

# **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.**

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| Approved by:        | Date: Summer 2026 |
| Next review due by: | Summer 2027       |



## CHANGE STUDENT PASSPORTS TO PUPIL PASSPORTS

**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 students 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 our Senior Deputy Headteacher who has worked as our SENDCO for 5 years. He has received the National Award for SEN Co-ordination from Middlesex University.

### **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 O Fasunloye

KS4: Mrs Y Innes

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 students in the school through 12-1 or small group meetings and mentoring.

Line Manager: Mrs Kat Heron, Deputy Headteacher and Designated Safeguarding Lead .

KS3: Ms Aksa Tahir

KS4 (and Lead): Mrs Alex Stavrou

KS5: Mrs Louise Harrop

### **Teachers**

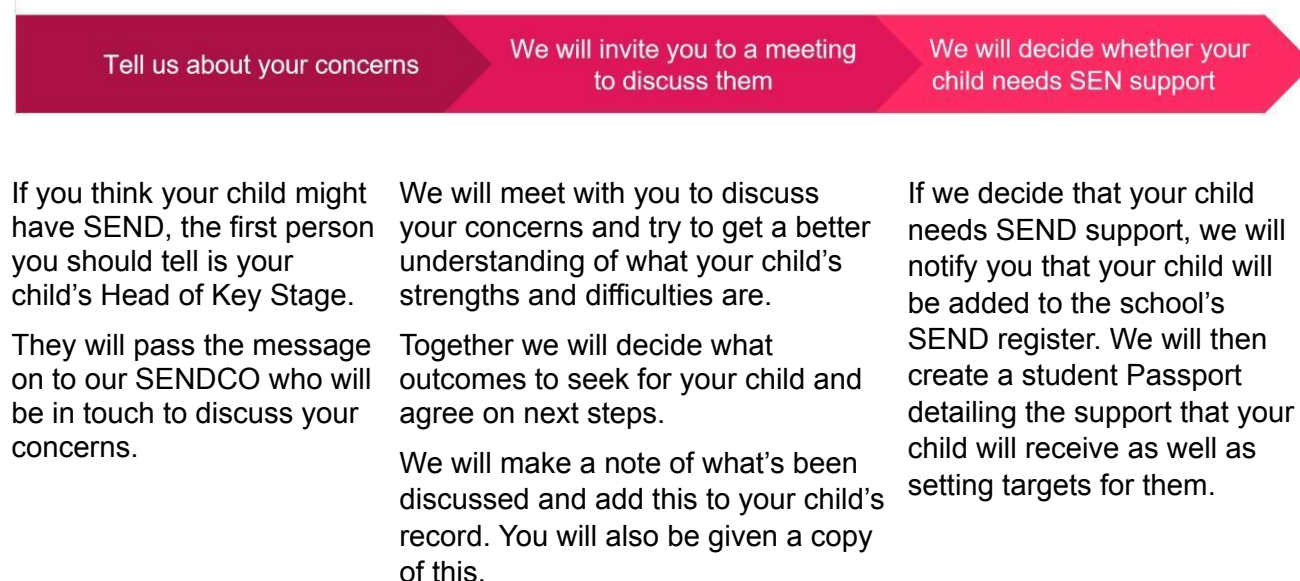
All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of students who have SEND.

### **External agencies and experts**

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

- Mrs Isabelle Alexander, PATOSS Assessor
- Dr Sophie Driver, Educational Psychologist
- Mr David Whalley, Lead 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?



### 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 students who aren't making the expected level of progress in their schoolwork or socially.

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

If the student 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 students' progress from their subject teachers, form tutor and Head of Key Stage. The SENDCO will then contact parents/carers for an initial conversation/meeting.

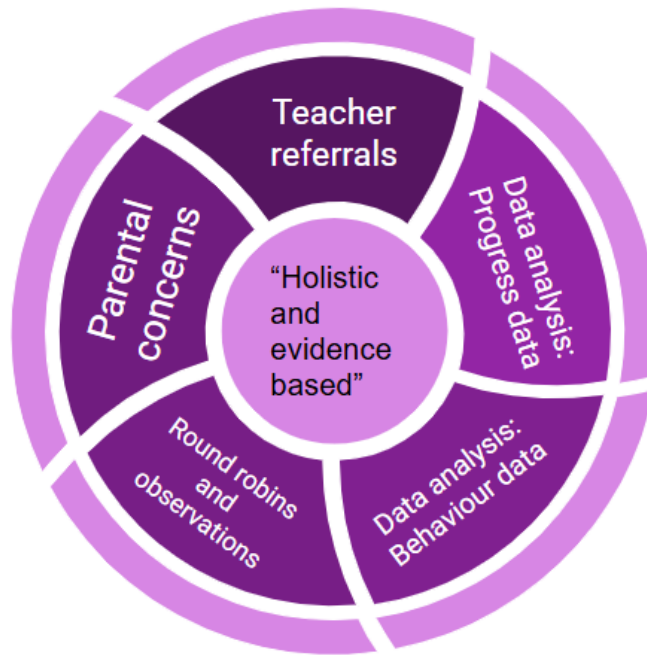
The SENDCO and/or SEND Assistant will observe the student in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. 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 students, parents and teachers as a student Passport.

The decision to add a student to the SEND register will be 'holistic and evidence-based' and based on a range of evidence:



There may be times when the school believes that a student needs further assessment and needs to be referred for a specialist assessment into an area of neurodiversity. When this is the case, the school will make a referral, in agreement with the student and their parents/carers, to the following:

- The student's local NHS CAMHS (for ADHD/Autism/Neurodevelopmental assessments and SEMH support);
- BICS (Barnet Integrated Clinical Services) (for SEMH support);
- The school's PATOSS assessor, Isabelle Alexander (for SPLN of delayed processing).'

## 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/informationand-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 student 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 student 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 attainment
- 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 students 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 student 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 students 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 students on a 1-2-1 basis (either in- or outside of lessons) if a student'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 student's 'regular way of working'.

The school will also ensure that all referrals and applications are made to JCQ so that the student 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 student 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 students who don't have SEND?**

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

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

No student 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 students with SEN or a disability? When applying to take our school's entrance test, St. Michael's will, in consultation with the student's primary school, put in place any necessary access arrangements that are the documented regular way of working of a student with SEND.**

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

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

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

- students with SEND are encouraged to be part of the school council
- students 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 students 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 students with SEND be prepared for a new school year we hold review and planning meetings between the Head of Key Stage, SENDCO, student with SEND and their parents/carers.

#### *Between schools*

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

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

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

### *Onto adulthood*

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

We work with the student 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 students 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 students with SEND to access assessments or exams
- Annual review – an annual meeting to review the provision in a student's EHC plan
- Area of need – the 4 areas of need describe different types of needs a student 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 student'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 (EHCP) – 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 student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- Intervention – a short-term, targeted approach to teaching a student with a specific outcome in mind
- Local offer – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- Outcome – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- PATOSS – Professional Association of Teachers of Students with Specific Learning Difficulties
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- Round Robin – A questionnaire sent to teachers to highlight areas of SEN and potential SEN
- 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 students with SEN
- SEN support – special educational provision which meets the needs of students with SEN
- SPLN/SPLD – Specific Learning Needs/Specific Learning Difficulties
- Transition – when a student moves between years, phases, schools or institutions or life stages