

Special Educational Needs and Disabilities (SEND) Information Report for Parents

St Michael's Catholic Grammar School

Founded by the Sisters of the Poor Child Jesus, in the trusteeship of St Michael's Catholic School Trustee and a member of the Loreto Education Trust.

Approved by:

Date: 17th May 2024

Next review due by: Summer 2024



Dear parents/carers,

St Michael's Catholic Grammar School aims to provide high-quality education for all students. Following the teachings of the Church, we believe that each person is a unique individual, created in God's image and loved by Him, with intrinsic value and of equal worth.

We are committed to ensuring that all have access to a broad, balanced curriculum, offering a secure environment in which to flourish and grow in confidence and ability.

We aim to develop a culture of inclusion and diversity in which everyone can develop a sense of belonging in a caring and respectful community.

The aim of this information report is to explain how we implement our SEND Policy, which can also be found on our school website.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED | CONDITION |
|--|--|
| Communication and interaction | Autism spectrum disorder |
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| Social, emotional and mental health | Attention deficit hyperactivity disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mr Neil Hinnem.

Mr Hinnem is one of our Assistant Headteachers who has worked as our SENDCO for 2 years. He is a qualified teacher with 14 years experience and is currently working towards achieving the National Award in Special Educational Needs Coordination.

SEND Assistant

Our SEND Assistant is Mrs Venus To.

Mrs To works with individual students on our SEND register as well as supporting the administration of the SEND Department.

Head of Key Stage

The SENDCO works closely with the head of each key stage in our school to support the delivery of provision for SEND students.

KS3: Mrs Kat Heron

KS4: Mrs Rosalynne Wallis

KS5: Mr Neil Hinnem

Student Support Department

The Student Support Department works closely with the SEND Department. Student Support provides mental health, learning and pastoral support for a range of pupils in the school through 1-2-1 or small group meetings and mentoring.

Line Manager: Mrs Jo Sheehy, Deputy Headteacher and Designated Safeguarding Lead

KS3: Ms Aksa Tahir

KS4 (and Lead): Mrs Alex Stavrou

KS5: Mrs Louise Beckham

Teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

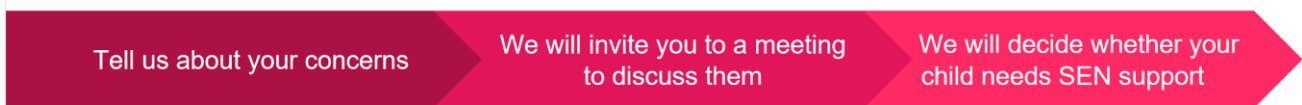
External agencies and experts

Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. We regularly work with:

- Mrs Isabelle Alexander, PATOSS Assessor
- Dr Hannah Morgan, Educational Psychologist
- Mr David Whalley, Barnet Autism Advisory Teacher
- Other educational psychologists

- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's Head of Key Stage.

They will pass the message on to our SENDCO who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will notify you that your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will make a referral to the SENDCO. The SENDCO will then ask for further information about the pupils' progress from their subject teachers, form tutor and Head of Key Stage. The SENDCO will then contact parents/carers for an initial conversation/meeting.

The SENDCO and/or SEND Assistant will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

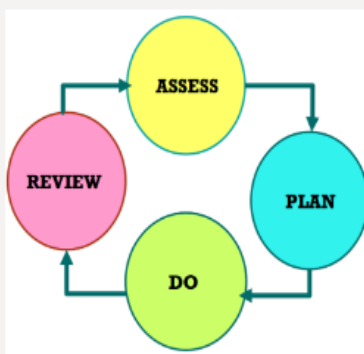
Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a My Support Plan for your child. This is shared with pupils, parents and teachers as a Pupil Passport.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**:



1. **Assess:** the school assesses the pupil's needs. They will listen to the views of the pupil and their parents/carers. They will also ask for advice from other specialist support services if needed.
2. **Plan:** the teacher and SENCO plan how to support the pupil. They will consider what outcomes they want to achieve. They will involve the pupil and their parents/carers and agree a review date.
3. **Do:** The SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with the teaching assistants or specialist staff involved.
4. **Review:** It's decided how effective the support has been. The school will adapt the support in light of the pupil's progress. The views of the pupil and their parents/carers are an important part of the review process.

Taken from the Barnet Local Offer (<https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/what-to-expect-from-schools>)

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress. Your child's teachers will meet you at least once a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed on the Pupil Passport.

If you have concerns that arise between these meetings, please contact your child's Head of Key Stage.

7. How will my child be involved in decisions made about their education?

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, reading instructions aloud, etc.
- Adapting the resources used in class, for example, giving students writing frames or printed copies of longer text.
- Using recommended aids, such as laptops, reading pens, coloured overlays, visual timetables, larger fonts, etc.
- Support for pupils on a 1-2-1 basis (either in- or outside of lessons) if a pupil's need requires.

The school will also put into place any exam access arrangements that your child is entitled to. These access arrangements can include:

- 25% extra time in exams.
- Supervised rest breaks in exams.
- Readers and prompters in exams.
- The use of a word processor in exams.
- The use of a smaller room in which to sit exams.

These will be put in place for school tests and exams so they become a pupil's 'regular way of working'.

The school will also ensure that all referrals and applications are made to JCQ so that the pupil can have their access arrangements in external GCSE, A-Level and university entrance exams.

Access arrangements are organised by the SENDCO in conjunction with the school's exams officer and exams administrator.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term.
- Reviewing their progress as highlighted in termly reports.
- Reviewing the impact of interventions each term
- Using pupil questionnaires.
- Monitoring by the SENDCO.
- Holding an annual review (if they have an education, health and care (EHC) plan).

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- 1-2-1 support or teaching
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from the child's local authority through applying for an education, health and care (EHC) plan).

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

When applying to take our school's entrance test, St. Michael's will, in consultation with the pupil's primary school, put in place any necessary access arrangements that are the documented regular way of working of a pupil with SEND.

The applications of all prospective pupils with an EHC plan are reviewed by the SENDCO and Headteacher in line with requirements from the pupil's respective boroughs.

13. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of school clubs as they promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND through our Student Support Department
- We have a 'zero tolerance' approach to bullying.

14. What support will be available for my child as they transition between years or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Hold review and planning meetings between the Head of Key Stage, SENDCO, pupil with SEND and their parents/carers.

Between schools

The SENDCO of the primary school a pupil is joining us from communicates with our SENDCO to discuss the needs of incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community and start their My Support Plan and Pupil Passport. Where necessary, we will arrange bespoke visits to the school to help any new pupil with SEND settle in and become familiar with their new school.

We set up new pupils with a buddy as part of the Guardian Angels scheme to help them get settled and make friends.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

We also organise information sessions for pupils and their parents regarding applying for the Disabled Student Allowance (DSA) and how to access SEND support at university level.

15. What should I do if I have a concern about my child's SEND support?

If you have a concern about the SEND support the school is providing for your child, please contact your child's Head of Key Stage in the first instance.

16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your home borough's local offer. For example, the London Borough of Barnet publishes information about the local offer on their website: <https://www.barnetlocaloffer.org.uk/#:~:text=Welcome%20to%20the%20Local%20Offer,across%20the%20Barnet%20local%20area>

Each local authority also has a special educational needs and disabilities information advice and support services (SENDIASS) organisation:

<https://www.barnet.gov.uk/children-and-families/barnet-send-information-advice-and-support-service-sendiass>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SEMH** - social, emotional and mental health
- **SENCO** – the special educational needs co-ordinator
- **SENDCO** – the special educational needs and/or disabilities coordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages