induction process for Newly Qualified Teachers and Initial Teacher Trainees is time with the SENCo or Assistant SENCo to give training and support.

9. What support will there be for my child's overall wellbeing?

The school operates a Pastoral system. Each year is made up of six form groups, each form having a dedicated form teacher, and each year having a dedicated head of year called an Achievement Coordinator. Three Pastoral Support Officers are responsible for pastoral support across all year groups. Line managing this team is an Assistant Head teacher and Senior Pastoral Leader. A pupil's form teacher is the first person to contact with any concerns or queries. This concern or query may need to be passed to Pastoral Leader who may in turn seek support from his line manager. Parents are given this information on, New Intake Evening or any transition meeting when enrolling after the start of year 7. Information regarding key members of staff for Pastoral Care, SENCo (DSL), Heads of Departments and Senior Leadership Team can be found on the school website. When a pupil is referred to the Special Needs Team via the referral system, the Assistant SENCo will contact the parents/Carers to introduce themselves and explain why their child has been referred. The SENCo/Assistant SENCo will attend transition reviews at primary school and meet with any pupils/parents/Carers who the primary school feel would benefit from their support. The school has an Open-Door policy, although appointments can also be made. The pupil planner is a useful tool for communicating in the first instance. Medication is routinely administered by the Pastoral office staff if regular and held in school. The appropriate parent consent forms must be signed and updated when medication changes occur. Instructions for any medications are kept within a care plan drawn up between parents, child, SENCo, Senior Pastoral Manager and the School Nurse. Where a pupil has a life-threatening medical need, a health care plan will be drawn up by the SEND department. A copy is sent to and agreed with the school nurse. An electronic copy is stored on the individual pupil's profile on SIMS, which all teaching and support staff can access, and a hard copy is placed in the pastoral office and in the child's hanger file in the SEND office. In the case of an emergency a First Aider would administer medication. All medications are clearly labelled and kept under lock and key. For the safety of all, pupils are not allowed to carry medication in school. In the event of an emergency the member of staff calls for a first aider by radio or telephone and they either treat on the spot or call for an ambulance. A member of SLT is notified immediately in the event of an ambulance and then parental contact is made. The school has no resident health professional or therapist, but any service can make an appointment to visit a child on site and a suitable meeting venue will be arranged, with appropriate permission and subject to safeguarding and GDPR protocols. One day each week the school Nurse is in school, she has a drop-in session at break and lunch and meets other children by appointment during the daytime. Other health practitioners; CAMHS workers, Speech and Language professionals, Physiotherapists and Occupational Therapists the Educational Psychology service, are available by appointment. At the beginning of a school year the school nurse updates staff on individual pupil needs. The Assistant Head with responsibility for CPD, along with the SENCo/Assistant SENCo, monitors and keeps up to date records of staff training. INSET is used to ensure the school have qualified first aid personnel and those who have responsibility for individual pupil's needs have the training and skills to deal with day to day care or emergency first aid. Designated First Aiders are situated around the school, notices are on the walls at various points to explain

July 2024

the procedures and where to access emergency care. The Assistant Head teacher and SENCo (Behaviour and Attendance) works closely with feeder primary schools meeting with their Head teachers termly. Each September the school holds an Open Evening for any parent or prospective pupil to attend. The SENCo is available that evening to speak to any parent and follow up meetings are welcomed. In Year 5 all feeder primary schools are invited to visit for a morning to experience a normal school day. In Year 6 all feeder primary schools are invited to visit for a day to further their sense of transition. Further visits are arranged for any vulnerable pupils according to need ('little steps days') and any parent is welcome to visit the school. There is an Open-Door policy. All new starters are invited for an Experience Day in July and parents to an Information evening. In the Summer Term of Year 6 the Achievement Coordinator & SENCo (Year 7) visits every local primary school to gain information (a pen portrait) on every new starter to enable each to be placed in the most supportive environment for their needs. New pupils starting mid-year are buddied up with another child to ensure they find their way and settle in for the first few days support and advice for Post 16/18 includes career guidance and interview technique practice with staff involved from our link colleges. There are also visits to colleges and universities where further support and advice is given. CEIAG is also taught via PSHE as part of the school's Personal Development Curriculum. The Senior Leader (Site Management) is health and safety trained and undertakes all necessary risk assessments around school annually or when a need arises. Trips and visits are run in line with the Lancashire policy. Risk assessments make specific reference to pupils with disabilities, special educational or medical needs. Special Needs trips undertake their own risk assessments and work within Lancashire guidelines. The member of staff responsible for the visit is responsible for the initial risk assessment and the Business manager is the senior member of staff responsible for approving all risk assessments.

Staff are on duty from (Breakfast staff 8am) 8.35 – 8.55 in a general capacity for all pupils. Some pupils have needs that necessitate an individual member of staff to make themselves available at the start and end of the school day. This is by arrangement with the Special Needs Team. From 8.30am a teaching assistant is available in the SEND office and at break and lunch club. The breakfast club operates to ensure a smooth start to pupil's day, should they need extra support to ensure they are fully prepared for lessons e.g. homework is completed, and they have necessary equipment.

There is accessible parking by reception however drop off and pick up is encouraged to take place by the bus bay or side roads near the main gate. The breakfast and lunch club are open at break and lunch and homework club after school for pupils with Special Needs or those who are struggling to form friendships. Here they can access support with homework, take part in board games or computer activities and develop social skills and friendships in a semi-structured environment. A teaching assistant always supervises this. There are also a variety of extra-curricular clubs available at lunchtime. The PE department follow the Safe Practice in Physical Education and Sport Guidelines as produced by the Association of Physical Education (formally BAALPE). These are the nationally recommended guidelines for safe practice.

10. Staffing

The department staffing is as follows:

- Dan Sweeney - Assistant Head teacher/SENCo/DSL/CLA lead
- Laura Berry – SENCo Assistant
- Sue Crook – TA3 / Visual Impairment Specialist

July 2024

- Theresa Wylangowska – TA3
- Kiren Khan – TA3
- Imogen Hall – TA3
- Fran Skelhorne – TA3
- Nicola Kay – TA3/ Pupil Wellbeing Practitioner

11. Additional Needs Governor Representative

Our Special Educational Needs Governor is Mrs. Anne Anderson and the Special Educational Needs Team work closely with our SEND Governor and SLT to ensure the inclusion of all pupils in our school. The SENCo in liaison with SLT is responsible for keeping the Head teacher and Governors regularly informed about inclusive Additional Educational Needs provision within the school. All teachers are also committed to meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within the school community.

If, as a parent, you think that your child might have a special educational need, please contact our SENCo: Mr. Dan Sweeney at d.sweeney@mountcarmelhigh.lancs.sch.uk

We are always happy to discuss any concerns with parents/carers and guide them towards voluntary organisations who can offer them support.

Our Local Authorities local offer can provide further help and advice for parents/carers, please follow the link:

<http://new.lancashire.gov.uk/childreducation-families/special-educationalneeds-and-disabilities.aspx>

To comply with the school's statutory requirement to provide a SEND Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act please also find our Local Offer and our Special Educational needs and Inclusion policy in key information, policies on our main website