

## Holy Family Catholic High School SEN information report

Date 2020 -2021

Our school's aim is to ensure that all young people have every opportunity to learn, participate, develop and succeed in every aspect of school life.

In order to achieve this we intend to support our young people in a manner which will also enable them to use their God given talents to become valuable citizens, both now and in the future, in accordance with the school ethos.

Furthermore, we aim to develop a sense of belonging and pride in our students in being a part of Holy Family Catholic High School. This sense of identity is a prerequisite for positive well-being and successful learning and is what inclusion strives for.

Our young people will be able to work with their peers and class teachers, within the classroom whenever possible, and will be supported appropriately in order for them to be successful. This support and intervention may be provided by a class teacher, a highly trained teaching assistant (GTA, ATA, HLTA), either in small groups or more specific targeted 1:1 activities, or with the aid of technology. The outcome being to enable all pupils to access education more fully and build up the necessary skills which equip them to work alongside their peers more effectively.

### **This is what we provide in our school**

#### **1 What kinds of SEN are provided for in your school?**

Children and young people (CYP) with a wide range of SEN are welcomed into Holy Family Catholic High School. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

The school SENCo works closely with primary schools in order to put effective transition packages in place to support the smooth transition from Primary to Secondary school for our CYP with additional needs.

#### **2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?**

The SENCo at Holy Family High School is Ms L Agar  
Contact number: 01405 860276  
Email address: [SENDteam@holyfamilycarlton.org](mailto:SENDteam@holyfamilycarlton.org)

On arrival in Year 7, each young person completes spelling and reading comprehension assessments, as well as Speech and Language assessments and Cognition tests (CATS). This enables us to identify any additional and different needs at an early stage. Where the school feels that something additional or different is needed to support your child because they have SEND, they will discuss this carefully with you. A meeting takes place in October / November where year 7 parents are invited into school to discuss progress. For any other year groups, letters are sent out prior to any interventions which also provide you with the opportunity to meet with or talk to the SENCo to discuss this provision.

Support information may well be recorded in a document for you and your child, known as an individual provision map. This will include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan (EHCP).

### **3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?**

School communicate regularly with parents, usually once a term, to discuss how well your child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.

The SENCo attends all parent evenings, and can be contacted at any time to discuss any concerns.

### **4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?**

Holy Family School obtains the views of all children (pupil voice) to shape provision in school. Holy Family has a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. A number of pupils with an SEND are part of the school council in order for the voice of every child to be heard.

The SENCo has an open door policy, where students are able to voice any concerns.

Students are encouraged to share feedback throughout the academic year.

### **5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review**

All pupils with SEND should make at least expected progress, in line with their peers.

Holy Family school informs pupils of their ongoing progress informally by way of ongoing class assessments. Formal reporting to parents takes places per term.

Many primary schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

Holy Family School use Individual Provision Maps to relay this information to staff and parents. If an inclusion passport has been made available to parents during primary school, please feel free to share this document with us and we will transfer this over onto our individual provision maps.

### **6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society**

The SENCo arranges an appropriate transition review in plenty of time before any move (Primary to Secondary; Secondary to Post 16 or Mainstream to Specialist Provision). Staff from the receiving

school or intended college are always invited to attend. Transition meetings and visits are arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil will receive as much transition work as the team working alongside them feel necessary.

Additional transition days are made available for Year 6 pupils where they can come into school and attend Lego sessions as well as small group transition visits. Buddies can be assigned, as well as key workers, to support your child.

For our CYP from Year 9 onwards, an independent career advisor is available for one to one consultation and she attends annual reviews. Bespoke packages have been put in place to enable our year 11 pupils to familiarise themselves with the college of their choice and to understand where to find help and advice. The support of a Specialist Careers Advisor can also be requested for advice on more specialist placements.

### **7. What is your School's approach to teaching children and young people with SEN?**

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.

Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. School will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well-trained general teaching assistant, advance teaching assistant or higher level teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

Examples of interventions include:

- **Maths / Numeracy:** Small group maths e.g. Numicon.
- **English / Literacy:** Accelerated reading, Talk 4 writing
- **Reading:** Reading Intervention, peer reading, group reading, inference skills
- **Communication groups:** Social Skills groups (including collaborations with our Occupational Therapist), Lego Therapy, Secondary Language Link intervention
- **Wellbeing:** Self-regulation interventions e.g. Zones of Regulation, Theory of Mind.

### **8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?**

Holy Family High School will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

Our plan of support includes:

- Teaching staff who strive to excel in Quality First Teaching.

- The SEND department which comprises of a SENCo (with National SENCo Award accreditation); a Specialist Teacher who focuses on Communication and Interaction; 6 Teaching Assistants (TAs), many of whom have obtained or are working towards Level 3 Teaching Assistant Diplomas in Supporting Teaching and Learning in Schools, “ Advanced Teaching Assistants (ATAs) (one of our ATAs is also trained in ELKLAN), and 1 Higher Level Teaching Assistants (HLTAs).
- TA’s skills are matched where possible against subjects to enhance their questioning skills and ability to develop children’s skills and extend their knowledge, thus preventing dependency.
- Regular assessment of academic and social interventions through report cycles, Parent evenings and pre and post intervention assessments.
- Access to ICT where needed to aid with reading, writing and recording work in alternative mediums. This also includes ICT in supporting exam considerations.
- Teaching and Learning is inclusive. Tasks are differentiated to meet the needs of all students and all learning styles are catered for. Classroom layout and seating plans also consider the needs of our students.
- School trips consider the needs of all pupils and ensure that no one is excluded. Where relevant, we actively encourage parents to support children with higher levels of needs to ensure they are able to participate in as many activities as possible.
- Provision maps, which all staff have access to, highlight strategies to support students with various SEND at Universal (Wave 1) provision levels. This is informed by departments and updated when relevant, at least annually.
- Learning walks take place to identify areas of improvement in terms of Dyslexia and Autism friendly classrooms and again inform our Provision Map as well as individual provision maps.
- Students have access to supported areas at break and lunch which take into account the varying levels of need regarding students eating habits (e.g. quiet areas, set apart from ‘the crowd’) and vulnerability.
- Lunchtime clubs include SEN sport (including Boccia and New Age Curling), board games club including Lego.
- Bespoke timetables are also put in place for some CYP struggling with a full timetable.
- A life skills pathway is available which supports learning for a small number of our students.

**9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?**

All staff receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants have regular generic training and specific training to meet individual needs as necessary. If a pupil has particular needs and the school has exhausted its repertoire, specialist support is sought promptly. Holy family also has an excellent working relationship with numerous specialist support agencies. These include;

- Educational Psychology Service
- Child and Adolescent Mental Health Service
- Speech and Language Therapy Service
- Disabled Children’s Team
- Severe Learning Difficulties Outreach Team
- Minority Ethnic Achievement Outreach Team
- Specific Learning Difficulties Outreach Team
- The Prevention Service
- Healthy Child Practitioners
- Compass Buzz
- Compass REACH

If we feel that the involvement of another agency will help us meet your child's needs you will be informed and asked to give your consent.

**10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?**

The progress and attainment of all children is carefully monitored and reported to parents. Holy Family school explains how they track pupil progress in letters sent home with school reports and during parent's evenings. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc.

During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Holy Family school uses Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe the quality first teaching in their classrooms.

**11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

The school has a wide range of policies which state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN are equally represented in positions of responsibility e.g. the school council.

We also offer a variety of alternative opportunities such as SEND sports including Boccia, new age curling and wheelchair basketball. In addition, support is available to help our young people access activities they are interested in within school as well our extra-curricular opportunities. Our young people are members of the school council and are also prefects who perform duties around school. We make every effort to ensure we meet the needs of all of our CYP.

**12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.**

Key workers are available for a number of our CYP with a SEND. This key worker is a first port of call for both the young person and their parents / carers.

Support rooms are available to all of our CYP during break and lunch where they have access to familiar staff to whom they can talk. Holy Family High school also ensure that each child is allocated a form group, here they remain with the same form tutor for the duration of their time at Holy Family School. Children with high levels of SEND are carefully matched with their form tutor and also peers in their form group. Form time is each morning for 20 minutes. This enables strong bonds to form between peers and the form tutor. Progress Leaders hold assemblies and meet regularly with their year group. The Form tutor follow their form group through from Year 7 to Year 11 enabling them to form good supportive relationships with both the CYP and parents. Form tutors are a first point of contact for a CYP or parent seeking additional support and guidance.

In addition, the school has a school councillor and an Occupational Therapist to whom CYP can be referred.

Numerous social groups also run throughout the year providing both social and emotional support for students.

A Bullying Policy is in place and followed by each member of staff and Progress Leader.

**13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

The Local Authority offers a range of specialist support and outreach services, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

**14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.**

The designated governors for SEN are: Mrs S Chugg.

Complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.

For the latest advice on Covid-19, please use the following link: <https://www.gov.uk/coronavirus>