



Special Educational Needs and Disability (SEND)



Journeying together with Jesus Christ, we learn to love and love to learn.

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Special Educational Needs and Disability (SEND) Information Report

The provision of extra support at St Paul's Catholic High School is overseen by the SEND Department who are committed to narrowing the attainment gap between SEND and non-SEND students. This may include after school interventions, short-term intervention learning programmes delivered in withdrawal sessions including some off-site provision, additional support in the classroom or other learning interventions developed on an individual needs basis. Opportunities to develop independent working, greater confidence and raised self-esteem are central to the provision of extra support.

We have a number of experienced staff who work within the Special Educational Needs Department including a SENCO, two Assistant SENCOs, a specialist SEN teacher and a team of graduate teaching assistants. We continually assess the professional development of our staff and initiate training wherever appropriate or necessary to ensure we maintain a high level of appropriate support for our students.

If you are concerned about your child, please contact one of the staff below:

- **Progress Leader 7** – Mr N Mallon
- **Progress Leader 8** – Mrs J Mawn
- **Progress Leader 9** – Mr D Pyatt
- **Progress Leader 10** – Mr C Fannon
- **Progress Leader 11** – Mr D Mawn
- **SENCO**-Mrs C Hunt
- **Assistant SENCO** - Mrs L Melling
- **Assistant SENCO**- Miss S Shaw
- **Family Support** -Mrs D Keary (Key Stage 3) and Mrs S McGovern (KS4)
- **Medical Concerns** -Mrs A Holland
- **Children and young people who are looked after by the Local Authority** - Mrs D Keary

Frequently asked questions:

Does my child have a disability?

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A physical or mental impairment includes:

- General learning difficulties
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
- Specific learning difficulties, including dyslexia
- Autism
- Speech, language and communication impairments

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

A young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A young person has a learning difficulty or disability if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age.

or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

How does Teaching and Learning support SEND pupils?

We use data to accurately track student progress. Your child will be set challenging targets and it is the role of subject teachers and the SEND team to support your child in attaining their targets. Subject teachers will assess progress towards targets and put in place any necessary provisions to ensure that students achieve their outcomes. Details of these interventions will be shared with all teachers. Subject leader's will consult with the SEND team if additional interventions need to be considered. At this stage, parents and students will be part of the process of looking at possible interventions. Any individual interventions delivered by the SEND team are carefully monitored and evaluated regularly to ensure appropriate progress is being made.

Additional help and advice may be sought from an outside agency such as the Educational Psychologist, Speech & Language Therapy Department, The Child and Adolescent Mental Health Service, local Special Schools and specialist teachers within the Local Authority. These referrals will only be organised after the school has consulted with parents about the need to get additional support from outside the school's resources. In this way other professionals can come into school and meet with students to assess their particular need.

What specialist support can we offer children with SEND?

Some of our staff have additional qualifications which means we can offer specialised support for your child. These include:

- Drawing and Talking therapeutic intervention
- SpLD assessment and teaching programmes
- Literacy support
- Exam access arrangements
- Personal care
- Interventions focussing on Behaviour for my Future, Self-esteem and Social and Emotional Health
- Careers guidance and support

We have a large team of experienced teaching assistants led by two Assistant SENDCos who work with students who have a barrier to accessing the curriculum. Teaching Assistants have high expectations of all students, and support students to achieve the learning objective in lessons. Teaching staff plan lessons to make effective use of TAs; therefore their impact is significant in contributing to the learning and achievement in our classrooms.

Students can be assessed for additional exam support by the specialist teacher at the request of the SEND team. This assessment could result in students being entitled to extra time in an exam, or being assisted by a reader or a scribe.

How do we communicate with parents?

All parents of students with existing Education, Health and Care Plans and those of students at SEND Support level are invited to attend regular review meetings with members of staff and other professionals who provide support for their child to discuss progress, agree on outcomes and plan for any future needs.

How do we consult with students?

All students with Educational, Health and Care Plans and those at SEND Support level are invited to their review meetings so that they can contribute to discussions about their educational progress and set appropriate outcomes.

What do we do to support transition from Primary School and School Leavers?

The SEND team is actively involved in areas of transition across phases of education, ensuring that the transition from primary to secondary School is a positive and smooth process.

During Year 6 in Primary school, the Assistant SENDCos and TAs will visit our feeder primary schools to meet with staff and SEND students. During

Years 5 and 6, Primary schools can request the presence of Saint Paul's Catholic High School SEND staff at meetings with the teachers and parents of students who have an Educational, Health and Care Plan, or who are on the school's SEND register at SEND Support level. These meetings are designed to plan the transition support around individual needs.

Extra visits to the new school can be arranged for both parents and students. These can be done during and after the school day to allow the student to see the school at quieter and busier times. An additional 6 week transition programme is in place to allow more vulnerable students to meet key SEND staff and spend time in the areas where additional support is provided.

If you would like to arrange a further tour of the school or visit for you and your child please contact school.

In the summer term the SEND team will organise visits to local colleges and training providers for any student who might find the next transition difficult due to their special needs. We look around all the different departments and talk with the tutors to find out what is involved in any particular course of study.

What Extra-Curricular Activities do we offer?

All students are encouraged to take part in extra-curricular activities and additional support for students with SEND can be arranged. Many of the Teaching Assistants are involved in extra-curricular clubs, running specific sessions or supporting other members of staff. Teaching Assistants also accompany external trips and residential visits to ensure that such activities are fully inclusive.

The SEND Team offer a number of opportunities for SEND students to spend social times in a quiet environment supervised by a Teaching Assistant. They will encourage the students to make new friendships through playing games with them and discussing any concerns they might have.

To access the SEND Manchester Local Offer please visit: [Manchester.gov.uk/sendlocaloffer](https://manchester.gov.uk/sendlocaloffer)