



Saint Paul's Catholic High School

A Voluntary Academy and Engineering College



St Paul's Catholic High School - Local Offer

1. What kind of special educational needs does the school provide for?

Saint Paul's caters for all children with all types of special educational need and disability. The school welcomes every child as an individual into its community.

2. How does the school recognise whether a child needs extra help and what should I do if I think my child has a special educational need?

At Saint Paul's Catholic High School we closely monitor the progression of a child through their educational development and social and emotional wellbeing.

Where a SEN has been raised through our primary co-ordinators the child will be placed onto our SEND register on entry. In year 7 all children are tested for reading age and non-verbal reasoning within the first term. The scores enable us to set your child according to ability.

We work as a team of Teachers, Teaching Assistants and SENDCo to accurately assess a child's ability to make progress academically each term. Throughout the course of the year we would expect all children to progress the minimum of two sub levels of attainment in all subjects. Where children are not making progress as expected then we will look to support through a differentiated approach to teaching and learning. This may mean that your child will be withdrawn from a class for a short period of time for an intervention which will focus on their specific need. Should the intervention not achieve the impact required we will look to action a more specific assessment of your child's need. This may involve external professional agencies working alongside the school to complete a detailed assessment of your child in order to best support them. We will involve you as parents throughout this process and also take into account the view of your child.

Should you believe that your child has a special educational need that is not being met then please do not hesitate to contact the SENDCo. We take your concerns seriously and will endeavour to assess your child as a priority.

3. How will the school support my child?

Quality first teaching in the classroom means that all teachers will differentiate in order to ensure progression of your child. Teachers are equipped with knowledge of your child through accurate data sheets which evidence achievements, expectations and desired outcomes. It is their role to ensure each child progresses according to a target.

The SENDCO works alongside the teachers in an advisory capacity where concerns are raised regarding your child. The SENDCO will recommend appropriate strategies to support your child and co-ordinate interventions to ensure that your child receives the additional assistance. The SENDCO will liaise with teaching assistants to work with children through a differentiated approach.

Teaching assistants work within each faculty to assist pupils in their learning. They are there to support your child by offering a more individual approach to a child who has a SEN. This may mean altering the pace of work, the expected achievements and occasionally withdrawal for targeted support.

A list of interventions offered by St Pauls RC High School has been attached to this guidance for your information.

Teachers, Teaching Assistants and the SENDCO will monitor the progress of your child and the support offered in order to evaluate the impact of the differentiated curriculum. This record of progression will be maintained by the SENDCO and will be reported to the Head Teacher and Governors of the school.

4. How will the curriculum be matched to my child's needs?

The curriculum is offered to all children regardless of ability but it is the role of all staff to ensure that learning takes place at a speed and level suited to your child's ability. This means that we will endeavour to ensure all children's needs are recognised at an early stage. By information sharing across the school, staff will plan lessons to ensure the pace of learning and level of information is comprehensible. All children are expected to make progress through the curriculum but it may be that your child is offered a differentiated approach to learning through expert teaching and more individual interventions.

5. How will I know if my child is progressing in their learning?

Throughout their school years at Saint Paul's Catholic High we would expect all children to make four levels of progress. This means that your child should improve by at least two sublevels each academic year. We will inform you by school report each term of your child's progress in each subject area.

Additional to this the school will endeavour to contact you as parents regarding any achievements or concerns if your child is not making progress. We will invite you into school to meet with SENDCO and teachers to discuss your child's educational development. We welcome and encourage parental contribution to the education of your child and take your concerns seriously. Where you believe we should employ a strategy to support your child we will ensure best endeavours to support your recommendations.

We have an open door policy to parental meetings with the SENDCO and will ensure that, within a reasonable time frame, the school will respond to all requests for parental involvement.

The School offers an SEN information evening for parents at the start of each academic year and the SENDCO is available at all parents' evenings throughout the school year.

6. What support is available for my child's overall wellbeing?

At Saint Paul's Catholic High School we offer a dedicated and effective pastoral team to ensure your child feels safe and valued within our community. Each year group has a Head of Year responsible for ensuring your child's wellbeing. It is their primary role to support your child in their social and emotional

development. If concerns are raised with the head of year regarding your child then he/she will contact you immediately. Information regarding your child's wellbeing is shared with the SENDCo and Deputy Head (Pastoral). Where it is deemed appropriate and with your support, we may ask that your child participate in a meeting with our learning mentors. Mentors can offer support and guidance for your child through interventions and taught coping strategies (please see list of interventions). Occasionally we may request that your child be supported through the school counsellor, nurse or CAMHs worker. We will need your permission for your child to participate in any work done with these professionals.

If your child has a medical need then the school has a designated medical person. This person manages and administers medication to your child. If your child requires more personal intervention then we will ensure that there is a gender specific trained personal care Teaching Assistant to assist.

Behaviour in school is a priority in safeguarding your child's wellbeing. All children are expected to conform to the behavioural policy which is modelled and reinforced by all staff. Any behavioural concerns are taken seriously and sanctions are imposed effectively to modify and regulate behaviour. The school has a reflections room which offers an internal exclusion opportunity for pupils whose transgressions are deemed sufficiently serious by the senior leadership team. Children are encouraged to reflect and participate in activities which offer opportunities to moderate behaviour.

An After School Learning Provision exists whereby children are removed from mainstream for behavioural issues are provided with an opportunity to avoid exclusion for a fixed period.

The school also runs an inclusion project, children who attend this project are offered core subjects curriculum but the focus is project based learning with a vocational inference.

At Saint Paul's Catholic High School we have two Educational Welfare Officers who work to ensure children are attending school and are on time for lessons. The Education Welfare Officers also work alongside the child protection co-ordinator who assists in safeguarding the wellbeing of all children in our school.

Your child's views and opinions are valued in our school and we work hard to ensure that your child feels that their voice is heard. We believe that every child should feel in control and have someone to listen to them. An open door policy exists throughout the school and is actively encouraged by the Head Teacher.

7. What specialist services and expertise are available at or accessed by the School?

Saint Paul's Catholic High School ensures that all staff are trained and qualified to effectively perform their role. This means that the SENDCo has been trained to assess, recognise and respond to an educational need within a child. The teaching staff are qualified to work expertly alongside the SENDCo in offering a curriculum suited to your child. Teaching assistants and support staff will offer academic and pastoral guidance to ensure your child is progressing as expected.

Sometimes we may feel it necessary to involve and access services outside of the school. This may mean involving social services, educational psychologists and medical professionals (speech & language therapists, occupational therapists, nurse). We will always seek parental consent where appropriate when liaising with external bodies.

8. How does the school involve external agencies in meeting the needs of children?

Before the school involves external agencies we will, where appropriate seek the consent of parents. This means that we will either call or meet with you to discuss what we think is an appropriate course of action. As a school we value your input and encourage parental participation. All meetings are recorded and copies of minutes can be supplied to parents. Records are kept in pupil files so that at any point parents may ask to access information.

9. How will my child be involved in activities outside the classroom?

At Saint Paul's Catholic High School we encourage all children regardless of ability to participate in all activities. Where children have a specific need then a designated Teaching Assistant will assist in enabling participation and arrangements are made to accommodate this. Where children require a higher ratio of adult to child supervision, the school will endeavour to make staff available. No child will be denied an opportunity to participate on the basis of a special educational need.

The school will at all times request consent from parents/carers to allow participation.

10. How accessible is the school environment?

The school is a wheel chair friendly environment and can offer accessibility via ramps and lifts to all classrooms. Children in wheelchairs are allowed a 5 minute time extension to all classes in order to ensure movement through the school.

The school will provide all necessary equipment and facilities to accommodate your child's special educational need; this may include access to computers, headphones, enlarged or coloured worksheets, changing rooms, toilets or time out facilities.

Where your child has English as an additional language, provision is offered via a dedicated teacher to support progression through the curriculum. If the parents do not speak English then an interpreter may be employed.

11. How will the school prepare and support my child in joining the school and moving on to the next stage?

The school has a designated team that works in school liaison with primaries in the area. All children who apply to St Paul's are visited by this team who work with primary teachers to gain insight into the children's requirements. Children are all asked to participate in a new pupil day during the summer term and are introduced to teachers and each other in a transition programme.

If your child joins Saint Paul's Catholic High School via a mid term admission then the SENDCo will contact parent/carer to arrange a meeting to discuss your child's needs.

Children are continually assessed and monitored at Saint Paul's to ensure the appropriate level of support is in place to ensure progression and wellbeing. Records are kept for all pupils and are shared with staff to ensure smooth transition throughout the school.

In year 10, children begin a programme of leadership and wellbeing which supports them in career guidance, work experience and college & apprenticeship choices. All records regarding your child are passed to the next provider on exit from Saint Paul's.

12. How are resources allocated and matched to a child's special education needs?

The school has a budget called the notional SEN budget which is provided by the LEA. The SENDCo will manage this budget according to all children on the SEN register and endeavour to provide arrangements to accommodate your child's need.

Where your child has an EHC plan the LEA may offer an additional amount of money to enable the school to secure more intensive services/support. You are entitled to know this budget amount and ask the SENDCo to offer a breakdown of how it is being spent to support your child. It may be that you wish to manage this budget yourself, subject to strict regulations. If you wish to do this then you must contact Manchester LEA to discuss this with them.

13. How is the decision made about what type and how much support my child will receive?

Parent/carers are encouraged to participate in all aspects of their child's education and your input is valued by the school. Decisions are made, subject to negotiation with parents/carers, by SENDCo and Senior leaders as to what additional resources, facilities and interventions are required to ensure your child progresses as expected. The SENDCo will seek advice from external professionals where appropriate to ensure accommodation of need.

All accommodations of special educational need are impact assessed for viability. This means that if the intervention has not produced the required outcome then parents will be informed and the school will look at alternatives to support.

A complaints procedure exists within school if you are unhappy with provision. In the first instance all complaints should be addressed to SENDCo. If the problem cannot be rectified then it should be referred to the Head Teacher. Hereafter, Parents/Carers have the right to contact Manchester LEA.

14. How are parents and children involved in the school?

Children with a special educational need are supported in all aspects of their school life and encouraged to set their own targets and aspirations. Children are encouraged to share information with a member of staff they trust, SENDCo, Teacher, Form Tutor, Teaching Assistant or pastoral carer. Staff at Saint Paul's are vigilant as to the needs of children and share information accordingly with other key team members.

The school will endeavour to make contact with parents/carers regarding their child's progression and wellbeing on a regular basis and encourage contribution at all times.

15. Who can I contact for further information?

For further information please contact

SENDCo	Mrs K Holden	k.holden@st-paulshigh.net
Assistant SENDCo	Miss L Huddleston	l.huddleston@st-paulshigh.net
Family Liaison Coordinator	Mrs S Oldroyd	s.oldroyd@st-paulshigh.net

St Paul's Catholic High School Local Offer

Special Educational Needs and Disability (SEND)

St Paul's Catholic High School is an inclusive school and offers the following range of provision to support children with SEND

Intervention

Social Skills programmes/support including strategies to enhance self-esteem

TEA Emotional Literacy

Drawing & Talking 1 to 1 Sessions

Language and Communication Difficulties Groups

Access to a supportive environment – IT facilities/equipment/resources

On-line VLE Revision Guides (English / Maths & Science)

Stationery Packs

Access to laptops

Read Write Gold

Exam Access Assessments and Special Arrangements

Ethnic Minority Support – International New Arrivals.

Wheel chair accessibility

Mentoring activities

Internal Mentoring

Crisis Mentoring

Counselling

“Journeying together with Jesus Christ, we learn to love and love to learn”

Listening skills/Reflective practice

Prefect mentoring

Smart room initiation

On call/restorative justice

Anger management

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

Motor skills programme

Speech & Language Therapy

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

Family liaison co-ordinator

Friendship Group

Chaplaincy

CAMHS

Moral reasoning

Anxiety

Anger management

Strategies to support/develop literacy including reading

Toe By Toe Intensive Programme –

Accelerated reader

Reading groups

Additional Literacy Hour

“Journeying together with Jesus Christ, we learn to love and love to learn”

Strategies to support modify behaviour

Reflection Room

ASLP

Inclusion Project

Anger management

Drugs and alcohol awareness

Strategies to support/develop numeracy

Specialist Maths Dictionaries

Numeracy withdrawals

Provision to facilitate/support access to the curriculum

Action tutoring

Nurture Groups

Alternative Curriculum Provision for key stage 4

Gifted and talented

Step 1 & 2 ESOL Classes - Ethnic Minority Support

Support/supervision at unstructured times of the day including personal care

Breakfast Club

Lunch Club

Homework Club After School

Supported break time

Planning and assessment

“Journeying together with Jesus Christ, we learn to love and love to learn”

Observation by SENDCo

Pen portrait of pupils

TA progress file

Intervention groups

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

Parents evenings

Options evenings

Termly reports

SEND workshops

Pupil Welfare Officers

Family liaison Co-ordinator

Access to Medical Interventions

Designated medical staff

First Aiders

School Nurse

CAMHS