

Notre Dame High School - 1510 students (238 SEND including 26 EHC plans)

SEN Information Report 2019-20 - COVID 19 – School Lockdown Update

During these unprecedented times, Notre Dame High School will continue to do its best to support those children with SEND (Special Educational Needs and Disability). All students with an EHCP (Education, Health and Care Plan) have been risk assessed in line with Government advice:

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

When planning for school closure we have had to balance the needs of students with that of staff, many of whom have their own families and pressures. Pragmatic decisions have been made that ensure students gain access to bespoke resources for every subject that they study, whilst we ensure that the well-being of staff is not compromised by expectations that may not be sustainable under what is an incredibly difficult time for many families.

We do realise that this is not an ideal situation and we do regularly review our provision so as to ensure that students receive the best possible experience, whilst at the same time ensuring that the provision is sustainable for both students and teachers.

All student work is accessed through Google Classroom and an email alert sent via your child's school email. Our Progress Tutors have provided differentiated material for Years 7-9. Bespoke packages / web links etc. have been sent out by myself as SENDCo to any EHCP student that might struggle to access any of the material without teacher or learning support assistance. Google classroom is accessible from a smartphone, although a tablet or laptop would be preferable. Any video communication will need to be reviewed until we can ensure it meets the required safeguarding standards, so at present, that is not a provision being offered.

Even though we do live in a digital age, we understand that there are still families or students that may not be able to access an electronic device. If this is the case, then the Pastoral Team will endeavour to collate and send home key work for specific students who need a hard copy. As you can understand, this will not be sustainable for large numbers, but we will do our best if this is the issue for certain students.

Key staff to contact with any SEND concerns or issues are as follows:

SENDCO: Mrs Kelly Aldred (KAldred@ndhs.org.uk) Responsible for implementation of the school's SEND policy, management of the day to day support, progress and inclusion of all students with SEND.

Deputy Head teacher – Dr Shirley Stevenson (SStevenson@ndhs.org.uk) Student Welfare / Pastoral team

SEN Administration: Mrs Amanda Whitham (AWhitham@ndhs.org.uk) SEND administration

Assistant Head teacher – Miss Kate Freezer (KFreezer@ndhs.org.uk) Pupil Premium, Progress Tutor interventions and Professional Development for staff.

Assistant Head teacher – Mr Paul Short (PShort@ndhs.org.uk) Reporting / progress of students

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 SEND Information Report which is part of the Norfolk Local Offer for learners with Special Educational Needs & Disability.

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.

Quality First Teaching

All staff at Notre Dame strive to provide high quality teaching to all of our students. Teachers prepare short, medium and long term SOWs (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 SEND, in their classrooms. Such in-class scaffolding 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 SEND issues. For example, the CPD programme, available to all staff, included sessions on differentiation, the effective use of the Learning Support Assistant to support teaching and learning, literacy, EAL, planning for differentiation to support learning outcomes for all learners, as well as SENDCo updates on dyslexia, ASD and ADHD, working memory and complex needs.

All students with a SEND (Special Educational Need & Disability) have a flag on Bromcom: light green is for students with an additional need but no current intervention, dark green is for students with an additional need who are receiving intervention and a black flag is for students with an EHC plan (Education, Health and Care Plan). This alerts staff to their individual advice sheet which outlines their need, exam provision, methods of support and targets.

Tracking and Assessment

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 Bromcom (accessible to parents through MCAS - My Child At School) 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, Progress Managers and the SENDCO regularly check on the progress of students and raise a concern if students are not making expected progress. Evidence is provided and some students who are not making expected progress attend intervention sessions with our Progress Mentors or are given either in class support, small group support or 1:1 support from our LSA (Learning Support Assistant) Team.

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 or disability. 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 SENDCO. The SENDCO 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 diagnostic testing as appropriate or referring to the relevant trained member of the MAT cluster and if necessary, referring the student to either an Educational Psychologist or if appropriate, liaising with health or other external agencies such as 'Open Arms', 'Dyslexia Outreach' or 'CEPP'. We also use ATT (Access Through Technology) but they require a NHS referral to support the application from an O.T. (Occupational Therapist) etc. Once this information has been collated, 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 and their advice sheet will be updated or written.

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); CTOPP - 2 (Comprehensive Test of Phonological Processing); DASH (Detailed Assessment of Speed of Handwriting); HAST-2 Spelling Test; GL online testing); NFER Maths Test and Working Memory screening. We work collegiately with our MAT cluster SENDCOs, two of which are Level 7 accredited assessors and are able to test and provide diagnostic screening for EHCP applications and exam provision at GCSE and A level. If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENDCO to share their concerns. The SENDCO will then investigate further, as above. Some students transitioning to Notre Dame are already diagnosed with a special educational need and disability or have an EHC plan (Education, Health and Care) and this information will have been passed on by their previous school. Sometimes they are in the process of applying for an EHC plan and once this is accepted and finalised, the SENDCO usually attends the Y6 review. Such students will be placed on the SEN register, and will all be monitored and tracked in terms of their progress and supported as appropriate.

The definition of a special educational need is:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **has a significantly greater difficulty in learning than the majority of others of the same age, or**
- **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 mainstream schools or mainstream post-16 institutions. '**

SEN Code of Practice January 2015

Students with SEND will be placed on the school's SEND register, which is accessible to all staff in school. Students on the SEND Register will either be coded as 'E' (students who have an Education, Health and Care Plan, drawn up by the Local Authority) or 'K' (other students who receive SEND 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 SEND provided for currently at Notre Dame High School include: Dyslexia, Dyspraxia, Visual Stress (including Meares Irlen), Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Autistic Spectrum Disorders (ASD), Speech, Language and Communication Disorders, Moderate Learning Difficulties, Neuro-developmental Disorders, Neurofibromatosis, Visual Impairment, Hearing Impairment, Tourette's Syndrome, as well as physical disability such as Cerebral Palsy.

Supporting SEN students

As soon as a student is diagnosed with a special education need or disability, 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 'Precision Spelling (Dyslexia Outreach specific targeted support) or Literacy Catch up (1:1 weekly intervention from a trained Lead LSA, reading interventions, Maths interventions -led by a subject specialist LSA / Progress Tutor, writing interventions including handwriting, Social Skills interventions (such as the Social Skills Group Intervention programme which takes place on Saturdays) and lunch time support for vulnerable students, Speech and Language Therapy support through East Coast SALT, memory skills, exam technique and essay writing skills. Over the past few years, due to the nature of need, we also provide study skills support and essay structure scaffolding to 6th formers. 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 SENDCO will apply to ATT for such equipment but a NHS referral must now be part of the application process. Students who are allocated technology may also be provided with software, such as Docs +, 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 SEND 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 SENDCO, if they have a concern about their child.

Education, Health and Care Plans

Where a student with SEND is struggling to make progress, despite high quality teaching and support through their SEND 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.

All students at NDHS have now transferred from their statement to an ECHP. Students with SEND who have Education, Health and Care Plans will receive a higher level of support than other students and such support is co-ordinated by the SENDCo. Their Health and Care Plan will be reviewed regularly, at least once per year, more regularly if needed, with the parent/carer, student and appropriate outside agencies. In some cases and depending on the complexity of need and support required they may be 6 monthly.

Working with outside agencies

Where a student with SEND 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 MAT cluster contract with approved and trusted outside agencies 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, the SEMH Team (formerly ENGAGE). Unfortunately we no longer have MAP working on the premises, though students may self- refer at their Norwich office.

Parent and child involvement

Notre Dame puts positive relationships 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, with an extra 'Meet the Form Tutor' evening for Year 7 to ensure they have settled into high school life. Students are also regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns that they may have to the SENDCO, Learning Support Assistants, three of who are Leads with specialist responsibilities, their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk to. 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 SENDCo is always pleased to discuss any concerns involving SEND with parents and carers. All students with an Education, Health and Care Plan will meet at least once a year with the SENDCo to review their progress and provision. All students receiving intervention by the SEND Department will also receive regular communication from the SENDCo about the intervention(s) and its impact. The SENDCo is always happy to communicate with any parent of a student with SEND 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)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Notre Dame is an inclusive school and actively seeks to promote the inclusion of students with SEND 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 SEND and disabled students to enable them to participate in all school trips and other out of class activities. For more information, refer to our Equality & Diversity Policy and Action Plan in the Policies section of our website.

https://docs.wixstatic.com/ugd/710e1b_ae4f6dd9242f43fc8785e34fe7dcd654.pdf

As well as an Accessibility Plan for Notre Dame High School

<http://www.ndhs.org.uk/files/policies/E54E05268A4E958C24C0DB5EC00AE955.pdf>

Students with SEND 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: lunchtime clubs, homework club in the LRC every evening until 5.00 / Friday 4.30, wind band, sports clubs, library volunteers and charity events. SEND students have also participated in student panels for new members of staff, Year 6 transition support and in the annual school production. We now have a small core of SEND Ambassadors who proudly wear their green badges to illustrate that they are there to help and understand the challenges of high school.

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 Deputy Head in charge 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 SEND information. The Head of Year 7 contacts other primary schools by telephone to gain the same information. For students with SEN, the SENDCo at Notre Dame liaises with SENDCos from our feeder primary schools, as well as all of our feeder schools, who pass on all relevant information, including SEND files. Parents/Carers of students with SEND in primary schools whose child will be coming to Notre Dame are always welcome to contact our SENDCo 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 SEND 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 SEND 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 SEND into forms in conjunction with the SENDCO, using all the information they have available.

For students with Education, Health and Care Plans, the SENDCo 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 SENDCO will put in place a more personalised transition programme, in conjunction with the primary school and parents/carers. Parents/Carers of students with Education and Health Care Plans in Year 5, who are considering a placement at Notre Dame, are very welcome to contact the SENDCo 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 SENDCo works with our CEIAG advisor, Siobhan Whiddett, 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. Those students with an EHCP will have specific guidance in Year 9 and in Years 11 and 13 to support them with their next steps in education. For students with SEND entering our Sixth Form, their support will be discussed with them and their parents and provision put in place as appropriate. We are also able to apply for post 16 'Top Up Funding' if their needs meet the criteria set by County.

Funding for SEN and the Notre Dame Cluster

Notre Dame is part of a MAT Cluster of St John the Baptist, including St Francis of Assisi in Norwich, St Mary's Catholic Primary in Lowestoft, St Mary's and St Peter's RC Primary in Gorleston and St Augustine's Catholic Primary in Costessey, as well as St Edmunds and St Benets in Beccles and Bungay and recently St Martha's. Our schools have been working together as a cluster for many years, building upon our longstanding years of collaboration through our shared ethos and the SENDCos meet termly or more often to review practice, share expertise and support the transition process.

The Local Authority funds schools in two ways to support their SEND provision. Each individual school receives their own SEND funding from the Local Authority. In addition, the Local Authority provides funding to EHC plan students as a top up fund using 3 bands of need. 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 has 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/files/policies/2C56AB420828EECF89B482051D08912.pdf>

Staff

Key staff working with students with SEND are as follows:

Deputy Headteacher – Dr Shirley Stevenson (SStevenson@ndhs.org.uk)

Assistant Headteacher – Mr Paul Short (PShort@ndhs.org.uk) Responsible for monitoring the progress of all students and interventions for students requiring any additional support, line manager of SENDCo.

SENDCO: Mrs Kelly Aldred (KAldred@ndhs.org.uk) 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 in liaison with the **Exams Office Manager** Mrs Lorna Thompson (LThompson@ndhs.org.uk), providing support and training for all school staff on SEND needs and liaising with feeder schools.

SEN Administration: Mrs Amanda Whitham (AWhitham@ndhs.org.uk)

CEIAG Advisor: Mrs Siobhan Whiddett (SWhiddett@ndhs.org.uk) Weds and Thursdays only.

Learning Support Assistants: Working with SEN students both in-class and on intervention programmes including x3 leads: Mr Jack Critten, Mrs Kerri Gall and Mrs Judith Press

SEN Governor: Mrs Marion Malley

Related legislation and guidance

Organisations may find it helpful to consider the following related guidance:

- Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

SEN Code of Practice January 2015