



HAGLEY CATHOLIC HIGH SCHOOL



SEND INFORMATION REPORT

(SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY)

Learning Support Manager (SEND/CO): Mrs L Imrie (National SEND/CO Award 2011)

Senior Leadership Link: Ms N Hackett

Local Governing Body Rep with responsibility for SEND: Mrs S Laskey



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Our school's approach to supporting pupils with SEND

All pupils have a right to an education that allows them to flourish and to be able to maximise their potential. We fully uphold the ethos that any pupils, at any given time, may require, for one reason or another, some additional learning support.

Hagley Catholic High School is an inclusive mainstream academy high school which welcomes all pupils with a range of special educational needs and disabilities (SEND). The Learning Support Department works alongside all obligations and guidance as outlined in the 2014 SEND Code of Practice. Fundamental to this is that ALL teachers are teachers of SEND, and therefore provision is high quality teaching first.

However, we fully acknowledge that many of our pupils require more targeted and personalised support / intervention in some area(s) of their curriculum and therefore a graduated 'whole school, whole child' approach is adopted. This policy and our 'school offer' outlines what Hagley does to support our pupils to ensure they maximise their potential and work towards their long-term goals.

The SEND Code of Practice

This came into effect on September 1st, 2014 and has made many significant changes. One of perhaps the most fundamental is the replacement of Statements of Need with one single assessment from birth to 25, the Education, Health, Care Plan (EHCP). One of the main aims of this is to ensure all agencies and professionals work together more closely with the child and their families in addition to the removal of specified TA allocated hours. A personalised budget is available for pupils with an EHCP and with this greater partnership with parents and multi-agencies. This allows for a more personalised approach of support, from TA support to targeted interventions that takes into account the needs of the whole child individually.

The 2009 Lamb Report highlighted an 'over-identification' of pupils with SEND. Although the new Code of Practice has dissolved the 3-tiered system (Statement, School Action Plus and School Action), to 2 (pupils with EHCP and other SEND pupils). We at Hagley aim to continue with the 3-tiered system as we believe that this model lends itself most effectively to the differing Waves of Intervention offered by the Learning Support Department, to ensure the right support is in place for all of our pupils.

The 2014 Code of Practice states:

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."



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Catering for different kinds of SEND - The Code of Practice sets out four broad areas of need:

1. Cognition and learning (including specific & moderate learning difficulties e.g Dyslexia)

Support for learning difficulties may be required when people and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. These include moderate learning difficulties (MLD), severe/specific learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. Additionally needs/ difficulties associated with mobility and communication, through to profound and multiple difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or SENDsory impairment. (COP 6.30 p.86)

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (COP 6.31 p.86)

2. Communication and interaction (including SLCN and ASD)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may and can change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (COP 6.28 p.86)

Children and young people with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (COP 6.29 p.86)

3. SENDsory and/or physical needs (including visual, physical and hearing difficulties)

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and / or equipment to access their learning. Children and young people with MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. (COP 6.34 p.87) Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. (COP 6.35 p.87)



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4. Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder. (COP 6.32 p.87)

Schools should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. (COP 6.33 p.87)

The SENDCO

Name of staff member	Email address
Mrs Lindsay Imrie	limrie@hagleyrc.worcs.sch.uk



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Identifying and assessing pupils with SEND

We are a fully inclusive school, offering very much a 'whole school, whole child' graduated approach where 'all teachers are teachers of SEND.' However, we fully acknowledge that the umbrella of Learning Support is wide and that ANY pupil at ANY point may require some additional learning support for ANY reason. Such pupils may not be included on our SEND Register but may and often will, require support or intervention (Additional Learning Support Register). The following are some examples of this type of need:

- Attendance and punctuality; health and welfare; English as an additional language; Pupil Premium; Looked After Children; behavioural challenges; slow progress and attainment; traits of specific learning needs but no clear diagnosis; bereavement; temporary illness / disability developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child.
- Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

Involving key stakeholders

Pupils and Parents

As a child centered school, we take every opportunity to include SEND pupils in all meetings regarding their education and welfare (where feasible and appropriate). We take their views into consideration and always take time to support them emotionally, practically and educationally.

We believe fully in collaborative communication with all parents and carers of pupils with SEND. All parents / carers of any pupil included on our SEND register are notified of their inclusion and signposted to this SEND Information Report. Similarly any pupils' parents / carers invited to any of our small group or 1-1 interventions are informed.

Mrs Imrie, Learning Support Manager, is available at all Parents Consultation Evenings and feedback is given to all pupils receiving any specialist, personalised intervention as part of our termly Academic Monitoring and Reporting to parents / carers.

Review meetings are held with parents / carers for pupils with an Education, Health, Care Plan. Parents / carers and pupils are invited to contribute their views and ideas / materials for additional support to be given at home are given where applicable.



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Parents / carers of pupils with SEND are welcomed to communicate regularly with the Learning Support Team and additional review meetings are held as needs arise, often in collaboration with other school staff such as Head of Year or Form Tutor.

For some pupils with SEND, particularly those in Key Stage 3, Home / School Communication Logs are used in addition to the pupils' School Organisers. Other strategies are also used where applicable, for example, Pupil Support Trackers.

External Agencies

Various external agencies across our several Local Authorities are used in our support of pupils with SEND:

- Our Educational Psychologist visits the school regularly. On each visit he meets with the Learning Support Manager (SENDCO) Mrs Lindsay Imrie, to both discuss and determine the purpose of the visit and what intervention and support school can offer.
- Specialist Teachers from the Hearing and Visually Impaired Teams support specific pupils and teaching staff regularly.
- Speech, Communication and Language therapy is provided regularly via classroom observations, 1-1 interventions with pupils and support / training given to staff working with such pupils.
- The Complex Communication Difficulties Team offers expert advice in the support of children and young people on the Autistic spectrum which is then disseminated regularly to teaching staff.
- Specialist Assessment / Intervention is also offered from Worcestershire's Learning Support Team and all recommendations are again included in our Individual Pupil Profiles.
- School Nursing Service
- Children's Services and Social Care
- Community Paediatrician(s)
- Occupational Therapy
- Child and adolescent mental health services - CAMHS
- Mobility Officer
- Medical Education Team
- Chadsgrove Outreach
- Integrated services for Looked After Children & Virtual Schools

Parents and carers are informed of any such involvement and may be invited to meet with the specialist teacher(s) or other professionals.



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Teaching approach and progressing toward outcomes

All pupils are provided with high quality teaching first based upon Rosenshine’s Principles of Instruction. Many elements of this model have been found to be particularly effective for pupils with SEND (although we recognise all pupils have individuals and specific needs) These are including but not limited to:

- Ensuring a calm learning environment.
- Teaching new material in small steps.
- Teacher modelling and scaffolding.
- Frequent returns to material.
- Support with knowledge organisation: review, recap and building upon prior learning.
- Pupils with a disability are provided with reasonable adjustments (such as auxiliary aids and services) to help overcome / support any need / disadvantage to ensure inclusive access to the curriculum.

We are also broadening our GCSE offer to more inclusive options such as Creative iMedia; we have changed our banding system to ensure that pupils with SEND are not isolated or restricted by lower ability sets and we have adapted our Languages offer to focus on building cultural capital.

Evaluating Effectiveness

SEND is an integral part of our School Development Plan and one of our key on-going developments is in our tracking and monitoring in line with our whole school Academic Monitoring processes. SEND outcomes and practices form part of the Principal’s report, which is shared half termly with the Local Governing Body. All interventions are measured with either formative or summative assessment at the outset and to measure its impact. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes such as:

- Classroom observation by SEND or leadership team, the SENDCO, external verifiers.
- Ongoing assessment of progress of pupils with SEND using whole school Academic monitoring.
- Pupil and parent feedback on the quality and effectiveness of interventions provided.
- Attendance and behaviour records.

Action relating to SEND support will follow an ‘assess, plan, do and review’ model as outlined in the COP:



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1. **Assess:** Data on the pupil held by the school will be collated by the tutor/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes
2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCO.
3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

CPD

Continual professional development around SEND is part of our CPD offer. Whole school sessions are delivered annually and opportunities for pupil focused meetings occur regularly. The purpose of these meetings is to work collaboratively across the curriculum and share best practice around pedagogy and engagement for pupils with specific needs. Staff also have access to a full range of SEND training opportunities through The National College.

Transition

Transition to High School is a huge leap for all pupils. In support of this, a full transition programme is offered to all pupils. During the Autumn and Spring term of Year 6, Mr Miastowski (Assistant Principal) and Mrs Imrie (SENDCO), will visit pupils who are in schools that are part of the St Nicholas Owen Multi-Academy Company, or a named Feeder School, for an induction session. Pupils who do not attend any of these are all invited to an additional Induction session during the summer term. Additionally, in the summer term, all pupils who have been offered a place, will be invited to an Intake Day and Evening. At the Intake Evening the SENDCO is available to liaise with any parents of pupils with additional needs.



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To further enable us to identify pupils who may benefit from additional support all Year 7 pupils are tested upon entry to give us an up to date spelling and reading age. This is then monitored alongside all Key Stage 2 data from primary schools and enable us to have a clear view of not just who may require support but also what type of support would be needed.

One of the fundamental changes of the SEND Code of Practice (Sep 1st, 2014) is that pupils with a Statement of Needs with allocated hours has now been replaced with the Education, Health, Care Plan (EHCP) which involves collaborative working for pupils, parents/carers and other professionals.

We work closely with all of our feeder primary schools and have a termly meeting with all of the SENDCO's in the Saint Nicholas Owen Multi Academy Company.

Transition has been a key element of this collaboration; whilst transition is a huge step for all pupils, for pupils with SEND it can be even bigger and therefore we have developed an extended transition programme for pupils, parents and carers. Examples of such are:

- Additional transition visits (1-1, in small groups from primary school, small groups with pupils from other primary schools). During which pupils complete a variety of tasks such as; creating pupil transfer passports.
- Buddy system with Year 7 and 8 pupils
- A number of opportunities for pupils and parents to meet staff in the next school / college are facilitated. These opportunities are personalised to each pupil with SEND.
- Where a pupil has an EHCP, all reviews from Year 9 onwards will include a focus on post-16 destinations and options.
- Collaborative work with outside agencies where necessary for a 'Moving Forward' Plan.
- Accompanied / transitional visits where necessary to help in the consideration of options.
- Records / supporting documents forwarded to individual destinations and providers.
- Mrs Imrie, Learning Support Manager, SENDCO, will attend the Annual Review meeting of any child with an Education, Health, Care Plan in Year 6 and where applicable Year 5.

Parents / carers of pupils with SEND are invited to attend our annual Open Day in October. Many of which begin this as early as Year 4 and for some pupils a more personalised transition programme is put in place.

- There is a transition programme in place which provides a number of opportunities for pupils and parents to meet staff in the next school / college.
- These opportunities are personalised to each pupil with SEND.
- Where a pupil has an EHCP, all reviews from Year 9 onwards will include a focus on post-16 destinations and options.
- Collaborative work with outside agencies where necessary for a 'Moving Forward' Plan.



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- Accompanied / transitional visits where necessary to help in the consideration of options.
- Records / supporting documents forwarded to individual destinations and providers.

Adaptations to the learning environment

The school has many different buildings on several different levels. Consideration has been taken for pupils with mobility issues. For example we have 2 lifts with wheelchair access, disabled toilets and shower facilities. Stairs have been highlighted in visible paint to aid any Visually Impaired pupil(s). Disabled parking bays are clearly visible and located near to the main school entrance, which itself has disabled access. There is a Hearing Loop available in the theatre and staff are regularly given CPD for pupils with a Hearing Impairment. We work with outside agencies such as Chads Grove Outreach Centre to help support pupils with any physical / mobility issue(s). For some pupils we ensure that their lessons are timetabled in downstairs classrooms and where this is not possible alternative arrangements are put in place to allow pupils full access to their curriculum. Any pupils who are temporarily unable to access fully the school site (e.g they are on crutches) are catered for with risk assessments undertaken and measures put in place for any lessons that are not easily accessible.

Other agencies such as the Visually Impaired and Hearing-Impaired Teams, also regularly inspect the school site and provide advice as and when necessary. Further information is available in our Accessibility Policy.

Diagnostic testing and Access Arrangements for exams

For some pupils with SEND it is recognised that for exams they will require Access Arrangements such as:

- Extra time (25%)
- Live Reader
- Computer Reader
- Scribe
- Prompt
- Use of PC (with / without spellcheck engaged)
- Rest breaks
- Separate Venue



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- Transcribe

Pupils are considered carefully for any Access Arrangements and relevant specialist diagnostic testing is carried out to ensure that the right Access Arrangement is in place for each pupil. However, here at Hagley, we fully believe and support the view of JCQ that this should and must be 'best working practice for pupils'. Therefore a full picture of need is gathered during Key Stage 3 alongside teaching staff and the Exams and Assistant Exams Officer. When an Access Arrangement is approved by JCQ this is then disseminated to all teaching staff to ensure that this is available for all tests, timed essays, internal exams and controlled assessments. CPD is delivered to all teaching staff on Access Arrangements to support this and to ensure it is 'best practice.'

All Learning Support Assistants are trained annually in this to assist with pupils in Key Stage 3 and for others in their day to day curriculum. However, the Exams Officer employs outside invigilators who are trained by the Learning Support Manager to facilitate pupils' Access Arrangements for all external assessments. In addition to this, a member of the Learning Support Team is available to assist with the starting of all external exams to ensure. This is regularly monitored and reviewed.

Supporting emotional and social development

Here at Hagley we recognise the extra need for supporting the emotional and social development of pupils with SEND. The SENDCO provides regular training and practical support around SEMH as part of our CPD programme; we have a dedicated Inclusion and Safeguarding Officer who facilitates a range of bespoke intervention programmes and the SENDCO has a pivotal role in the pastoral board; keeping SEND wellbeing high on the agenda. We have also developed a SEND toolkit, which is available to all staff and have developed Wellbeing Hub on the website, offering advice and support on a range of issues. Our Character and Culture programme also explores many pertinent issues and there is regular communication with pupils around mental health and the available support.

Safeguarding our SEND pupils

As a school, we recognise that SEND pupils may be more vulnerable to safeguarding threats. We reinforce this message to all staff, through our safeguarding training. We also have a Safeguarding and Inclusion Officer based in our dedicated safe space (The Hub). She is available for pupils throughout the school day, as this is a non-teaching post. We also use an electronic monitoring system (Safeguard Analytics) which already flags SEND pupils, allowing us tailor our approach to SEND pupils as necessary.



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Looked After Children and SEND

We recognise and understand that LAC and PLAC pupils with SEND can be at increased risk of vulnerability. Our looked after coordinator is Mrs L Imrie (SENDCO), who ensures this cohort regularly receives high quality teaching and adaptations are made to facilitate an inclusive learning experience.

Any alternative provision is planned and monitored as part of the PEP reviews; the school works in close partnership with Worcestershire’s Virtual School and other Alternative Providers to ensure that provision is regularly reviews and progress is made.

Handling complaints

The school has a comprehensive complaints policy and procedure which is published on our website and is fully accessible to all parents. Where there are complaints about the SEND provision, the SENDCO and relevant SLT will support with the management of the complaint. Where learning points arise, staff are communicated with and relevant reparative training is provided.

Named contacts

Name of individual	Email address
Ms N Hackett – DSL	nhackett@hagleyrc.worcs.sch.uk
Mrs L Imrie - SENDCO	Limrie@hagleyrc.worcs.sch.uk
Mr J Hodgson - Principal	Jhodgson@hagleyrc.worcs.sch.uk
Ms M Cleland – Inclusion and Safeguarding Officer	mcleland@hagleyrc.worcs.sch.uk

Local Offer

For details on the local offer from all of the authorities we work with, please see below:



Semper Fidelis – “Always Faithful” In Jesus we live learn and serve
Together we are committed to excellent education for all rooted in Gospel values, inspiring a love for life-long learning and following the compassion of Christ.





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Worcestershire

www.worcestershire.gov.uk/thelocaloffer

Sandwell

www.sandwell.gov.uk/SEND

www.sandwellSENDiass.co.uk

Dudley

www.dudley.gov.uk/resident/localoffer

Birmingham

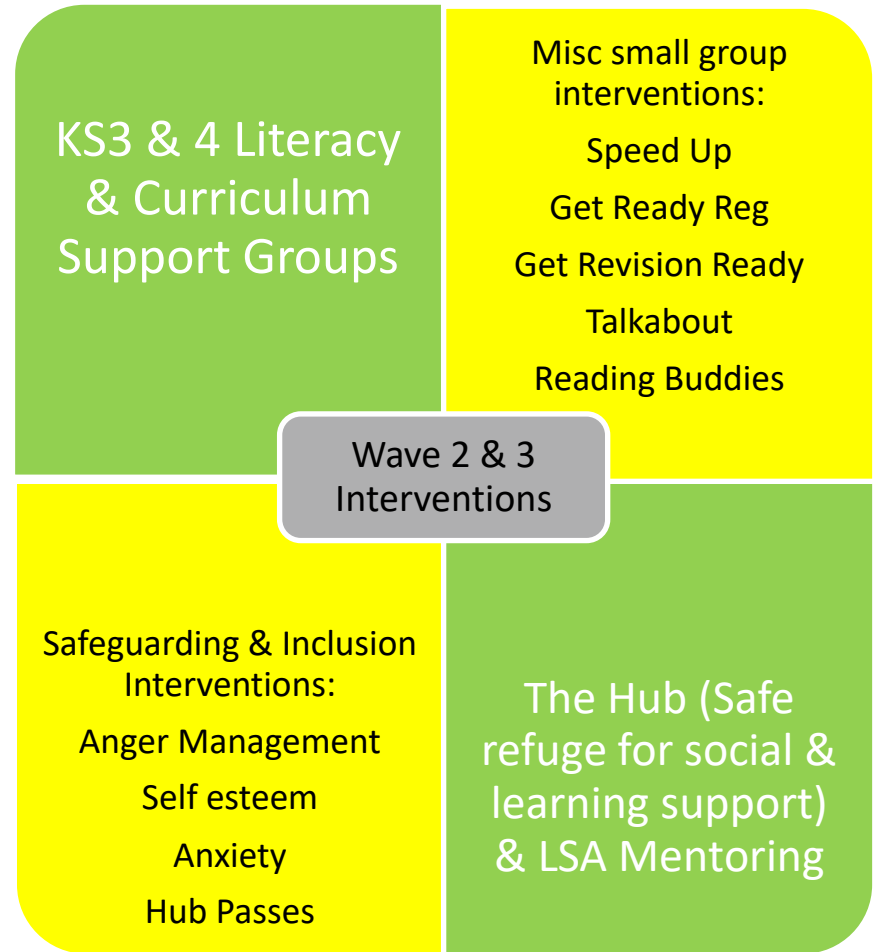
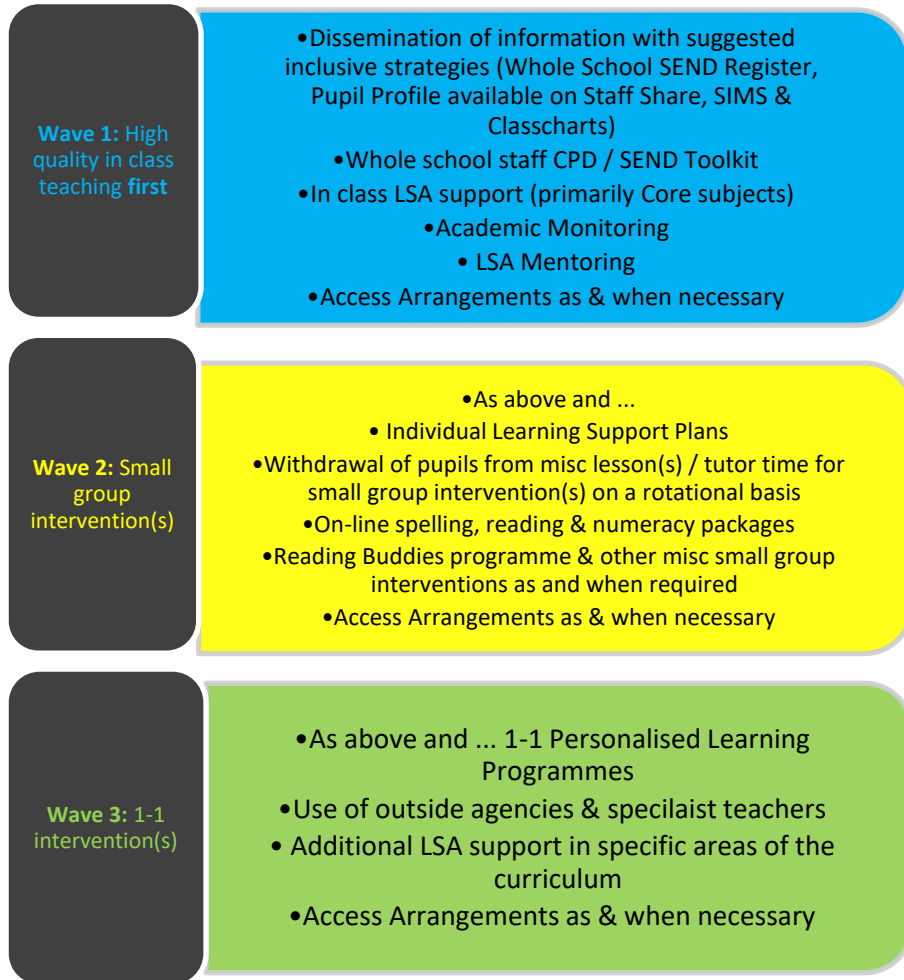
www.birmingham.gov.uk/localoffer



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Appendix 1- Waves of Intervention The following diagram(s) outline the various Waves of Intervention that we offer and provide from in class first quality teaching and differentiation to targeted, personalised interventions(s).





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