

# SEND Information Report 2018-19

**School Name:** St Catherine's Catholic School

**School Type:** Mainstream Academy

## 1. How accessible is the school environment?

- There is a disabled parking bay.
- There is a ramp situated at our main entrance.
- There are two disabled-access toilets across the school site.
- There are double doors to most buildings to provide access to the ground floor for wheelchair users.
- The school site comprises a mixture of old and new buildings on different levels.
- There is a lift in the Arts block to enable access to the top floor.
- The school endeavours to invite a translator to parental meetings as required
- As a school we are happy to discuss individual access requirements.

## 2. How are students identified as having Special Educational Needs and Disabilities?

At St Catherine's, students are identified as learners with SEN in a variety of ways including;

- Concerns raised by teachers
- Concerns raised by parents/carers
- Concerns raised by the student
- Information received from outside agencies and primary schools e.g. speech and language therapist, physiotherapists etc

## 3. How are parents and carers supported if they think that their child is a learner with SEND?

Parents/carers are encouraged to communicate with staff in the school and to forge positive working relationships. They are encouraged to speak with their daughter's form tutor if they have a pastoral concern, or their daughter's subject specific teacher if they have a concern regarding their daughter's progress with in a particular area.

At St Catherine's, we invite parents/carers to contact the subject teacher in the first instance where there may be a difficulty in a particular subject. If there are further concerns following intervention from the subject teacher, parents/carers are referred to the SENDCO, Mrs Ryan.

### **The process:**

- 1) If you are concerned with the progress in one specific subject area, contact your daughter's subject teacher who will consult with the Head of Department.
- 2) Make an appointment to meet with the SENDCO and your daughter's needs will be discussed and recorded.

- 3) The SENDCO will gather evidence across your daughter's subjects from your daughter, her teachers and where necessary carry out screener tests and classroom observations.
- 4) The SENDCO will make contact to share with you the outcome of this investigation.
- 5) Additional support will be given to your daughter if required. This may be additional support from the subject teacher, teaching assistant, a particular intervention or social support depending on your daughter's particular needs.
- 6) Targets are set which will impact on your daughter's progress and are based on their area of need as well as their views.
- 7) If targets are not met, they are broken down into smaller steps.
- 8) If there is a need for outside agency involvement, the SENDCO will speak with you and seek your consent.
- 9) If, after targeted intervention, there are still concerns about progress and your daughter requires a level of support which cannot be met within the school's means alone, then a meeting would be set up to discuss an assessment for an Educational Health Care Plan.

#### **4. How are parents/carers kept informed about the support the school have put in place?**

Subject teachers are responsible for the progress of students within their classes; the lessons delivered are planned by them and differentiated accordingly to suit the individual needs of students. This may include additional general support by the teacher or teaching assistant in the class or the class teacher modifying their delivery or resources.

The progress outcomes within lessons are reported to parents within their 'Progress Tracking Sheets' which are shared with parents four times each academic year.

Where a student has more specific needs, there are a range of interventions available across the school and the student would be offered intervention according to their specific needs.

This support may be delivered by a class teacher, teaching assistant or the SENDCO and will usually take place in a small group. However, in some cases this will happen in a 1:1.

The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Parents/carers are updated on the impact of interventions by letter or in conversation with the member of staff delivering the intervention. Parents/carers are also encouraged to make contact with the member of staff delivering the intervention at any point to discuss their views or ask any questions regarding the impact of the intervention.

If you have any queries relating to interventions, please do not hesitate to contact the SENDCO.

Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, Pediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

## **5. How is the curriculum differentiated and matched to student's needs?**

The subject teacher has ultimate responsibility for the teaching and progress of students with special educational needs and disabilities just as they do for all the students in their class.

In some cases, as directed by the SENDCO and based on the needs of the student, there may be additional support in the form of a teaching assistant who would work with the subject teacher to meet the needs of identified students in their teaching groups.

Some students are withdrawn at points across the academic year to participate in small group or 1:1 interventions, as specified by their individual areas of need. This support is delivered by either a teaching assistant, subject teacher, the school's SENDCO, a member of support staff qualified in a specified field or in some cases an outside agency, depending on the level and type of support required.

In some cases, students may require specialist equipment such as coloured overlays for reading, a writing slope etc. Where a student requires specialist equipment to access the curriculum, every effort is made to acquire this, for example;

- Visually Impaired students may be offered the use of an iPad, enlarged font books and worksheets.
- Hearing Impaired students may benefit from radio mike transmitters being worn by staff members, following training and instructions

All support staff receive internal or external training for the areas of SEND support that they carry out. Regular advice is also communicated to staff during briefings and there is a wealth of information available on the shared area and library. Staff are also encouraged to contact the SENDCO for further guidance.

## **6. How is progress measured?**

We communicate regularly with parents/carers. You are welcome to make an appointment to meet with either the class teacher or SENDCO to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

The individual progress of all students is closely tracked across all of their academic subjects against their expected progress. Progress within specific interventions are assessed against a base line assessment and where progress is harder to evidence

through concrete data, this may be evidenced through staff feedback, parental comments, as well as student feedback.

For those students who have an Education, Health and Care Plan (EHC Plan), a formal annual meeting takes place with parents/carers, the student and any outside agencies that may be involved. The progress of these students is discussed against the outcomes set and a report is written and shared with all of those in attendance.

## **7. How are parents/carers kept informed about their daughter's progress?**

As a school, we measure students' progress in learning against national expectations and age related expectations as appropriate.

Teachers closely monitor the progress of the students in their classes and track this across the academic year.

Parents/carers have a number of opportunities to discuss their daughter's progress; they are encouraged to attend Parents' Evenings which take place annually. Parents/carers are given a copy of their daughter's tracking data and an end of year report, so that they too can monitor the progress that their daughter is making.

Should a parent/carer wish to discuss the progress of their daughter at any time outside of the specified dates on the school calendar, they are encouraged to contact their daughter's form tutor or the relevant member of staff so that this discussion can take place. Parents/carers of students with Educational Health Care Plans are always encouraged to attend their Annual Review.

All students have a student planner which not only helps the students with their organisation but should be used as a means of communication between home and school.

Parents/carers are expected to monitor this planner daily and sign it weekly; they are also encouraged to make direct contact with the school should they have anything that they wish to discuss with a member of staff, rather than waiting for parents' evenings etc.

There is a weekly 'Contact' newsletter which is published to the school's website and keeps parents/carers informed of events that have taken place across the week, as well as highlighting expectations and sharing good news. Clubs and Extra Curricular Activities that are available to all students are advertised here.

## **8. How are parents/carers helped to support their daughter's learning?**

At St Catherine's, we like to maintain regular contact with parents/carers about the things that happen in school which we do this in a variety of ways including;

- School weekly newsletter 'Contact'
- Reading Journals
- Student Planner
- Meetings with subject teachers

- Meetings with the SENDCO where this relates to a student's specific learning needs

Across the academic years, parents and carers are invited to the following evenings which can help them to support their daughter's learning:

- **End of Year 6** - the 'New Year 7 Parents' Evening' is an opportunity for parents/carers to find out how they can support their daughter's learning as they make the transition from Primary to Secondary school.
- **Year 7** – 'Assessment and Reporting Meeting' to inform new parents on the school's system for reporting progress and development
- **Year 9** - 'Choices Evening' which informs parents, carers and students of the courses available and routes of study on offer. Parents are then better able to support their daughter through the options process and identify the best path for her at Key Stage 4.
- **Year 11** – 16+ choices evening.  
'Year 11 Parents' Evening 'How to support your daughter'.
- Parents' Evenings are held across the year for all year groups, from Year 7 through to Year 11.

## **9. How are wellbeing, personal and medical needs supported in school?**

The school has a strong pastoral system which supports the well-being and personal development of all students.

Within this pastoral system, each student has a form tutor with whom they meet daily. This member of staff would be the first person to contact with concerns about your daughter's overall wellbeing.

If further support is required for your daughter the form tutor would highlight them to their Head of Year, the SENDCO or the Assistant Head (Inclusion), ensuring suitable next steps and access to further support and advice.

Involvement from outside agencies may be sought where a student has more complex Social, Emotional or Mental Health needs.

### **Children with medical needs**

There are key staff trained in the role of first aiders who attend to the first aid needs of students during the school day. The first aid team consists of staff who are 'First Aid at Work' trained and others who are 'Emergency First Aid at Work' trained. Training for specific medical needs support is arranged in consultation with parents where necessary.

All medicines are stored in the School Office and administered according to written directions by office staff at the times specified by a student's particular medical needs.

Parents/carers must keep the school up to date regarding any changes in their daughter's health so that we can work together to ensure that these needs are fully met.

The school should also be made aware of any dietary needs of the student by their parents/carers, following a successful admission and prior to their first day at the School.

Where there is a significant medical need, a detailed Individual Health Care Plan is compiled by the Assistant Head (Inclusion) in consultation with the parents/carers and, wherever possible, the student. This would then be shared with all staff who work with them.

### **Attendance:**

The attendance of students is monitored very closely on a daily basis by the attendance officer.

Good attendance and punctuality are rewarded and it is highlighted to both parents/carers and students how attendance and punctuality impact on progress.

There are weekly meetings between the Assistant Head of Inclusion, Attendance Officer and Educational Welfare Officer to identify any students and families who may require support, including students with SEND.

### **10. How do students contribute to the everyday life of the school? How are their views gathered?**

All students are encouraged to participate in all aspects of the school life and we value highly the contribution that each child has to make to our school community. The views of students are sought in the following ways:

- Students contribute to the School Council agenda and there are two representatives from each form.
- Students are encouraged to participate daily within their lessons.
- Students participate in online surveys where their views are gathered in relation to their educational experiences.
- Every student on the SEND register each has a student profile. They meet with the SENDCO or a Teaching Assistant to discuss their progress and share how they like to learn as well as to set targets to support their progress.
- Every student is assigned to a House. Students are encouraged to participate in events and activities throughout the academic year where they represent their House and earn House points.

- As well as having a student profile, students with an EHC Plan share their views before every review meeting and are encouraged to share these within the meetings also.

### **11. What expertise and specialist services are available through the school?**

As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Speech & Language Therapy
- Social Care
- Careers Advisor IAG
- Occupational Therapy
- Paediatricians
- Behaviour Support Service
- The Advisory Teachers service for Autism
- The Advisory teachers service for Visual Impairment
- The Advisory teachers service for Hearing impairment
- Early Intervention team

### **12. What training do staff receive?**

SEND training is ongoing throughout the academic year for teaching staff and teaching assistants; outside agencies are also invited to offer relevant training as required.

We also currently have two Teaching Assistants who have completed 'Elkan' training to support students with Speech, Language and Communication needs.

Our Teaching Assistants have had relevant training directly linked to the individual children who they are supporting.

### **13. How are school trips and activities outside the classroom organised? How does the school ensure that students with SEND are included?**

Activities and school trips are a very important part of every child's learning experience at St Catherine's school.

The school strives to be wholly inclusive and, wherever possible, ensures that all students, including students with SEND, participate in trips and activities.

Risk assessments are completed by the trip leader and the school uses its best endeavours to ensure that systems/strategies are put in place to enable all students to participate.

When organising school trips, the trip leaders make use of the appropriate guidance and risk assessments.

Based on the outcome of risk assessments, additional support/strategies may be put in place where appropriate and possible. Every effort is made to include all students.

#### **14. How are students supported when changing schools or transferring to other education, employment or training?**

Parents /carers are encouraged to bring all new students to visit the school prior to starting with us. During this visit they will tour the school and have an opportunity to meet some key staff.

Where a student is already identified as having SEND and been successful in the application process, their Primary or Secondary school (depending on the year of transfer) should liaise with the SENDCO and ensure that the school is made aware of any additional needs that the student has. The SENDCO should be given all of the relevant information relating to their SEND needs well ahead of the student's first day at the school.

When invited, the SENDCO will make every effort to attend Year 6 Statement Reviews and EHC Plan reviews and will liaise with parents/carers, students and staff as is appropriate to the transition process.

All students have the opportunity to attend two taster days in the Summer Term of Year 6. As well as this, parents/carers are invited to an Information Evening where they are given detailed information and guidance, prior to their daughter joining the School. This time is also an opportunity for their daughter to meet her form tutor.

In a small number of cases, some students require additional opportunities to visit the school prior to their reaching the end of Year 6. Where this has been highlighted by the Primary SENDCO, this additional transitional support will be organised and tailored to the student's needs.

Year 7 students with an EHC Plan will be invited to attend a transition review meeting with their parents/careers and the SENDCO in the Autumn Term. A coffee morning is also held by the SEND department for parents/careers to meet staff working alongside their daughters' teachers during the first half term.

For those Year 11 students with an Educational Health Care Plan, the SENDCO will liaise with the student's new 16+ provider to ensure transition is successful. An early Annual review is called before the application period closes and a careers advisor is present to discuss the various option choices available.

#### **15. How are resources matched to children's needs?**

- The school endeavours to allocate appropriate resources to meet the special educational needs of its students.
- We ensure that all students who have Special Educational needs are supported to the best of the school's ability with the funds available.
- There is a team of teaching assistants who are funded from the SEND budget and either work with students in the class or deliver interventions to meet students' needs as appropriate.



- The budget is allocated on a 'needs' basis. The students who have the most complex needs are given the most support, often involving a teaching assistant.

## **16. How do the school decide how much support is provided?**

The teaching groups of students are created based on their entry data, as well as the outcome of CATs (Cognitive Ability Tests).

There is also some extra consideration given to these groupings based on information received from primary schools and in some cases parents/carers.

The subject teacher has ultimate responsibility for the teaching and progress of students with SEND, just as they do for all students in their class.

In some cases, based on the needs of the student and following discussion with parents/carers and the students themselves, a teaching assistant may be directed by the SENDCO to work with the subject teacher to offer additional support to help meet the needs of identified students in their teaching groups. Some students are withdrawn at points across the academic year to participate in 1:1 interventions as specified by their individual areas of need.

The level of support provided is based on the level of need that the students have as well as the range of areas in which they require additional support, in a bid to close the gap and help them to achieve their expected progress and/outcomes.

As a school, we monitor interventions using a variety of methods and can analyse the effectiveness of the provision based on the results of the students and their progress.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents/carers.

### **How is impact measured?**

- By reviewing children's progress against thresholds, target grades or national expectations for their age and ensuring they are being met.
- By reviewing students contributions to school life and gathering their views.
- Verbal and written feedback from the teacher, parent/carer and student.
- Students at SEND Support may move off the SEND register when they have made sufficient progress.

## **17. How are parents and carers involved in discussions and planning?**

The school will strive to involve parents/carers and students as much as possible in the decision making process and to appreciate the unique knowledge that they bring to complement the views of the student and the School, so that planning is effective.

- Parents/carers are invited to attend Parent's evenings.

- Parents/carers will be made aware of any interventions that their daughter is receiving and the outcomes of this support.
- Parents/carers and students are encouraged to engage actively with staff in the school so as to forge a positive working partnership.
- Parents/carers are encouraged to be involved in the setting of targets.
- Where a student has a Educational Health Care Plan, meetings are held with parents/carers and other professionals to discuss targets and next steps.
- Parents/carers are encouraged to make contact with school staff as they need, to discuss and feed in to the planning for their daughter and not necessarily wait for calendarised meetings to do this.

### **18. How can parents/carers get involved in the school more generally?**

Parents/carers are encouraged to become active members of the school community by taking an active role in their daughter's education. They are invited to attend a range of events across each academic school year and celebrate their daughter's successes and achievements.

### **19. Who can parents/carers contact for further information?**

First point of contact would be your daughter's form tutor (for pastoral queries) or her subject teacher to share your concerns regarding her learning.

- You could also arrange to contact Mrs D. Cunningham, Assistant Head Teacher who has responsibility for inclusion.

Call the School Office on 01322 556333 to make an appointment or e-mail [admin@stccg.co.uk](mailto:admin@stccg.co.uk).

### **20. How are parents/carers supported to decide whether this is the right school for their child?**

The school holds a number of 'Open Mornings' and an 'Open Evening' where prospective parents/carers are encouraged to visit the school, meet with the teachers and students and learn about what the school has to offer.

If your daughter has a Special Educational Need or Disability and you would like to identify whether this is a suitable setting to meet her needs, please contact the school's SENDCO and make an appointment to visit, as well as to discuss your daughter's individual's needs.

If you are unhappy about something regarding your daughter's education, you should contact the appropriate member of staff to discuss your concerns in the first instance. The School's Complaints Policy can be found on the website. A hard copy can be requested from Reception.