



ST JAMES'

CATHOLIC HIGH SCHOOL

SEND Information Report and Policy

Policy Owner	SENCO
Responsible Committee	Personal Development and Behaviour Committee
Date of Adoption	June 2020
Review Date	June 2021

St James' Mission Statement:

*To ensure everyone within our school **family** achieves their full potential,
to encourage learning and development through **faith**,
and to strive for **excellence***

Rationale:

As part of our St James' family we value all our pupils equally. Those pupils who require additional support will be given it, where possible, in order that they can make progress appropriate to their ability

Aims:

- To ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities
- To share individual pupil needs with all who are likely to teach and support them
- To enhance our inclusive ethos to allow our pupils, whatever their needs, to access all activities



SEND Information Report

This SEND Information report details how St James' Catholic High School will ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities and that those needs are made known to all who are likely to teach them. The school will do its best to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs and/or disabilities, to allow those pupils to join in all activities of the school together with those pupils who do not have special educational needs.

For the purposes of this report, SEND will refer to Special Educational Needs and/or Disabilities.

St James' Catholic High School follows the Code of Practice (January 2015) when carrying out its duties towards all pupils with special educational needs and disabilities and we affirm our responsibilities under the Equality Act 2010.

For further information on Stockport's LOCAL OFFER (A one stop shop of information and support services for children and young people aged 0-25 and their families with SEND) please visit:

www.sensupportstockport.uk

What kinds of special educational needs do we provide for in our school?

We provide for pupils who have needs under the four main categories of SEND:

- Cognition and Learning needs
- Sensory and Physical needs
- Social, communication and interaction needs
- Social, emotional and mental health needs

This can range from the needs listed below but is not restricted to:

- Autistic Spectrum Condition (ASC)
- Dyslexic type tendencies
- Dyscalculia
- Developmental Coordination Disorder (DCD/ Dyspraxia)
- Attention Deficit (Hyperactivity) Disorder (ADD/ADHD)
- Speech, language and communication needs
- Mild visual impairments (VI)
- Hearing impairments (HI)
- Social, emotional (including mental health) needs
- Moderate learning difficulties (MLD)
- Oppositional Defiant Disorder (ODD)
- Attachment Disorder
- Neurological Disorders
- Physical Disabilities



How do we know if your child needs extra help?

We identify whether a child needs extra help through SENCO and transition team visits to partner primary schools in the summer term. Our SENCO liaises with the primary school SENCO and is invited to attend Year 5 and 6 review meetings to advise and plan strategically for students that are expected to join St James'. We ask our primary school partners for information regarding needs and interventions that are in place.

Our staff identify students who may be experiencing difficulty and then gather information over one term with evidence of assessment data, evidence of strategies and/or differentiation using quality first teaching. Information provided by outside agencies to the school such as previous attainment at KS2 or intervention and or support from outside agencies are also used to plan for the needs of our students.

Who do you speak to at the school if you think your child might have special educational needs?

In the first instance contact your child's form tutor, who will then discuss any issues with subject teachers and Heads of Year. You are also welcome to contact the SENCO directly either by telephone or email. Any information or assessments will be reviewed by the SEND team and should we feel your child needs extra support we will be in touch to outline a plan going forward.

How we consult with young people with special educational needs and/or disabilities and involve them in their education.

At St James' Catholic High School, we believe that a student should be at the centre of their education and in doing so involve them in the review process of their Individual Education Plans. We also invite them to attend and take part in their annual review meetings.

How do we support transition from KS2 and post-16 providers?

The SENCO meets with parents/ carers and students from primary school by attending Year 5/ 6 SEND reviews, through school tours and also at open evening to familiarise themselves with the school environment. Information on transition to post-16 providers is shared when requested and extra visits/ taster sessions are arranged for students with SEND whenever possible. Education and Health Care Plan (EHCP) annual review face to face meetings include advice from a Stockport representative on college courses and careers.

How we help you to support your child's learning.

At St James' we believe in working in partnership with the students' parents/ carers. If your child has an EHCP or is on SEND Support, then you will be invited to attend an annual review meeting for your child. This is an opportunity for you to share information about them, their needs and their progress.

A member of the SEND team may contact parents/carers as different matters may arise regarding a young person. The SEND team are also available to be contacted by parents/carers and a meeting can be arranged if required.

At St James' pupils are fully integrated into lessons. However, they may be withdrawn for specific interventions such as a Reading Recovery Program. We mostly offer in class support with a team of highly dedicated teaching assistants (TAs). Some of our TAs are subject based, and are key to a successful department, both in terms of improving the independence of SEND students but also in raising concerns about students with SEND and non-SEND students. Stockport's funding formula for calculating TA support is currently based on notional TA numbers of hours. We work closely with the Stockport Local Authority SEND Team to ensure that we are meeting the outcomes on a child's EHC Plan.

How we know what progress your children are making and how we keep you and them informed.



Tracking data is constantly being monitored by Heads of Year and Subject Leaders and the Assistant Head for Progress. A young person who is not meeting targets may receive intervention and support outside of the classroom. Reports are published termly and this contains data on your child's current progress and Attitude to Learning. The SENCO uses this data to track the progress of students with SEND and shares this information with Senior Leaders, teachers and teaching assistants.

How we have supported young people with SEND and adapted teaching to best support them.

The SEN Code of Practice States:

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

As part of St James' Teaching and learning policy we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered here at St James. Therefore all teachers differentiate work and the outcome of tasks in order to meet the needs of students with SEND.

We also have a dedicated SEND Department with teaching assistants who mostly support our students in class and sometimes within smaller groups. To support students further we have a 'lunch time safe place' in CS20 where students who find social time a barrier to their school day can come and engage in social activities.

How have decisions been made to adapt the curriculum or change the learning environment to best meet your child's needs?

Senior Leadership Team and the SENCO monitor the effectiveness of teaching and learning through work sampling, lesson observations and pupil voice to decide how the curriculum may or may not require adaptation.

How are the staff in school supported to work with young people with special education needs and disabilities, and what training do they receive.

Advice is available through CPD sessions delivered by SENCO and/ or outside agencies such as the ASD Partnership and Stockport Behaviour Support Service. The SENCO advises and updates the middle leaders through senior leadership and senior pastoral meetings.

Information on a wide range of SEND is available to all staff. This will include information and strategies about how best to make provision for students with varied needs.

Teachers are equipped to make their classrooms 'Dyslexic friendly' and with strategies to manage SEND needs such as ASD and ADHD.

Information about students with SEND is shared regularly from the SENCO to relevant teachers.

Support for improving emotional and social development.

The SEND team work closely with the Pastoral Support team in order to ensure the positive emotional and social development of students with SEND. This includes having a key adult for students if needed, drop-in sessions to discuss any issues and the monitoring of students who feel vulnerable. The school promotes anti-bullying and has a zero-tolerance bullying policy. Students are made to feel safe in school and are educated on whom to speak to if they feel they need support.



Are there a range of services with which the school can liaise when seeking expert advice?

We work closely with the Pastoral Support team and outside agencies to support children.

There are a number of agencies who work regularly with St. James'. We call on these agencies when a need has been identified. These include:

Agency	Contact information
Educational Psychology (E.P.)	Telephone: 0161 474 3879 E-mail: c&ypppsychology@stockport.gov.uk Website: www.stockport.gov.uk/
Learning Support Services (L.S.S.)	Telephone: 0161 428 8260 E-mail: lss.reception@stockport.gov.uk Website: www.stockport.gov.uk/
Speech and Language Therapist (SALT)	Telephone: 0161 204 4153 / 4154
Occupational Therapy (O.T.)	Telephone: 0161 204 4153/4154 E-mail: cypdisp@nhs.net
Behaviour Support Services (B.S.S.)	Telephone: 0161 437 4956 E-mail: bss.admin@stockport.gov.uk
Inclusion Team	Telephone: 0161 428 8260 E-mail: lss.reception@stockport.gov.uk
Physiotherapy	Telephone: 0161 204 4694 / 4695.
School Nurse	Telephone: 0161 835 6083
Sensory Support Service	Telephone: 0161 474 3906 E-mail: headteacher.sensorysupport@stockport.gov.uk Text: 07891 949 416
Social Services	Telephone: 0161 718 2118.



Healthy Young Minds Stockport (HYMS – formerly CAMHS)	Healthy Young Minds, Treehouse, Stepping Hill Hospital Tel: 0161 716 5868
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These agencies work in different ways at different times depending on the needs of the child – this may involve staff training, meeting with teachers/parents and/or working directly with a child.

Arrangements for supporting children who are looked after and have SEND

For a child with SEND who is also looked after by the local authority, they will be supported in the same way as all other children at St. James' with additional close liaison with the social worker and carer.

How we check how well we are doing in meeting the needs of pupils with SEND.

At St James' we are constantly monitoring the progress of all our pupils. Senior leadership team and Subject Leaders discuss and check the progress of students through line management meetings. Data provided by Raise Online provides valuable information about the progress of students, as well as intervention data. Pupils with SEND are invited to annual review meetings where their academic and social progress can be discussed and monitored. This in turn provides school with the knowledge of the pupils needs being met, or, if not, then how suitable interventions and organisations can be put in place to help the pupil and their families to ensure all needs are being met.

How we ensure that your children are included in activities outside the classroom, including physical activities and school trips

Adaptations are made to the current school system to support SEND students in the decisions whether to attend school trips, this is to ensure that no SEND pupil is discriminated against and as a school we adhere to the Equality Act 2010. TAs support pupils with motor skills difficulties in practical lessons, for example PE and Design Technology. They also support students on trips who may find the change of environment difficult.

How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy).

Please refer to our accessibility policy. We can make arrangements for early exits from lessons for those who find crowded corridors too difficult to manage, and pupils can have alternative changing places for PE lessons. We are also a single storey school so we are very accessible for wheelchair users. All main doors that are used as entrances and exits are equipped with a push button in order to be accessible by everyone. In order to secure any equipment needed to support children and young people with SEND, we liaise closely with the Physiotherapy team. We can also make any adaptations needed based on their advice.

Admissions arrangements

The admissions arrangements of the governors is fair to all learners. As stated in the Admissions Policy, the admission of pupils with a statement of Special Educational Needs or an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with a Statement of Special Educational Needs or Education, Health and Care Plan that names the school must be admitted.

In the case of students with an Education and Health Care Plan, the SENCO will work closely with the LA named officer. No student can be refused admission solely on the grounds that s/he has special educational needs, but we would consult immediately with the LA to provide appropriate resources.

Access Arrangements



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Examination access arrangements refer to any special arrangement that is made to enable a student to access examinations without being placed at a significant disadvantage compared to their peers. The most common access arrangement is the granting of up to 25% extra time to compensate for a pupil's very slow reading, writing or processing speed. Some students may meet criteria for a reader (adult or digital such as a reading pen) and a smaller number may use a word processor or scribe to record their exams. It is important to understand that in order to avoid conferring an unfair advantage, any access arrangement can only be granted if it is the 'normal way of working' and the school has clear evidence of need.

For GCSE, access arrangements can in most cases be granted only if individual assessments have been carried out with a qualified assessor no earlier than the start of Year 9. These assessments are currently completed by specialist staff from Stockport Learning Support Service. If you feel your child is eligible for exam access arrangements, please contact the SENCO in the first instance.

Where can you find the school's SEND policy and who can you contact for further information?

The latest version of the SEND policy can be found on the school's website.

What are our arrangements for handling complaints from parents of children with SEND about our provision?

In the first instance parents with any issues should speak to the SENCO, who will then deal with the issue or direct your grievance to the appropriate person or persons. If you still feel your issue has not been dealt satisfactorily, please contact the Headteacher.

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