

The Catholic High School, Chester
SEND Information Report, Autumn 2020

The revised **SEN Code of Practice (DfE, January 2015)** states:

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN'. (p. 106)

This report is designed to be easy to access and to provide information for parents/carers and other interested parties on how our school provides for and manages Special Educational Needs and Disabilities as stated in the new Code of Practice.

If you cannot find the information you need please contact school on 01244 981600 or Mrs. J Wraige (Head of Learning Support / SENCO) directly at wraigej@christofidelis.org.uk

The Catholic High has an inclusive philosophy. All teachers are teachers of children with special educational needs or disabilities (SEND) and therefore teaching such children is a whole school responsibility. We aim to provide for all students' additional needs.

The school's Autism Resource Base caters for a maximum of 15 students. The resource is for students with Statements/Education, Health and Care Plans for Autism Spectrum Condition and places are allocated by the Local Authority.

How does the school identify children with special educational needs?

In Year 6 our Head of Year 7 and the SENCO visit all our feeder primary schools and gather detailed information, including all SEND needs.

We liaise with outside support agencies such as speech and language therapy services, educational psychology services and other external agencies will also inform us, with parental permission, of issues that we need to be aware of.

We conduct a robust transition planning process with the primary school and with you the parent/carer, which helps us to understand your child and to provide continuity of support between primary and secondary education.

We aim for open and transparent communication and consultation with parents/carers and young people, as well as with other professionals throughout your child's time at The Catholic High School.

The school has systems in place to identify individual needs and SEND needs that may arise during the students' time at The Catholic High. Our Staff follow a rigorous assessment, monitoring and review system which helps identify students who may have barriers to learning. The system includes a referral process to the Learning Support Department. We undertake a range of screening and assessments as part of our school provision and have a personalised approach to identification and support.

What are the arrangements for the admission of disabled pupils?

Students are offered support prior to their application, through year 5 and 6 visits and through individual meetings with Mrs Wraige, Mrs Speed or transition Teaching Assistants. We adopt a 'person centred planning' approach to supporting students with SEND, taking the views of parents and students as paramount.

Students with an EHCP make their application through the Cheshire West and Chester SEND team. Transfer to Secondary school is discussed during the Annual Review Meeting.

What steps are taken to prevent disabled pupils from being treated less favourably than other pupils?

The school adopts an inclusive policy with the ethos that all students are treated equally. We make reasonable adjustments to support all students with SEND to enable them to fully participate in all aspects of our school community. All young people are encouraged to participate in extra-curricular events and are supported as appropriate. The school's Behaviour for Learning Policy also supports students with SEND and we take appropriate steps to support them in all aspects of school.

What facilities are in place to help disabled pupils to access the school?

We receive advice from a range of outside agencies such as Occupational Therapists, Educational Psychologists and Specialist Teachers to ensure that we are providing appropriate facilities and support for students with additional needs. We have a wide range of resources to support students including ramps and hand rails to support students with mobility difficulties, three disabled toilets, adapted science equipment to support visually impaired students and access to Trinity for students with social, emotional or mental health needs. We currently have one lift in the Emmaus building. Student needs are always discussed on an individual basis.

The School's Accessibility Policy is also available on the School's website.

How do we increase the extent to which disabled pupils can participate in the school's curriculum?

We adopt an inclusive policy where all young people are encouraged to attend all subjects to ensure their curriculum is broad and balanced. Students are taught in mixed ability groups in year 7 and then set on ability in mathematics, science and MFL, which also supports this process. Students who require a more personalised timetable may form part of our year 7 nurture group. Within this, there is a focus on developing year 6 catch up support in literacy and numeracy, taught alongside other curriculum themes to ensure that students receive a broad and balanced curriculum. Students may also be withdrawn from specific lessons to provide structured interventions, such as specific literacy support, speech and language development or social skills. This will be reviewed regularly to ensure that students are not limited in their curriculum offer for long periods of time unless there is a specific need. Specific needs may be outlined on a student's individual Education, Health and Care Plan, Pupil Passport or as a result of a referral made to the Learning Support Department. Any student withdrawal is always made in conjunction with parents and students and regularly monitored to ensure that we are maximising academic and social / emotional progress.

How do we improve the physical environment of the school to enable all pupils to be able to take advantage of the education and benefits, facilities and services provided or offered by the school?

This is outlined in the School's Accessibility Policy

How do we improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled?

We have a range of ICT based resources such as laptops and computers that can be used to support students in school and during after school clubs. Following the advice and guidance of specialist support teams we also provide adequate resources to enable specific students to access the curriculum and online learning platforms. We provide link books to specific students to support their organisation and also to promote home-school relationships. Teaching Assistants communicate regularly with parents to ensure that students have the information that they need in a format that best suits their needs.

How will you be able to raise any concerns you may have and who should you contact in the first instance?

Parent/carer concerns can be discussed through contact with your child's Form Tutor in the first instance, then the Year Group Leader or Mrs. J Wraige, Head of Learning Support / SENCO.

How will the school staff support your child?

The Catholic High School follows a whole school approach to SEND where all teachers are responsible and accountable for the progress and development of pupils in the class, including where pupils access support from teaching assistants or other specialist staff (Code of Practice 6.36)

The support offered to your child will be tailored to their individual needs. The subject teachers will offer good quality teaching and differentiation. Where a pupil is identified as having SEND, the school takes action to remove barriers to learning and put effective special educational provision in place. This takes the form of a four-part 'Assess, Plan, Do, Review' cycle and is reviewed termly. Some children are identified as requiring intervention but not necessarily as having specific SEND. These children are monitored in school and interventions are recorded and reviewed termly.

Information about your child will be shared with staff through Pupil Passports, Pupil Profiles, the SEND Register, through SIMS and through Pen Pictures (more detailed descriptions of need, where appropriate).

The Learning Support Department provides a range of support, primarily delivered by Teaching Assistants. Their main aim is to develop independent learning and their roles include:-

- Working in class to support students. They also withdraw small groups of students, providing interventions for literacy and work with individuals with personalised timetables.
- Support within our pastoral system. TAs are attached to students' Forms, offering a link between the student, the Form Tutor and home.
- Providing homework, organisation and curriculum support to students before school, at lunchtimes and after school.
- Providing clubs and specialist sessions after school to develop literacy and independence skills.

Mrs. S Speed and Mrs Wraige are the teachers in charge of our Autism Resource Base. They work with TAs and staff to ensure that the needs of the students in the Base are met. We aim for full curriculum access and we work closely with parents/carers, staff and support agencies, to ensure the students achieve and are included in all elements of school life. She works closely with our Speech and Language Therapist and the Autism Support Team. Mrs. Speed can be contacted directly at speeds@christofidelis.org.uk

The Learning Support Department works closely with curriculum leaders and our school pastoral team, Trinity. The Inclusion Managers, working in Trinity, offer academic and pastoral support for students with identified needs. The Trinity team, led by Mr. N Cross, Assistant Head, meet once a week to discuss referrals and agree actions. A wide range of interventions are put in place for students including sessions on social skills, motivation and developing self-esteem. Our young people with SEND may also be supported by:

- Educational Psychology Service
- Special Education Support Service
- School Health/ Community Paediatricians
- Education Welfare Service
- CAMHs
- Speech and Language Therapy Service
- Sensory Support Service
- Occupational Therapy Service
- Young Peoples' Service
- Autism Support Team

- Children and Families Service

How is the curriculum matched to your child's needs?

Differentiation according to student needs is built into The Catholic High School's provision for all students. Interventions for students with SEND are determined by their individual needs. TAs are directed to support the individual subject targets for SEND.

How will both the school and yourself know how your child is doing and how will we help you to support your child's learning?

You will have tracking reports sent home and regular end of unit assessments are used to track pupil progress. Individual teachers and TAs will contact you if there are issues within curriculum subjects. Students with SEND have a Link Book which enables daily contact between you and the TA. If your child receives literacy intervention, you will receive a termly report outlining their progress. This will also highlight any support strategies that you can complete at home to provide a streamlined home-school intervention package for your child.

How we will measure the progress of your child in school?

Your child will be given targets based on intake evidence and earlier progress. Our reporting to you will, in part, be based on these targets. We will also attempt to make sure your child is happy and settled at school and recognise that this is more likely to happen through regular contact with home and when key staff are accessible to you.

What support will we give you as a parent of a child with a Special Educational Needs?

We aim to begin to make informal links with parents/carers at the Year 6 transition phase and build on this throughout your child's time at The Catholic High School. TA's develop close links with parents and Mrs. Wraige and Mrs Speed are also accessible to discuss any issues. We work closely with external agencies and try to ensure access to the right support agency for parents/carers.

What support there will be for your child's overall well-being?

Support is available throughout the day. Vulnerable students have support options in unstructured times. We monitor how children are progressing emotionally, socially and academically and the trinity team follow the ELSA support programme. Support staff always work flexibly to meet the changing needs of students and are welcoming to new ideas. A range of extra-curricular activities are available and all young people are encouraged to take part. This is a fundamental part of The Catholic High School.

What training occurs for staff supporting children and young people with SEND?

Departmental staff have a wide range of expertise relating to their specialist areas, including on-going academic qualifications, professional training and development. Students with SEND are discussed at department meetings and Mrs. Wraige and Mrs. Speed also deliver information sessions to new staff and offer specific training for departments. All staff have access to the Inclusion Development training materials and can make reference to the Whole School Guide to SEN on the school site. Pupil passports also provide a range of strategies that can be used to support students.

How will your child be included in activities outside the classroom, including school trips?

As an inclusive school, we aim to ensure that all activities are open to all our students and reasonable adjustments are put in place where necessary. The views of the young person and the parent/carer are taken into account if a risk assessment is needed.

How accessible is the school environment?

The school has facility for supporting personal care and medical needs. There is one corridor on the first floor of the school which is accessible only via the stairs. We make provision for lessons to be on the ground floor should a student have mobility issues.

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

We aim to build an open communication with you as parents/ carers and your child during the Year 6 Transition and to foster strong links throughout your child's time at The Catholic High School.

The young person and their parent / carer's views are central to planning and are part of the annual review process and during transition, at any stage. We involve Young Peoples' Services to support decision making and offer specialist advice in preparation for GCSE studies.

We assess students for exam access arrangements to ensure the correct additional arrangements are in place for external examinations.

Young Peoples' Services continue to be involved in post 16 transition and we support applications and transition visits to ease the process of change.

What type of interventions, equipment and resources might the school provide for students with additional needs?

We provide a range of support strategies for identified pupils. These include

- In class support, small group interventions and 1:1 support
- Personalised timetables in Year 10 and 11 to support option choices and study skills
- Key workers to build links with home
- Overlays, reading rulers and tablets
- Social skills and life skills
- Speech and language interventions
- Specific interventions written into a Pastoral Support Plan
- Access to trinity during unstructured times

How are decisions made about what type of support and how much support your child/young person will receive?

This is based on the young person's individual needs as supported by information from the Local Authority and the professionals involved, information from primary school, our own assessments and the views of the young person and their parents or carers.

How do we consult with children and young people in school?

We try to put students at the centre of their learning and development. The SENCO and Teaching Assistants will work closely with young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. Pupil voice is also collected through school council meetings, annual review meetings and more informal sessions with a TA, learning mentor or SENCO. Pupils with SEND are also encouraged to complete an annual questionnaire, which is used to inform future planning.

How will we consult with parents and carers of children and young people with SEND?

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process. This is done through:

- Parents / carers evenings
- Use of link books to provide daily feedback about pupil progress
- Use of SIMS in-touch to communicate students' attitude to learning and behaviour in lessons
- Regular meetings, e-mails and telephone communication with link Teaching Assistants and / or the SENCO
- Annual review meetings for students with additional funding, Statements or EHCP's

- Annual SEND parent questionnaire

Who are the Teaching Assistants and other adults who may provide support to students with additional needs?

Name	Role	Responsibilities
Mrs C. Berry	Teaching Assistant – Autism Resource Base	Social skills, PP champion, CV development
Mrs C. Brown	Teaching Assistant – Autism Resource Base	Initiating the 'read to lead" programme, social skills, communication skills
Mrs L. Buckley	Teaching Assistant – Autism Resource Base	ASD support VI support
Mrs J. Brumby	Inclusion coordinator; TAF lead, Assistant Safeguarding officer, HLTA interventions	Emotional wellbeing
Miss A. Cox	Teaching Assistant – Autism Resource Base	ASDAN, social skills
Mrs F. Davies	Teaching Assistant – Mainstream students	Art / PE support
Mrs T. Gildea	HLTA: Nurture group and ARB TA	Literacy and numeracy support, social skills and transition
Miss K. Hodge	Teaching Assistant – Mainstream students	VI support
Mrs K. Jones	Teaching Assistant – Mainstream students	Currently on maternity leave
Mrs K. Kerr	Teaching Assistant – Mainstream students	Maths intervention lead, specialist maths, computer science and science TA Management of medication dispensing and maintaining the first aid kits around school.
Miss A. O'Donnell	HLTA: Literacy intervention and assessment	Developing literacy support in school
Miss S. McHugh	Teaching Assistant – Autism Resource Base	Social skills, emotional wellbeing
Miss S. Patino-Pan	Teaching Assistant – Mainstream students	General classroom support, music support and specialist language TA
Miss A. Piper	Teaching Assistant – Mainstream students	Social skills, emotional wellbeing
Mrs C. Sedgewick	Teaching Assistant – Autism Resource Base	Exam preparation skills, specialist textiles TA, SENCO support
Mr M. Smith	Teaching Assistant – Autism Resource Base	Behaviour modification support, mindfulness
Mrs S. Speed	Teacher in charge of the Autism Resource Base	ARB lead teacher
Mrs G. Twist	Teaching Assistant – Autism Resource Base	ASD support Supporting students with EAL
Mrs J. Wraige	SENCO	Coordinating the provision of support for students with an additional need

Who is available to contact for further information

Mrs. J. Wraige: Head of Learning Support/SENCO wraigej@christofidelis.org.uk

Mrs. S. Speed: Teacher in charge of Autism Resource Base speeds@christofidelis.org.uk

Future development

We are committed to providing excellent support for all students with additional needs. We also work hard to encourage independence and provide students with the skills needed for a successful transition to adulthood.

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Providing more effective feedback to parents
- Sharing outcomes of curriculum and social / emotional based intervention packages with staff to establish a more holistic approach
- Successfully establish out new department area, developing attractive working environment and ensuring that staff in Trinity and the Autism Resource Base work in unison to effectively support all members of the school community

Last updated: September 2020