



**St. Cuthbert's**  
Roman Catholic High School

# **WHOLE SCHOOL POLICY**

## **SEN(D) INFORMATION REPORT**



### **Mission Statement**

*'The Lord God requires of us that we should help others whenever we can,  
always make the right choices and be the best that we can be in everything that we do'.*



**St. Cuthbert's**  
Roman Catholic High School

Policy: SEN(D)(D) Report		
Type: Statutory	Website: Yes	Author: Miss N Hamnett
Approved: September 2020		Next Review: August 2021
Frequency: Annual		Delegated: Committee
Notes:		

Dear Parents/Carers,

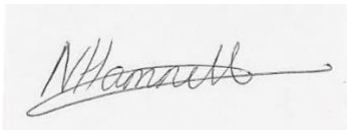
At St Cuthbert's RC High School our aim is for all students in our school to have access to a high quality curriculum and provision to ensure that all students can be the best they can be in everything that they do. We are committed to ensuring that all our students receive a high-quality education and are challenged to achieve the best possible outcomes for them, to make good progress from their starting points, no matter what barriers they may face.

As a parent or carer for a student with special educational needs you may have questions about how we identify, support and monitor students with additional needs within school. This report was created to try and answers to some of the questions we are often asked.

If there are any additional comments or questions that are not answered, please contact myself on [stnh01@scrchs.com](mailto:stnh01@scrchs.com).

We look forward to working with you and your child on their learning journey.

Many thanks,



Nikki Hamnett

SEN(D)Co

### **Mission Statement**

*'The Lord God requires of us that we should help others whenever we can, always make the right choices and be the best that we can be in everything that we do'.*

## Key contacts in school

Key contacts		
Nikki Hamnett	SEN(D)CO	<a href="mailto:Stnh01@scrchs.com">Stnh01@scrchs.com</a>
Claire Colenutt	Assistant SEN(D)Co	<a href="mailto:Stcc04@scrchs.com">Stcc04@scrchs.com</a>
Louisa Kershaw	Inclusion manager	<a href="mailto:Stlk01@scrchs.com">Stlk01@scrchs.com</a>
Kelly Fairbrother	Health and wellbeing officer	<a href="mailto:Stkf01@scrchs.com">Stkf01@scrchs.com</a>

## LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEN\(D\) Code of Practice](#) particularly section 6, and the following legislation:

- [Part 3 and section 69\(2\) of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and/or disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), regulation 51, which set out schools' responsibilities for education, health and care (EHC) plans, SEN(D) coordinators (SEN(D)COs) and the SEN(D) information report

### Frequently asked questions

#### **1. What are Special Educational needs?**

A student has Special educational needs or disabilities where there is a specific difficulty or disability that calls for special educational provision – this is provision which is different to or additional to that which all students the same age would experience. Having a generally low ability or English as an additional language does not mean that a student has SEN(D). Medical conditions and diagnoses which impact on education are also a special educational need.

#### **2. What Special Educational Needs are provided for at SCRCHS?**

Within our school we cater for a wide range of Special educational needs. We are currently working with students with learning difficulties, autism, specific learning difficulties e.g dyslexia, dyspraxia, hearing impairments, visual impairments, speech and language difficulties, physical difficulties, sensory processing difficulties and a wide range of mental health difficulties.

#### **3. How does this school know if my child has additional needs?**

There are a number of ways we become aware of student's needs including:

- Information is shared by parents/ carers either as concerns or from diagnoses which are affecting a student educational or in terms of their emotional and social development.
- On transition information is collected from primary schools about student's individual needs and any concerns about students. A decision is then made whether or not they will be added to the SEN(D) register as St Cuthbert's
- All students complete baseline testing including Lucid exact, CAT4 analysis of cognitive ability and the Stirling wellbeing scale. This can potentially identify potential areas of need including emotional, social or wellbeing needs.
- Class teachers monitor progress and students within their classes concerns are reported to the SEN(D) team who will then support and advise. This may lead to a student being added to the SEN(D) register.
- Student wellbeing and their social and emotional progress is monitored by heads of year and the pastoral team. Concerns are reported to the SEN(D) team and may lead to a student being added to the SEN(D) register.

#### **4. What should I do if I think my child has additional needs or a disability?**

There are a number of ways you can discuss your concerns, you may wish to discuss your concerns with a specific class teacher or the head of year.

If your child's has a medical condition you would contact Ms Kelly Fairbrother our health and wellbeing

officer in the first instance on [Stkf01@scrchs.com](mailto:Stkf01@scrchs.com).

Alternatively you may wish to contact the SEN(D)Co, Miss Nikki Hamnett, directly on [stnh01@scrchs.com](mailto:stnh01@scrchs.com).

#### **5. How will the school prepare and support my child when joining SCRCHS?**

Transition from year 6 to year 7 is coordinated by the SEN(D)Co and the transition coordinator (From 20-21). This includes information sharing between the primary and secondary school. Additional transition is planned with the primary school, and where appropriate, families and is personalized to students needs. This may include:

- Quiet visits and tours of the school
- Early visits supported by the primary placement
- Multiple visits at different times of the day including break and/ or lunch as needed
- Transition meet and greets
- Transition activities
- In very rare cases a reduced timetable when starting secondary school.

For students who transfer to our school partway through their secondary school (in year transfers) will have an admission meeting with the Head of year where concerns can be discussed, where special educational needs are identified on the admission paperwork the a member of the SEN(D) team will attend. If additional transition is needed this can be arranged on an individual basis.

If there is anything specific that is needed for your child's transition to St Cuthbert's please contact the SEN(D)Co, Miss Nikki Hamnett, on [stnh01@scrchs.com](mailto:stnh01@scrchs.com)

#### **6. How will I know how the school supports my child?**

The SEN(D)Co and/ or assistant SEN(D)Co are available at parents evenings, induction evening, open evening and options evening to discuss individual students with their parents/ carers.

Additionally

- The SEN(D)Co is available via email or phone for discussions or reviews.
- Student's have individual student passports which parents can access through 'provision maps'.
- Parents/carers are invited to termly drop in sessions with the SEN(D) team.
- Parents/ carers are invited to school for review meetings.
- Parents/carers can contact the SEN(D) team for meetings where necessary.

We are aware that it can be difficult to attend school for meetings around other commitments e.g other children/ work, where possible we will work flexibly to communication with parents/ carers e.g communicating via email.

#### **7. How will the curriculum be matched to the needs of my child?**

Classes across school are set according to ability and teaching and learning is adapted and targeted to the needs of the class. All classroom staff have access to details of the individual needs of the students in their classes via a student passport. This allows them to differentiate learning and target classroom interventions. As a school we recognize that adaptations to the curriculum includes the environment and language used and teachers use student passports to support this.

There is further advice from the SEN(D) team and the teaching and learning SEN(D) link advanced teacher to plan adaptations to the curriculum and learning environment to best meet the needs of the students.

From 20-21 there will be an alternative pathway 'x-band' to support students who are working significantly below age related expectations, this cohort with work towards a reduced GCSE and alternative qualifications in year 11.

#### **8. How will I know how my child is doing?**

School is regularly in contact with parents/ carers, all parents have access to classcharts which tracks student's positive and negative behavior within school and the student's wellbeing. Reports are sent out regularly and we run parents evenings yearly.

Additionally we communicate concerns via phone calls/ emails/ text messages/ letters home, There is a large pastoral team to support students and they are regularly in contact with parents and carers.

Where classroom staff have concerns they may contact a parent directly to discuss this.

Where necessary meetings will, be arranged to discuss how your child is doing within school e.g to discuss an intervention, a students; wellbeing or behaviour.

If you have any concerns or questions about how your child is doing you are welcome to contact school and the most relevant person will get back to you.

### **9. How will you make sure the support in place is effective and is the right support?**

All support and intervention that is put into place is used because evidence suggests that it will work. Interventions and provision is monitored termly to ensure that it is effective. Assessment data is used as part of this to plan and review provision effectively.

Short term interventions are reviewed half termly. These interventions are designed to close an attainment gap and any intervention which withdraws a student from the classroom is only put into place short term to ensure that they do not miss high quality first teaching in the classroom.

Interventions and support are regularly reviewed for effectiveness. Support staff follow a quality assurance process similar to teachers to support best practice.

### **10. What support will there be for my child's social development and emotional wellbeing?**

Within school we have a wide range of social and emotional interventions ran by the SELECT team. Louisa Kershaw leads this team. Students are referred to this team through the SEN(D)Co, Head of year, safeguarding or pastoral team.

Additionally, Kelly Fairbrother – our health and wellbeing officer – runs wellbeing and mental health interventions in collaboration with Kooth and other agencies.

Within school we run sessions in collaboration with a wide range of outside agencies including the happier children project with RCT, relationships with Virgin Care, emotional resilience with Kooth mental health practioners. A small number of students also work with the school counsellor.

If we feel that your child needs more intensive and specialist support we may ask your permission to refer to a specific outside agency such as Healthy Young Minds (formerly CAMHS), #thrive or Kooth.

### **11. What specialist services and expertise are available of accessed by school?**

Within school we have a wide range of expertise to support student's needs. Current provision includes:

- Mrs Colenutt- assistant SEN(D)Co and specialist dyslexia teacher. Additionally she runs a number of our communication and interaction interventions and supports numerous students as their key adult/ key worker.
- Mrs Fairbrother – health and wellbeing officer – coordinates the medical needs of students within school and creates health care plans. She also runs a number of wellbeing interventions and supports a number of students as a key adult.
- Mrs Kershaw – inclusion manager – orgnaises and runs the social, emotional and behavioural interventions within school with support from the pastoral team.
- Learning support coordinators and learning support assistants who support students, usually with an EHCP
- Learning support coordinators also run BOOST interventions within school.
- Educational psychologist – currently we purchase 5 additional sessions per year – meaning we have a total of 10 sessions a year. This intervention is used to assess and provide support and advice for students with complex needs.
- Rochdale additional needs service (RANS) – students can be referred to the RANS teams through the SEN(D)Co. Rans offer expertise on visual impairments, autism, hearing impairments and physical difficulties and disabilities. RANs also provide training and advice on equipment.
- Healthy Young Minds (HYM) - we can refer to HYM to access support for students. We also take advice and training from the team on mental health issues and autism. HYM mental health practioners may visit school for observations or to work with students.
- #thrive – we can refer to #thrive to access support for students around confidence, self esteem and anxiety. #thrive mental health practioners may work with students at hubs and/or in school.
- Kooth - Kooth provide online mental health services for children and young people Othey run an online counselling and well being service. Kooth mental health practioners also attend school to run workshops and interventions.
- NHS e.g Speech and language therapy, occupational therapy. We would closely with the NHS on

care plans for individual students, we will make referral to them and we contact them to inform our planning. We ensure we are catering to additional health needs. The NHS has different rules on sharing information and sometimes collaboration or full information sharing is not possible. When information is needed we can access the school nurse service to advice.

- Outside agency interventions – over the year we run a number of interventions in collaboration with various outside agencies and partners. These can change based on what is available and what is relevant for our students. If these are being accessed parents/ carers will be informed.

### **12. What training on SEN(D) is provided for staff?**

It is very important to us that our school is inclusive and that students with SEN(D) are valued members of the community and that they are not treated less favourably. To support staff we provide a range of training. At least termly we run training on specific SEN(D) issues in both weekly briefings and INSET training sessions. This can be ran by the SEN(D) team or specialist services. Compulsory whole staff SEN(D) training is provided when required.

Our teaching assistants meet regularly and receive regular support and training from the SEN(D) team. They also attend specialist support and training to develop particular areas of expertise. We have subject specific experts within the team to ensure effective intervention and support and we are working towards having need specific experts within our team to further this.

NQTs and new staff are given training to cover SEN(D) legislation and where to access and how to use SEN(D) information stored within school. Trainee teachers are also provided with this training throughout their placement with us.

Within school we ensure that how students are valued members of the community and not treated less favorably due to need or disability

### **13. How accessible is the school environment?**

St Cuthbert's RC High school is a nearly full accessible building as we cater for a wide range of physical needs. The main building has a lift to access higher floors. Where necessary and appropriate curriculum timetabling is adapted to ensure that no student misses educational or curriculum opportunities due to building constraints. For more information the school's accessibility please see the accessibility plan available on the school website.

### **14. How are students supported to engage in trips and other extra-curricular activities?**

School visits and extra-curricular activities are offered to all students. Where students need additional support this is planned with the visit organizer to ensure needs are met including appropriate staffing and transport where necessary.

### **15. How does the school prepare and support my child with transferring into further education?**

Students are supported throughout school through the skills for life curriculum, including for careers. All college providers (where one is identified) are invited to the transition reviews for students with EHCPs, these are held in the Autumn term between October and December). At these meetings provision and support for college will be identified.

Positive steps work with all key stage 4 students with an EHCP and a range of other students with special educational needs to support college applications, careers advise and support transition as necessary.

For individual students or small groups extra transition visits may be arranged with post 16 providers.

The SEN(D)CO and the support team at college share information about students' needs including best practice and exam access arrangements to ensure student's needs continue to be met.

Some students may have additional support to develop skills for college or to apply for college. This is on a needs basis.

### **16. How are the school's resources allocated and matched to the student's special educational needs?**

We use and follow advice from agencies working with young people to match resources and, where appropriate equipment, to student's needs.

The school receives two allocations of funding to meet students' needs and its responsibilities for special educational needs provision:

1. Targeted funding for students with Education, Health and Car plans (formerly statements) Each student received funding according to their needs and provision is set out in their EHCP. This funding is spent on interventions to support the student to meet the outcomes within the EHCP.



2. Funding based on the number of students receiving free school meals within the school and on attainment levels of students transferring from primary school. This funding is primarily used to provide specialist staff to manage support across school.

In addition to this funding the school uses part of the overall annual budget to fund its whole school approach to SEN(D). This enables us to purchase specific individual resources as and when required for example this is enabling us to run our alternative curriculum offer for students who are working significantly below expected levels.

### 17. What is the complaints procedure?

Please contact the SEN(D)Co via email – [stnh01@scrchs.com](mailto:stnh01@scrchs.com) in the first instance. If you do not receive a satisfactory response within 10days you may wish to contact the headteacher.

### 18. What support is available for my child?

The Rochdale Local Offer can be found <http://www.rochdale.gov.uk/schools-andeducation/special-educational-needs/Pages/SENd--the-local-offer.aspx>

Rochdale social and short break opportunities for SEN(D) students can be found [https://rochdale.fsd.org.uk/kb5/rochdale/fsd/results.page?qt=short+breaks+&term=&s\\_orrtype=relevance](https://rochdale.fsd.org.uk/kb5/rochdale/fsd/results.page?qt=short+breaks+&term=&s_orrtype=relevance)

Barnardo's Independent SEN(D) advice (also know as SENdiass) can be accessed here [https://www.barnardos.org.uk/what-we-do/services/rochdale-SEN\(D\)diass](https://www.barnardos.org.uk/what-we-do/services/rochdale-SEN(D)diass)

The Oldham Local Offer can be found [https://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)

RANs support students with additional needs to become independent and active members in school and their community, further information is found here

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=GWYGvpIDSwl>

Contact details – 01706 926 400,

#thrive – offer emotional health and wellbeing support – including drop in support. Further information is here <https://healthyyoungmindspennine.nhs.uk/thrive/> or on facebook at [www.facebook.com/thrivehmr](http://www.facebook.com/thrivehmr). Please contact 0161 716 2844.

HYM support children and young people up to the age of 18 for mental health difficulties including neurodevelopment disorders and provide support for parents and carers further information can be found here <https://www.penninecare.nhs.uk/services/healthyyoungminds-hmr>

Please contact 01706 676 000. Referrals to this service are through the GP or school

Kooth - online counselling and emotional wellbeing resources for children and young people – <https://www.kooth.com/>

Rochdale EHCP team - <https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=0E-BdUIRBss>

Oldham EHCP team - [https://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities\\_local\\_offer/1442/education\\_health\\_and\\_care\\_ehc\\_plans](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer/1442/education_health_and_care_ehc_plans)

#### Linked policies:

- SEN(D) policy
- Accessibility policy, report and plan
- Single equality and community cohesion policy

#### Useful links

- Children and Families Act 2014(<http://www.legislation.gov.uk/ukpga/2014/6/section/69>)
- Equality act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/section/10>)
- Special Educational Needs and Disability Regulations 2014 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
- Regulation 51(<http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made>)