



**St Cuthbert's
Catholic High School**

Live life in all its fullness

SEN Information Report

2021 - 2022

Person responsible for Policy:	Senior Leadership Team/SENCO
Committee responsible for Policy:	Pastoral & Personal Development
Date To Governors:	November 2021
Date Agreed:	September 2021
Review Due:	September 2022 and annually thereafter
Is this Policy to appear on school website:	Yes

SEN information report

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting students with SEND, which must be updated annually. Information reports need to be accessible for all students and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEN Information Report must be published on the school website.

Schools should use this template as a basis for their SEN Information Report. It has been developed in accordance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE), which addresses specific areas and additional risks staff members should be aware of for students with SEND. Some sections have been included that are good practice, signposted as 'optional' – these relate to the information outlined in KCSIE and to the spending of your school's SEND budget. Whilst these are optional, including information on these shows additional transparency and demonstrates how your school is meeting its duties in other areas.

Contents

- [Our school's approach to supporting students with SEND](#)
- [Catering for different kinds of SEND](#)
- [Key staff and expertise](#)
- [Identifying and assessing students with SEND](#)
- [Consulting with students and parents](#)
- [Involving key stakeholders](#)
- [Progressing towards outcomes](#)
- [Transition support](#)
- [Teaching approach](#)
- [Adaptations to the curriculum and learning environment](#)
- [Inclusivity in activities](#)
- [Supporting emotional and social development](#)
- [Online safety](#)
- [Sexual violence and harassment](#)
- [Evaluating effectiveness](#)
- [Handling complaints](#)
- [Local Offer](#)
- [Named contacts](#)
- [Additional support](#)

➤ Our school's approach to supporting students with SEND

- St Cuthbert's Catholic High School values the contributions that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All students with SEN are valued, respected and equal members of the school.
- As such, provision for students with SEN is a matter for the school as a whole.
- 'All teachers are teachers of students with SEN'
- 'Teachers are responsible and accountable for the progress and development of the students in their class, including where students access supports from the teaching assistants or specialist support' (Code of Practice 6.36).
- Special Educational Needs are defined as a child of compulsory school age who has a greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of facilities provided in school.
- Our DSEN policy was developed by the SENCO and Inclusion Team and this policy will be reviewed annually by the governing body working in conjunction with teachers, non-teaching staff, parents, students and external professionals. The policy reflects and complies with the Special Educational Needs and Disability Code of Practice: 0 to 25years, published in June 2014 and the Disability Discrimination Act 1995.

➤ Catering for different kinds of SEND

Cognition and learning

- Differentiated knowledge organisers including audio.
- IEP's used to inform planning and delivery of lessons for individual SEND students.
- Scaffolding and chunking as necessary, and CPL has been delivered to staff around this.
- Specialist teachers of SEND work with groups of identified SEND students.
- SENCO trained to award access arrangements as needed.

Communication and interaction

- Inclusive Education Team is made up of key staff and students with a variety of needs providing a structure environment for them to develop their communication skills.
- We have social skills intervention groups consisting of identified students which is led by Learning Support Assistant specialising in social and emotional needs.
- IEP are used to highlight communication and interaction needs with our SEND students and strategies that can be adopted with these students.

Social, emotional and mental health

- Mental Health Awareness programme led by our Personal Development co-ordinator begins in Year 7.
- Refer to in-house Mentors as necessary along with external agencies such as CAMHS and Listening Ear.
- Bespoke PD sessions for SEND students to support their social and emotional health.
- Access is given to key members of staff (such as a member of the SEND Team, Pastoral staff) to support our SEND students' SEMH.

Sensory and/or physical needs

- We adapt as necessary to address our students' physical needs.
- [Click here to view](#) our Accessibility Audit completed in October 2020 and updated Summer 2021

- We follow and implement our students' sensory diets as applicable, and students have access to equipment as required (such as sensory tents)

➤ Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Mrs Caitlin Barrett	SENCo	BA (Hons) National Award for Special Educational Needs Co-ordination.
Mr Stuart Holland	Assistant Headteacher – Academic and Personal Development	BA (Hons)
Miss Nicola Smith	SEN Support Officer	
Mrs. Julie Arnold	Specialist Teacher of SEND	BA (Hons)
Mr. Samuel Westhead	Specialist Teacher of SEND	BA (Hons)

The SENCO

Name of SENCO	Email address	Phone number
Mrs Caitlin Barrett	hello@stcuthberts.com	01744 678123

Securing and deploying expertise

When a student has been identified with additional needs their work will be differentiated by each subject teacher to enable them to access the curriculum at an appropriate level.

Learning Support Assistants (LSAs) may be allocated to work with the student in a one-to-one or small focus group to target more specific needs.

Students will set themselves targets according to their area of need, which are regularly reviewed by subject teacher and the SENCO & SEN Support Officer in review meetings with the student and parents.

Different members of staff have received training related to Special Educational Needs. These include:

- How to support students on the autistic spectrum
- How to support students with social and emotional needs
- How to support students with low literacy levels, including reading support
- How to differentiate lessons appropriately

Mrs Barrett (SENCO) has completed the National Award for Special Educational Needs Co-ordination.

Equipment and facilities

Specialist equipment may be given if required.

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ramps into school to make the building accessible to all
- a lift to upper floors
- toilets adapted for disabled users
- wide doors in some parts of the building

Identifying and assessing students with SEND

We identify students with additional needs through:

- concerns raised by parents/carers, teachers or the child
- monitoring progress through data analysis
- liaising with the Pastoral team to monitor changes in student's behaviour or progress

Consulting with students and parents

Parents

- There are opportunities throughout the year to discuss your child's progress at parents' evenings & termly SEN review meetings.
- Subject teachers complete an academic progress track once per term, which are issued to parents, along with a full annual report. Parents are able to track their child's progress in relation to their end of year targets via these.
- Student planners are used as a tool for home-school communication to keep parents informed and involved in helping their children to progress.
- We encourage all parents and carers to contribute to their child's education. This may be through:
 - Discussions with subject teachers
 - During discussions or meetings with Mrs Barrett (SENCO), Miss Smith (SEN Support Officer) or Pastoral Leaders
 - Attending SEN review meetings

Students

- **How is the decision made about how much support my child will receive?**
These decisions are made in consultation with subject teachers, curriculum leaders and pastoral leaders. At times it may be done in consultation with outside agencies.
- During their school life, if concerns are identified due to a student's lack of progress or well-being, we endeavour to put intervention in place to address this. The impact of these interventions is monitored through data analysis and SEN progress reports completed by subject teachers.

Involving key stakeholders

At times it may be necessary to consult with outside agencies to receive their specialised expertise and support. These agencies include:

- Educational psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- PASS (Physical & Sensory Service)
- Inclusion team
- Social Services
- LASCS
- School nurse

A termly SEN planning meeting occurs in which a wide range of external agencies attend a meeting at school to discuss and offer advice on how to support and continue to support students with additional needs at St Cuthbert's.

Progressing towards outcomes

- You will be able to discuss your child's progress with subject teachers at parents' evening.
- You can contact the school to speak to Mrs Barrett (SENCO), Miss Smith (SEN Support Officer), Head of Year, subject teachers or form tutor. Appointments can also be made to speak to these members of staff in more detail.
- Subject teachers complete an academic progress track once per term, which are issued to parents, along with a full annual report.

Transition support

- In Year 6 before joining the school, students with additional needs complete a transition unit to help them to adjust and settle in their new school, meeting staff they will be working with and other students starting with them.
- When moving years all relevant and up to date information about students is shared with their new teachers. Students may also be introduced to their new teachers or be provided with staff profiles to familiarise themselves with new staff that they will be working with.
- When moving into further education students with additional needs complete a transition programme with the appropriate School, including visits and planning and practising the journey there.

Teaching approach

- Subject teachers may suggest ways and resources that you can use to support your child at parents' evening or on your child's annual report.
- Mrs Barrett (SENCO), Miss Smith (SEN Support Officer) or a member of the Pastoral team may meet with you to discuss how to support you child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions or programmes of study are normally provided that can be used at home.

Adaptations to the curriculum and learning environment

- When a student has been identified with additional needs their work will be differentiated by each subject teacher to enable them to access the curriculum at an appropriate level.
- Learning Support Assistants (LSAs) may be allocated to work with the student in a one-to-one or small focus group to target more specific needs.
- Students will set themselves targets according to their area of need, which are regularly reviewed by subject teacher and the SENCO & SEN Support Officer in review meetings with the student and parents.
- Specialist equipment may be given if required.

Inclusivity in activities

- All students are invited to and given the opportunity to attend extra-curricular clubs. School trips and activities are also available to all students.
- Risk assessments are carried out and procedures are put in place to ensure that all students are able to participate.
- Trip meetings are held prior to involve and inform parents and carers of planned activities.

Supporting emotional and social development

- The well-developed Pastoral Team takes a holistic view of the child and appropriately shares and seeks information which would best contribute to the overall well-being of any individual.
- Links are clearly established to ensure an inclusive policy is followed which tracks the academic progress of the child as well as monitoring their social and emotional well-being.
- Where a specific or even general need is indicated any number of a wide a variety of measures can be put in place using well-tailored resources and skills of staff inside school, or when required referral to external agencies which provide a more specialised provision for particular needs.

Online safety

- We have achieved the National Online Safety Award in February 2021 and work closely with our SEND students to support them working safely online.
- Please click here to view our [Student Remote Learning Policy](#), in particular section 4.5.

Sexual violence and harassment

- Please click here to view our [Anti-Bullying, Harassment and Hate Incidents Policy](#).

Evaluating effectiveness

- Monitor through the tracking of data and data supplied by specific interventions.
- We review our provision termly as part of our SEND reviews and the termly planning and consultation meeting.
- As part of EHCP and provision reviews

Handling complaints

Please follow the link to our School Complaints Policy here:

<https://www.stcuthberts.com/media/1173/complaints-procedure-2021-2022.pdf>

➤ Spending the budget

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources, dependent on individual needs.
- Additional provisions may be allocated after discussions with staff and with students, parents and carers at review meetings.

➤ Local Offer

- Our local offer is information for parents and carers of children who have Special Educational Needs (SEN) or a disability, and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending St Cuthbert's.
- The Local Authority SEN website is accessible at: <https://www.sthelens.gov.uk/send/>

➤ Named contacts

Name of individual	Email address	Phone number
Mr Justin McAuley, Designated Safeguarding Lead and Assistant Headteacher	hello@stcuthberts.com	01744 678123
Mr Stuart Holland, Assistant Headteacher for Academic and Personal Development (inc. SEND)	hello@stcuthberts.com	01744678123
Mrs Caitlin Barrett, SENCO	hello@stcuthberts.com	01744 678123
Miss Nicola Smith, SEN Support Officer	hello@stcuthberts.com	01744 678123
Mr David Heywood, Assistant Head of Year 7	hello@stcuthberts.com	01744 678123
Mrs Sharon Lee, Assistant Head of Year 8	hello@stcuthberts.com	01744 678123
Mrs Tina Hunter, Assistant Head of Year 9	hello@stcuthberts.com	01744 678123
Mrs Karen Carvill, Assistant Head of Year 10	hello@stcuthberts.com	01744 678123
Mrs Lorraine Tomlin, Assistant Head of Year 11	hello@stcuthberts.com	01744 678123
Carmel Stewart Local Authority SEND contact	carmelstewart@sthelens.gov.uk	01744671290

Additional support

Depending on the needs of the individual the School would endeavour to provide any assistance where possible of ensuring the safe travel of a child to and from school.

On very specific occasions it may be deemed necessary for school to help support a family financially regarding a purchase of a bus pass or even provide transport in the short term via our Attendance Officer.

Students with medical needs

If a student has a medical need a Care plan is compiled for the student in consultation with parents/carers and discussed with all staff who are involved with the student.

Staff have received training on Epi-pen, asthma, diabetes and epilepsy from the school nurse and local authority.

Where necessary and in agreement with parents, medicines are administered in school. These are kept by the school nurse, who administers the medicine and keeps a record on the school system.