



ST JAMES'

CATHOLIC HIGH SCHOOL

SEND Information Report and Policy

Date of Adoption	May 2023
Review Date	June 2024

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 an intrinsic part of the Catholic ethos of our school, we support children who require additional support and enable them to develop to become the person God calls them to be, recognising the unique vocation of every person and encouraging the full potential of every child. We uphold the dignity of all individuals, especially those who are more vulnerable.

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
- Sensory and Physical
- Communication and Interaction
- Social, Emotional and Mental Health

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

- Autistic Spectrum Condition / Disorder (ASC/ ASD)
- Dyslexic type tendencies * dyslexia / Identified dyslexic traits
- Dyscalculia
- Developmental Coordination Disorder (DCD/ Dyspraxia)
- Attention Deficit (Hyperactivity) Disorder (ADD/ADHD)
- Tourette's Syndrome
- Speech, Language and Communication Needs
- Mild Visual Impairments (VI)
- Hearing Impairments (HI)
- Social, Emotional (including mental health) Needs
- Anxiety Disorders
- 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 using a graduated approach, before gathering information over at least one term with evidence of assessment data, evidence of strategies and/or differentiation using quality first teaching. A range of internal screening tests can also be carried out to help identify needs, including the use of tracking tools and questionnaires that can identify need. 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 SEND faculty 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's voice should be at the centre of their education and in doing so involve them in the review process of their support planning.. We also invite students to attend and take part in their annual review meetings. We also support the pupils complete their own one page profile to help all staff to understand the interests and concerns of our SEND pupils.

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

The SENCO and assistant SENCO meets with parents/ carers and students from primary school by attending Year 5/ 6 SEND reviews. We offer school tours for students and families who are struggling with transition and also invite families to 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. Students with Education and Health Care Plans (EHCP) have a college representative present at their Year 11 annual review and a bespoke carers support service is provided starting at the end of Year 10, this includes advice on post 16 provision and careers meetings.

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.

The SEND team are also available at Parent/Tutor Evenings in Year 7 and Parents' Evenings throughout the year to discuss progress and other matters.

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 or SEMH support. We mostly offer in class support with a



team of highly dedicated teaching assistants (TAs). Most 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 Headteacher. A young person who is not meeting targets may receive intervention within the subject area as part of our universal offer or could receive support outside of the classroom in the form of evidence based intervention programmes. Reports are published termly and this contains data on your child's current progress and Attitude to Learning. The SEND faculty 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 adapt work 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 nurture room' in CS20 where students who find social time a barrier to their school day can come and engage in social activities or take time out to self regulate.

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 and training is available through CPD sessions delivered by SENCO and/ or outside agencies such as the ASD Partnership and Stockport Inclusion 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. The SEND register links to pupils' one page profiles and support plans, including reference to students' normal way of working guidance.

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 and support staff.

Support for improving emotional and social development.

The SEND team work in collaboration with the Pastoral Support team in order to ensure the positive emotional and social development of students with SEND. This includes having key adults 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 using Restorative approaches to support all students. 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 all of our children.

There are a number of agencies who work regularly with St. James'. We call on these agencies when a need has been identified, advice is required or a referral is made. 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/
Stockport Inclusion Team	Telephone: 0161 437 4956 E-mail: Amanda.Lane@stockport.gov.uk Website: https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=0BTLuURVI5Q&localofferchannel=2
Speech and Language Therapist (SALT)	Telephone: 0161 204 4153 / 4154 ctsadmin@stockport.nhs.uk
Occupational Therapy (O.T.)	Telephone: 0161 204 4153/4154 E-mail: ctsadmin@stockport.nhs.uk
Physiotherapy	Telephone: 0161 204 4153/4154 E-mail: ctsadmin@stockport.nhs.uk
School Nurse	Telephone: 0161 835 6076
Sensory Support Service	Telephone: 0161 474 3906 E-mail: headteacher.sensorysupport@stockport.gov.uk Text: 07891 949 416



Children's Social Services	Telephone: 0161 475 6700
CAMHS	CAMHS, Treehouse, Stepping Hill Hospital Tel: 0161 716 5868

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. Regular PEP meetings are led by a designated teacher at St James' with the SENCO invited to attend along with other key stakeholders.

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 collected internally and analysed via SISRA 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. Regular pupil and parent voice questionnaires are used to identify areas of improvement and annual coffee morning events are planned to meet with parents and carers in school and celebrate the work of our SEND students.

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, in accordance with the SEND code of practice. We consult with the LA to provide provision map costings that would be required to provide appropriate resources in order for the school to be able to meet need

Access Arrangements

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. Students may meet criteria for extra time, a reader (adult or digital such as a reading pen), rest breaks 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 over a period of time in reference to the JCQ assessment procedures and guidelines.

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 completed by our Assistant SENCO who is a level 7 qualified assessor. . If you feel your child is eligible for exam access arrangements, please contact the Assistant 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 with satisfactorily, please contact the Headteacher.

SEND Faculty Contact details:

SENCO: V.bickerton@stjamesheadle.co.uk

Assistant SENCO: B.Wilde@stjamesheadle.co.uk

SEND Administrator (General SEND enquiries): G.Smith@stjamesheadle.co.uk

Mrs J Tyrrell – Linked Governor

Phone: 0161 482 6900

Email: j.tyrrell@stjamesheadle.co.uk