

Special Educational Needs Information Report 2023-24

Contributing to the Norfolk Local Authority Local Offer

Notre Dame High School – 1599 on roll (23.10.2023)

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.'

Current Data for EHCP Students – 2023-24*

The proportion of our whole school population which has an Education, Health, and Care (EHC) plan = **2.6% (41 students)** – last year 1.9% and 30 students

The rise in students with an EHC plan has increased nationally but this is a new high for NDHS!

Year Group	EHCP (Education, Health and Care Plan)	SEN K	SEN M
7	10	13	28
8	7 (1 in progress, 1 to apply for)	17	22
9	8 (1 to reapply for)	26	23
10	2 (1 in progress)	32	31
11	7 (1 in progress)	23	28
12	4	12	13
13	3	2	18
(TOTAL)	41	125	163

We currently have 5 pupils in the process of an EHCP or being applying for - this would take us to **46**.

We currently have 125 pupils on roll with SEND that are being supported, either in class or through intervention – **7.8 %** (up from 7.47% last year)

We currently have 163 students with additional needs who are not receiving support – **10.2%** (down from 10.45% as there are more children with an EHCP, diagnoses OR on the neuro pathway – currently a 4-year wait via the NHS).

* As of 25.10.23

1. 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 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.

2. Quality First Teaching

All staff at Notre Dame strive to provide high quality teaching to all 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. We follow the EEF '5 a Day' research.

[EEF blog: 'Five-a-day' to improve SEND outcomes | EEF \(educationendowmentfoundation.org.uk\)](#)

[Making Best Use of Teaching Assistants | EEF \(educationendowmentfoundation.org.uk\)](#)

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, Autistic Spectrum Disorder and Attention Deficit (Hyperactive) Disorder, working memory and other complex needs. This year, once again, we have been fortunate enough to have the NHS Physiotherapy and Occupational Therapy Team training our Learning Support Assistants in relation to supporting our students with physical disabilities and medical needs including Diabetes Type 1, Muscular Dystrophy, Cerebral Palsy and Achondroplasia.

All students with a SEND (Special Educational Need & Disability) have a flag on registration system, Bromcom (parent version is MCAS): 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. All staff have participated in initial September 2023 CPD which outlined specific students and their individual coding e.g., E (EHCP), K (SEND receiving in class support or intervention) and M (Monitoring with an additional need).

3. Tracking and Assessment

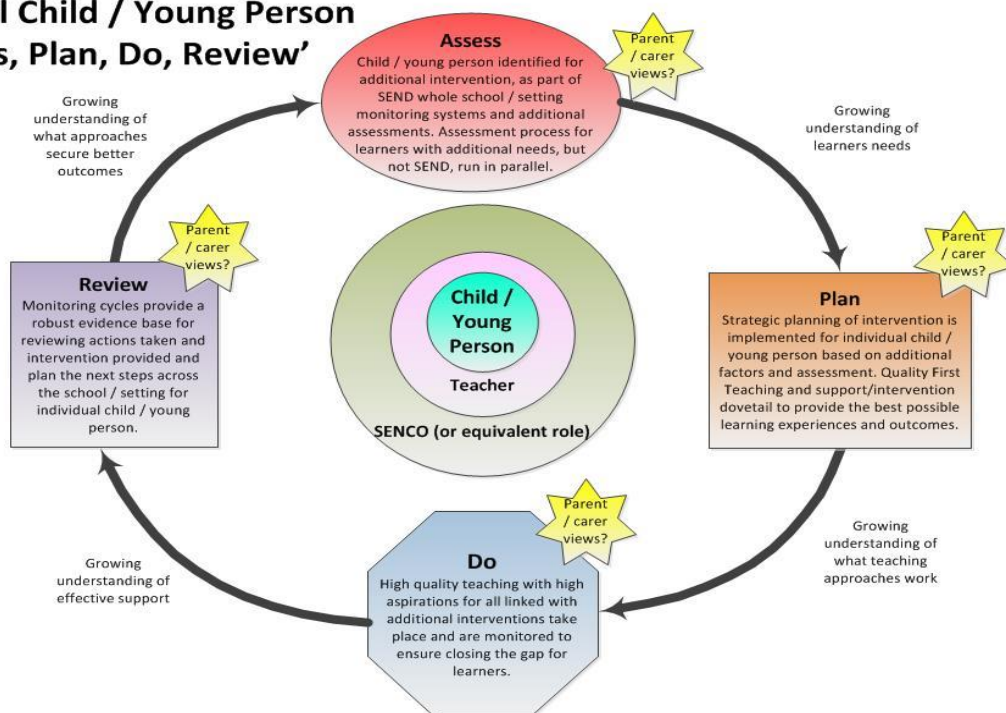
All staff are responsible for assessing, monitoring, and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded on Bromcom (accessible to

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 Department, 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.

4. 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. We follow the 'Assess, Plan, Do, Review cycle:

Individual Child / Young Person 'Assess, Plan, Do, Review'



Mrs Aldred, her Deputy Mrs Burns 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. We work collegiately to formulate targeted support for pupils with SEND which includes:

- In class support for learning (LSAs)
- 1:1 and small group targeted intervention which includes maths, English and exam revision support (LSAs or Progress Tutors)
- Therapy sessions (trained LSA Lego Therapy, ADHD Norfolk, CEPP CBT – Cognitive Behaviour Therapy)

- Staff CPD (SENDCo and external professionals e.g., Gary Aubin EEF SEND expert)
- Vulnerable Student folder for staff which includes the SEND register, individual student advice sheets, exam provision and assessment booking system etc.
- Staff Professional Development targets around SEND.
- Whole school 'assess, plan, do review' approach
- Internal referral form for SEND queries – including observation and testing
- QFT (Quality first teaching – 'what is good for SEND is good for all')

Parental information and support is available on the Local Offer:

[SEND Local Offer - Norfolk County Council](#)

If additional, more complex assessments are required, we will then refer the student to either an Educational Psychologist or if appropriate, liaise with health or other external agencies such as:

CEPP (The Child & Educational Psychology Practice) package for referrals which includes:

- Ed Psych assessments
- ADOS-2 assessments (precursor to a formal ASD diagnosis)
- Parental support
- Staff support
- EHCP review input
- EHCP application input
- LAC / PEP input
- Therapy (anxiety / SEMH / CBT)

DOS (Dyslexia Outreach Services, Taverham)

- Full formal dyslexia assessments and reports for diagnostic, exam provision and University Disability funding.
- Free training for SEND specific areas e.g., working memory, Precision Spelling
- JCQ (Joint Council for Qualifications) training and updates (SENDCo and Exams Office)

Open Arms

- Occ. Therapy assessments for dyspraxia
- Ed Psych in addition to CEPP

VSSS (Virtual School for Sensory Support)

- Deaf Support 2 x fortnight for Y8 pupil and Y12 pupil
- Equipment monitoring and review.

ABA (Applied Behavioral Analysis) Therapists

- Specialist ASD behavioral teachers who work 1:1 with a Y9 student
- Staff training

NHS

- Manual hoist and physiotherapy training
- Diabetes training

New this year:

ADHD Norfolk

- Neuro Therapy through Developmental Coaching – individual referrals for weekly input

Once reports have been received from these Agencies, 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. 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 we use 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.
- WRIT (Wide Range Intelligence Test/IQ)
- 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 (required for a GP referral to the Neurodevelopmental pathway).

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 specific 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), or M (additional learning need but monitored). This is an agreed code across the MAT. We use the graduated approach of:

ASSESS, PLAN, DO and REVIEW – see diagram above.

Parental information and support are available on the Local Offer: [SEND Local Offer - Norfolk County Council](#)

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.

The types of SEND currently provided for 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.

5. 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 most of our students, such in-class strategies are effective and inclusive due to quality first teaching. 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. If a student's expected progress fails to improve despite adjustments, they may be referred to the SENDCo for initial psychometric testing and if necessary, to an external 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 group, 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 run during Library lessons. We use Accelerated Reader.
- 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 via our dept. club
- TEFL and EAL support for pupils who also have SEND.
- Physical environment e.g., quieter 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.
- Therapies – including Lego (to support speech, language and communication), ADHD Norfolk and CEPP. 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 where staffing allows.
- 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, Visualiser, or iPad. 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, including the SENDCo, at any time if they have a concern about their child. This can be in the form of a face-to-face meeting, conference or zoom call.

6. 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>

<https://suffolksendias.co.uk/education-health-care-needs-assessments-and-plans/requesting-an-ehc-needs-assessment/>

Students with complex needs should have an Education, Health, and Care Plan (the term 'statement' is no longer used) if the school feels they need additional funding above what would normally be offered e.g., additional LSA support, therapy etc. Students with SEND who have an EHCP will receive a higher level of support and intervention than other students linked to their provisions and outcomes, co-ordinated by the SENDCo.

7. 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. Each year group has a calendared parents' evening which is an opportunity for parents/carers to speak to subject specific teachers. 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 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 SEND Ambassadors who participate in new student transition, parent coffee mornings and induction days. The role of the SEND Ambassador is 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 those to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any specific member of staff at school if they have any concerns about their child. The SENDCo or her deputy are always pleased to discuss any concerns around SEND with parents and carers, whether by telephone, email, virtual meeting, or face to face.

8. Equality (including 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)**

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

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 can 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:

[St John the Baptist Catholic MAT - Policies \(stjohnthebaptist-cmat.org.uk\)](http://stjohnthebaptist-cmat.org.uk)

As well as an Accessibility Plan for Notre Dame High School

[983A1325D58542D4CBA2FF8AE9C67B98.pdf \(ndhs.org.uk\)](http://ndhs.org.uk)

Students with SEND are actively encouraged, supported, and given opportunities to become involved with extra-curricular activities. For example, students with SEND had been involved with the following: lunchtime clubs, after school study until 4.30 p.m. in either the Sister Mary Library or new Sixth Form Library, 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 productions. 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. We are soon to be involved in a national SEND Student Voice Conference where both the SENDCo and students will outline this initiative.

9. Transition

Notre Dame understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and students alike, but more so for students with SEND.

The Pastoral team 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. Feeder school SENDCos liaise directly with the team at Notre Dame to pass on all relevant information, including SEND files. Parents/Carers of students with SEND in our feeder schools are always welcome to contact our SENDCo either by phone or in person. This is also incredibly helpful when writing their individual advice sheets.

All Year 6 students who will be attending Notre Dame are invited 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. Students with SEND are invited in for additional transition sessions to introduce them to life at Notre Dame and to try to allay any anxieties as much as possible. In addition,

Parents/Carers of students with SEND are also invited 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 our SEND Ambassadors 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 in conjunction with the Pastoral Team. Individuals with SEND are placed into forms using all the information available. This ensures support in class and placement with an understanding and kind peer group. Several of our children with SEND have physical disabilities and sensory needs and this is where the Notre Dame Ethos comes in to its own.

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 programme, in conjunction with the primary school, parents and 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 any time to discuss their child's needs or arrange a meeting or visit.

For students leaving Year 11, the SENDCo works closely with our Careers Education, Information Advice and Guidance (CEIAG) Advisor, Mrs 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.

Post 16 and 18 successes

Thanks to the staff and CEIAG support of Siobhan Whiddett, ALL students with SEND were able to access the following when they left NDHS in Years 11 or 13:

- College or vocational course at City College, Easton College or coastal college e.g. East Norfolk
- NDHS or other 6th form
- University
- Apprenticeship / work

10. Funding for SEND and the Notre Dame Cluster

Notre Dame is part of the MAT Cluster of St John the Baptist which includes St Francis of Assisi in Norwich, St Mary's Catholic Primary in Lowestoft, St Mary and St Peter's RC Primary in Gorleston and St Augustine's Catholic Primary in Costessey, as well as St Edmunds and St Benet's 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 collaboration through our shared ethos, and the SENDCos meet termly or more often to review practice, share expertise, and support the transition process. SEND is at the forefront of our schools.

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 and exceptional funding can also be applied for. We, in the St John the Baptist's 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.

All students with an EHCP have a school notional amount of £6,000 plus an additional Banding of Need allocation provided by County (1,2, or 3). Even Band 3 students do not have the funding to cover a 1:1 LSA support, so in this instance, 'Exceptional Funding' would be applied for. A new Band 4 a,b,c is for students with Physical Disability. Any EHCP funding allotted to the school budget, must be spent on that student. The Suffolk funding and post -16 funding is completely different and requires a vast amount of paperwork, provision mapping of funding and evidence of need.

[SEN funding for schools - Norfolk County Council](#)

[Schools funding - Suffolk SENDIASS](#)

[SEN funding for post-16 education - Norfolk County Council](#)

11. 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 in which 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.

[46C7BEC0B496D491EE1E2359FB1C4A49.pdf \(ndhs.org.uk\)](#)

12. 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 Student Welfare and Line Manager of the SEND dept.

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 SEND, 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.

Deputy SENDCo: Mrs Imogen Burns (IBurns@ndhs.co.uk) Responsible for supporting the SENDCo with the 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 SEND, liaison with parents, students and outside agencies, plus psychometric testing from November 2023.

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:

Caroline Ablewhite - (Lead LSA), Mary Nobes (Lead LSA), Piers Martin (Lead LSA)
Tanya Jones (Math specialist)– PT LSA – 3 days
Devorah Ross-Carter (KS3 & GCSE RE) – FT LSA
Fatma Karim (KS3) – FT LSA
Sabrina Martin (KS3 & 4) FT LSA
Kiera Long (KS3 & 4) FT LSA
Hannah Whittaker (KS3 & 4) FT LSA
ABA (Applied Behavioral Analysis Therapists) FT 1:1 support for individual student.
Jack Fossett (KS3 & 4) FT LSA
Sophie Ashbourne (KS3 & 4) FT LSA
+ 2 agency staff – FT LSAs

SEND Governor & Chair of Governors: Mr James McGarry (JMcGarry@ndhs.org.uk)

Our two full time SEMH practitioners support KS3-5 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: Mrs Emma Clough (AClough@ndhs.org.uk) & Mrs Eleanor Johnston (EJohnston@ndhs.org.uk)

13. 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)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Notre Dame High School – Policies link:

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