

St Monica's special educational needs and disability (SEND) 2019-2020 programme for change

Context: School placed in Special measures February 2018.

We must further improve the following areas:

1. Progress of, and outcomes for, pupils with SEND
2. Management of SEND provision
3. Identification and assessment of pupil need
4. Monitoring, tracking and evaluation of pupil need.
5. Collaboration with pupil and parents/carers of pupils with SEND
6. Efficient use of resources.

The SEND department is undergoing a transformation to make the appropriate adjustments that are best to meet the needs of the SEND children and to improve in the above areas. The above areas, as well as other areas are being addressed throughout this period with the aim of making necessary improvements to the SEND Provision offered at St Monica's RC High School.

**Vision:** A holistic approach to enable SEND pupils to achieve their full potential- academically and experientially; working in co-production with parents and staff for greater integration and inclusion, resulting in a more positive school experience for all stakeholders. Pupils will have access to support that is purposeful, helpful and strategically planned to get the best for and out of them

**Outcome:** quantitative improvement in outcomes for pupils with SEND and full implementation of the SEND Code of Practice (2014)

We must utilise the following key documents:

1. SEND Code of Practice (2014)
2. OFSTED Report (2018)
3. SEND Information Report
4. SEND Policy
5. School Improvement Plan

Children and Families Act 2014 – SEN Information Report Update 4: September 2019

“The governing body 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'. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.”

How did we arrive at this report?

As shown above, the school was placed into Special Measures in February 2018. This is not a situation we are happy with, and we want to seek to improve it. We have therefore sought parental, staff and pupil views on the content of the report- aiming for them to feel they have participated fully in the process and have a sense of co-ownership. (“A culture of change needs to be embedded into school”). We will continue to work with pupils, staff, parents/carers and other stakeholders to consider your views on the report and the work within SEND at the school.

An important note-

Your child is treated as an individual, as no two children are the same. It is our mission statement to deliver their God given talents to the full in the way that best supports their need. (“Understanding a child's individuality is key”)

Glossary of useful terms:

The SENCO is the special educational needs co-ordinator.

The SEND register is simply a list of the pupils who have special educational needs and disabilities so that the school can monitor the provision being put in place for the pupils. Pupils can come on and off the register at any time, following the appropriate Assess, Plan Do, Review process.

Education Health Care Plans or EHCPs (you might also know them as a Statement of special educational need) are for children and young people aged up to 25 who need the highest degree of support. They identify educational, health and social needs and set out the additional support to meet those needs. There will be an annual review of an EHCP.

SEN Support is a student that is identified as having SEN and they receive above and beyond their peers through the graduated approach. In line with the Code of Practice our students are split into K and K+, identifying those who are likely to need further intervention and potentially further assessment.

The SEND code of practice is guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014. Can be found: <https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25>

Graduated Approach The implementation of the four stages of assess, plan, do, review, and the notion that as more assessment takes place, the more specialism is needed.

Quality First Teaching is the notion that high-quality teaching in lessons will meet almost all pupils' needs well because teachers will tailor the teaching to different pupils' needs. This is further aided by support from the SEN department. "Special educational provision is underpinned by high quality teaching and is compromised by anything less" (COP 2014)

Differentiation is part of quality first teaching and means that pupils may be given different tasks or goals to others, have them presented in different ways. "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN" (COP 2014)

Interventions are focused teaching programmes designed to enhance a pupil's knowledge, understanding or skills. They can take place within a lesson or outside of the lesson. They can be for one pupil or for a group of pupils. They run for a set period when it is anticipated the pupil will have accelerated their learning. They can be run by teachers or teaching assistants who have the appropriate training.

Pupil Passports are a plan for a SEND pupil's learning that supplements what the teacher has planned in lessons. They most often are compiled by SEN staff, but teachers have access to them to inform them about the pupil's needs, the objectives being set and how best to meet these. They are reviewed and updated regularly.

## Special Needs Provision at St Monica's

Staff at St Monica's are committed to developing the God given talents of all the children at the school, including those with SEND. We aim to create a high-quality learning environment which enables students to: make progress in their learning, develop their independence and their emotional and social wellbeing. ("please encourage my child to join in activities").

The SEND code of practice (2014) lays out four broad areas of need:

- Cognition and Learning - Communication and Interaction - Sensory and/or physical needs - Social emotional and mental health.

Staff at St Monica's have vast experience working with young people presenting with a range of identified special educational needs. These additional needs include, but are not limited to: specific learning; social communication; speech and language; attention and concentration; personal, social and emotional; sensory (visual and hearing impairments); physical and medical (where this affects learning). Furthermore, they also have experience in working with those with mental health needs. There is a robust staff training programme in place and information is being shared with staff regularly on best practise to support SEND needs.

At the start of the academic year 2019/2020, 28 students have EHC plans which is 2.5 percent of St Monica's Students. Those who are on the SEND register as a K or K+ are 76, which is 6.8% of St Monica's students. This is compared to a national average of 2.9% of pupils with EHC Plans and 14.6% of pupils with SEN needs according to 2018/19 data.

Students are only put on the register if their needs require something different or additional to the quality first teaching ("My child can appear to be lost-but teachers do work hard on including him, adapting work to his level.") taking place in the classroom. The register is reviewed as required throughout the year and students may be added or taken off if their needs can be met with the universal provision that exists for all students. We also have set points to review the register.

The set points for review tie in with the year group and assessment schedule for each pupil.

## **Information about the school's policies for the identification and assessment of pupils with special educational needs**

### Pre transition:

- The SENCO, Assistant SENCO or a HLTA attends transition reviews at the request of parents and the primary school. Individual transition arrangements may include several pre-transition visits.
- The SENCO and Head of Year 7 visit primary schools independently to discuss the needs of individual pupils with primary school staff.
- Parents and pupils can tour the school and meet with the SENCO, support staff and pastoral staff, as appropriate, to discuss concerns/positives. Pupil packs are also sent home. ("I would like to know who the staff are")
- There is an intake day for all the new cohort, a separate one for those from a non-feeder school and a transition picnic for children nominated by their primary schools.
- Primary schools provide assessment data including Key Stage 2 results, standardised test results relating to aspects of literacy and numeracy where these are available and Boxall Profiles as appropriate to need.
- Primary School and professional reports are shared as appropriate to need and in consultation with parents.

### Assessment:

- On entry into Year 7 all pupils take a range of standardised tests used to assess cognitive abilities, word reading, reading comprehension, spelling and numeracy skills.
- Where an area of concern is identified the young person will become part of the school's rolling assessment programme.

### Monitoring/further identification:

- Ongoing assessment takes place within departments to identify attainment and progress. Heads of department scrutinise data regularly and used to show whether a young person is falling behind their peers and/or whether the young person is not progressing as expected.
- All students with SEND are on the SEND register which are accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Parents are kept informed of the results of specialist assessments and of any particular intervention that may be offered.
- Where the school, parent or young person has a concern that requires more specific identification of need or advice a referral may be made to an external agency/professional such as Educational Psychologist, Spring Lane School Outreach team (SLS, Bury Secondary Pru) Outreach Team, Additional Needs/Communication Difficulties Team, Social Services, Children in Public Care (CYPIC) Team.
- Annual Review and other meetings involving those concerned with the young person allow for further identification of need, development of appropriate intervention strategies and ongoing monitoring.
- We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for us to intervene could be the teacher's, support colleague's or the concern of parents, underpinned by evidence, about a student

who, despite receiving differentiated learning opportunities, does not make expected progress.

### **Information about the school's policies for making provision for pupils with special educational needs**

For pupils with special educational needs:

#### **How the school evaluates the effectiveness of provision**

- All pupils are monitored through the school's progress tracking system by subject teachers, Heads of Department, Heads of Year and members of the SEN Department. If adequate progress is not being made then alternative, appropriate interventions are put in place.
- Any interventions undertaken are regularly monitored and evaluated with pupils as part of Key Meetings with Lead Support Assistants and/or member of staff delivering the programme. Parental feedback is sought in a variety of ways: formal review meeting, telephone or e-mail contact, informal conversation. ("I like to know who I need to contact if there is a problem").

SEN link meetings and Subject Department Meetings provide a forum for the discussion of individual pupil concerns and the appropriateness of provision. ("My child needs clear expectations.") ("Training is essential for staff- training on delivering content of EHCs and meeting the needs of SEN support")

The school's arrangements for assessing and reviewing the progress of pupils

- Assessment data relating to both standardised tests (where appropriate) and subject specific achievement is collated and reviewed each term. If adequate progress is not being made then departmental support is put in place in the first instance, followed by additional support if required.
- A rolling assessment programme using a range of standardised tests is in place and used to monitor pupil progress prior to and following intervention.
- Feedback from SEN support staff, teachers and parents is considered, if adequate progress is not being made then appropriate intervention programmes are put in place.
- Students with an Education, Health & Care Plan, have a formal annual review.
- Parents are encouraged to contact their child's Form Tutor or subject teacher in the first instance where they have a concern.
- Parents Evenings also provide an opportunity to discuss progress and concerns.

### **The school's approach to teaching pupils**

St. Monica's has a pupil centred inclusive approach to education. The school is committed to ensuring all pupils receive a high-quality education and realise their academic potential regardless of any challenges they may face. ("His confidence is growing greatly")

- Quality first teaching is a vital component in developing our whole school improvement plan.
- All teaching is carried out in line with the new SEND code of practice and builds on the idea that 'All teachers are responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff.' (2015:4)

### **How the school adapts the curriculum and learning environment**

- Pupils' progress and attainment are regularly monitored and reviewed with support being given at department and whole school levels dependent upon the need of each student.
- Pupils with identified additional needs are educated in the class room as part of this inclusive strategy, but will receive intervention and support on a personalised and individual level as appropriate to need.

### **Additional support for learning that is available to pupils**

SEN pupils have a form allocated Lead Support Assistant who mentors them and monitors progress. ("I like the communication to know the additional help my child gets from teaching assistants")

Where a pupil has a Statement of Special Educational Need, or Education, Health & Care Plan, this will outline the resources needed to provide appropriate support.

SEN pupils receive the necessary support as appropriate to their identified need. This can be through in class support, one to one with a specialist teacher or teaching assistant, various electronic numeracy and literacy recovery programme, targeted interventions, reduced curriculum allowing for additional literacy, numeracy or GCSE support, anger management, counselling, strategies to resolve conflict, behaviour management, mentoring and use of outside agencies. ("If my child worries about anything he can talk to his teaching assistants") ("The school was worked on better use of study support sessions").

The support programme is overseen by the Special Educational Needs Co-ordinator (SENCo) and the SEN support Manager.

- Parents are informed of any support that their child is given- the programme their child is taking and the benefits of taking part are explained to them, and they are given regular feedback as to the progress their child has made. Parents have the opportunity to meet with members of staff and discuss the progress and attainment their child is making. Ultimately, parental support is seen as essential for success.
- Staff will attend any meetings (eg: TAC/CAF/Multi-agency) as relevant.
- Drop-in sessions for parents of students with SEN take place every term. ("Drop in sessions for parents to meet SEN staff and support each other").

### **How the school enables pupils to engage in activities together with children who do not have special educational needs**

The school has a fully inclusive policy, and students regardless of special educational need or disability are fully integrated in all aspects of school life. The school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEN or disability. (“Trips are great, more needs to be done to foster independence”) (“ I would like it if pupils with SEND were included more in social activities- including extra-curricular activities.”) Following on from parental comments we have introduced breaktime, lunchtime club and before school drop in session for games, art and computing, targeted at those with additional needs but open to all pupils.

Support Assistants accompany both SEN and other pupils on school trips as appropriate. The SEN departmental base ‘the Flexible Learning Zone’ is available to all students.

### **Support that is available for improving emotional, mental and social development of pupils**

The school has a strong pastoral system in place to provide support to all pupils and an experienced learning support team. Staff provide an approachable, supportive and nurturing environment. (“Needs checking on a one to one basis that they are ok”)

Additional support is available to pupils who are vulnerable, and those that experience a range of social, emotional and mental health needs, through one to one and/or group work with one of the following:

- Learning Mentor
- Pastoral Manager or Assistant Pastoral Manager
- Attendance officer
- Inclusion and Family Support Officer
- Relateen
- Bury Secondary PRU Outreach Support Team
- Lead Support Assistant
- Peer mentoring

The name and contact details of the SEN Co-ordinator (mainstream schools)

The school’s SEN Co-ordinator is Mrs L Oxley-Parnell who can be contacted via telephone on 0161 773 6436 or by email: l.oxleyparnell@stmonicas.co.uk

The SEN Support Manager is Ms. H. Taylor who can be contacted via telephone on 0161 773 6436 or by email: h.taylor@stmonicas.co.uk

## **Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

### St Monica's RC High School

- The school's SENCo will undertake the National Award for Special Educational Needs Coordination qualification with 3 years from her start date.
- The SENCo will regularly attends training courses/development meetings. Information from these is disseminated to all school staff as appropriate.
- The SEN support manager has is completing her SEN and Education Degree, has PTTLs qualification and has taught adults 16+ with learning, SEMH and physical disabilities. She has over 10 years' experience working with SEND adults and employability and careers advise, as well as working as a TA previously.
- The school currently has 12 Learning Support Assistants who have a wealth of experience in a wide range of special educational needs. They are well qualified, having attended a wide range of courses pertaining to pupils' needs. A number of Learning Support Assistants are qualified to degree level or above.
- SEN Link meetings are held on a termly basis and provide the opportunity for sharing good practice and delivery of appropriate training from outside agencies.
- Staff training sessions will be focused on meeting the needs of SEND pupils through a variety of teaching methods and best practises. Teachers will also receive up to date training on effective use of the Teaching assistants. All staff will receive further training on the SEND Code of Practise, their role within in it and the impact this can have on them as practitioners. There will be training opportunities on meeting specific needs in school, as well as using EHC Plans and the SEND register to inform classroom practises.
- Additional training for both teaching and support staff is secured where necessary. Both the SENCO/ SEN Support Manager and Teaching Assistants are in contact with other members of Bury's Learning Collaborative, and fully engage in CPD opportunities. ("Training is essential for staff- training on delivering content of EHCs")

## **Information about how equipment and facilities will be secured**

- The SENCO and SEN Support Manager works closely with parents, pupils and agencies involved with individual pupils in determining and securing appropriate equipment to ensure that any barriers to learning are removed as far as this is possible.
- Each pupil's individual needs will be met on a personalised basis.

### **Arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

Parents are given the opportunity to meet with the SENCO, and/or other member of the SEN Department prior to transition to the school to ensure that teachers are as well informed as they can be. ("I felt unsure coming from primary school- I feel so much more reassured after my child has started")

- Open communication is encouraged- all parents are welcome to contact the SENCo via email, or over the telephone, or at our half termly drop-in sessions.
- Regular meetings and/or communications are encouraged.
- The school have a rigorous monitoring programme and parents are contacted should a concern arise. There is a strong Pastoral Team within school who contact parents and work closely with them to support the child and any behavioural concerns. ("School behaviour management systems are a great way of being notified- direct communication- and the child knows!")
- Parents are informed of any support that is provided for their child, and are given regular feedback on the progress that their child is making.
- The SENCo will be available at Parents Evenings.
- If a query is related to a specific subject, it would be prudent for parents to contact the subject teacher directly.
- Parents are given the opportunity to meet with staff and discuss the progress and attainment their child is making.
- Parents views will be sought on a variety of topics.

### **Arrangements for consulting young people about, and involving them in, their education**

Young people are consulted/involved in a variety of ways:

- Pupils' views are sought through the student council, and through student voice, enabling feedback on all aspects of school life.
- Pupils are also able to provide feedback at parents' meetings and annual reviews.
- Pupils are encouraged to spend non-structured times room 21 or 22, with activities and the opportunity to speak to the SENCo, SEN Support Manager and other members of the SEN team.
- Pupils with additional needs meet with their Lead Support Assistant on a regular basis to discuss any concerns and set targets as appropriate. The Lead Support Assistant liaises with both subject teachers and parents as appropriate. ("If my child worries about anything he can talk to his teaching assistants")

Pupils complete pupil profiles to identify their strengths and targets, and issues they struggle with. ("parental input helps with pupil passports")

Each pupil works on a pupil passport, relevant to their learning needs, which is circulated to all staff.

### **Arrangements made by the Governing Body in relation to complaints from parents of pupils with special educational needs concerning the provision made at the school**

The school's complaints procedure is published on the schools website.

### **How the Governing Body involves other bodies, including health and social services, local authority support services, and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such pupils**

There is a link SEN IEB member who has oversight of the procedures in the school. School has access to a range of services. These include the school nurse, Physio. and Occupational Therapy Services, Visual Impairment Service, Hearing Impaired Service, Social Care, Child and Adolescent Mental Health Service (CAMHS- Salford), Healthy Young Minds Bury (formerly CAMHS) Relateen, Bury Secondary PRU Outreach Service and the additional needs team.

### **Contact details of support services for parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32 (mediation)**

This information will be set out in the local authority's Local Offer

### **The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living**

- The school has an extensive transition programme in place both for pupils joining the school, and those moving on.
- The school has close links with partner primary schools and through primary visits, taster sessions, open days and summer schools, seeks to minimise the impact of transition.
- Assessment and progress data, attendance and behaviour information, and information about friendship groups etc. is collected from a pupil's primary school to enable a smooth transition to secondary school.
- SEN Department and Connexions Advisers work closely with pupils and parents in pupils for post 16 and post 18 transition, as well as outside agencies providing intervention for travel support.

### **Information on where the local authority's local offer is published.**

<https://www.theburydirectory.co.uk/kb5/bury/directory/localoffer.page>

**Compliance with Children and Families act 2014 (section 69) and Equality Act 2010 (paragraph 3 schedule 10)**

All young people with a disability are welcome at St Monica's. Parents should follow the standard admissions procedure for students who are currently at 'K' Sen support on the SEND register.

For students with EHC plans, an invitation to year 5/6 annual reviews is most beneficial. In the Autumn term of year 6, local councils write to the schools selected by parents for children with an EHC plan, and the school will complete a consultation document which is then returned to the local authority for their consideration.

Parents are very welcome to contact the school and look around at any point. An Open Evening is also held in the Autumn term.

As a school we have taken steps to prevent disabled pupils from being treated less favourably than other pupils. All staff have had training on the Equality Act (September 2019) and our school curriculum intent sets out the inclusion of all pupils. Members of the SEN team have had individual training with regard to specific needs, such as FeedTube training.

Several members of staff are EVAC chair trainers and there is a regular timetable of training. For students who require it, a Personal Evacuation Plan will be drawn up in conjunction with the Premises Manager.

We are, on the whole, an accessible school. There is a tracking hoist installed in one of the disabled toilets and a medical bed contained within the room. There are two through-floor lifts, and three stair lifts. One corridor is not accessible for wheelchairs, so alternative classrooms are used when necessary. For students with mobility issues, lift access is made available as necessary.

A ramp has been installed to the junior playground to ensure access for all pupils.

The PE department ensure all lessons are modified so that all pupils, regardless of ability, can access the lessons.

There are some rise and fall desks that can be utilised in Art and Science.

All pupils have access to all extra-curricular activities.

Modifications for individual pupils are discussed with primary school staff at transition, or with parents if there is a change in a child's circumstances whilst they are at the school. Examples include: posture cushions, overlays, footstools etc.

The improvement of information delivery to disabled pupils as well as those who are not disabled is something we strive to improve on constantly. Some pupils require home-school communication books. Information from school can also be emailed or posted and lead TAs take responsibility for small groups of children.

The school is compliant with the Equality Act and recognises the need for all staff members to be aware of it.