

St Mary's Catholic High School

SEND Information Report



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What is the SEND (Special Educational Needs and Disabilities) Information Report?

As of September 2014, all schools must produce and publish an annual SEND Information Report.

The aim of our report is to give information about what our school offers all pupils, and in particular those who have special educational needs or disability.

The types of SEND we provide for:

At St Mary's Catholic High School, we make provision for children with SEN (Special Educational Needs) within each of the four categories identified in the SEN Code of Practice:

Communication and Interaction

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the distinct aspects of speech, language, or social communication at various times of their lives.

This category can also include children and young people with ASD, they are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or Specific learning difficulties (SpLD), which can affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, Mental and Emotional Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging behaviour. These behaviours may reflect underlying mental health difficulties.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

As stated in the Code of Practice:

“These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language, and communication needs can also be a feature of several other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including sensory requirements.”

Therefore, the support provided at St Mary's Catholic High School for an individual, is based on an understanding of their strengths and needs, seeking to support them using adapted teaching strategies and resources, targeted, planned tasks and well-evidenced interventions targeted at their assessed areas of difficulty.

How do you know if a pupil has SEND and how will they be supported?

Early identification is vital and school works closely with parents in meeting need.

- Where SEND is identified before a child starts school, information is passed onto school and the Inclusion Lead/SENDCO liaises with all agencies involved and parents to ensure that provision is in place.
- Class teachers raise concerns with the SENDCO and parents at the earliest opportunity, in accordance with the SEN Code of Practice (2014).
- The Inclusion Lead/SENDCO works closely with the class teacher, pupils and parents in planning appropriate provision and interventions to support the child.

- Individual Learning Plans (ILPs) are put in place, identifying strengths and needs. Long and/or short-term targets are set for identified barriers dependent on their level of need.
- Within class, children are supported through high quality first teaching and a range of adapted work, strategies and resources, adult support from either the class teacher or Teaching Assistant (TA), group interventions and 1:1 target work where deemed appropriate.
- For children with high levels of need, additional adult support may be put in place but this is based on the individual needs of the pupil. Where additional adult support is in place, all adults working in class will support the identified child so that they do not become reliant on one person.
- Additional support is sought from the inclusion service for children with EHCPs and when required for children with specific difficulties in order to provide advice regarding provision and interventions.
- The class teachers assess and monitor the children's progress in line with existing school practices.
- Assessments in areas of difficulties such as Speech, language and communication, cognition and learning etc. can be carried out by specialist teachers brought into school where it is felt appropriate.
- Children who are receiving a high level of support, but are working at a level that is significantly behind that of their peers, may be discussed within a group or individual Educational Psychology consultation as part of the graduated response.
- A request for a statutory assessment (An EHCPNA – Education Health Care Plan needs assessment) may be made by school following a clear and evaluated graduated response and where the provision exceeds the allocated budget within school.

Where can I find information about the school's SEND policy?

The school's SEND policy can be found on the school website.

If you would like to discuss our SEND provision further then please contact our school Inclusion Lead/SEND/CO.

How does the school evaluate the effectiveness of its provision for such pupils?

How will I know that my child is making progress?

We follow the graduated approach and the cycle of assess, plan, do, review in order to evaluate the effectiveness of provision and overall progress.

- ILPs have SMART targets – simple, measurable, achievable, realistic, and timely – set as part of the graduated approach.
- Gaps in learning are identified and targets are set to meet these
- New targets are set if the current ones are reached before the identified review.
- Interventions are evaluated at the end of a period of time to assess the overall effectiveness and impact on progress.
- Progress is tracked termly.
- The children are regularly assessed both within daily lessons using Assessment for Learning strategies as well as end of term formal assessments.
- Progress is formally tracked on the school's computerised tracking system.

- The impact of any interventions are closely monitored and evaluated to ensure that the provision is correct and that the child is making progress.
- For Children with EHCPs, progress is also discussed at Annual Reviews, this is with parents, teachers, other professionals involved and the Inclusion Lead/SENDCo. The child will also be involved in these meetings giving their views.

What are the school's arrangements for Assessing and reviewing the progress of pupils with Special Educational Needs?

How do you check and review the progress of my child and how will I be involved?

We believe in working closely with parents in supporting their child to reach their full potential.

- A graduated response is in place following a cycle of assess, plan, do, review
- ILPs are reviewed and new targets set three times in a school year.
- ILPs are written by the SEND team with advice from the professionals, if involved.
- Parents are invited to contribute to their child's ILP review and meet with the SEND teams and the Inclusion Lead/SENDCo, if they choose to.
- There are parents' evenings held during the year.
- Annual reviews are held yearly for children with EHCPs to monitor progress towards outcomes and set annual targets.

What is the school's approach to teaching pupils with SEND?

How do staff help pupils with SEND?

All teachers are responsible and accountable for the progress and development of all the pupils in their class.

- All staff have high expectations of all our pupils, including those with SEND.
- High Quality First Teaching is key within our school and all teachers plan and prepare work to meet the needs of individual children as well as adapting their teaching approaches in order to meet individual learning styles.
- Our staff are effective in identifying barriers to learning which may affect overall progress.
- When possible, a multisensory approach is adopted to enable children to learn through a variety of ways.
- Within our school, we promote metacognition which involves the children identifying how they learn best and applying this to their learning when possible.
- Timely and well-structured interventions are put in place for identified pupils.
- Interventions include; Thinking Reading, Maths intervention, social skills intervention, anxiety workshops and direct work with professionals.

How does the school adapt the curriculum and learning environment for pupils with SEND?

What adjustments are made so children can learn and achieve?

All children access the curriculum through Quality First Teaching.

- Work is adapted in different ways based on the children's needs.

- Reasonable adjustments are made for children with identified needs such as use of enlarged print, use of technology to support literacy, seating in class use of attention toys, task boards and additional visuals etc...
- Pre-teaching of subject specific vocabulary supports identified children in accessing learning in class
- Use of technology in class allows children to learn in a personalised way and record their work in a variety of ways e.g. use of the laptop or using a talking tin.
- A personalised curriculum is provided for those children with specific needs who are not able to access the same curriculum as their peers. A personalised curriculum focuses on developing skills.
- The development of independent learning is the main focus, and provision is made for this on a daily basis.

What additional support for learning is available for pupils with SEND?

Is there any extra support available to help SEND pupils with their learning?

- There are a number of TAs in the school who support in lessons.
- Some children with an EHCP, who have very specific needs may have access to additional adult support, this may be put in place dependent on needs identified.
- Where additional adult support is provided, opportunities are put in place to encourage independence whenever possible.
- Children may access interventions during the day that address their barriers to learning e.g. this could be a reading intervention, communication or social and emotional intervention. These interventions can be individually or in a small group depending on the need of the child.

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

All children are included in all parts of the school curriculum and we aim that all activities, including extra – curricular clubs, school trips and enrichment activities are available to all children. Relevant additional provision is made where necessary to ensure that they can participate fully and enjoy these activities. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety.

Our main school building is split level, this is wheelchair accessible. There are a number of disabled access toilets. The school uses the expertise of outside agencies, such as the SEND team, to advise on equipment and accessibility issues as required.

Parents are kept well informed about all aspects of school life, from whole school events to their individual children's progress and development. There are regular messages on Edulink/Class Charts and the school website is frequently updated and has all statutory information.

Parents are encouraged to come into school if they have any difficulty in accessing information and we do our best to provide support.

Other resources specific to the needs of individuals are purchased, when necessary, to ensure that all children have everything they require to meet their needs.

What support will there be for my child's overall well-being?

At St Mary's Catholic High School, we have had training on Emotion Coaching for all our children. Emotion Coaching is a communication strategy which supports young people to self-regulate and manage their stress responses. Several staff have also completed courses in Mental Health First Aid and we have a school counsellor service. We follow a personal development programme.

We have Nurture provision for pupils who struggle with social times. We also access the involvement of outside agencies to offer advice and to work with the family. We work closely with the Inclusion and Engagement team, school nurse and we work with our allocated CAMHS Mental Health Practitioner.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Your child's progress will be continually monitored by his or her class teacher. The SENDCO will also monitor your child's provision if they have an additional need.

- Where necessary, children will have an ILP (Individual Learning Plan) detailing the needs of the child, strategies to overcome the barriers and targets set by the Class teacher and Teaching Assistant and outside agencies or SENDCo. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a plan made. The provision for your child will be discussed and amended depending on any changes.
- The progress and provision of children with an EHCP will be formally reviewed annually. This is with all adults involved with the child's education and the child.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?

School has strong links with many different agencies, and we work closely with them to support children's needs.

These include:

- Educational Psychologists
- Speech and Language Therapists
- A Specialist Teacher
- CAMHS
- Health care specialists local GPs and paediatricians, school nurses
- Children's social care
- Local police and PCSOs
- Local charity groups offering family support

School often takes on the role of Lead Professional and coordinates meetings and

support for children and families in need. These are called Team around the Family (TAF) meetings.

The SENDCo and other staff liaise with other professionals when they are involved with your child. Any reports or advice feeds into the child's provision.

The SENDCo meets with other professionals to ensure the school are identifying and addressing the needs of your child.

We may seek this advice by submitting referrals with parent permission.

Who should I contact if I want to find out more about how the school supports pupils with SEND?

Our SENDCo is Miss Jade Tumelty.

Appointments can be arranged in person, by phone or via Microsoft Teams. Our SENDCo Miss Wilson is available throughout the week.

Contact with Jade Tumelty can be made by phone: 01772 421909 or email: j.tumelty@ismchs.com

What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made?

Who should I contact if I have concerns about my child's learning and/or progress?

You should first speak to your child's class teacher.

If you continue to have concerns then you should contact the Inclusion Lead/SENDCo, Jade Tumelty.

If your concerns are not resolved then an appointment may be made with the headteacher, Mr Phil Thompson.

If you are unhappy with provision we offer, and would like to make a complaint, the policy can be found on the website, or you can request a hard copy from the school office.

Where can I find the contact details of support services for the parents of children with SEND?

Please contact the school SENDCo Jade Tumelty.

Lancashire SEND Information, Advice and Support Service is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential,

impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

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