



# ST MARY'S CE HIGH SCHOOL

## SEN information report 2024/25

### Contents

|  |    |
|--|----|
| 1. About this report.....  | 2  |
| 2. What types of SEN does the school provide for?.....   | 2  |
| 3. Which staff will support my child, and what training have they had? .....   | 2  |
| 4. How does the school identify students' special educational needs?.....  | 5  |
| 5. How will the school measure my child's progress? .....  | 6  |
| 6. How will I be involved in decisions made about my child's education?.....   | 7  |
| 7. How will my child be involved in decisions made about their education? .  | 8  |
| 8. How will the school adapt its teaching for my child? .....  | 9  |
| 9. How will the school evaluate whether the support in place is helping my child? .....  | 10 |
| 10. How will the school resources be secured for my child?.....  | 10 |
| 11. How will the school make sure my child is included in activities alongside students who don't have SEND? .....                 | 11 |
| 12. How will the school support my child's mental health and emotional and social development? .....                               | 11 |
| 13. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?..... | 12 |
| 14. What should I do if I have a complaint about my child's SEN support? .   | 13 |
| 15. What support is available for me and my family?.....   | 13 |

This report explains how our school meets the needs of students with SEND and how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website. Our Special Educational Needs (SEN) information report is part of the Local offer. There is information about the support that the Local Authority and other services through Hertfordshire’s Local Offer SEND information hub which can be accessed here:

<https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/hertfordshire-local-offer>

For families living in Enfield, the local offer can be accessed here:

<https://www.enfield.gov.uk/services/children-and-education/local-offer>

## 2. What types of SEN does the school provide for?

St Marys admits students from the age of 11-18 and is a fully inclusive school, providing for students with all types of special educational needs.

| Area of need                        | Condition   |
|-------------------------------------|---|
| Communication and interaction       | Autism Spectrum disorder  |
|                                     | Speech Language or communication                                    |
| Cognition and learning              | Specific learning difficulties eg. Dyslexia, dyspraxia, dyscalculia |
|                                     | moderate learning difficulties                                      |
| Social, emotional and mental health | Attention Deficit hyperactivity disorder (ADHD)                     |
|                                     | Attention deficit disorder (ADD)                                    |
|                                     | Social, emotional and mental health                                 |
| Sensory and/or physical             | hearing impairments   |
|                                     | visual impairments  |
|                                     | multi-sensory impairment  |
|                                     | Physical impairment   |

## 3. Which staff will support my child, and what training have they had?

Our Director of Inclusion / Special Education Need Co-ordinator (SENCo)

at St Mary's is Mr Robert Smith. Mr Smith is a qualified teacher and has completed the National Award in Special Educational Needs Coordination. He has eleven years of experience in the field of SEN, having previously worked in Additional Resourced Provisions for students with Autism Spectrum Disorders in mainstream schools (ASD).

### **Inclusion team**

The inclusion team is led by the Director of inclusion who is supported by the Inclusion Manager, Mrs Cilean Blanchard, who is trained in ELSA. The student centre is run by the Student Centre Manager, Mrs Angela Picone. There is an HLTA, Ms Emese Medi (maths) who support students in respective subject interventions. There are also a team of LSAs who support the students in their lessons: Jenny Murphy (lead LSA), Stephanie Reeves, Bernadette Coffey, Laura Southam, Gulten Tas (trainee HLTA, Maths), Joelle Brogden, Christine Fantis, Donna Martin, Elena Slater and Sheena Chisholm.

### **Pastoral support**

Each student is allocated a form tutor and pastoral support is delivered during the form time each morning. 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. Student Managers are allocated to each year group work who support groups and individual students who may require a higher level or short-term support, in order to help to raise attainment. They will also work closely with parents.

The Family Support Workers, Mrs Gail Moreno and Mrs Alison Royce also work with the school to support parents/carers and families. They also provide a link between the secondary school and the local primary schools.

The Counselling and well-being area is led by Mental Health lead Mrs Elaine Buxton.

The Reflect and Reset Room is staffed by the Behaviour Manager, Mrs Karen Anderson and a 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 safeguarding lead in the school is Mrs Debbie Dowsett. She is also the link for CLAs.

### **Academic support**

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.

### **Class teachers**

When we plan support for a student, we think about the knowledge and skills their teachers and support staff will need. Training is planned to reflect expectations in the school plan which is reviewed annually by senior leaders, governors and staff.

All of our teachers receive both in and out-of-house SEN/teaching and learning training, and are supported by the SENCO and the inclusion team to meet the needs of students who have SEN. Examples of external training for staff, in the last academic year:

Supporting reading in the classroom

Adaptive teaching

Autism and ADHD

### **External agencies and experts**

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services from Health, Education and Social Care to provide support to meet the needs of our students with SEND and to support their families. These include:

- Speech and language Therapy service
- CAMHS
- Education Psychologists
- Occupational therapy
- Autism outreach service
- DSPL4
- Education Welfare officers
- Voluntary sector organisations
- Physiotherapists

## **4. How does the school identify students' special educational needs?**

The school aims to identify student's special educational needs as soon as possible, so that all students have the same opportunities and the barriers to learning are lifted.

A student has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to students of the same age.

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.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers relative to their starting point
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The various methods of effective and individualised identification of SEND include vigorous tracking and monitoring of the progress of all students through data entry analysis, school round robins, teachers' feedback, student pursuits, SEND assessments, quality assurance learning walks, book looks, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and advice from external support services, if relevant. For higher levels of need, we draw on specialist assessments from external agency professionals, e.g. an educational psychologist, speech and Language Therapist etc.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Students who are identified as having SEN in one of the areas of SEND according to the SEN Code of Practice 2014- Communication and Interaction, Cognition and Learning, Social, emotional and Mental Health or Sensory an/or physical needs- will be placed on the schools, Additional Needs Register (ANR). The ANR is available to all staff in the school to inform learning. School one-page profiles are also produced to support the student and give more information on how to support the students in lessons.

## **5 How will the school measure my child's progress?**

We are committed to meeting the needs of all students, including those with SEND. This reflects the school's motto which is built on a strong Christian Ethos, where "Everyone is equal; everyone deserves the best".

The first step to ensuring progress in the classroom is ensuring High Quality first teaching. Teachers go through a full process of moderation each year- observations, book checks and learning walks, supported by Senior leaders, lead practitioners and the SENCo.

Students with SEND will receive support from staff according to their individual needs. Sometimes reasonable adjustments will be necessary to support students' needs.

To ensure high achievement as a school we:

- Set high standards and expectations for all students, including those with SEND
- Adapted challenging curriculums for students where the need arises
- Regular CPD for staff and support staff
- Effective collaboration with staff, parents, students and if necessary external agencies.
- Support through learning interventions
  - Literacy interventions
  - Numeracy interventions
  - Reading groups
  - Homework club provision

- Emotional literacy
- Exam access arrangements
- Social skill groups

Where a SEN need is identified, the school uses the graduated approach- assess, Plan, Do, review (ADPR).

- Assess- where progress is not been made to the expected level, assessments, observations will investigate the strengths and difficulties.
- Plan- discuss in collaboration with students, parents/carers and staff for desired outcomes. From this we will plan interventions and any adjustments that need to be made
- Do- carry out the plan with support from the SENCo, making sure that the impact achieves the intended outcomes. Where interventions are put in place, baseline data will be gathered to measure the impact, with end of sessions assessment used to measure the progress made
- Review- assess the impact of the interventions and use new knowledge to inform the next steps.

This process will be a continual cycle. Where adequate progress is shown to reduce the gaps in learning, it indicates that the student will no longer need the extended support. For those students where the progress is not as expected, the cycle will start again, with new strategies discussed and applied. Where the progress is limited following multiple cycles of ADPR, and use of external support has not had the desired effect, an application for an Education Health Care Plan will be considered.

All staff that work with the students with SEND, will be aware of their needs and how to support them through the information available of the ANR as well as individualised student profiles.

## **6. How will I be involved in decisions made about my child's education?**

St. Mary's provides an annual written report as well as two progress data reports throughout the school year, as well as 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 3 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.

Curriculum maps are available for all subjects, for all year groups on the website.

The SENCo is readily available to meet with parents to discuss the needs of their child. Parents of children who have an EHCP will have a yearly meeting with the SENCo to review targets. Parents whose children who are identified as requiring additional support are invited to discuss their child and help set targets through the ADPR process and the subsequent review.

During transition years in year 9, when the students are selecting their options for GCSE studies, there are information evenings with staff available to assist your child in making the correct choices.

## **7. How will my child be involved in decisions made about their education?**

The child is at the centre of all the decisions that a school make. Where possible students with SEND will be encouraged to take a full part in any decisions made, in collaboration with staff and parents. In both year 8 and 9 where their pathways are chosen (year 8, for year 9 technology and performance subjects and year 9 for GCSE options), the students are fully involved in the discussions, supported by the staff.

Students will also have a voice where providing support and interventions are concerned. For the EHCP annual review process, students are encouraged to attend the meetings to share their thoughts on how they have worked towards



achieving their targets. Students may also be asked to complete surveys and also share their thoughts and feelings.

As staff we will make sure they have all the correct information to make informed decisions.

## **8. How will the school adapt its teaching for my child?**

Class teachers are responsible for the progress and development of the students in their class, inclusive of those supported by LSA's.

Teaching in lessons is delivered using quality first teaching, which is monitored throughout the year. The curriculums that are delivered are broad and balanced and built not only to engage and broaden the students knowledge of the subjects, but also develop their cultural capital.

All lessons are planned through informed research principles. Lessons are adapted through elements of chunking and modelling of the work. Staff use "I do, we do, you do" in order to model work effectively and develop independent learning. Staff use diagnostic questioning to ensure that students are understanding the work that is set.

As all students are different, we work on a case by case basis to ensure meaningful adaptations for your child to allow them to progress. These adaptations include:

- Adjustments to timetables to support interventions, where evidence supports the need
- Differentiating processing times in lessons, according to students needs
- Adapted resources and staff
- LSAs to support students in their learning, according to the need
- Using recommended aids- laptops, overlays, visual timetables, larger fonted text etc
- Organised seating plans to support learners
- Multisensory approach to learning
- Cross curricular links to learning and building a greater cultural capital for the students

Advice from the SENCo is provided following discussions with external professionals to staff, to allow for greater progress.

## **9. How will the school evaluate whether the support in place is helping my child?**

Provision is evaluated by:

- Monitoring LSA support by the inclusion department, led by the SENCo
- Reviewing of interventions
- Provision maps, to measure and store interventions used
- Holding annual reviews (EHCP plans)

The school regularly review the teaching and learning of staff through monitoring schedule (observations, learning walks, book looks), supported by the SENCo looking at the provision for students with SEND.

LSAs complete daily lesson logs for targeted students, which helps inform progress.

Interventions are measured at the beginning and end to measure effectiveness.

## **10. How will the school resources be secured for my child?**

For certain students, the needs mean that there may be a need to secure:

- Additional equipment
- Additional support hours
- Training for staff
- External specialist expertise, through DSPL4.

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will secure equipment detailed within an EHC plan for students using allocated funds. Where equipment is recommended by professionals the school will make use of the delegated resources to secure this or work with the Local Authority where further funding or equipment is required.

## **11. How will the school make sure my child is included in activities alongside students who don't have SEND?**

The school use reasonable adjustments to ensure that all students have the opportunities to attend extra-curricular activities.

Extra-curricular activities are published at the start of each term, for after school activities and all students are invited to attend.

All students are encouraged to attend school trips. Where needed, a risk assessment will be carried out in order to provide adequate support. No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. Where a student requires a high adult to student ratio, this will be provided. 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.

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.

## **12. How will the school support my child's mental health and emotional and social development?**

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 Development is delivered through timetabled lessons in KS3 and in tutor time in KS4. 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 non-teaching Student Manager monitors student wellbeing on a daily basis. Personal Development lessons consider the needs of SEND students especially in reference to issues where some may be more vulnerable such as understanding consent and

bullying. The KS4 enhanced curriculum works on aspects of life and social skills. There are opportunities for students to work on their emotional literacy in an intervention.

The school has a well being area managed by the school's counsellor which offers support to students through activities, groups and individual sessions.

### **13. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

Each student needs in transition phases are different. For transition from primary school, the school liaise with the primary school to gain information on each student. At the open evening, the SENCo is available for provisional talks about individual student's needs. The SENCo and the inclusion team will meet with the students with additional needs identified by primary school, and will organise additional transition visits to ease the transfer to secondary school. During the summer holidays, a summer school is organised for incoming year 7s, with all students invited to attend. The SENCo will attend a transition meeting with the parents and the primary school for students with an EHCP.

At the start of year 7, for the first term, students line up after break and lunch in their classes and are taken to the classes by the class teacher.

During year 9, options evening supports and informs the students choices towards choosing GCSE options, with staff on hand to guide students effectively. The SENCo will meet with the students with EHCP to complete the annual review prior to completing the options process. All students are supported through tutor time with this process.

During year 10 at the annual review, for students with an EHCP preliminary discussions will be made regarding the ideal next destination for students. Students will complete tutor time activities and discussions on the next step process as well as participating in a period of work experience. In Year 11 students with EHCPs will have a meeting with the Services for young people from the local authority. The annual review which will be held in the autumn term and will lead to consultation from the local authority for preferred locations. Students and parents are advised to look into post 16 course providers during year 10, and attend open days and evenings. The SENCo and careers department, will provide notice of when these will be held.

## **14. What should I do if I have a complaint about my child's SEN support? T**

To make staff aware of concerns relating to a student or for other information you can contact as a first point of call:

- The Pastoral Leader allocated to your child's year group for general school matters.
- Robert Smith, Director of Inclusion, [Robert.smith@st-maryshigh.herts.sch.uk](mailto:Robert.smith@st-maryshigh.herts.sch.uk) for specific special educational needs and disability issues.
- Looked after Child matters parents/carers should contact Mrs Debbie Dowsett- [Debbie.dowsett@st-maryshigh.herts.sch.uk](mailto:Debbie.dowsett@st-maryshigh.herts.sch.uk)

For all further conversations follow the schools complaint procedures.

## **15. What support is available for me and my family?**

All schools and authorities have a local offer, providing a range of information and support for parents.

Hertfordshire's Local Offer SEND information hub can be accessed here:

<https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/hertfordshire-local-offer>

For families living in Enfield, the local offer can be accessed here:

<https://www.enfield.gov.uk/services/children-and-education/local-offer>

### **SENDIASS**

[info@hertssendiass.org.uk](mailto:info@hertssendiass.org.uk)

Telephone: **01992 555847**

County Hall  
Pegs Lane,  
Hertford  
SG13 8DQ

### **Herts SEN Team**

Top of Form

Call or email us: 01442 453300

For new requests for an education, health and care assessment, or anything relating to the first 20 weeks of your child's EHC assessment process: [Ehcneedsassessment@hertfordshire.gov.uk](mailto:Ehcneedsassessment@hertfordshire.gov.uk)

Anything relating to EHCP annual reviews:

East Hertfordshire: [annualreviewseast@hertfordshire.gov.uk](mailto:annualreviewseast@hertfordshire.gov.uk)

West Hertfordshire: [annualreviewswest@hertfordshire.gov.uk](mailto:annualreviewswest@hertfordshire.gov.uk)

General EHCP queries, or if you're not sure where to send your email: [ehcp@hertfordshire.gov.uk](mailto:ehcp@hertfordshire.gov.uk)

**Enfield SEN team**

email [sen@enfield.gov.uk](mailto:sen@enfield.gov.uk) or call on 020 3821 1919.