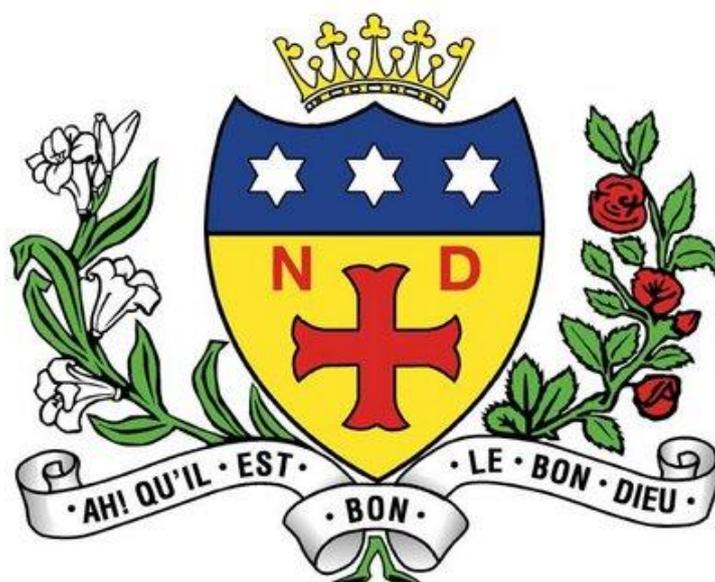


SEND information report

Notre Dame High School



Approved by: Michael Owczarek

Date: 9/11/18

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Introduction

Our Gospel values lead all aspects of our SEND support. Given the divine origin and eternal destiny of each person, we strive for the very best outcomes for all our students and aspire for them to become everything God intended them to be. Our SEN information report aims to set out how our school will support and make provision for pupils with special educational needs (SEN).

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEN information report

Special Needs Coordinator (SENCO)

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEN is the Special Needs Coordinator (SENCO).

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN, and works closely with staff, parents and other agencies.

The SENCO works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The SENCO plays an important role with the head teacher and governing body in determining the strategic development of SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCO is Mr M Owczarek, Tel: 0114 2302536 Email: mowczarek@notredame-high.co.uk

This information report will be reviewed by Mr M Owczarek **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

SEN information report

What are the kinds of special educational needs for which Notre Dame High School makes provision?

As a mainstream school, we cater for children in all four categories of need identified in the SEND Code of Practice, namely: Cognition and learning, Communication and inter-action, Social, emotional and health difficulties, Sensory and/or physical needs.

We do not have a specific focus on any one of these categories and whilst we have training and experience in delivering a range of general SEN support methods, we would not claim to be experts in any one area.

We have a number of students on the Autism Spectrum and we support their needs in school and any related needs such as anxiety disorders and sensory conditions. We also support young people with speech, language and communication needs.

Where there are needs that we feel cannot be met from our existing resources, we draw on our colleagues from within Sheffield's Local Offer.

Further provision comes in a variety of formats; we provide a paired literacy intervention, in which Year 7 and Year 8 children are supported by sixth formers. We also provide a handwriting programme and individual speech and language courses and at lunchtimes, the LSAs are available in Room 208 to support children with their homework or any other academic issues they may have.

Notre Dame is an inclusive school. Our default provision is that 'everybody does everything'. This means that we may have to make significant provision to support our children in mainstream classes and be creative in our responses to individual needs.

How does the school identify and assess the needs of students with special educational needs?

The school is committed to early identification of special educational needs.

We work exceptionally closely with our feeder primary schools to ensure accurate data and information transfer and appropriate and thorough SEN transition from KS2 to KS3. If a child is on the SEN register when they transfer to us we keep them on the register, and ensure close monitoring during the first year at Notre Dame. Some identified students receive an extended SEN transition programme tailored to match their needs. This may start early in the Summer Term, whilst still in Year 6. Parents are also encouraged to meet with the SENCO before their child joins us in Year 7. The SEN Department is also involved in transitional and annual review meetings for Year 5 and Year 6 students so we can ensure that we have collected all the relevant information on students before they arrive at Notre Dame.

Within our department we do have the qualifications to assess children's cognitive functioning in terms of applying for exam access arrangements, which could be in the form of extra time, rest breaks, readers of the use of a scribe. These same assessments allow us to identify very specific learning needs that students may have, such as slow processing or poor short-term memory. This information is shared with parents and, as and where appropriate, the student him/herself. We can then collaborate in producing a plan which addresses effectively those needs. All staff have received guidance and training on identifying SEN needs in the classroom and are aware what the signs are and how to make a referral to the SENCO. Staff have a Teacher Concerns Form which they are reminded to complete at each monitoring cycle if they have concerns around SEND of a child.

We work with outside agencies to assess the needs of students, we also refer to the Speech and Language Therapy Team, Educational Psychologist and Autism Team.

Evaluating the effectiveness of SEN provision

All staff regularly provide feedback to students regarding their progress and achievement across all subjects. Students' progress is assessed half-termly and feedback provided for parents. This data is closely monitored and classroom teachers, subject leaders and senior teams review and identify where intervention is required. Where progress is not as expected, we put in place extra support to enable the student to catch up.

When, in spite of targeted support, students continue to make slow or no progress, in consultation with parents, we will seek advice from external professionals who will conduct a formal assessment and report on any identified difficulties as well as advising the SENCO of the best strategies/interventions that will allow the student to make progress.

In exceptional circumstances, where students fail to respond to all of the above, a request will be made to the Local Authority to undertake a statutory assessment of the student's needs and consider issuing an Education, Health and Care Plan.

Throughout this progress we work in partnership with the student and their family and ensure that all teachers and support staff who work with the student are aware of the student's learning profile and the recommended support and teaching strategies.

Assessing and reviewing pupils' progress towards outcomes

Students with SEN are assessed against outcomes as set out in their EHC or My Plan. The SENCO, alongside Key Stage leaders will discuss the progress of students and make decisions about the required support and interventions. Parents and students will be involved in this process either via a formal SEN review meeting or discussions over the telephone. Pupils on a K and E on our register will have 3 SEND reviews a year with the SENCO.

How does Notre Dame High School adapt the curriculum and learning environment for students with special educational needs?

At Notre Dame High School we believe that your child's learning needs will be best met through the high quality teaching delivered by mainstream subject teachers. We provide all teachers with information about the learning needs of individual students with special educational needs, along with strategies they might use to ensure that these students can access the learning and are fully included in every lesson. Subject teachers adapt lesson planning and teaching in accordance with this information to match your child's special educational needs.

Providing additional teachers in Math and English allows for our more low ability children to be taught in very small (usually less than ten) classes.

Where students have an Educational, Health and Care Plan, we follow the advice and strategies outlined in their Plan.

Additional support for learning

We have seven full time and one part-time teaching assistant who are trained to deliver interventions such as: FRIENDS, IDL (dyslexia based), numeracy support, mentoring and post-16 guidance.

We also work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service
- Autism Team
- Hearing Impaired Service
- Visual Impaired Service
- Speech and Language Therapists
- MAST
- CAMHS

What activities are available for students with special educational needs in addition to those available in accordance with the curriculum?

Notre Dame is an inclusive school and fully committed to providing equal opportunities for all students. We undertake additional planning and risk assessments to ensure that students with SEN can take part in the wide range of extra-curricular activities. Parents are encouraged to contact the SENCO or Head of Year if they have any concerns about their child's inclusion and participation in clubs, trips or other extra-curricular activities.

Expertise and training of staff

Our SENCO has 2 years' experience in this role and has worked as a teaching assistant in an integrated resource for autistic children, is a qualified technology and holds the National Award for Special Educational Needs Co-Ordination.

They are allocated 7 hours a week to manage SEN provision.

We have a team of 7 teaching assistants, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in mindfulness, mental health mentoring and dyslexia.

Securing equipment and facilities

The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils.

Some specific resources come through other agencies such as

- The Autism Team
- Locality funding

Consulting and involving parents

Parents of children with SEND are invited to regular reviews of their child's progress. The SENCO will host SEND coffee morning across the academic year inviting in a range of parents for feedback. And lastly, at all open and parents' evening, the SEND team are present to meet with parents and discuss any issues they may have.

Consulting and involving pupils

Children with SEND are encourage to participate fully in the life of the school including the school council.

The school council contributes ideas and suggestions for school improvement.

The views of pupils with SEN can be expressed either directly through their voice or advocated by staff through observation and their knowledge of the child.

Complaints about SEN provision

Whilst we make every effort to develop and maintain positive relationships with our students and their parents/carers, things do sometimes go wrong. If a student or parent/carer has concerns about a particular subject, they should refer to the subject teacher and, if the matter can't be resolved, with their Head of Department. If there is a more general concern over SEN need or provision, the SENCO should be contacted. In almost all cases, following these procedures leads to a successful resolution.

If, however a student or his/her parent/carer still has concerns, these can be passed on to the School's senior management team or school governors (there is a governor with specific responsibility for SEN). Contact details can be obtained from the School reception.

Having exhausted all of the above, students and their parents/carers can follow the School's complaints policy and procedure, which is available under Information/School Policies.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The local authority local offer

Notre Dame will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found at:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

Simply search for the school's name.