

## **Notre Dame High School**

### **SEN Information Report 2015-16**

#### **Contributing to the Norfolk Local Authority Local Offer**

#### **School Mission Statement**

We are a Catholic High School where every person is a valued member of our community, invited to follow Christ's call to a life of Hope, Joy, Love, and Forgiveness.

We are committed to fostering high expectations and developing the full potential of each individual so that they may become compassionate, interdependent, lifelong learners, striving to create a better and more peaceful world.

'I have come so that they may have life and have it to the full.'

(John 10:10)

#### **Introduction**

Welcome to our SEN Information Report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN).

Notre Dame is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community.

#### **High quality teaching**

Notre Dame staff strive to provide high quality teaching to all of our students. Teachers prepare Schemes of Work and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual Departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEN, in their classrooms (known as differentiation). Such in-class differentiation may involve many adaptations and strategies, dependent upon the needs of the student.

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEN issues. For example, in 2014-15 the CPD programme available to all staff included sessions on differentiation, Autistic Spectrum Disorders, Muscular Dystrophy, the effective use of the Learning Support Assistant to support teaching and learning, literacy, EAL and planning for differentiation to support learning outcomes for all learners.

#### **Tracking and monitoring progress**

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded on MCAS and reported to parents at least once per term. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Heads of Departments, Form Tutors,

Heads of Year and the SENCO regularly check on the progress of students and raise a concern if students are not making expected progress. Some students who are not making expected progress attend intervention sessions with our Progress Mentors.

### **Identifying SEN**

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify such students and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENCO. The SENCO will then investigate further by liaising with parents, gaining the views of the student, observing the student in class, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to the EPSS Service (Advisory Support Teacher, Educational Psychologist) if appropriate or liaising with health professionals if appropriate. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting will be arranged, including parents, to discuss the student's needs and subsequent actions.

The types of tests that may be used to assess if a student has a special need include: the WRAT 4 (Wide Ranging Assessment Test); the DRA (Diagnostic Reading Analysis); CTOPP (Comprehensive Test of Phonological Processing); DASH (Detailed Assessment of Speed of Handwriting); Youngs Spelling Test; HGRT (Hodder Group Reading Test); NFER Maths Test; Working Memory screening.

Some students transitioning to Notre Dame are already diagnosed with a special educational need and this information will have been passed on by their previous school. Such students may or may not be placed on the SEN register, but will all be monitored and tracked in terms of their progress and supported as appropriate.

If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above.

The definition of a special educational need is 'where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support'. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014).

Students with SEN will be placed on the school's SEN register, which is accessible to all staff in school. Students on the SEN Register will either be coded as 'S' (students who have a Statement of Special Educational Need), 'E' (students who have an Education, Health and Care Plan) or 'K' (other students who receive SEN Support). Students that Notre Dame are concerned about but who are not officially diagnosed with a Special Educational Need or who are currently not receiving extra SEN Support are recorded on a register of 'Additional Needs Students' to which all staff have access to inform their teaching. All students on the SEN register or coded as 'Additional Needs' have a Student Advice Sheet, available to all staff, to inform their teaching of these students.

The types of SEN provided for currently at Notre Dame High School include: Dyslexia, Dyspraxia, Visual Stress (Meares Irlen), Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Autistic Spectrum Disorders, Speech, Language and Communication Disorders,

Moderate Learning Difficulties, Neuro-developmental Disorders, Neurofibromatosis, Visual Impairment, Hearing Impairment, Tourettes Syndrome.

### **Supporting SEN students**

Where a student is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented or in-class support. For the majority of our students, such in-class strategies are effective and inclusive. However, some students may need further out of class support on either a one-to-one basis or small group targeted intervention sessions with a Progress Mentor or a Learning Support Assistant. If a student continues to fail to make expected progress, they may be referred to an outside agency for further testing and/or advice.

Interventions may involve bespoke packages or a programme developed specifically for that student or group of students. Current interventions include spelling interventions (such as Sound Discovery (phonics programme), Nessy computer programme), reading interventions (such as Rapid Reader, Dockside Rising Stars, Oxford Reading Scheme, Toe by Toe), Maths interventions (such as Maths Whizz, Numbershark), writing interventions, Social Skills interventions (such as the Social Skills Group Intervention programme), Speech and Language Therapy support (including Visualising and Verbalising, Word Mapping, positional language training), motor skills (such as Speed Up), memory skills, revision skills, exam technique and essay writing skills.

Interventions follow a monitoring cycle involving: assess-plan-do-review. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

Some students receive technology support, such as the use of a laptop or tablet, mainly via equipment supplied by Access Through Technology (ATT). If appropriate, the SENCO will apply to ATT for such equipment. Students who are allocated technology may also be provided with software, such as Clicker 6, to support their progress. Students with visual or hearing impairments may also be assessed and supplied with equipment to support their needs; this is currently supplied by the Virtual School for Sensory Support.

Parents/Carers of students with SEN will have regular meetings with school staff to discuss their child's progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SENCO, if they have a concern about their child.

### **Education, Health and Care Plans**

Where a student with SEN is failing to make progress, despite high quality teaching and support through their SEN support, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

Students with current Statements of Special Educational Need will continue on these until the Local Authority reviews their provision to decide if they fulfil the criteria for an Education, Health and Care Plan. There is a three year transition period for reviewing all students on Statements of Special

Educational Need to decide if they fulfil such criteria and the Local Authority has a programme for this transition. For high school students: in 2015-2016, the Local Authority will review those students with Statements of Special Educational Needs in Year 11 and Year 9.

Students with SEN who have Statements of Special Educational Need or Education, Health and Care Plans will receive a higher level of support than other students and such support is co-ordinated by the SENCO. Their Statement of Special Educational Needs or Education, Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, student and appropriate outside agencies.

### **Working with outside agencies**

Where a student with SEN is not making progress and Notre Dame feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using their support and advice. Notre Dame has a contract with the Local Authority EPSS Service (Educational Psychology Support Service) to whom we make referrals for Advisory Support Teachers and Educational Psychologists. Notre Dame also works with other external agencies such as the Virtual School for Sensory Support, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy, the Locksley Short Stay School for Norfolk, Physiotherapy and Occupational Therapy Services.

### **Parent and child involvement**

Notre Dame puts working with parents/carers and students at the centre of its work. Progress reviews are provided to parents each term for all students. There is also at least one parents evening per year for each year group. Students are also regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEN are encouraged to express any concerns they may have to the SENCO, Learning Support Assistants, their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENCO is always pleased to discuss any concerns involving SEN with parents and carers.

All students with Statements of Special Educational Needs or Education, Health and Care Plans will meet at least once a year with the Senco to review their progress and provision. All students receiving intervention by the SEN Department will also receive regular communication from the Senco about the intervention(s). The Senco is always happy to communicate with any parent of a student with SEN whether by telephone, email or face to face meeting.

### **Equality (incl. accessibility)**

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014.)

Notre Dame is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEN and disabled students to enable them to participate in all school trips and other out of class activities. For more information, refer to our Disability, Equality Policy and Accessibility Plan in the Policies section of our website.

<http://www.ndhs.org.uk/page/?title=Policies&pid=28>

Students with SEN are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEN have been involved with the following clubs: lunchtime, breakfast and break time clubs, homework club, wind band, choir, STEM club, sports clubs, library volunteers and charity events. SEN students have also participated in student panels for new members of staff, Year 6 transition support and in the annual school production.

### **Transition**

Notre Dame understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEN.

For students coming into Year 7 at Notre Dame, the Head of Year 7 and Assistant Head of Student Welfare, endeavour to visit all primary schools where there are three or more students coming to Notre Dame. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEN information. The Head of Year 7 contacts other primary schools by telephone to gain the same information. For students with SEN, the SENCO at Notre Dame liaises with SENCOs from our feeder primary schools, who pass on all relevant information, including SEN files. Parents/Carers of students with SEN in primary schools whose child will be coming to Notre Dame are always welcome to contact our SENCO who will discuss your child and their provision on the telephone or arrange a meeting for you (and your child if appropriate) to come in to discuss this.

All Year 6 students who will be attending Notre Dame, are invited in for a transition day in the summer term, when they spend the day in their new form group and take part in activities to help them adjust to life at Notre Dame. Many students with SEN are invited in for extra transition sessions to introduce them to life at Notre Dame and to try to allay any anxieties as much as possible. Parents/Carers of students with SEN are also invited in to a coffee morning in the summer term, to get to know how Notre Dame supports students with SEN and meet relevant staff.

Notre Dame creates its Form Groups for Year 7 with great care and the Head of Year 7 places students with SEN in Form Groups in conjunction with the SENCO, using all the information they have available.

For students with Statements of Special Educational Need, the SENCO will attend Year 6 Statement Review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENCO will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Parents/Carers of students with Statements of Special Educational Needs in Year 5 who are considering a placement at Notre Dame are very welcome to contact the SENCO at Notre Dame at any time to discuss their child's needs or arrange a meeting or visit to Notre Dame.

For students leaving Year 11, the SENCO works with our CEIAG Advisor (Careers, Education, Information, Advice and Guidance) to ensure that all students have thought through their next steps

and have at least two applications to post-16 providers. We also liaise with their next provider to ensure that they understand about a student's support needs. All students with a Statement of Special Educational Needs or an Education, Health and Care Plan will have access to our Guidance Advisor from Year 8 onwards.

For students with SEN entering our Sixth Form, their support will be discussed with them and their parents and provision put in place as appropriate.

### **Funding for SEN and the Notre Dame Cluster**

Notre Dame is part of a Cluster of schools including St Francis of Assisi in Norwich, St Mary's Catholic Primary in Gorleston and St Augustine's Catholic Primary in Costessey. Our schools have been working together as a cluster for many years, building upon our longstanding years of collaboration through our shared ethos.

The Local Authority funds schools in two ways to support their SEN provision. Each individual school receives their own SEN funding from the Local Authority. In addition, the Local Authority provides funding to School Clusters as a top up fund. The Cluster Governance Committee agrees how this money is divided to supplement each school's SEN budget. Each school identifies specific interventions to use this additional fund and their impact is monitored and reviewed by the Committee. We, in the Notre Dame Cluster, use our professional judgement to ensure that the funding is distributed to have the greatest impact on our SEND pupils. We regularly review this at both school and cluster level to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity amongst all settings within the cluster and have shared accountability for the monies spent on all learners and their needs.

### **Anti-Bullying**

Notre Dame High School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong Christian values. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved. For more information about how our school responds to bullying incidents, please refer to our Anti-Bullying Policy in the Policies section of our website.

<http://www.ndhs.org.uk/page/?title=Policies&pid=28>

### **Staff**

Key staff working with students with SEN are as follows:

**Assistant Headteacher (Achievement).** Responsible for monitoring the progress of all students and interventions for students requiring any additional support.

**SENCO.** Responsible for implementation of the school's SEN policy, management of the day to day support, progress and inclusion of all students with SEN, identification of students with SEN, liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEN needs and liaising with feeder schools.

**SEN Administrator.**

**Learning Support Assistants:** Working with SEN students both in-class and on intervention programmes.

**SEN Governor.**

## **Complaints**

Complaints about issues to do with Special Educational Needs should follow NDHS's standard procedure for dealing with complaints. Please see the 'Procedure for Complaints' policy on our website or request a paper copy to be sent to you.