

OUR LADY'S CATHOLIC HIGH SCHOOL

Special Educational Needs and Disability Information

<p>What types of SEND are provided for?</p>	<p>Communication and interaction Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger's Syndrome.</p> <p>Cognition and learning Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.</p> <p>Social, Emotional and Mental Health Difficulties Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)</p> <p>Sensory and/or physical needs Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)</p>
<p>How do we identify children and young people with SEND and assess their needs?</p>	<p>Identification of students with SEND results from:</p> <ul style="list-style-type: none"> ● Information from either the primary or previous school which is passed to the SEND team ● The school's own baseline assessments in Year 7 (CATs scores) ● KS2 SATs scores ● Progress based on data collections ● Teacher referrals ● Head of Year referrals ● Parent referrals ● Student self-referrals ● Referral from an outside agency
<p>What is the name and contact details of our SENCo</p>	<p>Ms Christine Bedneau CBedneau@olchs.co.uk</p>
<p>What is the Local Offer?</p>	<p>Hackney Local Offer can be found here</p>
<p>How do we consult with parents of children With SEND and involve them in their child's education?</p>	<p>We believe that regular and effective engagement with parents by schools often leads to improved student outcomes, attendance and behaviour. Where a student is receiving support, we talk to parents regularly to set clear outcomes and review progress towards them; discuss the activities and support that will help achieve them; and identify the responsibilities of the parent, the student and the school. In addition to parents' evenings we meet parents of students with and EHC plan at least three times each year. These are to review the progress students are making in relation to the targets in the student's Student passport and for their annual review.</p>
<p>How do we consult young people with SEND and involve them in their</p>	<p>We consult with SEND Students by:</p> <ul style="list-style-type: none"> ● Heads of Year speak to targeted groups of students including SEND Students ● Students with an EHCP have an opportunity to tell us what they

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<p>education?</p>	<p>think as part of the review process.</p> <ul style="list-style-type: none"> ● Student views are considered when creating their “student’s profile”
<p>How do we assess and review children and young people’s progress towards outcomes?</p>	<ul style="list-style-type: none"> ● Progress is continually monitored by teachers, tutors and Heads of Year. ● The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education. ● The SENCo will review the progress of students on the SEN register after the termly data drops
<p>What opportunities are there to work with parents and young people as part of any assessments and reviews?</p>	<ul style="list-style-type: none"> ● The student and parent voice are captured ahead of and during Annual Reviews to review outcomes and set new goals. ● Students views are considered when creating their “student profile”
<p>How do we support children and young people in moving between phases of education and in preparing for adulthood?</p>	<p>To ensure a successful transition to Our Lady’s for students with SEND:</p> <ul style="list-style-type: none"> ● The school holds an open evening in September/October for all primary students and their families who are in the process of choosing a secondary school and all staff including Head of Year and SLT Inclusion and SENCo are available to speak to parents; ● We contact our feeder primary schools to find out as much information about the needs of the SEND Students transferring to Our Lady’s. ● There is planning between the schools and with parents/carers in Year 6 to support the student’s move from primary to secondary school. ● The primary transfer day takes place in July for all students transferring to Our Lady’s School those identified are observed to inform LSAs and provide guidance for transition. ● On entry to the school, all students KS2 scores are reviewed. This helps pick up potential difficulties at the earliest stage. ● We ensure that teachers are highly alert so that such areas of need are spotted early and referred to the Inclusion Department so that support can be coordinated promptly. <p>We help prepare SEND students for GCSE option choices:</p> <ul style="list-style-type: none"> ● In Year 8, SEND students are interviewed by either the SLT or the Head of Year in collaboration with the SENCo regarding their chosen courses to make sure they have chosen the best subjects and qualifications for their career path <p>We help prepare SEND students for transfer to post -16 education:</p> <ul style="list-style-type: none"> ● All students have at least one meeting with a member of staff from the Careers Advisory Service. During this meeting students will have the chance to talk about different Post 16 options. ● All students complete a work experience placement in year 10. This helps to give students a taste of a working environment and can help inform them about which course they would like to take, post-16. ● School staff liaise with work experience placements to ensure

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	<p>that their staff are aware of student needs.</p> <ul style="list-style-type: none"> ● Students may take part in programmes of work which help prepare them for life post-16 e.g. Life Skills ● Students receive support with completing college applications and interview skills.
<p>What is our approach to teaching children and young people with SEND?</p>	<p>Our SEND provision will depend on the student's needs.</p> <p>If a child has difficulties with literacy and learning: Students can access:</p> <ul style="list-style-type: none"> ● Quality First teaching with appropriate differentiation (including best SEND practice). ● Visual aids to support key vocabulary, concepts and themes. ● Access to homework support clubs ● Targeted Literacy groups ● KS2 to KS3 transition support via the Inclusion department ● Access to assessment for identification of significant needs. ● Dedicated and caring staff who value all students regardless of ability <p>Support for targeted groups of students may include:</p> <ul style="list-style-type: none"> ● Blocks of 1:1 small group lessons that focus on a range of needs such as literacy, comprehension and spelling in the Inclusion department ● Year 7 nurture provision through identified transition groups ● Where needed, help from an external agency (e.g. Educational Psychologist, Speech Therapist) ● Teaching Assistant support in some lessons ● Targeted lunchtime clubs for vulnerable students. <p>Targeted individual support may include:</p> <ul style="list-style-type: none"> ● On-going, tailor made, 1:1 tuition. ● Where needed, help from an external agency (e.g. Educational Psychologist) ● Termly testing for students with literacy difficulties to review and plan. ● External agency advice where needed. ● Exam Access Arrangements. ● Post 16 Transition support. <p>If a child has sensory and/or physical needs Students can access:</p> <ul style="list-style-type: none"> ● Quality First teaching with appropriate differentiation (including best SEND practice). ● Visual aids to support key vocabulary, concepts and themes. ● Amplification of sound for aid users. ● Access to homework club. ● KS2 to KS3 transition support. ● Access to assessment for identification of significant needs. ● Dedicated and caring staff who value all students regardless of ability. ● Medical Care Plans. <p>Support for targeted groups of students may include:</p>

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	<ul style="list-style-type: none">● Handwriting /fine motor/keyboard skills training.● Group discussions and information giving from our qualified school nurse.● Access to assistive technology, software and Ipad applications.● Access to teaching assistant support. <p>Targeted individual support may include:</p> <ul style="list-style-type: none">● Personalised support plans.● 1:1 Outside Agency support from Advisory Teachers.● Individual handwriting /fine motor/keyboard skills training.● Specialist equipment and materials, such as low vision aids and enlarged adapted resources.● Access to assistive technology, software, Ipad applications.● Targeted TA support.● Exam Access Arrangements. <p>If a child has difficulties with communication and interaction Students can access:</p> <ul style="list-style-type: none">● Quality First teaching with appropriate differentiation (including best SEND practice).● Visual aids to support key vocabulary, concepts and themes.● Access to homework club.● KS2 to KS3 transition support via Inclusion programme.● Access to assessment for identification of significant needs. <p>Support for targeted groups of students may include:</p> <ul style="list-style-type: none">● Assessment and identification of language need and feedback to parents and staff.● Small group sessions with the Speech and Language Therapist. Modules include; vocabulary, inference and deduction and language building blocks. Pre and post Module skills assessment and results. Post module feedback to student, parents and staff.● In-class Teaching Assistant support in some lessons● Year 7 Transition Group <p>Targeted individual support may include:</p> <ul style="list-style-type: none">● 1:1 sessions with a speech and language therapist.● 1:1 sessions with other specialist staff in the school, linked to other needs on ECHP (e.g. Transition Groups)● Individual teaching assistant support in some mainstream lessons.● On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review)● Exam access arrangements.● Post 16 transition support. <p>If a child has an EHCP which specifies Interventions extra provision will include:</p> <ul style="list-style-type: none">● KS2 to KS3 and KS4 transition support (including liaison with teachers, parents and SENCo).● Targeted sessions per week with the Speech and Language
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	<p>Therapist.</p> <ul style="list-style-type: none"> ● Targeted SALT sessions with a Teaching Assistant. ● Individually targeted Teaching Assistant support in mainstream lessons. ● On-going monitoring and regular feedback to parents and students (at least termly and including the Annual Review) ● Exam Access Arrangements. ● Post 16 Transition support. <p>If a child has difficulties with social, emotional health or mental Health:</p> <p>Students can access:</p> <ul style="list-style-type: none"> ● Quality First teaching with appropriate differentiation (including best SEND practice). ● Access to homework support clubs. ● Access to assessment for identification of significant needs. ● Whole school Central Reward System. ● Whole school policy for behaviour management with graduated response. ● Key Stage transition support. ● Anti-bullying processes. <p>Support for targeted groups of students may include</p> <ul style="list-style-type: none"> ● Year 7 Transition Groups. ● Lunchtime drop-in. ● Intervention groups (all years)- behaviour/social skills/self esteem/stress management. ● In-class support in some lessons. ● Academic/behaviour mentoring. ● Year 11 support with college applications and career paths. <p>Targeted individual support may include:</p> <ul style="list-style-type: none"> ● 1:1 mentoring. ● Counselling. ● Outside agency input (e.g. Educational Psychologist, Early Help Hackney, CAMHS, Young Hackney). ● Flexible timetables. ● In-class support for students at risk of exclusion. ● Pastoral Support Plan- support for students at risk of permanent exclusion. ● School nurse.
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<ul style="list-style-type: none"> ● Teachers plan lessons and homework according to the specific needs of all groups of children in their class and will ensure that a child's identified needs are met. ● A teaching assistant may work with the teacher to support a child's learning in the classroom. ● Specific resources and strategies will be used to support a child individually and in groups as is judged appropriate by the SENCo in order to meet a child's needs ● Timetables are adjusted to support students with SEND – for example the nurture group

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	<ul style="list-style-type: none"> ● Specific subjects and qualifications are offered in Year10 and Year11. ● Catch up literacy lessons are provided for those students that need this support <p>We develop our staff's knowledge and practice through the following:</p> <ul style="list-style-type: none"> ● SENCO attendance at local and national courses/conferences. ● Membership of SEND organisations. ● School INSET sessions that focus on areas of SEND . ● Training for TAs and non-teaching staff. ● In school sessions – SENCO and other external agencies delivering/organising training for teachers and support staff on the different categories of SEND/strategies/use of LSA/TA ● Delivering induction programme for newly qualified staff and staff new to the school ● SEND staff working closely with teachers and Heads of Department to make sure that the most effective strategies and interventions are used to meet the needs of all SEND students - this takes place on request. ● Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seeking out information.
<p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision. The SENCO/Inclusion department will do this in several ways including:</p> <ul style="list-style-type: none"> ● Regular observations and learning walks. ● Analysis of the attainment and achievement of different groups of students with SEND. ● Success rates in respect of targets. ● Post 16 destinations of young people with SEND. ● Scrutiny of teacher's planning and student's work ● The views of parents and the students ● Regular monitoring by the governing body/SEND governor ● Maintenance of assessment records – numeracy, reading and spelling ages etc. – that indicate progress over time for students involved in small group / individual intervention ● Departmental reviews of the progress of SEND students ● Monitoring the number of students requiring lower levels of support ● Monitoring procedures for identification and assessment of and provision for students with SEND ● Reviews of the SEND department by professionals outside of the school
<p>How do we ensure that children and young people with SEN are enabled to engage in activities</p>	<ul style="list-style-type: none"> ● We make every effort to include all Students in school trips. ● If an individual risk assessment is required, we will write this to ensure that everyone is fully included. ● We also help prepare children for any changes in their school day, such as school trips, awards ceremonies and sports day.

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<p>available with children and young people in the school who do not have SEND?</p>	
<p>What support does the school provide for improving social and emotional development?</p>	<p>We support children to develop socially and emotionally in the following ways:</p> <ul style="list-style-type: none"> ● Learning Pathways lessons in Year 7 ● Citizenship lessons in Year 8 to 10 (moving into Y11 in 2021) - including PSCE curriculum content ● Form Time which includes Mindfulness and Wellbeing activities ● Report card monitoring ● Assemblies ● Learning mentor sessions ● Counselling Services ● Transition Groups (timetabled sessions) ● School council ● Students with an EHCP have an opportunity to tell us what they think as part of the review process.
<p>What measures are there to prevent Bullying?</p>	<p>Our Lady's has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:</p> <ul style="list-style-type: none"> ● the consistent promotion of the school's code of behaviour which requires all students to respect the rights of others ● a senior leader oversees procedures for dealing with allegations of bullying ● the reinforcement of the clear message that violence has no place at Our Lady's and that restorative practice is a core ethos in restoring broken relationships (through a Restorative Justice session) with a trained RJ practitioner ● consultation with the 'Student Voice' on how to prevent bullying ● publicise support available for students through assemblies during Anti-Bullying Week
<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations to support children and young people with SEND and their families?</p>	<p>The school aims to work in partnership with other agencies to provide effective support based on the needs of the student. Such specialist services include:</p> <ul style="list-style-type: none"> ● Educational Psychologists ● Child and Adolescent Mental Health Services (CAMHS); ● Specialist teachers or support services for learning and behaviour ● Therapists (including speech and language therapists, ● occupational therapists and physiotherapists) <p>We also arrange Multi-agency meetings to secure effective expert support from outside agencies in assessing more complex cases and making provision for the most vulnerable students.</p>
<p>What arrangements are there for handling complaints from parents of children</p>	<p>We seek to promote an active partnership with parents/guardians and to involve them fully at every stage. Most concerns and complaints can quite properly be resolved on an informal basis.</p>

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with SEN about the provision made at the school?	Formal complaints are resolved through our complaints process. Our complaints process can be found on our website at: https://www.ourladys.hackney.sch.uk/complaintsandcompliments
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