

OUR LADY'S
CATHOLIC
HIGH SCHOOL



SEND
Local Offer

March 2021

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1. Aims

Our SEND policy and information report aims to:

1. Set out how our school will support and make provision for students with Special Educational Needs and Disability (SEND)
2. Explain the roles and responsibilities of everyone involved in providing for students with SEND

2. Our Vision

At Our Lady's Catholic High School (OLCHS) we are committed to offering an inclusive curriculum ensuring that the best possible progress for all students whatever their needs or abilities. Our strong commitment to nurturing the individual, as well as promoting excellent academic outcomes for all. We set high standards through excellent teaching and encourage, positive relationships whilst developing a culture of aspiration. Though we are a small school, with only four forms of entry, this allows us to truly pursue excellence whilst knowing and caring for each individual in our community

3. Legislations and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education

4. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

The SENCO

The SENCO is Ms Christine Bedneau cbedneau@olchs.co.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

The SEND governor

The SEND Governor is Ms Christine Burnikell

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. Identifying students with SEND and assessing their needs

SEND needs provided for

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of special educational need and support':

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical needs.

Individual students often have needs that cut across all these areas and their needs may change over time. These categories of special educational needs are further broken down:

- Specific learning difficulties (SpLD);
- Moderate learning difficulty (MLD);
- Severe learning difficulty (SLD);
- Profound and multiple learning difficulty (PMLD);
- Speech, language and communication needs (SLCN);
- Social, emotional and mental health (SEMH);
- Autistic spectrum disorder (ASD);
- Visual impairment (VI); Hearing impairment (HI);
- Multi Sensory impairment (MSI); Physical disability (PD);
- 'SEN support' but no specialist assessment of type of need (NSA).

Secondary Transfer

The school liaises with feeder primary schools in an attempt to gather information and documentation relating to the special educational needs of students transferring to Our Lady's Catholic High School. Further information is also received from the Learning Trust. This information might include:

- Educational Health Care Plans
- Expressions of concern by the parents, student, school staff or external agencies
- Test scores and Key Stage 2 data
- SEND register

- Records of specific difficulties or impairments.

Mid-year entrants

At times students are admitted mid-year. In such situations we aim to identify students with special educational needs on admission. In practice, some information can at times be missing, even for students with SEND. However, through some admissions tests, and consequent termly reporting can pinpoint any emerging need.

Emergent Needs

Some students may develop a special educational need during their time at OLCHS, or a need may be identified that has previously gone undetected. These may be identified through:

- Referral from student, parents, school staff or external agencies
- Constant monitoring of individual progress; test scores, behavioural patterns, absences.

Developing Needs

During the course of their time at OLCHS a student's special educational needs may change. These changes can be identified through:

- School progress reports
- Annual Reviews
- Statistical data
- Incidents

7. How can a parent raise concerns?

- If your child is underperforming or experiencing difficulty in accessing the curriculum or a particular subject
- If your child is experiencing emotional, social or mental health issues
- If your child is underperforming, experiencing difficulties in a number of areas across the school and/or causing concern regarding, learning, sensory/physical, attendance and punctuality, social, emotional and mental health issues:
 - o **Contact the SENCO or Head of Year to discuss.**

8. Support for students with special educational needs

Information relating to individual students are uploaded on the SIMs software programme. This is used for taking the register, exam information and assessment and records of the student's medical and SEND data.

After a student has been identified as having a special educational need, their primary need/s are included on their profile page, which enables staff to see what the needs are.

Students who have an Educational Health Care Plan (EHCP), this is attached to their student profile on SIMs. A single page profile, with a summary of their needs and strategies, is placed on the staff intranet, as well as, in the staffroom, the specific Inclusion Department board.

If a student with SEND, does not make the necessary progress through high quality teaching. The student will undergo some assessments to determine the intervention and support required for the particular need identified.

Quality First Teaching

Subject teachers are able to identify the students with SEND through their class data sheet. In collaboration with the Inclusion department, teacher implement strategies. The majority of our students with SEND have their needs met in the classroom through high quality teaching. This may include teachers using differentiating tasks and materials to support the individual needs.

Learning Support Assistants (LSA)

Students with an EHCP are monitored by the SENCO or a named LSA. This member of staff liaises with home and is the point of contact for the student to discuss any arising issues. Half termly meetings are held with the LSA, student and parents to discuss the student's progress.

Students who have an EHCP may also receive targeted in-class support from an LSA. The level of in-class support is determined by statutory guidance from the EHCP, the student's attainment data, and various discussions with the student, parents, teachers and the SENCO.

Interventions

Some of our interventions occurs during the school day, sometimes at lunch or after school. These run for around half a term, with reviews with parents and the students' to determine any progress made. Interventions at OLCHS include:

- Lexia Literacy Programme
- Literacy Programme
- Numeracy Programme (in collaboration with the Maths Department)
- Speech and Language individual or group work
- Behaviour mentoring
- Learning Mentor
- Counsellor
- ASDAN, alternative pathways in Years 10 and 11
- A team of LSAs to provide support in mainstream lessons.
- Small withdrawal intervention groups.
- Educational Psychologist support and strategies

We aim to keep abreast of the latest strategies and information nationally in terms of interventions and respond to changing trends.

We also create individualised student support plans, where necessary, so that students with special educational needs can access some mainstream lessons and also receive extra support in their area of need. When a student support plan is put in place for a student, we work closely with parents, the

student, and classroom teachers so that everyone is involved in reviewing the impact and monitoring the progress.

Adaptations to the curriculum

The Inclusion Department ensures that teachers have up to date information on the special needs of students in their class, there are regular data inputs across the school year. All teachers are aware of the need to differentiate the curriculum to the needs of students, through regular workshops, support in Departments and collaboration with the Inclusion department. Teachers have access to advice on teaching strategies for different areas of need provided by Learning Support on the school network. In addition, LSAs work with teachers in Departments and in lessons to ensure the tasks are adapted to suit the needs of the student.

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

9. Deployment of resources

We adapt the way we allocate resources based on the needs of the student:

- Teachers and support staff receive ongoing professional development, organised by the SENCo and the SLT member responsible for whole school CPD, the nature of which depends on the needs of students in the school.
- When a student is identified as having special educational needs, the SENCo and the Inclusion Department meet to discuss which of our provisions are most appropriate to enable the student to make progress and consider how we might tailor our interventions based on the evidence collected and the views of the student and the parent. If we feel that we do not have a provision that currently meets the need of the students, we either adapt our provisions accordingly, or seek involvement of outside agencies, such as Educational Psychologist, Speech and Language Therapist.
- All provisions are regularly monitored to assess the impact they are having on the student, and then evaluated to see how they can be improved, taking into account the student's opinion. We aim to consider all aspects, where it is thought that it will help the student with their progress, and especially where it enables the student to work independently.

Where students need equipment to support them in their learning and in allowing them access to different areas of the school, we will try take reasonable steps to provide it:

- We provide Cream Coloured paper and books for students with low literacy or who are dyslexic to help with the reading of text and the use of an iPad if needed.

- The school building is fully accessible to wheelchair users. We have a lift that can provide access to all floors. There are accessible toilets on all floors in the building. In some cases we provide a re-integration timetable in the Inclusion department, for some students who are slowly recovering from a serious illness or injury.

10. Evaluating the effectiveness of SEND provision

Student progress is assessed by classroom teachers, and monitored by form tutors, Heads of Year, Heads of Department, SENCo and SLT.

Parents and students receive reports on student progress so they know whether or not their child is on target with each subject. SEND specific provision is evaluated by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- Progress is reviewed with the students via their form tutors, and/or Heads of Year, during which any subjects where the student is below target are discussed and strategies for improvement are recorded in the student planner/letter home, which should be signed by the parent to show that they have read it.
- Where a student is persistently below target, a referral may be made by a parent, subject teacher, Head of Department, or Learning Support Assistant, to the Inclusion Department for assessment. The student is then assessed and if a special educational need is identified. A discussion with the teacher and the SENCO to discuss an appropriate and differentiated provision for the student's individual needs, with the parent being kept fully informed.
- When a student is receiving a Learning Support provision, the Learning Support Assistant will contact parents at the beginning of the course to explain how it works and discuss expected outcomes. The parent is then kept informed by the Learning Support Assistant or the SENCo as to the student progress. Progress is measured in different ways depending on the provision.
- Teachers are also kept updated on the progress of the student on a Learning
- Support provision, so they can adapt their teaching to sustain the progress made. All details are shared via the staff shared drive.

11. Support for improving emotional and social development

The safety and wellbeing of students is at the centre of everything we do at Our Lady's Convent High School.

- We have a School Council where students are given a voice and an opportunity to influence decisions made within the school. Students from each year group are elected to the council to represent their peers.

- Our SENCo collects and shares information on the medical needs of student, there are trained First Aiders, four of whom are in the School Office and are responsible for the administration of medicine and personal care of students. We have a medical room that can be used by learners with medical needs. Where a student has medical needs that in some way has an impact on their daily school life, specialist provision is put in place, such as a specific medical care plan which outlines the specific care and medication that is needed.
- We have a very strong pastoral system to support students' emotional needs and monitor their general wellbeing. The form tutors see students daily and quickly pick up on any issues. Heads of Year intervene where there is a concern over a child. Fortnightly meetings are held between Heads of Year, the Child Protection Officer, the Behaviour Team and Learning Support, where concerns over students are discussed and action taken.

12. Working with other agencies

We have a range of external services that we draw on to support our students, these include:

- Speech and Language Therapy service in the Local Authority
- Child and Adolescent Mental Health outreach service (CAMHS)
- Educational Psychologist for assessment and intervention
- Hearing Impairment Team
- Visual Impairment Team
- School Nurse
- Education Welfare Officer
- Young Hackney
- Careers Advice Service

We also draw on many services run by the Learning Trust, and independent bodies, depending on the needs of the student.

13. The training our staff have had or receive

Our teaching and support staff benefit from a range of continued professional development to support their planning, understanding and relationships with students. This includes:

- SENCO is full time and has completed the NASENCO award
- Speech, Language and Communication awareness
- Behaviour for Learning
- Differentiation
- Safeguarding
- Medical Needs
- Restorative Justice

Staff training needs are identified through the appraisal process. Specific CPD is developed based on needs identified by staff and the SENCO, such as sickle cell, diabetes.

14. Activities and school trips

We have an inclusive ethos at Our Lady's Catholic High School and we think it is of absolute importance that all of our students are able to participate in school activities and join school trips. We also understand that a partnership with parents is vital for the health, wellbeing and learning for our students. Where necessary, we liaise and plan with parents to ensure access to our extra-curricular activities.

15. Transition for students joining school and leaving our school

- All students with an EHCP have a transition review meeting, before leaving or joining the school, when possible the SENCO attends the transition school to meet the student and parent/carer

16. Parents involvement in school life

We understand the importance of regular communication with parents to involve them in planning for their daughter's needs. We encourage the involvement of parents in a variety of ways:

- We have access to translators for parents whose first language is not English.
- Parents are encouraged to contact the school and discuss any concerns at the first opportunity. Concerns around special educational needs can be raised with the SENCO or the Inclusion Department. The school will always respond promptly and address any issues raised.
- When a child is assessed, or a provision is being considered for a child, the Inclusion Department will always involve parents in the discussion. Parents are also kept updated regularly as to the progress of their child, via review meetings, letters and telephone conversations.
- Parents of students with an Educational Health Care Plan will play a leading role in way the plan is written and implemented.
- Half termly updates and termly meetings take place for all those who have a Student Support Plan and EHCP.
- SENCO in attendance at Parent Evenings

17. Contact for more information or to discuss a concern

The first point of contact if you wish to discuss a matter related to special educational needs is the Special Educational Needs Coordinator (SENCO):

Ms Christine Bedneau

Telephone: 020 8800 2158

Email: CBedneau@olchs.co.uk

If you have a concern over pastoral issues such as behaviour or bullying, or overall academic progress, you may wish to contact the student's form tutor or Head of Year.

Any other queries will be handled by the school office and passed on to the relevant member of staff.

If a parent wishes to seek independent, confidential and impartial advice they can contact:

The Hackney SEND Information, Advice and Guidance Service (**SENDIAGS**) is a service providing impartial and confidential information, advice and support to parents and carers of children with Special Educational Needs and/or Disabilities (SEND) and young people and children with SEND

They provide information and advice on:

- legislation on SEND - what does the law say ?
- SEND local policy and practice - what actually happens in Hackney?
- the Local Offer - what services are available locally?
- personalisation and personal budgets - how are services tailored to individual needs?
- options and routes to resolve a disagreement or make a complaint, including mediation - what happens when there is a problem?
- the Education, Health and Care (EHC) needs assessment and those in the process of developing a plan - what does this mean?

Information relating to Special Educational Needs and Disabilities in Hackney can be found on the Hackney Local Offer website.

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

Alternatively here are the direct links to the following services:

- Educational Psychology Service
- EHCP Team
- Hackney SEND Travel Assistance Service (previously Transport Solutions)
- Inclusion and Specialist Support Team
- Integrated Speech and Language Therapy Service
- Portage Service
- SENDIAGS
- Short Breaks
- Disabled Children's Service
- Hackney Ark