



# Sacred Heart Catholic College

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## **SEN INFORMATION REPORT SACRED HEART CATHOLIC COLLEGE 2020-2021.**

**Sacred Heart Catholic College** provides support for students with Special Educational Needs within a mainstream setting as outlined in the Special Needs Policy.

This Special Needs Policy follows guidelines set by the Code of Practice from the DfE, and will be monitored and evaluated according to changes within the Code of Practice as and when they arise.

At Sacred Heart Catholic College, we aim to enable all our students to become confident and independent learners in order to reach their full potential, whatever their ability and to be proud of their achievements at school.

### **The Code of Practice 2015 defines Special Educational Needs (SEN) as:**

*A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them A child has a learning difficulty if they:*

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Parents with concerns regarding the progress of their child should make direct contact with the relevant Head of Year:

Year 7 - Mr O'Malley, Year 8 - Mrs Reid, Year 9 - Mrs Niescier, Year 10 - Mr Pickford, Year 11 - Mr Robertson

The Learning Support Department is led by Mrs Clare Campbell (Senior Assistant Headteacher – Inclusion), Mrs Patricia Tarpey (SENCO) and Mrs McNicol (Asst SENCO).

Sacred Heart Catholic College access support from number of external SEN specialists, including:

Sefton SEPPS Educational Psychologist and Specialist Teachers; Sefton SAIS Inclusion Consultant and Autism Consultant OSMEE

The identification of SEN is an integral part of our Year6/7 transition programme. The Asst SENCO works in collaboration with SEFTON SENIS Inclusion Consultants and Sefton Primary School SENCOs to discuss Year 6 entrants. The SENCO/Asst SENCO then work together with partner school SENCO's and parents to develop transition plans and information for the production of student passports or identified students. This information informs work-plan meetings in term 1 of Year 7. Regular meetings take place with the HOY/Director of Schools to discuss vulnerable students, identifying any additional SEND needs. The College's Transition programme is also monitored and reviewed regularly with SEFTON Inclusion Consultant from SAIS.

The identification of SEN is built into the overall approach to the regular monitoring of the progress and development of all pupils. College's first response to a student who has been identified as not making expected progress, is from the classroom teacher who will provide high quality teaching (Quality First Teaching). Additional needs may further be identified. Teacher's remain responsible for the progress and development of all the pupils in their class,(including where pupils access support from teaching assistants or specialist staff).

A pupil has SEN when, in order for them to make progress, they require additional or different support to the College's Quality First Teaching. Where pupils are identified as requiring SEN support parents/carers will invited to discuss this. Parental views (and those of the pupil) will be listened to. If agreed, these pupils will become SEN Support and receive a SEN support Plan, which details the range of strategies that the school will put in place. Each SEN student receives an individual 'SENDIT' to support Quality First Teaching, which is issued to Teaching staff.

## **QUALITY FIRST TEACHING PROVIDED TO ALL PUPILS**

Sacred Heart Catholic College strives for high standards of Teaching and Learning for all students and the use of Quality First Teaching approaches in classrooms. These approaches reflect adjustments that can be reasonably offered within a mainstream secondary school and are indicative of good teaching and benefit a range of Learners. These strategies have been grouped within the 4 broad areas of need identified by the Code of Practice.

### **Approaches to support Communication and Interaction**

- Clear and simple instructions
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Time provided for pupils to process language
- Outcomes modelled and demonstrated
- Opportunities to work independently, without interruption
- Teacher able to access and employ method of communication appropriate to need
- Visual timetables and supports
- Alternative approaches as directed by external partners such as Autism Initiatives.

- Strategies and approaches to manage change and transitions such as dedicated Transition Group in Year 7.

### Approaches to support social, mental or emotional health

- A clear and understood behaviour policy, detailing rewards, sanctions and other motivators.
- An environment where pupils feel safe.
- A range of opportunities to support social and emotional development, including a sense of self efficacy and self-confidence.
- Consistent use of positive language and clear expectations from adults.
- Positive, regular communication with parents and carers supported by external agencies, such as Sefton Common Assessment Framework.
- A curriculum that takes into account concentration levels and social and health needs
- Time Out and Time Away Arrangements supervised by 'PASS'.
- Recognition of sensory needs and appropriate adjustments made detailed in individual pupil profiles.

- Class and school mediation strategies working with HOY/DOS for support.
- Close co-operation with Sefton CAMHS service.
- Dedicated School Attendance and Welfare Manager.
  
- Statutory and additional Educational Psychology support through Sefton SEPPS.

### Approaches to support cognition and learning needs

- Differentiated Curriculum, pertinent to pupils level of attainment or development
- Reading material accessible to students
- Students can present knowledge / views in a variety of ways
- Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them.

- Accessibility to personalised learning aids such as word banks, number lines, memory prompts, etc ·

Collaborative working opportunities

- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

### Approaches to support sensory and / or physical needs

- Access to equipment to ensure mobility provided by health professionals in liaison with School Nurse.
- Awareness of seating positions to take into account sensory difficulties as outlined in individual pupil profiles.

- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning including use of laptops, tablets etc.
- Effective use of resources and technology both in class and at specialist resource areas around school.
- Support as detailed in access plan or health care plan

## SEN SUPPORT

### **The Graduated Approach**

Sefton Schools adopt a gradual approach to respond to a lack of progress for a student. The College considers a range of informations gathered about each pupil's current skills and levels of attainment on entry, building up on information from previous settings and keystages. The College considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

The Code of Practice 2014 identifies four broad areas of special need, under which SEN can be classified

- **Communication and interaction**
- **Social, emotional and mental health difficulties**
- **Sensory and / or physical needs**
- **Cognition and learning**

It is important to note that identification of a specific type of need does not automatically mean that the pupil requires a support plan. Quality First Teaching approaches often enable the pupil to make progress without additional support. Additionally, an individual pupil's learning needs may be identified from different categories. The College aims to support pupils to overcome barriers to learning; rather than the identification of a specific type of need.

Subject teachers make regular assessments of pupil progress. These identify where pupils may be making less than expected given their age and individual circumstances. This can be characterised by progress which:

- **is significantly slower than that of their peers starting from the same baseline**
- **fails to match or better the child's previous rate of progress**
- **fails to close the attainment gap between the child and their peers**
- **widens the attainment gap**

The College will also consider progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress concerns will be Quality First Teaching targeted at their areas of weakness. Where progress continues to be less

than expected subject teachers, working with the SENCO/Asst SENCO, will assess whether the child has SEN. This process will involve subject teachers, parents and SENCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. It may also involve assessment from external specialists.

Should a support plan be required to ensure progress the pupil will be placed on SEN support. This takes the form of a four stage cycle or “ graduated approach ”

With the stages **ASSESS, PLAN, DO, REVIEW**, parents and pupils will be involved at all stages with regular review meetings with the SENCO. A

variety of interventions are available at Sacred Heart Catholic College, including:

Strategies for teachers outlined in a pupil ‘SENDIT’

Weekly intervention sessions led by a TA to focus on Literacy skills, Language skills, emotional Literacy skills

In-class support from TA, 1:1 or small group (application for High Needs Funding to be considered)

support from specialists from outside agencies, access

arrangements for Key Stage 4 and 5 exams.

Looked After students with SEN are monitored by Mrs McNicol (Asst SENCO)

General SEN effectiveness will be monitored regularly between the Senior Assistant Headteacher (Inclusion), the Headteacher and the SEN Governor.

## **TRACKING PROGRESS**

### **Identifying targets and anticipated outcomes**

- Curriculum targets for all students are identified through prior data and teacher assessed data, each term. Pupil reports are issued to parents with an opportunity for a parental contact with the Head of Year/Director of School. There are also annual Parent's Evenings for all students. For SEN Support students the SEN Support Plan contains individual, specific targets discussed with the pupil and parent at regular review meetings.
- Heads of Year/Directors of School use assessment grades to review potential intervention strategies for all students, and in liaison with the SENCO and subject teachers any adjustments to teaching to ensure a quality first teaching response for students with additional needs.
- Progress for SEN students is tracked termly, focused around the targets within the Pupil's SEN support Plan.
- College systems are designed to get pupils back on track if progress is not as expected, through effective intervention with a clear focus, such as Literacy/Numeracy Intervention from a subject specialist.
- Interventions to support students are provided after careful analysis of progress data.

## **TRANSITION S**

Providing support for pupils moving between phases of education and preparation for adult life, so that they can achieve good outcomes.

**Transition arrangements for:-**

- Pupils identified as needing an enhanced transition when starting in Year 7 will be part of the College's Enhanced Transition programme. The Asst SENCO work with ISEFTON's Inclusion Consultants and local primary schools to confirm SEN information and will attend transition meetings (where needed). All students attend an Induction Day. Extra visits are arranged for SEN pupils. SEN students are particularly encouraged to attend Summer School.
- Asst SENCO (Mrs McNicol) co-ordinates transition arrangements for Alternative Providers: Oakfield Assessment Centre, Pinefield School and Sefton Impact Centre.
- Transitions between key stages and classes are supported by HOY/Asst SENCO as appropriate and there are specific parents' meetings to support transitions at Key Stage 2/3, Key Stage 3/4 and Key Stage 4/5 in addition to normal parents' evenings.
- All SEN students receive enhanced careers support from Mr. Gardner (College's Careers Adviser). This involves early intervention and availability at parents' evenings and transition events. The school maintains links with local further education providers and training agencies.
- Sacred Heart will share relevant information to support SEN support students who are moving to a new educational setting. The SENCO will agree with parents and pupils the information to be shared as part of this planning process. Where a pupil is remaining at the school for post-16 provision, this planning and preparation should include consideration of how to provide a high quality study programme in liaison with Ms McParland (Director of Upper School)

## **BUILDING CAPACITY**

Mrs Patricia Tarpey (SENCO) and Mrs Karen McNicol, co-ordinates the deployment and management of support staff in the College.

The SENCO works with Mrs Morgan (Asst Headteacher- Teaching and Learning) to co-ordinate CPD processes that are in place to ensure that the teachers and non-teachers have the knowledge and skills required to meet the needs of the school population including SEN students.

To increase our capacity to support students we may refer to a number of agencies after consultation with parents and pupils. There are clear structures in place to ensure access to specialist expertise as required including

- The School Nurse

- Advisory teachers for e.g. Hearing Impairments, Visual Impairments, speech and language difficulties
- Social Care Referrals , Child Protection, Child in Need and Common Assessment Framework processes co-ordinated by Mrs.D Hatherly (Early Help Co-ordinator) and Safe Guarding Lead (Mrs C Campbell)
- Child and Family Counselling Services such as the Venus Centre.
- The Health Service e.g. Paediatrician, Occupational Therapist, Physiotherapist, Speech and Language Therapists.
- The Educational Psychologist delivers in-service training, uses tests to identify cognitive problems, assesses/observes for statutory assessment, gives advice, and assists in monitoring progress. (Sefton SEPPS)
- Children and Adolescent Mental Health Services (CAMHS).

## **QUALITY OF PROVISION**

- The School Development Plan outlines processes to track outcomes for pupils with SEN Support. There are termly governor monitoring visits the Senior Assistant Headteacher (Inclusion) provides reports throughout the year and to the full Governing body on an annual basis.
- At all meetings such as annual reviews and at all parents' evenings the school collects the views of parents and pupils on quality of provision as well as other aspects of school provision.
- The school is a member of the collaborative Sefton Cluster group with SENCO/Asst SENCO attending termly SEN meetings to discuss provision both within Sefton and nationally.
- Liaison with the Primary sector is ensured through termly meetings at the CAPITAL group.

- The School Development Plan also shows key procedures for monitoring quality first teaching, SEN provision, interventions and use of additional support through rigorous performance management systems.
- Quality of TA provision is assured by the SENCO/Asst SENCO through observations and learning walks.
- SENCO attends Archdiocese SIP meetings for SENCOs, which meet termly.

## EQUAL OPPORTUNITIES

“A person has a disability ...if he has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

(From the Children Act 1989, Section 17 (11)).

Our school endeavours to provide the best possible access to students with disabilities. We try to ensure that our policies, practices and procedures do not discriminate against disabled children so that disabled children do not have *less favourable treatment*. We make *adjustments*, adapting our teaching strategies and finding alternative ways of imparting education to overcome physical features that may place a disabled child at a disadvantage. We will ensure that any disabled child has full access to education and associated services including extra-curricular activities and school trips. We believe in a “*society where all disabled people can participate fully as equal citizens.*”

(Disability Rights Commission)..

- All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.
- Sacred Heart Catholic College has duties under the Equality Act 2010 towards individual disabled children and young people. We **must** make

reasonable adjustments, to prevent them being put at a substantial disadvantage.

- The College also has wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations within the college and the wider community.

## **OFFER FOR PUPILS WITH EMOTIONAL AND SOCIAL NEEDS**

Sacred Heart provides student support based around a team of Head of Years and Directors of School, who cover years 7 to 13.

Students with Emotional and Social Needs are additionally supported by 'PASS' which are bases for academic, social and emotional support provided by the SENCO/Asst SENCO and TAs. Subject staff provide additional teaching to students who are unable to fully access the curriculum for a variety of reasons, as appropriate.

CPD is provided in a number of areas to ensure that staff have the capacity to support young people with social and emotional needs.

Multi-agency work, coordinating Child in Need plans is managed by Mrs K Jones (Asst Headteacher Disadvantaged), Mrs D Hatherley (Early Help coordinator) and Mrs K McNicol (Asst SENCO). A register of vulnerable students helps in the provision of outstanding safeguarding outcomes for students with emotional and social needs.

The College has an Anti-Bullying Policy and Mrs C Cambell takes the lead in developing and implementing anti bullying initiatives.

The College has close relationship with Autism Initiatives and their outreach service caters for the needs of a number of students on the Autistic Spectrum.

'PASS' provides additional support and alternative curriculum for students with emotional and social needs

## **WORKING WITH PARENTS**

If a parent expresses concern about a child, this information is passed to the SENDCO and the process of assessment begins.

If the concern about a pupil originates from teaching staff then the parent/ carer will be contacted for their views and written permission sought before any assessment takes place.

Involving parents and learners in the dialogue is central to our approach and we do this through:

A Pupil Profile/ SEN Support Plan which is reviewed termly

Parents Evening Parents - Annually

Parental meetings - As required

SENIS specialist Teacher Assessment - As required

Educationally Psychology assessment - As required

Parental Questionnaires- Annually

Information events for Parents and Pupils - As required

### **Reporting Concerns**

Our complaints procedure can be found in our Complaints Policy on the school website

Review Date: 1<sup>st</sup> February 2022