

SEN Information Report 2021-22 – February 2022 update

Contributing to the Norfolk Local Authority Local Offer

Notre Dame High School – 1534 on roll.

The proportion of our whole school population which has an education, health and care (EHC) plan = **1.9%** (29 students)

Norfolk average is **2.0%**

Year Group	EHCP (Education, Health and Care Plan)
7	9
8	2
9	8 (1 student repeating the year)
10	3 (includes 1 external student from The Wherry – GCSE music)
11	5
12	1
13	1
29/ 1534	(TOTAL)

We currently have several pupils awaiting a 'yes to assess' – Y8, Y10 and Y11

School Mission Statement

'I have come so that they may have life and have it to the full.' (John 10:10)

We are a joyous and inclusive Catholic school, inspired by the love of God and the teachings of Jesus, specifically faith, hope, forgiveness and peace.

Our community is committed to a rounded education that develops knowledgeable, morally informed and compassionate young leaders.'

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 SEND. 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. Curriculum Teams 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 evidence informed methods and 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. This year we have been fortunate enough to have the NHS training our LSA team relating to their Physiotherapy and Occupational Therapy Team and for the forthcoming year it is planned that our team will take part in BSL (British Sign Language) courses. Our students with physical disabilities have felt more confident with their physical and technical support as a result.

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

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 Tutors or are given either in class support, small group support or 1:1 support from our LSA (Learning Support Assistant) Team.

Identifying SEND

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which could be linked to an additional educational or physical need. Staff use tracking data and knowledge of students to identify individuals 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. Mrs Aldred and 2 other members of the MAT SEND cluster are qualified to carry out psychometric assessments which will highlight specific areas of educational need or exam access. If additional, more complex assessments are required, we will then refer 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 SENDCo is in regular liaison with the staff, parents and external agencies, and if an EHC plan is thought to be the next step, then we will provide a professional referral and evidence to the County Team.

The types of tests that used to assess if a student has a learning need include:

- WRAT 5 (Wide Ranging Assessment Test) which covers spelling, maths, single word reading and comprehension
- CTOPP - 2 (Comprehensive Test of Phonological Processing)
- DASH (Detailed Assessment of Speed of Handwriting)
- RAN/RAS – visual processing speed
- HAST-2 Spelling Test
- GL online testing specifically in Years 7 and 8 but have extended that into years 9 and 10 this year
- NFER Maths Test
- GORT-5 reading assessment (fluency, accuracy and comprehension)
- Neurodevelopmental checklist – usually completed by our SEMH practitioner or SENDCo
- Conners' Score – Teacher, student and parent

As mentioned, 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 by asking staff for feedback, and then running some psychometric assessments, as above. Some students transitioning to Notre Dame already have a diagnosis of 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 SEND register, and allocated a code of E (EHC plan), K (SEND and receiving support in class or intervention), A, (additional learning need but changing to M for monitoring across the MAT, and will all be monitored and tracked in terms of their progress and supported as appropriate). We use the graduated approach of ASSESS, PLAN, DO and REVIEW.

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 know have additional educational needs that are not officially diagnosed or who are currently not receiving extra SEND Support, are recorded on a register of 'Additional Needs Students' to which all staff have access to inform their teaching. All students on the SEND register or who are coded as 'Additional Needs' have a Student Advice Sheet, available to

all staff, to inform their teaching of these students. This flagged on our registers to remind staff that they have SEND, an advice sheet and an exam provision. Following a MAT SENDCo agreement this week, we will all be using an M for monitoring, to cover any students that have had a concern raised about their learning and progress.

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 and Muscular Dystrophy. This list is not exhaustive, as we have new diagnoses regularly.

Supporting SEND students

As soon as a student is confirmed as having a special educational 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 through the SEND dept. LSA team. 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 Tutor or a Learning Support Assistant. We work collegiately with the Progress Tutor team as we often have students in common that we are able to share the intervention on. If a student continues to fail to make expected progress, they may be referred to the SENDCo for initial psychometric testing and if necessary, to an external professional agency for further testing and/or advice. The school SENDCo is a qualified Level 7 assessor with the British Psychological Society (CPT3A AAC) but NOT an Educational Psychologist, a neuro developmental professional or a SPLD assessor that is able to diagnose dyslexia.

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)
- Literacy support - 1:1 or small gp. intervention, either weekly or fortnightly, from a specialist Lead LSA / Progress Tutor that focuses on SPAG, language analysis, essay structure etc.
- Reading reinforcement using a wide range of accessible books to build up confidence and fluency
- Maths interventions - led by a subject specialist LSA / Progress Tutor
- Writing / essay structure interventions including exam preparation for GCSE / A Level
- Lunch- time support for vulnerable students.
- TEFL and EAL support for pupils who also have SEND
- Physical environment (e.g. quiet areas, low stimulation areas, well-lit areas, ramps, doorways, clear corridors, non-slip flooring, toilets, handrails, changing facilities, adjustable lighting, classrooms, clear and tactile signage, edge of steps/ramps highlighted, natural light controllable with vertical blinds, use of contrasting colours)
- Mindfulness – timetabled for those students taking GCSEs.

We access Speech and Language Therapy support through East Coast SALT or NHS referrals, but over the past few years, due to the nature of need, we also provide study skills support and essay

structure scaffolding to Years 12 & 13. Interventions follow a monitoring cycle involving: assess–plan-do-review. Where an intervention with a student is not effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are monitored 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 school or 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 with visual or hearing impairments may also be assessed and supplied with equipment to support their needs; 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. At present, we are using Zoom to reduce the impact of COVID.

Education, Health and Care Plans

Where a student with SEND is struggling to make progress, despite high quality teaching and in class support or intervention, 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.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/ehc-needs-assessment-requests>

All students with complex needs have an ECHP – the term 'statement' is no longer used. Students with SEND who have Education, Health and Care Plans will receive a higher level of support and intervention 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, or 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 termed.

Working with outside agencies

Sometimes, a student with SEND does not make expected progress, even with intervention and Notre Dame may feel that they need advice and support from external professionals. We will always discuss such a need with parents / carers. If agreed and appropriate, we will then refer a student to an external agency and/or professionals for a diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support our students, using their specialist 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, Physiotherapy and Occupational Therapy Services, and the EPSS (Educational Psychology and Specialist Support). Our full time SEMH practitioner supports students that are awaiting external referrals or students that are presenting with anxiety and other early stage mental health conditions; referrals can be made through either the Pastoral Team or the SENDCo.

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/carers for all students. There is an in person 'Meet the

Form Tutor' evening for Year 7, and virtual curriculum evenings throughout the year for Years 8 – 12 with additional Videos to supplement these evenings. 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 (five of whom are Leads with specialist responsibilities), their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable. We also encourage student ambassadors and student council members with SEND to ensure a diverse range of student voice. 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, virtual meeting or face to face.

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 lives out its mission as 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 SEND 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 MAT Equality & Diversity Policy and Action Plan in the Policies section of our website:

<https://www.ndhs.org.uk/page/?title=Policies+%26amp%3B+Documents&pid=88>

<https://www.stjohnthebaptist-cmat.org.uk/page/?title=Policies&pid=22>

As well as an Accessibility Plan for Notre Dame High School

https://www.ndhs.org.uk/_site/data/files/policies/AAED2DE63464A099F9289B2AD80D10F8.pdf

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, prior to COVID -19 restrictions, current students with SEND had 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 who oversees Student Welfare liaises with all primary schools where there are students coming to Notre Dame. They meet with either Year 6 teachers, SENDCo or Leadership Team to gain as much information as possible about the students, including SEND information. Additional 1:1 SENDCo meetings are also booked for students with an EHCP or more complex needs. For students with SEND, the SENDCo at Notre Dame liaises with SENDCos from our feeder primary schools, as well as many other schools local to us, 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. Last year, due to COVID restrictions, we were unable to offer on-site transition visits, but this year they are already booked. In addition, Parents/Carers of students with SEND 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. We also invite members of the current Year 7 cohort with SEND to give a talk and be available for parental questions, as this can alleviate a lot of parental worries; they are very honest and open!

Notre Dame creates its Form Groups for Year 7 with great care and the Pastoral Team, in conjunction with the SENDCo, places individuals with SEND into forms using all the information they have available. This ensures support both in class and also with an understanding and kind peer group.

For students with Education, Health and Care Plans, the SENDCo will attend Year 6 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 bespoke 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.

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 educational setting to ensure that they understand the student's support needs. Norfolk based Colleges and Sixth Forms now have key staff who ensure that SEND information and exam provision is gathered. 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 or an EHC plan 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 SEND 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 in King's Lynn and Sacred Heart in Peterborough. 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. We have a new cluster Lead SENDCo, Jennifer Reeve, who will be overseeing all schools and ensuring that SEND is at the forefront of our school agenda – she is employed by the MAT.

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 additional funding to EHC plan students, using 3 bands of need. Each school identifies specific interventions to apply this additional funding to, and the 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 equality, 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.

<https://www.ndhs.org.uk/files/policies/2C56AB420828EECF89B482051D08912.pdf>

Staff

Key staff working with students with SEND are as follows:

Head teacher – Mr Tom Pinnington (TPinnington@ndhs.org.uk)

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

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 SEND, 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 Powell (APowell@ndhs.org.uk) 12 hours per week.

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

Learning Support Assistants: Working with SEND students both in-class and on intervention programmes including 5 Leads – 3 full time and 2 part time: Mrs Judith Press, Mrs Mary Nobes, Mrs Frances Roff , Mrs Caroline Ablewhite, and recently, Mr Piers Martin. In addition, we have 2 part time and 3 full time LSAs. We are currently employing additional LSA support through an agency until we are able to appoint replacements for those LSAs who have moved on or who are yet to start.

SEND 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

Notre Dame High School – Policies link:

[Notre Dame High School - Policies & Documents \(ndhs.org.uk\)](http://ndhs.org.uk)