



## **SEND INFORMATION REPORT MAY 2021**

### **Introduction**

St Mary's Catholic School is an outstanding coeducational comprehensive secondary school (Ofsted 2012, Section 48 2018), with expanding sixth form. There are currently over 1100 students on roll and 8.8 % of these students have Special Educational Needs and/or Disabilities (SEND).

Staff at SMCS strongly believe in individuality, uniqueness and needs of every student. We are also aware that high quality teaching (HQT) is a crucial foundation for outstanding education of all our students and is our first response in supporting students with SEND.

It is recognised, however, that some students may require more support than others and that we must recognise the needs and adjust the teaching so that these students achieve their full potential.

We also acknowledge that many students will have special education needs at some time in their school career or specific disabilities which may affect their learning. Depending on their needs, they may be provided with help throughout their time in school, or benefit from additional support for a short period of time, during which they will be equipped with the understanding and strategies of overcoming the barriers to learning caused by their SEND.

At SMCS we have high expectations of our students and aim to educate independent learners; therefore, we focus on providing all students with strategies for dealing with their needs in a supportive environment, at the same time giving them meaningful access to the National Curriculum. Consequently, our main aims are:

- to enable all pupils to realise their true potential;
- to ensure pupils become confident individuals and live fulfilling lives making a successful transition into adulthood, whether this is employment, further or higher education or training;
- to use its best endeavours to make sure pupils with SEND get the support they need;
- to ensure all pupils with SEND engage in activities alongside other pupils who do not have SEND;
- to have a designated person responsible for co-ordinating SEND throughout the school;
- to involve and include parents in all the decisions being made about their child special educational provisions;
- to prepare and display on their website their SEND Information Report;
- to ensure all arrangements for the admission of disabled pupils (including accessibility plan) are in place.

The St Mary's Catholic School SEND Information Report provides information about the implementation of the SMCS SEND Policy. The report is reviewed and updated annually. Should any changes arise during the year, the report will be updated as soon as possible.

## **How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

The school will assess a student's need through:

- assessment data, such as Key Stage 2, 3 or 4 data, additional diagnostic tests and reports, e.g. CATS, regular reading age reports, assessment point data, EHCP reviews, Pupil Profile reviews,
- transition information, such as visits to Primary schools prior to entry, in-school visits and taster sessions,
- teacher observations,
- parental meetings,
- regular assessments of progress by subject teachers (4 assessment points per academic year) for all students and identification of those whose progress (this may also include progress in areas other than attainment; for example, social needs).

Slow progress and low attainment will not automatically mean a student is recorded as having SEN. When deciding whether special educational provision is required the desired outcomes are initially explored, including the expected progress and attainment, and the views and the wishes of the student and their parents are considered. This is used to determine the support that is needed and whether it can be provided by adapting the core offer, or whether something different or additional is needed.

If a parent/carer believes that their child has SEND or should parents/carers have any concerns about their child, they are advised to contact the form tutor to discuss these in the first instance, via the school email: [info@stmarys.net](mailto:info@stmarys.net)

## **How will school staff support my child?**

At SMCS, we consider all teachers to be teachers of students with SEND, and we currently provide HQT incorporating the needs within all 4 broad areas of need:

- communication and interaction (speech, language and communication need);
- cognition and learning
- specific learning difficulty (dyslexia, dyspraxia, learning difficulties);
- social, emotional and mental health (ASD, ADHD)

All students with SEND have access to and benefit from:

- Form tutor and pastoral team.
- HQT providing relevant differentiation and adaptation in lessons
- Learning Support Department reviews students progress to assess, evaluate and plan future provisions.
- Intervention work depending on the individuals and their needs as shown below. At SMCM there is one full time and 5 part-time Learning Support Assistants who are trained to deliver interventions such as: reciprocal reading, literacy and numeracy catch-up and dyslexia coaching. Learning Support Assistants may also support students on an

individual basis (when in receipt of exceptional needs funding or as a requirement in the student's EHCP). In some cases, small groups short term interventions are provided if the need is identified.

- All teachers and support staff who work with a student with SEND are made aware of their needs, the outcomes sought, the support suggested, and any teaching strategies or approaches that are required - Pupil Profiles are created and reviewed with students and parents twice a year. The effectiveness of the support and impact of interventions on a student's progress is regularly reviewed at AP as whole school approach.

### **How will I know how my child is doing?**

Information about students' progress is shared with parents/carers 4 times a year through assessment point (AP) report. There is also a parents evening once a year, where parents are able to book appointments with all teachers and the SENCO. Parents can always email the form tutor ([info@stmarys.net](mailto:info@stmarys.net)) or the SENCO ([senco@stmarys.net](mailto:senco@stmarys.net)) if they require information at any time during the school year.

### **How will the learning and development provision be matched to my child's needs?**

To meet the individual needs of a student with SEND the school provides the following:

- Wave 1 – ALL STUDENTS High quality teaching (HQT) involving careful planning and differentiation by subject teachers and leaders. Differentiated resources are designed to enable all students with SEND to access a full curriculum. These may include recommended aids, such as; laptops, coloured overlays, visual timetables, larger font, etc. or alternative ways of working, such as small group work, one to one work, or tailored content of the lesson.
- Wave 2 – STUDENTS IDENTIFIED THROUGH GA AND AP – short term targeted interventions.
- Wave 3 – Students with EHCP or those for whom Wave 2 did not bring the expected outcomes – LSA support, curriculum adjustments.
- Students with SEND also have access to pastoral mentoring.
- All students with SEND benefit from exam concessions in assessments and end of year exams (additional time, readers or reader pens, scribe or laptop).

### **What support will there be for my child's overall wellbeing?**

SMCS is committed to promoting good mental health and emotional well-being and provides support through the following: form tutor and pastoral team support; PSHCE and Citizenship programmes included in the curriculum; peer-mentoring; positive relationships between parents, children and school; school counselling service as well as support from external agencies such as: CAMHS, Safe Space, Herts Children's Services etc.

Should a concern arise with regard to changes in behaviour of a child, views of a child and their family are always sought. Further details can be found in the SMCS Behaviour Policy, published on the school website. The Mental Health Lead is Angela McGorrel.

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

See Hertfordshire Local Offer for services. These can be found at: [www.hertfordshire.gov.uk/localoffer](http://www.hertfordshire.gov.uk/localoffer)

The SENCO at SMCS also works with the following agencies to provide support for students with SEND: Children and Adolescent Mental Health Service (CAMHS), Visual Impairment Team, Hearing Impairment Team, Social Communication Needs team (Autism Outreach), SafeSpace Counselling Service, Educational Psychology Service, Speech and Language Therapy Service, Targeted Youth Support, Family Solutions/Family First.

### **What training have the staff, supporting children and young people with SEND, had or are having?**

The SENCO is currently studying for the NASENCO qualification and participates in termly meetings with the area SEND Lead as well as SEND Briefings organised by the LA. All teachers are teachers of children and young people with SEND and receive appropriate and regular training organised by the SENCO during INSETs – this year staff received training on graduated approach and HQT, dyslexia support, ASD. The Learning Support Assistants have received Precise Monitoring Training. Two members of Staff (including the SENCO) have completed STEPS training in May 2021.

### **How will you help me to support my child's learning?**

- Parental consultation - EHCP reviews, Pupil Profile reviews, signposting additional and external support.
- Contact with the pastoral team - form tutor, Head of Year.
- Virtual Learning Environment – SMHW, MS Teams, Virtual Parents' Evening.

### **How will I be involved in discussions about and planning for my child's education?**

Early discussions (pre-transition, concerns raised by staff, careers meetings in y9 and y11) take place with the student and their parents/carers when identifying whether they need special educational provision. These conversations aim to ensure that:

- everyone develops a good understanding of the student's areas of strength and difficulty;
- parents' concerns are accounted for;
- the agreed outcomes sought for the child are fully understood by all parties;
- an action plan is agreed;
- students with SEND and their parents understand where additional help and guidance can be found (local offer).

Notes of these early discussions are added to the student's record and given to their parents. Parents are formally notified when a student is placed on the SEN register and out of lesson support is provided.

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

All extra-curricular activities and school visits are available to all students, including our before-school, lunch and after-school clubs (in a non-pandemic climate) and appropriate adjustment or additional support is provided to ensure all students have equal opportunities to access these. All students are encouraged to take part in activities such as school sports day and inter-house events as well as charity events and special workshops etc. Medical support is in place where necessary. No student is ever excluded from taking part in these activities because of their SEN or disability. Where students with SEND have specific requirements, parents are consulted and invited to contribute to planning for trips or activities.

### **How accessible is the school environment?**

St Mary's is built on a large, physically challenging site and currently some areas and buildings are not fully accessible. The school will make every effort to ensure reasonable adjustments are made and encourages parents and pupils to discuss any requirements they may have with the member of SLT Coordinating SEN. Individual risk assessments connected with the student's disability are conducted when required.

Reasonable adjustments will be made for pupils with a disability to access the school site and the curriculum. Auxiliary aids can be provided and, if necessary, will be discussed with Hertfordshire's SEN Integrated Services for Learning team since all Hertfordshire schools comply with the Equality Act 2010.

### **Who can I contact for further information?**

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher or form tutor in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should contact Mrs J. Nestorovska, the SENCO, at [senco@starys.net](mailto:senco@starys.net).

In the event of a formal complaint, parents are advised to contact the Head teacher or a governor if they prefer. The SENDIASS ([sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk)) is available to offer advice at <https://www.hertssendiass.org.uk/home.aspx>. The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding: exclusions; provision of education and associated services; making reasonable adjustments, including the provision of auxiliary aids and services. For more details, please see the schools Complaints Policy.

## **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

We believe that smooth transition relies on effective communication between educational settings, parents and other professionals. Moreover, students and their parents are integral in this process and their views should be considered at any stage. Information is shared in the following ways:

- sharing information between primary and secondary school, or between secondary and post-16 educational settings
- Career advice from the school career advisor and y9 and y11 consultations for students with EHCP provided by HRC
- Information Evenings
- Induction Programmes and transition visits.

## **How are the school's resources allocated and matched to children's special educational needs?**

- Top-up funding distributed accordingly to needs of individual students with an EHCP.
- Local High Needs Funding provided by application to the LA in exceptional circumstances for students who do not have an EHCP.
- Where a student with SEND qualifies for the Pupil Premium Grant, additional funding is also allocated to supporting the student.

## **How is the decision made about how much support my child will receive?**

Decisions for supporting a student with SEND is made in consultation with students, parents/carers, teaching and support staff, and relevant external agencies.

## **How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Details of the local offer can be accessed at:

<http://www.hertfordshire.gov.uk/localoffer>