



Special Educational Needs and/or Disabilities (SEND) Information Report

July 2023

“The governing body of maintained schools and maintained nursery schools and the proprietors of academy schools MUST publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN’. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.”

Glossary of Terms

- **SENCO** is the special educational needs co-ordinator in the school.
- **The SEND register** is simply a list the pupils who have special educational needs and disabilities so that the school can monitor the provision being put in place for the pupils. Pupils can come on and off the register at any time.
- **Education Health Care Plans or EHCPs** (used to be known as Statements of special educational need) are for children and young people aged up to 25 who need more support than is available through special educational needs support normally provided in school. They identify educational, health and social needs and set out the additional support to meet those needs. There is a process involved in requesting an EHCP assessment that may include getting assessment reports from school, parents, the pupil, educational psychologist and medical people. There is an annual review of an EHCP.
- **SEN Support** a student that is identified as having SEN and they receive above and beyond their peers through the graduated approach.
- **Graduated Approach** The four stages of assess, plan, do, review.
- **Quality First Teaching** is the notion that high quality teaching in lessons will meet almost all pupils' needs well because teachers will tailor the teaching to different pupils' needs.
- **Differentiation** is part of quality first teaching and means that pupils may be given different tasks or goals to others, have them presented in different ways or have more adult support in the lesson.
- **Interventions** are focused teaching programmes designed to enhance a pupil's knowledge, understanding or skills. They can take place within a lesson or outside of the lesson. They can be for one pupil or for a group of pupils. They run for a set period when it is anticipated the pupil will have accelerated their learning. They can be run by teachers or teaching assistants. They can cover any aspect of learning but are often to do with enhancing literacy and numeracy skills.
- **Student Passport** is a plan for a SEND pupil's learning that supplements what the teacher has planned in lessons. They most often are compiled by the SENCO and given to teachers to inform them about the pupil's needs, the objectives being set and how best to meet these. They are reviewed regularly.

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

St Monica's RC High School is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community.

The SEND Department provides support for students across the 4 areas of need as laid out in the SEN Code of Practice 2014 :

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We are currently catering for students with a range of needs such as literacy and numeracy difficulties, Autism, emotional needs, ADHD, dyslexic tendencies, mental health, visual impairment hearing impairment and physical disabilities.

Academic Year 2022/23 15.1% of the school population are on the SEND register 3% of which have an EHCP.

Students are only put on the register if their needs require something different or additional to the quality teaching taking place in the classroom. The register is reviewed during the year and students may be added or taken off if their needs can be met with the universal provision that exists for all students.

2. How do we know if your child needs extra help?

Students are identified as having SEND, and their needs assessed, through :

Our class teachers and Heads of Department closely monitor the progress and attainment of all students, including those who have or may have SEND. Through continuous monitoring of students during their time at St Monica's we further identify students with a special educational need. This identification may come from tutors, subject teachers, teaching assistants, Heads of Year, outside agencies, parents/carers or the students themselves. To help identify particular areas of need, the school uses a variety of additional assessment tools such as non-verbal screening tests (these test the ability to solve problems with visual clues), a literacy screening programme to highlight specific reading difficulties, a Boxall profile and maths tests. Where there are particular concerns with a student's progress, a parent may be asked for consent for an Educational Psychologist through the Local Authority to carry out an assessment in order to look more deeply into the reasons for the student's difficulties. If it is thought a family needs support, we have good working relationships with various outside agencies and a referral can be made to them.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for us to intervene could be the teacher's, support colleague's or others concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress.

All students with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities.

Parents are kept informed of the results of specialist assessments and of any particular intervention that may be offered.

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

If you would like to talk about any special educational needs you think your child may have then please contact the Assistant Headteacher SENCo or SEN Manager

Assistant Headteacher: Miss J McManus
SEN Manager: Mrs C Fotheringham

An appointment will then be made and any other relevant members of staff such as your child's Head of Year will also be invited to attend if you wish.

The SENCo or SEN Manager will be present at all the Parents' Evenings and Open Days.

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

We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered.

Students are encouraged to take part in Student Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'Views of the Child/Young Person' documents prior to reviews.

In any meeting to discuss a student's progress or behaviour the young person is invited to attend so their voice can be heard. TAs gather the views of students and parents on how best they learn through the Student Passport.

5. How we help you to support your children's learning

All parents of young people receiving SEN support are involved in discussing the provision for their child and are kept updated on their progress. Students who have complex special needs or who are particularly vulnerable have a key member of staff who builds up a close relationship with the student, completes and updates their student passports and communicates regularly with parents.

If you wish to discuss a possible application for an Education Health Plan, the SENCo or SEN Manager will guide you through the process.

Parents can make a request for an EHCP at any time to the local authority by emailing senteam@bury.gov.uk outlining their concerns and why their child needs an EHCP.

You can seek independent advice from the SEND Information and Support Service (SENDIASS) 01706769634 weekdays from 9am – 5pm or email: bury.sendiass@barnardos.org.uk

In some cases, the Local Authority will offer a Caseworker to give additional support.

We will support you by having regular communication and a named key worker for your child who will contact you on a regular basis.

Parents / Carers will also be asked to complete a 'Views of the Parent/Carer' document.

If your child already has an EHC Plan, you will be invited to an annual review every year to discuss their progress. You can email or phone the SENCo or SEN Manager at any time should you wish to discuss any concerns as they arise.

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

All the students have targets for each subject and they are regularly assessed to see if they are working on, below or above this target. The teachers track each student's assessment results to check how much progress they are making. If despite the teacher's differentiation (matching the work to the student's ability) the student is still not making expected progress then there will be further investigation to assess what the barriers to learning are. The student may then be given an intervention to address a particular need.

If a student receives a particular intervention outside the class, then baseline (starting point) and exit data are used to judge progress and the impact of the intervention such as an improvement in reading ages or a softer measure such as increased confidence is used.

Signs that a student's confidence has improved might be that the student contributes more answers in lessons or is happy to be a lead learner. If a student has difficulty seeing situations from another person's point of view, the intervention might focus on using different scenarios and seeing how the student over time learns how to respond more appropriately in different social situations. This might be measured using student and teacher feedback, or by a reduction in behaviour logs.

All parents receive three interim report a year indicating current grades and target grades. If your child has an Education Health Care Plan then you will be invited to a review of your child's progress. If your child is on the SEND register there will be

a minimum of three opportunities a year to discuss your child's progress. Parents can phone or email the SENCo or SEN Manager to make an appointment whenever they have concerns.

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

Every student with SEND has their unique profile and needs. The provision is aimed to meet those individual needs where possible. The teachers are informed of the students' needs and for many students with SEND the teachers' quality teaching, modification of tasks (differentiation where the work is matched to the students' abilities) and awareness of individual issues such as weak literacy skills or difficulty in following instructions is sufficient to allow the student to thrive in their lessons.

Some students have had support from a teaching assistant (TA) in many of their lessons. The TAs have all had training on questioning effectively to develop students' thinking skills. They have worked with students to develop their resourcefulness, their responsibility and their resilience through modelling good practice and developing each student's self-belief. Each TA has key students with whom they have compiled their student passport that inform staff of their needs, strengths, likes and dislikes and what helps them. The TAs have had regular contact with the parents of their key students and have given updates on their progress and well-being. TAs work closely with teachers in lessons.

Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities. Interventions are either short term of 1 hour per week for 6 weeks, or long term of an hour a week withdrawal from class for the whole academic year. A number of interventions have been provided to meet the range of needs of the SEND students as listed below:

For Cognition and Learning Needs

Literacy and Numeracy Catch-Up, Guided Reading, Think2Read (to develop students' inferential skills). Specific literacy support to develop phonological skills with resources such as 'Toe by Toe, and 'Beat Dyslexia', IDL and spelling programs.

For Communication and Interaction Needs.

Social stories, emotional literacy, Elklan and tutor time preparation for day.

For Social, Emotional and Mental Health Needs

Key adult, 1:1 support in tutor time, therapeutic creative play, social emotional aspects of learning, mentoring, Circle of Friends, counselling, draw to talk, raising self-esteem, CAMHS / HYMS advice, behaviour management.

Sensory Needs

Training and support from Inclusion Service for hearing and visual impairments. Advice disseminated to all staff.

Physical Needs

Risk assessment to ensure a student with a physical need can access all parts of the school and use its facilities with ease, support in PE if required.

Dyspraxia: intervention to develop co-ordination skills, gross and fine motor skills.

External Support**Educational Psychologist**

The school has had some support from an Educational Psychologist where applications for an EHCP has been made, who can carry out assessments that have helped pinpoint the difficulties students have. The assessment process involves observations of the student in class, discussions with parents and the SEND Team staff. The recommendations in the reports on strategies to support the students have been disseminated to all the staff and parents.

Specific Learning Difficulties (SpLD) Consultant

Assessments that have shown some students are eligible to have a reader, a scribe or extra time in exams.

Speech and Language Therapist

The Speech and Language Therapist provides assessments / support and training. Referral need to be made for access to this service

CAMHs

This service assess and treat children and young people with emotional or mental health difficulties. Referral need to be made to access this service

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

Whenever the school receives specialist advice from external agencies, or has an Education Health Care Plan, we do our best to make the recommended changes e.g. a student with handwriting difficulties has used a laptop in most lessons and received support to develop his handwriting skills. A student with a physical disability always has access to a lift should they require it. Hearing impaired students have access to a radio mic during lessons. Some students with dyslexia use coloured overlays or a reading pen.

This year we have offered an Alternative Curriculum for Key Stage 4 students. The Alternative Curriculum is a combination of academic vocational qualifications that include: AQA's Step up to English, Entry Level Maths, AQA Unit Awards, Life skills, Functional Skills.

Student Support Centre / Room 21

This room is for our most vulnerable students who need some time away from mainstream lessons. They have an opportunity to access interventions, additional support and timeout in our calm space.

Support in exams

This year 63 students with SEND have been eligible for support in their exams so that they are not disadvantaged due to their particular need.

Support received in exams this year included:

Readers; extra time; scribes; supervised rest breaks; laptops; prompters; language modifier.

9. How are staff in the school supported to work with young people with special educational needs and what training do they receive?

At the beginning of every academic year, all staff are made aware of the needs of the students with EHC plans and other students with significant SEND needs. All new staff receive training on supporting students with a range of SEND needs. This is very personalised training, responding to teachers' individual concerns over how they can adapt their teaching to meet their students' needs. Teachers seek advice from specialists in the SEND Team on a regular basis. The current staff in the SEND Team have expertise in cognition and learning needs, communication and interaction needs, SpLD difficulties including dyslexia & dyspraxia and social & emotional needs.

The SENCo has the National Award for SEN Co-ordination

The TAs have received a variety of training such as:

- Elklan
- Draw to Talk
- Lego Therapy
- Circle of Friends
- Boxall Profiling
- Level 1 training on Autistic Spectrum Disorder
- Practical Solutions for Dyslexia (British Dyslexia Association)
- Understanding and Managing ADHD
- Supporting Students with Hearing Impairments
- Supporting communication and interaction needs within the curriculum.
- Meeting the needs of children with medical conditions and physical disabilities.
- Safeguarding children with physical disabilities
- Self-esteem and mental health training
- Communication needs and the classroom
- Understanding ASD
- First aid training
- Supporting students with visual impairment
- Trauma what it is and how we support

Specialist expertise engaged from external services –
Educational Psychologist support and CAMHS

10. When we have needed expert advice and support how have we secured that and what services have they provided?

We have sought advice from the following external services:

- Social Services when there have been child protection concerns for SEND students.
- Early Help Hub when families have required multi-agency support
- Early Break to support students involved in substance misuse
- Barnardo's to support students displaying risky behaviours.
- Educational Psychologist.
- Inclusion Service for advice on supporting students with hearing difficulties and physical disabilities.
- Speech and Language Therapist
- Occupational Therapists
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse (Chelsey Maloney) who has provided emotional support and a drop-in service for students. Chelsey has also completed health assessments for Looked after Children and attended multi-agency meetings to ensure the health needs of the students are met.

Referrals can be made by the SENCo, Safeguarding team, Heads of Year, SLT and school nurse. All referrals are made in consultation with parents and carers.

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

There are a number of measures in place to monitor the progress of students with SEND:

- All students are assessed in each subject every half term and subject leads track this data closely so any underachievement is picked up quickly.
- There are also regular looks of students' books and lesson observations which look at the engagement and progress of students.
- There is a quality assurance process for all departments carried out by the senior leadership team.
- There are regular drop-ins into classrooms to observe good practice which is shared with departments and following this the teachers are given advice on how to improve the provision for all students.
- Interventions are regularly reviewed to see what impact they are having- if there is little or no progress, the student will stop the intervention and other types of support will be discussed. There is report for governors every year.

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

All students are included in all school activities and no student has missed out because of their SEND, everyone is full included.

For children with physical disabilities a risk assessment is carried out to see if any adjustments need to be made. If needed, a child will be given a lift key to use the lifts and will have extra support in practical subjects.

Trips are open to all the students and Key adults are assigned to the more vulnerable students, individual risk assessments are made for students with physical disabilities.

The SEND department run a number of extra-curricular clubs.

13. How we provide for your children's overall wellbeing

Students are well supported by :

- Staff Safeguarding training
- An anti-bullying policy
- Pastoral Team
- A social emotional and mental health interventions that provides programmes such as self-esteem building and therapeutic interventions through the use of play, creativity, art & Lego.
- Targeted support for individual pupils.
- A Student Support Centre / Room 21

At St Monica's we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance.

At certain times, a child may need a particular adult in the school to talk to. This may be one of their teachers, their Head of Year, or a TA. The SEND Team have designed a 'confidence scale' to rate a student's confidence with strategies on how raise confidence levels.

Some students may be given a 'student support centre / Room 21 pass' which enables them to leave a classroom and go to the student support centre / Room 21, where there is a key adult, if they feel they are having difficulty coping in the classroom.

Children with medical conditions have a Care Plan drawn up by the parent, child, school nurse and the designated member of staff for Care Plans (Miss H Moore). All medication is stored securely and administered appropriately. All staff are made aware of children's medical conditions and if any trip are planned, there is always a risk assessment undertaken to ensure any child with a medical need can participate safely.

There are eight members of staff trained as First Aiders.

The school has a school nurse (Chelsey Maloney) who attends the school weekly. The school nurse will work with students where there are health / wellbeing concerns or if referrals to CAMHs needs to be made.

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

We strive to be a very inclusive school. There are no restrictions to access around the school. For further detail please refer to the accessibility plan, which is our strategies for improving access to our buildings, grounds, curriculum and communications.

St Monica's is an accessible building which can currently accommodate up to 1200 students at full capacity, and with its full complement of staff.

There is access for emergency service vehicles at the front of the building and a member of staff will always meet any requested emergency service at this point. There are accessible parking spaces for visitors and staff.

A thorough risk assessment of the suitability of all the chairs and desks for a student with physical disabilities has been carried out, as well as a risk assessment for moving around outside the school.

We strive to make all our communication with parents/carers in clear, straightforward language. Whenever parents/carers request face-to-face meetings to discuss written communication this is always provided.

We endeavour where possible to translate important letters into the necessary languages for parents whose first language is not English. We also ensure we have interpreters for some meetings where this is deemed necessary.

15. What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

The school works to the same policy as Bury's Admissions Policy. Please refer to website <https://www.bury.gov.uk/index.aspx?articleid=10566>

If a parent of a child with SEN /disabilities chooses St Monica's then special arrangements will be put in place. The parent and child will meet with the SENCo or SEN Manager, key teaching assistant and the Head of Year to discuss the child's needs, any previous support the child has received and how the school can support the child to realise their potential. The transition programme for Year 6 children runs over two days and extra visits can be arranged for students with EHCPs.

Preparing for adulthood

In Year 11 students with SEND have the opportunity to have extra meetings with our Careers advisor to discuss the options open to them for the following years ahead. Students with EHC plans have termly review meetings to discuss their aspirations and hopes for the future. The students are supported with their college applications and a range of colleges. Particular care is taken to ensure our students with EHC plans receive as much support as possible from our Careers advisor.

Where needed, students are supported in learning life skills such as handling money and using public transport. On GCSE results day, staff are on hand to support students in contacting colleges to discuss their grades and next steps. The school passes on all relevant information, such as assessments and exam access arrangements, to the student's next place of study or work.

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

The school's SEND Policy and Accessibility Policy can be found on the school's website. For any further information on SEND issues please contact the Assistant Headteacher SENCo, Miss McManus

For information about national and local services and organisations which can offer support to Bury families go to <https://theburydirectory.co.uk/categories/send-local-offer> There are also details of clubs, groups and activities especially for children and young people with disabilities and special educational needs.

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

If you have any worries or concerns, or you wish to make a complaint, then please contact the Assistant Headteacher / SENCo in the first instance.

Please refer to the school's complaints policy which can be found on the website, for further details.