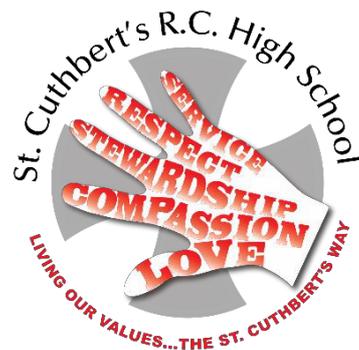




St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY

SEN REPORT



SAFE | HAPPY | SUCCESSFUL



St. Cuthbert's
Roman Catholic High School

Policy: SEN(D) Report			
Type: Statutory	Website: Yes	Author: C Rostron	Updated: N Hamnett
Approved: November 2018		Next Review: November 2019	
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THE TYPES OF SEND WE PROVIDE FOR

These fall into four broad areas of need:

- Communication and interaction – including Speech, Language and Communication Needs (SCLN) and ASD (including Asperger’s Syndrome and Autism).
- Cognition and learning – including Moderate Learning Difficulties, specific learning difficulties for example dyslexia, dyspraxia, dyscalculia, ADHD
- Social, emotional and mental health difficulties – including mental health difficulties such as anxiety or depression, difficulties expressing and regulating emotions, difficulties expressing emotions, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- Sensory and/or physical needs – including vision impairment, hearing impairment, sensory processing difficulties or physical disabilities.

How we identify individual special educational learning needs

- The SEND Co-ordinator is Nikki Hamnett. She can be contacted on 01706 647761 extension 523.
- When students have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND needs will be in our school setting.
- If you tell us you think your child has a SEND we will discuss this with you and check it out– we will share with you what we find and agree with you what we will do next and what you can do to help your child.
- If our staff think that your child has a SEND this may be because they are not making the same progress as other students; they may not be able to follow instructions or answer questions for example. Staff will refer to the SEN team for advice and support. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty.
- If necessary we will make applications for access arrangements/ adapt practice in the school environment.
- Where appropriate we will make referrals to outside agencies such as Healthy Young Minds, speech and language therapy and Rochdale Additional Needs Service.

How we involve student and their parents/carers in identifying SEND and planning to meet student need

- Parents/carers are fully involved in the SEND assessment process.
- Where appropriate the SENCO and key staff meet with parents/carers and students and records their views.
- The SENCO and key staff meet with parents/carers and the Educational Psychologist as part of the planning process, where needed.
- When we assess SEND we will discuss the student as a whole within school, home and the wider community in terms of strengths and needs and compare their needs in the settings e.g is their understanding and behaviour the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- Parents/carers are invited to share any information, techniques or resources they

have which can be shared with staff.

- Where appropriate we will write and review action plans with students and parents/carers.
- Where appropriate a student passport will be created to provide a rounded picture to staff about the students' needs and for the student to be able to express how they would like staff to support them.
- Discussions will be used with students and parents to identify provision and adaptations to best suit the needs of the student.
- We use homework to repeat and practice activities that are new and presenting a challenge to a student.
- Staff may contact parents/carers personally to discuss and ask for support regarding personalised interventions.
- Throughout this year we are introducing student meetings twice a year for students to review and adapt their pupil passport and to discuss their needs and targets.

How we ensure provision for all students with SEN, student support and students with education and health care plans.

How we adapt the curriculum so that we meet the needs of students with SEND

- All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their level.
- We use additional schemes/materials so that we have something at the right level for students with SEND. We use a variety of different packages to meet a variety of needs for example – read, write inc (a phonics programme), accelerated reader, targeted maths intervention in Year's 7 and 8, peer mentors, key workers, social skills groups, friendship groups, Direct Phonics, Letters and Sounds, Fresh Start, Indirect Dyslexia Learning and On The Edge for reading; Direct phonics, Fresh Start, Indirect Dyslexia Learning and On the Edge for writing; SuccessMaker and My Maths for maths; talk about and Sulp for language and communication; Life skills and Precision Teaching tailored to meet individual needs.
- We offer an alternative curriculum for students within the developmental studies programme which is tailored towards each cohort but includes literacy provision and work on identity, expressing themselves appropriately, self-esteem and emotions.
- Students are supported and guided to ensure they make informed decisions regarding GCSE options.
- Adaptions are made within lessons and to the curriculum to ensure that pupils can access the curriculum. In a small number of cases pupils may be withdrawn for periods from specific subjects on a small, personalised basis to provide a more bespoke package of support.

How we modify teaching approaches

- All our staff are trained in the variety of approaches which means we are able to adapt to a range of SEND: - specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties.
- We have SEND specialist teachers, higher level teaching assistants and teaching assistants with a range of expertise and experience in dealing with different SEND.
- We use a number of approaches to teaching.
- We have staff with training in: Direct Phonics, Precision teaching and RML.
- Where appropriate students have a 'student passport' to guide staff in how to modify learning for the specific needs of the student and to ensure that students are given the opportunity to express what works for them and for the SEN team to share suggested practice from the information about the student.
- Where appropriate, students may have some interventions which involve students being withdrawn from a lesson or lessons to work on areas specific for them – this will be done on a rolling program to reduce the impact on other areas of the curriculum.

How we assess student progress towards the outcomes we have targeted for students. How we review this progress so that students stay on track to make at least good progress. (Including how we involve students and their parents/carers)

- We use grades in line with the GCSE grades to assess progress.
- This year a pre-GCSE grade system has been introduced called Steps – this will allow staff to measure and track progress of students working below the GCSE skills, (to maintain motivation and ensure progress is visible).

- Progress is reviewed in line with the school policies for students. Alongside this individual targets are now being introduced for students who have been identified as having SEN and these will be reviewed with students and where relevant parents.
- Students' progress in others areas is also monitored and recorded when appropriate for example – social skills, lesson skills, study skills, ability to share, revision skills, independent work skills, organisation skills and these may form part of a student's individual targets.
- We use nationally agreed guidelines on progress to check that this is good enough.
- We check how well a student understands and makes progress in each lesson.
- Assessment for learning strategies are used within lessons and progress and understanding of students with SEN is targeted within lessons.
- Within class there are summative assessments often which are followed by targeted action lessons and small group interventions as appropriate.
- Our senior leadership team, Heads of Departments and Subject teachers check the progress of students every term and we discuss what we are doing to make sure students make good progress.
- For students with SEND we discuss progress with parents when appropriate.
- Where appropriate and necessary we assess all students' reading and spelling ages at least annually. Students withdrawn for additional support are assessed more frequently.
- We test students with SEND at the end of year 9 to identify eligibility for access arrangements (e.g. extra time, readers, scribes) in external examinations.
- We assess Year 7 students' to identify student strengths and inform teaching approaches. Information is shared with parents and staff.
- Where appropriate, we apply for additional funding and support for students who have complex and long term needs which require an Education, Health and Care Plan.

What support, equipment or resources we use to give extra support

- Within school we have a number of subject specialist HLTAs who support classes and students with SEN.
- We have intervention packages for students to work on specific areas for example accelerated reader, COGS, developmental studies, the Den.
- We use workstations, laptops, communication aids and visual timetables
- We use a range of software on our school learning platform/website to help students engage with subjects they find difficult; practice basic skills; become independent learners.
- We have a range of passes for students to make school more accessible including early passes, time out passes, SEN break and dinner passes, the Den VIP pass, toilet pass.
- We have a range of spaces around school which are used for specific support or as safe spaces for students including SEN, the Den and Inclusion. These are accessible to some students at various points to support their school day. Some students may use these spaces at specific, planned times others may use them as and when needed.
- We access and use the support of Rochdale Additional Needs Service to advise us on any modifications and adaptations we need to give support including equipment and support.

- We use specialised equipment and software to assist students with Hearing or Visual Impairments or mobility difficulties.

What extra support we bring in to help us meet SEND: - services; expertise

How we work together collaboratively

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism).
- We get support from local authority services: Educational Psychologist service; RANS.
- We get support from speech and language therapy to advise on strategies and programmes.
- We get support from occupational therapy for students who need assessment for special equipment.
- We get support from physiotherapy for students who need it.
- We get support from Healthy Young Minds (CAMHS previously) for students with medical, social, emotional and mental health needs.
- Together we review the student's progress; agree what everyone will do to make teaching more effective, learning easier and set targets for the student's achievement. We identify how we will work together; what we will each do; at an agreed date will review how well the student is doing, if we are making difference, and what we need to do next. We include the student and the parent in these discussions.

What other activities are available for students with SEND in addition to the curriculum

- We have a specific SEN break and dinner facility for a number of students who need a semi-structured break time, additionally we have a vulnerable student provision within the Den at break and lunch.
- We have a number of before and after school activities where students with SEND are included; and adaptations and support offered if required to ensure all students with SEND have equal access.
- We have regular educational and residential visits. Students with SEND are always included in these. We provide adult support as appropriate to support their full involvement and choose visits that are accessible to all.
- Where appropriate packages available within the inclusion provision and strategy.

How we support students in their transition into our school and when they leave us

- We have regular visits to our primary feeder schools to discuss students during year 5 and 6.
- We attend Year 6 annual reviews for students with a Statement of Educational Needs or Education Health and Care Plan (EHCP) who have indicated an intention to transfer at the end of KS3.
- We arrange for extra transition visits for students with SEND (as required). This is in addition to whole class visits.
- We meet with staff from the primary schools to share relevant information.

- From this year there will be a parent transition form for students with identified special educational needs to ensure that relevant information is shared and to allow parent voice in decisions about transition.
- We work with Positive Steps to ensure students are able to make informed decisions regarding their post 16 options.
- We provide adult support for students with SEND to visit college and meet staff prior to transition.
- Where students have an EHCP the college provider they have applied to is invited to the Year 11 annual review to ensure support is identified early.
- Where appropriate students will participate in extra transition to post 16 provision and in taster days and experiments within post 16 providers.
- Where appropriate, planning and information sharing meetings can be set up with known post 16 provision to ensure continued support.

Support available to improve social and emotional development of students with SEN

Within school there are a number of short and long term interventions for social, emotional and mental health difficulties.

- Key workers – through the SEN and pastoral teams working on specific areas of need or providing students with a safe and familiar staff member to discuss school.
- Pupils with key workers complete a wellbeing score and this used to determine intervention if needed.
- Specific, targeted intervention programmes such as wellbeing dominoes, self-esteem groups, emotion coaching, emotional regulation, social skills, nurture groups and friendship groups for identified groups of students.
- Group and 1:1 packages within the Den to address a variety of areas such as low mood, self-harm, anger management, conflict and conflict resolution.
- Safe spaces within school for students with time out/ Den passes to be used as needed including the Den and SEN.
- Where appropriate, behaviour plans created and shared with staff to promote positive, personalised behaviour management of specific students to enable and maintain emotional and social development. These are written in collaboration with students and parents.
- Restorative justice is being introduced within the SEN and pastoral teams throughout the year.
- Staff with counselling qualifications available through the den.
- Access to relateen counsellor.
- Links to outside agencies such as #thrive, HYM and early break.
- There is a designated area of cuisine for some identified students to eat their lunch/have break time
- Access to alternative qualifications/ curriculum such as TEAM programme and teens and toddlers through the Den.
- For a minority of students there is a package of small group lessons within the Den and inclusion including an inclusion form. This may involve reduced timetables for some students.

How additional funding works

- Schools receive funding for all SEND students and they provide what students need from this (including equipment). The local authority may contribute to very expensive items.
- If a student's Statement or EHCP identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Where students can get extra support

- Students' views are important and it is important that people listen to them and that they are satisfied with what happens.
- In school we have designated student advocates. They will follow up concerns and make sure something happens that you agree with
- Student voice is valued in school.
- Student voice is collected as part of the quality assurance process three times per year, this is completed specifically with pupils who have SEN and considers their provision from SEN and within the school.
- Students are encouraged to join the student council where they can meet regularly with designated members of staff to share their views and raise any concerns.
- The Youth Service provides support for young people with SEND so their voice is heard. youthservice@rochdale.gov.uk

Where parents/carers can get extra support

- The Parent/carer forum is an umbrella organisation for all organisations in Rochdale. They can provide information, training and support. They are involved in policy and decision making at the level where we are working on all things at 'Rochdale' level. www.sendirect.org.uk/providers/parent-carer-forums/my-services/the-parents-forum-for-children-with-disabilities-rochdale-heywood-middleton-and-pennines
- Rochdale's local offer can be found at www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send---the-local-offer.aspx. This identifies the services on offer for children and young people with SEND.

How the governing body involve other bodies e.g health and social services/LA/ voluntary organisation in meeting the needs of pupils with SEN and supporting families

- The governing body will ensure that school are using and referring to outside bodies and agencies for advice and support as and when appropriate

- The governing body, in particular the SEN governor, will oversee, monitor and support staff to access support outside of school.

What to do if you are not satisfied with a decision or what is happening (for parents)

- Your first point of contact is always the person responsible – this may be the class teacher; the SENCO, Nikki Hamnett or the Headteacher, Mr D Shields. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head teacher and ask for the school governors representative – Dave Conlon.
- If you do not feel the issues have been resolved, we will meet with you to listen to and discuss your concerns.
- If your concern is with the local authority follow a similar path. The person who will log and track your complaint is: Julie Drysdale-Simpson, the school's SEND Officer.
- The local authority has a panel of senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with.
- Rochdale SEND Information, Advice, and Support Service (SENDIASS) provide independent information and advice: www.iassnetwork.org.uk/find-your-iass/north-west/rochdale/