

SEN Information Report

St. Mary's CE High School 2022-23



The Governors of St Mary's have made safeguarding a fundamental priority and are committed to ensuring that safeguarding of children and young people remains at the core of their work. For this reason, the principles of excellent safeguarding practice are integral to the culture of St Mary's and every aspect of the school and trading company's work. This report supports this commitment to safeguarding and should be read in conjunction with other school and trading company policies as appropriate.

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

St. Mary's works closely with primary feeder schools on transition to identify students who may have SEN (Special Educational Needs) and D (disabilities). St. Mary's assesses all students on entry for reading and spelling, as well as using the results from KS2 SATS and CATS. We use prior assessment data from previous schools and our own subject assessments on entry. We use this information, as well as discussions with parents/ carers, professionals from outside agencies and previous school staff to identify students who may have SEND. SEND is a standing item on termly Teaching and Learning meetings so that concerns raised can be addressed quickly.

2. How will school staff support my child?

Pastoral support at St. Mary's: Each student is allocated a form tutor within a Teaching and Learning Area and pastoral support is delivered during the 25 minute form time each morning. Student Managers allocated to each year group work with groups and individual students who may require a higher level or short term support, in order to help to raise attainment. Family Support Workers also work with the school to support parents/carers and families. Year Leads with responsibility for Pastoral and Academic Progress, track and monitor the year group in terms of achievement, attendance, personal development and behaviour. They work closely with outside agencies where a higher level of support is required. The Reflect and Reset Room is staff by the Behaviour Manager and team who work with students to help them improve behaviours which are becoming barriers to their learning. Staff may liaise with parent/ carers if students are not making expected progress. The Inclusion Team also run Breakfast provision from 7.30am.

Academic support at St. Mary's: Within each year group, students follow a wide curriculum taught by subject specialists in each Teaching and Learning area. The Director and Subject Leads monitor and track continually the quality of provision and student progress. The school also employs an English and maths tutor to support students outside of the lesson as well as a tutor to support in lessons.

Inclusion support at St. Mary's: The Inclusion Team support students identified as having SEND and also students with additional needs. This may be short term or long term support. The Director of Inclusion (SENDCO) has a strategic overview of the additional provisions offered. This includes responsibility for additional provision for students with EAL and students with SEMH. A team of Learning Support Assistants (LSAs) deliver interventions in and outside of lessons and support learning across the curriculum. The school has also employed two HLTA to support in English and maths. The school also provides pastoral and academic support for students who are Young Carers inclusive of trips to support students' well being.

3. How will I know how my child is doing?

St. Mary's delivers good quality teaching and has very high aspirations for all. Regular monitoring each half term and feedback to parents/carers ensures that students who are at risk of not making expected progress are picked up quickly. These students receive intervention and adaptation within mainstream lessons. Parent/carers meetings ensure parents/ carers meet regularly with form tutors and subject staff to discuss the progress of students and set targets for them to ensure ongoing progress. There are opportunities for parents/ carers to meet more regularly should this be helpful. Staff will contact parents/ carers if there are concerns about progress or attainment.

Parents/ carers will be advised if a student is at risk of not making expected progress and if interventions are being used to support a student. Parents/carers also receive an annual report in addition to progress reports each year.
There is a weekly SENDCO Surgery to offer advice and support to parent/carers.

4. How will the learning and development provision be matched to my child's needs?

The SEND team provide student profiles for staff for every child on the Additional Needs Register. These profiles are used to support staff make appropriate adaptations in lessons to support students. St. Mary's delivers quality first teaching and follows EEF strategies to support students remember, do and learn more. The school has very high aspirations for all students. Adaptation is used in lessons to ensure that the learning and teaching provision matches student's needs and every child is challenged. All staff plan lessons and resources that identify the support that will be used in each lesson. This will include information about how Learning Support Assistants and learning resources will be deployed in the classroom. When additional adults are used in lessons they will support the learning of all students in the classroom to ensure that staff can work with students with SEND.

5. What support will there be for my child's overall wellbeing?

St Mary's has a high level of commitment to the personal development of every child and this includes teaching them to be safe, independent and healthy. Personal, Social and Health Education is delivered through timetabled lessons. Students are taught how to keep themselves safe and to recognise unsafe behaviours and personal development is an intrinsic part of the many aspects of the curriculum. All students meet with their form tutor every day and a non-teaching Student Manager monitors student wellbeing on a daily basis. PSHE takes into account the needs of SEND students especially in reference to issues where some may be more vulnerable such as understanding consent and bullying.

6. What specialist services and expertise are available at or accessed by the school?

St. Mary's uses external agencies and specialist services, such as Speech and Language therapist, Education Support Centre, Educational Psychologist, Children and Adolescent Mental Health Service (CAMHS), Visual and Hearing Impairment advisors, ASD advisory teachers, SpLD Base, YCH and other professionals as required. St Mary's staff also have direct access to the onsite Family Support Workers who support parents/carers and families. The School has employed a full time Mental Health Lead who promotes mental health and well-being throughout the school and contributes to the curriculum. St Mary's also offers a full-time counsellor that is available for students to self-refer or to be referred for support. The school also employ a Safeguarding Officer.

7. What training have the staff, supporting children and young people with SEND, had or are having?

The Director of Inclusion (SENCO) is undergoing the SENCO National Award for SEND Co-ordination. Other staff have additional training in areas such as ELSA, speech and language, behaviour management, additional literacy and numeracy, counselling and visual impairment. There is an ongoing Continuing Professional Activities programme in place for all staff. Staff appraisal identifies any gaps in training and supports staff to access relevant professional development.

8. How will you help me to support my child's learning?

St. Mary's provides an annual written report as well as two progress data reports throughout the school year and there are Parent/ carer meetings. These provide information about how well a child is doing. Parents/ carers of students on the Additional Needs Register are informed in the autumn term and will receive communication from the school when any additional provision is put in place. There are also opportunities to access further discussions with school staff if parents/carers feel this would be helpful.

All students have opportunities for extended learning and all extended learning is placed on Google Classroom which can be accessed by students and parents/carers from home. Students can access help with extended learning (homework) in the Learning Resource Centre every morning before and after

school (until 4.30pm), when staff will be available to help them.

Communication with parents/carers about extended learning (homework) is via Google Classroom online system for which all parents/carers have a log in/password. There are opportunities for parents/ carers to attend workshops and information evenings to support learning and student well-being at various points throughout the school year.

9. How will my child be included in activities outside the classroom including school trips?

All students have the opportunity to access activities in school and off site trips. Parents/ carers of students with SEND may be involved in supporting staff with planning to ensure students can participate in activities safely. (Also see Pupil Premium information on the school website).

Parents/carers are expected to support participation in offsite trips, enrichment and extracurricular activities so that all students, including those with SEN, take advantage of opportunities that support their learning.

10. How accessible is the school environment?

St. Mary's school site is fully accessible for wheelchair users and has toilets and changing rooms adapted for those with disabilities. Some classrooms have hearing loops and adjustments have been made to accommodate visually impaired students. The school employs translators when necessary. School policies adhere to the following legislation: Equality Act 2010, SEND Code of Practice 2014, Children and Families Act 2014.

Parents/carers of students who require wheelchair access or significant levels of support are asked to contact the School at the earliest opportunity to discuss how their needs might be met when considering a place at St Mary's.

11. Who can I contact for further information?

For general enquires parents/ carers should contact their child's form tutor or Student Manager. If the enquiry is about a particular subject, then contact should be made with the subject teacher. For enquires regarding additional needs or SEND the school SENDCO is Laurel Lee. The Inclusion Coordinator is Cilean Blanchard and the Student Support Manager with responsibility for student transition (KS2-3) is Angela Picone.

Parents/ carers can access general information from the school website www.st-maryshigh.herts.sch.uk

12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

St. Mary's has a robust transition programme with all students attending two secondary transition days on site. The Moving Up Club, for students with a high level of need, provides additional support for the transition into secondary school, for both students and their parents/carers.

All students moving on from St. Mary's are supported by YCH Inclusion staff support students with SEND and this may involve interview practice, help with completing application forms and support with college visits and interviews. The school also employs a full time Career Officer who works with year teams and the SEND team to provide personalised support regarding progression.

The SENCO liaises with Post 16/Post 18 providers to ensure adequate support is in place for transition. Any student with SEN transferring to or from St Mary's will be supported through their transition by the Inclusion Team.

13. How are the school's resources allocated and matched to children's special education needs?

The School uses its designated Special Educational Needs Funding to meet the needs of students, including those that are specified in funding documents. The school uses Provision Mapping to track and cost additional provisions. A large proportion of funding is used for staff to support students with SEN.

This includes a team of Learning Support Assistants. Funding is also used to purchase special resources to support students with specific needs.

14. How is the decision made about how much support my child will receive?

Parents/ carers and school staff work together to ensure appropriate support is in place so that all students make progress, feel safe and are successful learners.

15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Parents/ carers can access this information at www.hertsdirect.org/localoffer.

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