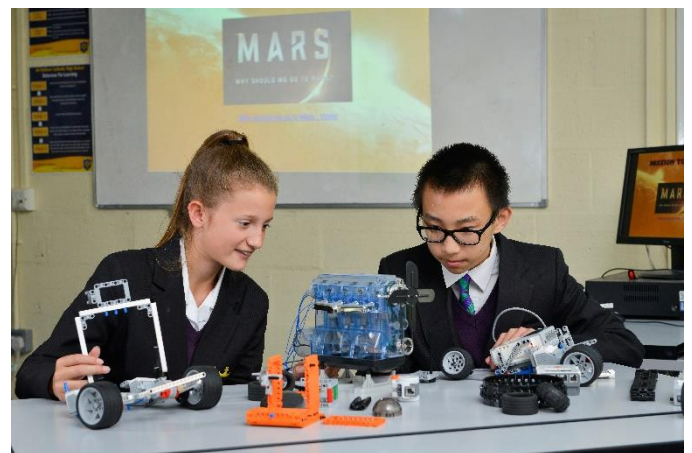




SEN INFORMATION REPORT

2018-2019



Welcome to our report for pupils with Special Educational Needs and Disabilities (SEND). At All Hallows Catholic High School we value all members of our school community and we aim to achieve maximum inclusion for all students (including those with special educational needs and disabilities) whilst ensuring all their individual needs are met.

Our Mission Statement

'Growing Together in The Spirit of Christs Love'

Children's SEN are generally thought of in the following four broad areas of need and support:

- Communication
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory or/ and physical needs

Who is the SENDCO and how do I contact them?

The SEND co-ordinator is Mrs Jane Melling

Tel: 01772 746121

Email: jme@allhallows.lancs.sch.uk

Assistant SENDCO – Mrs Lynne Stewart

Email:- lst@allhallows.lancs.sch.uk

SEND Governor: Mrs McKerney

Learning Support Department

The Special Educational Needs and disabilities for which provision is made at All Hallows:

- Pupils with Moderate Learning Difficulties (MLD)
- Pupils with Specific Learning Difficulties (SpLD)
- Pupils with Severe Learning Difficulties (SLD)
- Pupils with Visual Difficulties (VI)
- Pupils with Hearing Impairment (Hi)
- Pupils on the Autistic Spectrum (ASC)
- Pupils with speech, language and communication difficulties (SLCN)
- Pupils with sensory or physical disabilities which prevent or limit access to the full curriculum (PD)
- Pupils with social, mental and emotional health difficulties which hinder/ or have hindered progress in any area of the curriculum
- Pupils whose basic language and/ or numeracy skills are considerably weaker than those of their peers
- Pupils whose pace of work and/ or development is much slower than that of their peers

At All Hallows Catholic High School the Learning Support Department ensures:

- All pupils are provided with an inclusive environment to grow and achieve.
- All pupils are entitled to a broad and balanced curriculum.
- All staff have responsibility for the management of SEND within their classroom.
- All parents are regarded as equal partners in the support of SEND pupils.

1. How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

It is very important that SEN is identified at an early stage. We gather information to support such early intervention in a variety of ways, this includes:

- Close Liaison and early transition with our feeder primary school.
- Whole school tracking system for early identification of children who are under performing and who require additional support.
- Analysis of Dyslexia Screener.
- Identification by the class teacher through observation of behaviour or emotional difficulties.
- Base Line Assessments at the start of Yr 7.
- Concerns raised by parents. If you have any concerns as a parent, you should speak to the Learning Manager or Curriculum Leader of the subject you are most concerned with.
- Medical issues identified by a professional or outside agency.
- If you continue to be concerned that your child is not making any progress, please contact the SENCO Mrs Melling or your child's Learning Manager.

2. What arrangements does the school make for consulting with the pupils, parents and carers of children/ young people with special educational needs and disabilities and involving them in -their child's/ young people's education?

If a child is identified as having SEND we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

In accordance with the Code of Practice 2015 we engage in a four stage process as outlined below: -

1. **Assess** – This involves taking into consideration all the information from discussions with parents or carers, the class teachers and assessments.
2. **Plan** – This stage identifies the barriers to learning, intended outcomes and details what additional support will be provided in order to help the pupil overcome the barriers.
3. **Do** – Providing the support, extra assistance for learning or learning aids that are needed.
4. **Review** – Measuring the impact of the support provided and considering whether changes need to be made.

The provision for students with SEND is assessed and evaluated regularly using a range of strategies:

- Provision Mapping
- Dyslexia Screener
- Pupils will be tracked by the SENDCO for the following interventions- IDL Literacy/ Numeracy and Rainbow Reading
- IEPs
- Half Termly assessment and tracking
- Regular assessment and update of SEND Register
- Learning Managers monitoring data of pupils
- Progress reviewed through formal reports/ Parents Evening
- Any child with an EHCP will be invited into school for an Annual Review
- Regular book scrutiny and lesson observations carried out by the Senior Leadership Team to ensure that pupils needs are being met and that the quality of teaching is of the highest standard.

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

A range of facilities are used to enable the pupils to access all areas of the curriculum:

- Every student with an identified need has their own butterfly page (Pupil passport) which highlights strategies that will enable the pupil to make progress across school.
- The curriculum may be adapted to fit the child's individual needs.
- The school currently employs a specialist ASD and HI teacher half termly and when needed in school. These specialist teachers help to give strategies to the class teachers.
- School will also take advice from Educational Psychologist's, Speech and Language Therapists (SALT), Occupational Therapists and Physiotherapists.
- Support from other outside agencies including specialist teachers and healthcare professionals who may visit on a regular basis.
- In some situations, a child may be placed onto an IEP focusing on progression with specific SMART targets.

4. How accessible is the school environment?

We are a very welcoming school with friendly staff who have a very good understanding of all of our pupils. We welcome parents into school and suggest that they call to make an appointment to meet with specific member staff.

- Designated disabled parking space at the front of school
- One disabled toilet
- One access ramp at one side entrance

Accessibility of Information

Information is disseminated to parents by:

- Via the school website
- Via the school email newsletter
- School policies are available online
- Curriculum information of each department is on the school website
- Letters via Parent mail
- Termly review of student passports if appropriate

Accessibility of Provision

Every care is taken to ensure that all students have equal access to all provision: All resources are appropriate to the age and ability of the students.

Specialist Equipment

Recourses used in school to alleviate stress and to help pupils access the curriculum include:

- Coloured overlays
- Coloured paper/ modified papers if appropriate
- Pencil grips for dyspraxia
- Handwriting pens
- Laptops
- Dragon software computer program

5. How are the school resources allocated and matched to children/young people's special educational needs and disabilities? How is the decision made about the type and quantity of support my child/young person receives?

Throughout school, all teachers differentiate their lessons and provide resources and any materials according to pupils needs. This ensures that all pupils have full access to the curriculum. All pupils that have additional needs are placed in the Butterfly Book with a Butterfly Page specifically about their needs. This page helps the teacher to better understand the pupil and to ensure that they can fully support the child in their lessons. All teaching staff are accountable for all pupils in school and it is down to the classroom teacher to ensure that any child with additional needs is meeting their true potential within their subject. Staff are fully aware of their responsibility across school with pupils with additional needs.

Additional Classroom Support

Additional classroom support is used in a variety of ways across the whole of school:

Teaching assistants are placed in classes to support a child's learning often where the funding allows this. All our teaching assistants ensure that they help everyone within the class that may need additional support.

Our teaching assistants are used in small group work within and away from the classroom whilst under direct control from the teacher.

Some teaching assistants help with reading intervention called Rainbow Reading on a regular basis. This is completed during registration. Whilst some manage and organise the IDL Literacy and Numeracy that happens in the morning during registration.

As well as in class support we also withdraw pupils from French when needed to focus on Literacy/ Numeracy and Life Skill.

SEND Provision Map

A SEND provision map is in place and is reviewed and updated termly by the SENDCO. All additional needs pupils is monitored and data is closely tracked to ensure that progress is being made. Monitoring and assessment of students' progress informs the SENDCO of the provision required.

Arrangements and Adjustments for Examinations

Appropriate arrangements are made for those students who have an identified need in school. The SENCO Mrs J Melling is qualified to assess for access arrangements. Mrs Melling will test the pupils at the end of Key Stage 3 / start of Key Stage 4 to see if any child requires any exam concessions. Exam concessions include:

- Extra Time
- Reader
- Scribe

- Modified Papers
- Coloured Papers
- Rest Breaks
- Use of a Laptop/ Access to ICT equipment

6. How will both you and I know how my child/ young person is doing and how will you help me to support their learning?

Arrangements for reviews of pupils with EHC plans:

- Annual reviews take place for those students who have EHC plans and are always pupil centred.
- All outside agencies are cordially invited and to make contributions. either through a report or during the review.
- Written advice is requested by all parties.
- Provision mapping is used to effectively plan and evaluate provision.
- The SENDCO can be contacted at any time to discuss a child's support and to arrange a convenient meeting time.

Arrangements in place for children with other SEN needs:

- SENDCO available to discuss and review a pupil's educational needs.
- 1:1 meeting with SENDCO as required.
- Review of Butterfly Page when needed throughout the year.

7. What training have the staff supporting children/ young people with SEND had or may they have?

- All teachers and TAs have regular CPD on specific learning needs.
- All our TAs have had training in moving and handling.
- Daily TA meetings with SENDCO in the morning and at the end of the school day.
- INSET – Training Days SEND CPD.
- TAs are offered training opportunities throughout the year.
- Training focusing on how best to use the TA in order to be effective.

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

If a pupil displays a high level of need specialist provision may be sought from outside agencies. These professionals will carry out specialist assessments to help to identify the provision that is needed. This may include:

- Contacting the SENDO (LCC)
- SEND Trade
- Educational Psychologists
- Specialist Teachers (Inclusion Solution for VI/ HI/PD/ASD)
- Speech and Language Therapists
- CAMHS
- Play Therapist's

8. How will the school prepare and support my child/ young person to join the school, transfer to a new school or the next stage of education and life?

We as a school fully support the transition to our school in a variety of ways including:

- An individual transition plan for your child that is specific to their needs.
- Extra visits for the pupils if felt appropriate as well as our main taster day.
- Invitation to M.O.T.H.S day (Moving on to high school)
- Transition meetings with the primary schools.
- Invitation of SENDCO to Annual Reviews from the primary schools.
- Detailed liaison between staff and parents.
- Individual records to be passed from primary school with relevant information from our feeder primary schools.
- Year 10 and 11 Cardinal Newman taster day
- Careers appointment if felt appropriate for high needs pupils.

- Transition meeting with college and invited to an annual review in Yr 11.

9. How will my child/young person be included in activities outside the classroom, including school trip?

All Hallows offers a vast amount of extra -curricular activities including Sport/ Music/ Art/ STEM and Curriculum clubs are all offered at lunchtime and after school for all our pupils. All our clubs are inclusive and will always make any adjustments for a pupil with SEND ensuring that they can engage in the activity of their choice. The department will also provide any equipment that may be needed to ensure the pupil can participate fully.

Every lunchtime Room 7 is always available to any pupil with an additional need. This is a quiet place for pupils to complete their homework or to have some 'down' time away from their peers in a comfy environment. At the end of the school day sometimes our Teaching Assistants may walk a child out for buses and Taxis if this is too overwhelming for the pupil. Throughout breaks and lunchtimes the Learning Support office is always open for pupil to visit and voice any concerns or worries they may have.

All the school trips are available to all our pupils in school. If a child with a high need was placed on a school trip close liaison with the trip leader, Learning Manager, parents and SENDCO would be essential to ensure that the trip ran smoothly and safely. Parents would be invited into school to discuss their child's needs and to ensure that the trip leader had been fully informed on every aspect of their child. On some occasions a specific Teaching Assistant has assisted the pupil on trips to support their needs.

10. What support will there be for my child/ young person's overall well-being?

Parents are asked to refer to the school's website to view the Medicines Policy with regards to managing and administrating the safe keeping of medicines.

Care Plans

Care plans are put in place for those students who require the. They are written in conjunction with parents and health care professionals including the school nurse. All relevant staff are made aware of the care plan and medical needs in order to support the child whilst in school and on school trips. Certain members of staff in school are First Aiders and Epi pen trained.

Learning Managers and Mrs Reid oversee attendance in school. Learning Managers also track pupils progress, behaviour and attitude as well as ensuring that every child is happy and supported in the caring environment that All Hallows offers. If a parent or child needs to report any issues regarding bullying, please speak to your child's Learning Manager in the first instance.

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

Any child with an EHCP or on the K register will be tracked through data collections on a half termly basis using SISRA. This will enable the SENDCO to act accordingly in terms of alternate provision and support. The SENDCO will liaise with parents and the pupil with regards any changes, taking into account the child and parents opinions and concerns. The SENDCO completes a departmental review after GCSE's.

Pupils on the C register will be monitored and tracked frequently throughout the year to ensure that the interventions are having an impact on the learner and progress is being made through Literacy or Numeracy which impact on whole school.

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

If as a school, we feel need outside agencies need to be invited into school to discuss a pupil we will firstly inform parents and then possibly contact the following agencies:

- SENDO – Lancashire County Council
- CAMHS
- Social Worker
- School Nurse
- School Councillor
- Educational Psychologist
- SEND Trade
- Specialist Teachers
- Play Therapists
- Speech and Language Therapists

13. Where will I find information on where the Local Authority's Local Offer is published?

The local offer can be found at:

www.lancashire.gov.uk/children-education

All Hallows Local Offer can be found on the school website under policies.

Complaints

If a parent is unhappy with the provision that has been provided by All Hallows they should read the school complaints policy or alternately contact Mrs J Melling to discuss the matter further.

