

## **SEND INFORMATION REPORT**

Under the Children and Families Act 2014 Local Authorities are required to publish and keep under review information that they expect to be available for children and young people with Special Educational Needs aged 0 – 25. This is called the Local Offer. The intention of the local offer is to improve choice and transparency for families. It will also be an important resource highlighting the range of services and provision in the local area.

If you wish to know more about Barnet's local SEND offer please see the link below:

[https://www.barnet.gov.uk/WorkingWithChildrenInBarnet/info/20057/special\\_educational\\_needs](https://www.barnet.gov.uk/WorkingWithChildrenInBarnet/info/20057/special_educational_needs)

St. Michael's is a selective Catholic Grammar School for girls' only (Yrs 7-11) and additionally admits boys in the Sixth Form. Although pupils with learning difficulties/Education Health Care Plan (EHCP) cannot quickly access the curriculum of a selective school, the Governing Body recognises its commitment to meet the needs of pupils with:

- medical needs – sensory and / or physical disabilities
- social, emotional and mental health problems
- communication and interaction problems
- cognition and learning needs
- short term and longer term problems causing disruption to learning in order to reach their full potential

The Headteacher has overall responsibility for Special Needs. The three Heads of Key Stage have day-to-day responsibility and act as SENCO for their Key Stage and have a termly meeting with London Borough of Barnet Educational Psychologist so as to raise matters of concern with her. The Learning Mentor (Mrs Cox) supports pupils nominated by the Heads of Key Stage.

### **Identifying pupils with SEND/Report and Feedback**

Primary School information is a key source in identifying new pupils with learning needs. In Yr 7 all pupils have their reading/spelling/maths assessed (MIDYIS test – University of Durham) and all Yr 12 sit a TDA test/September subject tests so we can establish who might need additional support. As the term progresses, teaching and support staff are asked to identify with the Head of each Key Stage any pupil who is not making progress and about whom they are concerned. Parents of such pupils will be contacted by letter or asked to a meeting with the student and Head of Key Stage to discuss support options and strategies. Robust assessment and reporting procedures are in place throughout the year whereby parents/pupils have opportunities to review progress.

Parents who have concerns about their daughter or son's progress are asked to contact the Head of Key Stage through the main school office on 0208 446 2256:

- Key Stage 3 (Years 7 - 9)                      Mrs Helen Witty, Assistant Headteacher
- Key Stage 4 (Years 10 -11)                      Mrs Rosalynne Wallis, Assistant Headteacher
- Key Stage 5 (Years 12 – 13)                      Mr Brian Roberts, Assistant Headteacher

Furthermore detailed arrangements can be found in the school handbook regarding arrangements for supporting children and young people moving between places of education and in preparing for adulthood e.g. Careers Fair, Higher Education Convention, Understanding Adolescence Evening.

In Key Stage 3 pupils are tracked by using:

- Annual progress meetings for Y7, Y8 and Y9
- Grade Sheets three times a year.
- Team meetings for Y7, Y8 and Y9 once a term where causes for concern are raised
- Individual referrals by teachers or support staff to the head of key Stage
- Self-referral and / or referral by parents`
- Departmental minutes where causes for concern and successes are included

In Key Stage 4 & 5 pupils are tracked by using:

- Progress meetings twice in Y11 and once in Y10, twice in Y12 and Y13
- Grade Sheets three times a year in Y10, twice in Y11, three times in Y12 and twice in Y13.
- Team meetings for Y10, Y11, Y12 and Y13 once a term where causes for concern are raised
- Individual referrals by teachers or support staff to the head of key Stage
- Self-referral and/or referral by parents.
- Departmental minutes where causes of concern and successes are included.

In all Keystages pupils are supported by:

- Parent Induction evenings where information relevant to that keystone is shared, including a Year 7 Education for Living meeting and a Year 8 Adolescence meeting (delivered by a psychotherapist).
- Tutorials and assemblies within the Pastoral Curriculum.
- Meetings with individual teachers, including form teachers, Heads of Keystage and wider leadership team.
- An annual parent/teacher consultation evening.
- An annual mentoring interview with a senior leader in Year 9 and Year 10; and biannually in Years 11-13 with setting of SMART targets.
- Provision of subject support/individual help from teachers outside lessons such as Art, Maths, Science and MFL clubs.
- Access to school chaplain.
- Rewards for pupil achievement, with certificates awarded each term in keystone assemblies. Other rewards are possible throughout the year, eg stickers, postcards and commendations.
- Pupil progress tracking (using data from grade sheets).
- In Keystages 4 and 5 pupils have an individual careers interview involving target setting. Career surgeries are available every Wednesday lunchtime for Yrs 10-13.
- In Keystage 4 – for some pupils, a reduction in their curriculum proves to be a successful strategy especially in Year 11. Supervised study facilities are provided, with 1:1 support in core subjects or facilitated access to Head of Keystage/learning mentor/counsellor.

In all Keystages additional support for SEND pupils involves co-ordination by each Head of Keystge involving:

- Communications and meetings with parents.
- Referrals to the school's learning mentor and/or school counsellor.
- Referrals to the Educational Psychologist, CAMHS, Bishop Harvey counselling, Barnet Youth Target Team or other counselling services.
- Case conferences with outside agencies.

- Formulation of support plans which may include daily tracking of pupils, Educational Psychologist assessments for access arrangements in examinations feedback on causes of concern from departmental meetings.
- For physical medical needs, the school's medical team is staffed every day with trained and experienced staff.
- Phased return to lessons for long term absences/medical needs.

### Provision

At St. Michael's we believe that an inclusive education is the right of every child and that an inclusive environment is one that promotes a child's sense of belonging and makes education an enjoyable experience socially, emotionally and academically. Therefore all pupils should have access to a broad, balanced, relevant and accessible curriculum.

Additional support and intervention is provided on the basis of a pupil's needs and resources available. Regarding SEND where anything over and above the normal school curriculum is proposed, parents/carers are contacted either by letter or telephone to advise them on the nature of the intervention, how long it is intended to last, when it will take place and with whom.

The table below is an outline of what we can offer to St. Michael's pupils who have SEND:

- Quality first teaching including differentiation. The prime responsibility rests with the subject teacher of each pupil. Additional support is available in each subject department. When the plan devised by a Head of Department is seen to be not working, pupils get referred to support outside the department.
- Green referral system should be used by teachers to alert the Head of key Stage to any problems
- Staff with knowledge of each pupils' needs, as detailed in student information pack.
- Students dropping subjects at GCSE/A level to support their specific needs.
- Access arrangements for examinations.  
For instance, a student with the following:
  - a learning difficulty which has a substantial and long term adverse affect on their ability to write legibly
  - a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand; could use a laptop in written examinations.
- Extra time for internal tests/significant pieces of work if a pupil has been granted an access arrangement.
- Learning Mentor Support.
- After school tutorial programme.

- Booster classes in A level subjects
- School counselling/external counselling
- Borough technical support e.g. Sensory Impairments, physical disability
- Medical/Welfare Officer/School Nurse intervention
- Pupil feedback via ALIS/school questionnaire
- Lunch time/after school clubs
- Access arrangements being improved (ramps to main school foyer and the Grange)
- Support from Form Tutor, Head of Dept and/or Head of Key Stage
- Financial support with extra-curricular trips from the Necessitous Pupils Budget
- Referral to an Educational Psychologist, Youth Target Team and / or CAMHS

### **Evaluating the effectiveness of the SEND provision**

The senior leaders of the school closely monitor SEND provision. Heads of Key Stage regularly meet parents with the Learning Mentor and review progress made. This is supported by pupil referral forms, progress meetings and concerns raised from departmental meetings. Recent data suggests that St. Michael's SEND pupils achieve much higher outcomes than the national average.

Form tutors have a crucial role in establishing pathways of communication. The Pastoral Curriculum (Tutorial and Education for Living programme) is designed to be sensitive and flexible in allowing the expression and explanation of problems also allowing time for learning about resilience, time management and equal opportunity issues. The development of a relationship of trust between pupil and form teacher contributes to the early identification of special needs. At all Key stages form tutors work closely with the Head of Key Stage in all the above. The Form Teacher Induction Programme seeks to clarify their role in identifying and supporting SEND pupils. Team meetings of Form Tutors, Pastoral Managers' Meetings, Progress Meetings and Subject Departmental Meetings all play a role in identifying and agreeing strategies for SEND pupils.

### **Pupils with emotional problems or with physical disabilities or learning difficulties**

Parents are asked to provide the school with full information about the above, so the school can do all in its power to provide full access to the curriculum for all pupils. Staff are provided with information on individual pupils who require special attention or consideration. All cases needing medical advice are referred to the Head of Key Stage and to the Welfare Officer.

Pupils who experience learning difficulties or emotional problems may be referred by the Deputy Head or Head of Key Stage to local support services such as:

- London Borough of Barnet Child Guidance/School Psychological Service

- The Bishop Harvey Family Service
- The London Borough of Barnet Educational Welfare Service
- The Tavistock Clinic
- The London Borough of Barnet Specific Learning Difficulties Service
- Child and Adolescent Mental Health Services (CAMHS)

### **SEND Improvement**

The school strives to improve its performance year on year and so feedback from parents/carers is always welcome. We annually carry out parental and pupil surveys to monitor opinions, in addition to feedback given at any time of year via email or telephone.

Contact information:

Key stage 3 - Mrs Helen Witty

Key Stage 4 - Mrs. Rosalynne Wallis

Key Stage 5 - Mr. Brian Roberts

020 8446 2256

[office@st-michaels.barnet.sch.uk](mailto:office@st-michaels.barnet.sch.uk)

SEND/booklets

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