

Notre Dame SEND Information Report

September 2022

1. What kinds of special educational needs are provided for at Notre Dame Catholic High School?

We are an inclusive school and currently support students with a range of needs in the following categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and physical needs.

Students may find it difficult to access the curriculum and need extra support and assistance if they have:

- Speech Language and/or communication needs, ADHD, Autistic
- Spectrum Disorder
- Dyslexia, Dyspraxia, Dyscalculia, Disorder of Attention, Motor Skills and/or Perception
- Hearing or Visual Impairment
- Medical conditions or physical disabilities
- Social, emotional and mental health issues
- Different cultural experiences or backgrounds
- Students who have English as an additional language and/or have recently arrived in England

Other learning or medical needs that may be diagnosed through further testing or involvement from outside agencies

2. How does the school identify students with special educational?

The SEND information report explains the provision that the school is able to provide and provides a guide to the expertise available.

We work closely with the primary schools to identify students transitioning with additional needs to ensure that the right support is put in place for new year 7s.

In addition to the above, all Notre Dame students' progress is tracked six times each year and there are frequent consultations with parents.

Parents and teachers can refer concerns to the SENDCO and she will undertake an investigation into the concerns. It maybe that in-house testing is completed or signposting to external agencies. School will work closely with these agencies to ensure that any difficulties/barriers are identified. Outside agencies may include our link Educational Psychologist, Language Therapist, the Sheffield Autism Team etc.

3. Access Arrangements including laptops, colour paper and small rooms

We test for all access arrangements from Y9 onward, due to the assessments lasting three years.

For a child to be assessed for access arrangements, we must have a clear history of need, and their normal way of working must be using an adjustment, such as needing extra-time in lesson.

If you do have concerns that your child may have SEND and or need to be tested for access arrangements, email them to mowczarek@notredame-high.co.uk.

All parental concerns for access arrangements must be submitted by Christmas of Y11.

Guidance from JCQ states that schools are not obliged to accept privately commissioned assessment reports. A report carried out without prior consultation with the school and without the assessor having obtained FORM 8 Part 1 before the assessment, cannot be used as evidence for access arrangements or used to process an application for access arrangements. Such a report however can be used by the SENDCO to determine if there is evidence to investigate the need for access arrangements further.

If there is a request to sit an exam in a smaller room and not the sports hall on medical grounds, such as anxiety, we must have a signed doctor's note stating this.

For a student to use a laptop in lessons and in exams, we look at the following:

- Does it state the use a laptop in a child's EHCP, if so, a laptop can be used.
- Does the child have a dyslexia diagnosis (by for example Dyslexia Action) which recommends the use of a laptop? In this case, a laptop will be trialed for a half-term for its effectiveness. If there is no improvement in performance, the laptop will be removed. A dyslexia screening recommending will not suffice.
- Or the SENDCO will assess the student's handwriting and decide whether or not to trial a laptop in lessons for a half-term. If they are satisfied performance has improved, the provision will be applied for.

Parents can request the SENDCO assesses the student's handwriting for a laptop request. Following this, the SENDCO will consult teachers and support staff.

4. Contact details of SENDCO

Mr Michael Owczarek BA, PGCE, PG Cert Special education Needs Co-ordination.

0114 2302536

mowczarek@notredame-high.co.uk

5. How many children in the school have special educational needs?

As of September 2022

- E – 27 – 17 ASD, 2 MLD, 5 SEMH, 2 SLCN, 1 SLD
- K – 50 – 8 ASD, 6 MLD, 1 other, 2 PD, 20 SEMH, 8 SLCN, 5 SPLD
- M – 207 – 26 ASD, 5 HI, 6 MLD, 1 OTH, 8 PD, 42 SEMH, 16 SLCN, 102 SPLD

- 284 in total out of 1531

The local offer

A directory of services, the Local Offer, available in Sheffield can be found at

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=jBd7MDpqUml>

The purpose of the local offer is to provide a comprehensive list of the services available to families to support their children. The site offers help in how to seek advice and guidance regarding SEND.

The Sheffield Parent Carer Forum is an organisation which was created to bring together the parents and carers across the City of children with additional needs. The organisation is parent-led run by a Management Committee whose members have links with parent support groups across the city.

6. What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?

The parents/carers of students who appear on the K and E SEND register are invited into school three times per year to discuss the progress of their child. At this meeting the one-page student profile is reviewed and parental input is invited. A review process of plan, do, review is agreed.

In addition to the above, many parents have email and telephone contact throughout the year with the SENDCO as a first point of call for supporting the educational needs of their child.

When a student is on a level 3 and above on the Sheffield Support Grid (SSGe), a My Plan will be considered. This is due to the pupil being at risk of permanent exclusion or the request of an Education Health and Care Plan. In the first instance, and SEND support plan will be put in place.

7. What are the arrangements for consulting young people with SEND and involving them in their education?

Review meetings are student centred and the views of the student are sought. They have input into the compilation of their student snapshot, which is a one-page profile of their barriers to learning and how to support them.

Student views are sought following regular tracking and they are instrumental in developing and creating outcomes to help them achieve their full potential.

The Learning Support team work collectively with students of SEND to gather pertinent information around best practice in teaching students with additional needs.

8. What are the arrangements for assessing and reviewing student progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

A process of plan, do, review takes place three times each year to support students who are included in the SEND register as SEND K and E. The Sheffield Support Grid is used to assess the level of need

and provision.

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/advice.page?id=xY4E0cnkvvg>

Parents can contact the school via email or telephone and seek advice and support from the SENDCO and the Learning Support team.

The SENDCO seeks specialist support from within school and from outside agencies. There is a large, experienced pastoral team who support students, working closely with the SENDCO through weekly pastoral support meetings. Both teams come together each week to discuss the needs of individual students where there are challenges which are not being met by quality first teaching and not through the regular pastoral route.

There are termly reviews with the school link Educational Psychologist and he works closely with identified students where further support and avenues of support are required.

At Notre Dame we have access to a wide range of professionals including; speech and language therapists, visual impairment teams, autism services, ADHD nurses etc.

The school works hard to ensure that all reviews are pupil centred and their parent/carers' voices are heard and respected.

9. Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.

As young people move towards adulthood, outcomes should reflect steps towards achieving long-term goals. This could include higher education, employment, independent living and participation in society.

Detailed planning and execution ensures a smooth transition across each transition phrase. The SEND team from Notre Dame are sent into primary schools so that there is a link between the most vulnerable Y6s prior to transition. As well as this the Y6s have many visits to the school in the summer term prior to transition. The Notre Dame SENDCO joins the review meetings with parents of Y6 students so there is a link which allays any fears and concerns. This is all in addition to the school transition days and summer school. There are two SEND transition days which fall just before the whole school and non-feeder transition days. During these two days, the SEND students meet staff, get to know the site and school routines.

Transition to post 16 provision is also carefully managed starting with an early supported careers interview. Accompanied visits to colleges take place for the most vulnerable students and college SENDCOs are invited to annual review meetings.

Professionals from Sheffield Futures join the annual review meetings of students with Education, Health and Care Plans from Y10 onwards with the intention of providing information, advice and guidance to some of our most vulnerable students. They are instrumental in formulating steps to outcomes for students' post 16.

10. What is the approach to teaching children with SEND?

Lessons are planned to ensure that the needs of all students are met. Quality first teaching includes differentiation and personalised teaching programmes and lessons are monitored to ensure this happens.

Support may include additional adults in the classroom, a range of different learning activities and the use of specific resources; all of which are pre-planned by teachers. Classroom teachers and support staff have half-termly teaching and learning continual professional development to ensure that quality first teaching is maintained.

All class teachers and support staff feedback both social and academic information to the school SENDCO prior to the review process.

11. What adaptations are made to the curriculum and learning environment for students with SEND?

The number of adaptations that are made to support students are made in line with the Sheffield SEND Support Grid. This is split into five levels being:

Level 1

Students' progress through quality first teaching and differentiation of the curriculum by the classroom teacher.

Level 2

This is mainly through small groups withdrawn to have intervention which may be around reading/spelling/numeracy.

Level 3

This includes individual/small group, specific targeted interventions which require some modification of the curriculum. For example, speech and language support, hearing/visual impairment input.

Other agencies could include, physiotherapy, Educational Psychology, CAMHs etc.

Level 4

Access to appropriate specialist support and which includes a significantly modified curriculum and will usually require a high level of additional adult support.

Level 5

This usually requires an alternative specialist educational provision.

Students may move within these levels whilst at Notre Dame and all our students with SEND are closely monitored.

12. How does school ensure that staff have the relevant training to support students with SEND?

Each teacher is aware that they have responsibility for all their students and has a detailed picture of students with SEND.

Training days and twilight sessions provide opportunity to specifically focus on teaching and learning. This provides a forum for sharing best practice around supporting students with SEND. Teachers are targeted with putting strategies into practice and being observed teaching by the peers.

Along with this, we hold carousel type sessions on different aspects of SEND which are tailored to the SEND make-up of a particular class.

Support and advice is provided by the SENDCO on a daily basis and strategies are incorporated into the student snapshot.

13. How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?

The Senior Leadership, SENDCO and HSS Governors review the effectiveness of SEND provision on a regular basis. The senior leadership team review progress following each tracker. Provision and mentoring is put in place to support students underachieving.

Parental feedback is sought following parents evening and at tri-annual review meetings.

14. How do you ensure that learners with SEND are included in non-classroom based activities?

All activities are fully accessible to all learners including those with SEND. Consultations occur between staff and parents to ensure that reasonable adjustments are made and that SEND is not a barrier to participation. We provide alternative clubs for SEN students such as the St Julie Club, Uno Club, board games club and more!

Also, they are allowed to take part in activities regardless of ability level. For example, we can reserve places on the year group football team for those with SEND to ensure they are fully included. SEND students are also encouraged to take part in activities which will develop their individual needs in a positive way. We ensure teaching assistants accompany these students so that they feel safe and confident to part.

15. What support is available for improving social and emotional development including pastoral support arrangements for listening to the views of children with SEND and measure to prevent bullying?

A nurturing environment within the classroom is the responsibility for the class teacher. Tolerance to difference and diversity is encouraged and forms a large part of the school ethos. It is reinforced through the curriculum and in directed form time discussions.

The pastoral team coupled with an experienced and welcoming SEND team ensure that students can thrive, feel valued and are not marginalised. The school has a Student Support Room (SSR) which provides students with SEND, a place to re-centre and be away from noisier and busier areas of the school. Also, the school has a sensory room outside the library, and quiet area inside the library for when lessons are becoming too much. Access to these areas is granted in consultation with the SENDCO.

16. How does school involve other agencies in meeting students' SEND and supporting their families?

The support of outside agencies is sought on an individual basis. The SENDCO has strong links with professionals in the Educational Psychology service along with MAST, The Sheffield Autism Team, Speech and Language service, Hearing Impairment and Visual Impairment services and the SEND locality team of schools.

17. What arrangements are there for handling complaints from parents of children with SEND about the provision?

Initial concerns should be forwarded to the SENDCO.

If this initial approach proved unsuccessful parents should bring the matter to the attention of the Head teacher.

In the case of a complaint that is unresolved, parents may wish to ask the governors to investigate and should approach the governor with the special interest in SEND. They would also be able to advice on further procedures and can be contacted via school.