



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'.



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To make the SEND information report more accessible we have presented it in the form of frequently asked questions with responses.

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Dear Parents/Carers,

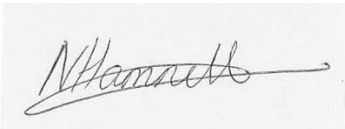
At St Cuthbert's RC High School our aim is for all students in our school to have access to a high-quality curriculum and provision to ensure that all students can be the best they can be in everything that they do. We are committed to ensuring that all our students receive a high-quality education and 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.

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	nhamnett@stcuthberts.stoccat.org.uk
Claire Colenutt	Assistant SEN(D)Co	cphillips@stcuthberts.stoccat.org.uk
Kelly Fairbrother	Health and wellbeing officer	kfairbrother@stcuthberts.stoccat.org.uk

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.

There are 4 broad categories of need Communication and interaction, cognition and learning, social, emotional and mental health and sensory/ physical needs.

Area of need	Examples of conditions
Communication and interaction	Autism spectrum condition Speech and language difficulties Developmental communication disorder
Cognition and learning	Specific learning needs including: Dyslexia Dyscalculia Developmental coordination disorder (dyspraxia) Learning difficulties including: Specific literacy difficulties Moderate/ general learning difficulties Severe learning difficulties Memory or processing difficulties Attention deficit/ attention deficit and hyperactivity disorder
Social, emotional, mental health needs	Attention deficit/ attention deficit and hyperactivity disorder Mental health difficulties such as anxiety, depression, low mood, or an eating disorder Those who have attachment type needs due to suffering adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Physical/ sensory	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: <ul style="list-style-type: none"> • vision impairment, • hearing impairment • multi-sensory impairment • A physical impairment • CMT • Developmental coordination disorder (dyspraxia)

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.
- Staff are trained to spot students who are struggling with their development and to refer them through the school referral process.

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 Fairborth our health and wellbeing officer in the first instance.

Alternatively you may wish to contact the SEN(D)Co, Miss Nikki Hamnett.

5. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At St Cuthbert's our admission criteria, including our oversubscription criteria, does not disadvantage students with a disability or with Special Educational Needs. As a faith school the school part of our admission arrangements being Roman Catholic is part of our admissions criteria where there we are oversubscribed. If there is a situation resulting in over-subscription then tie-breaker admission following the admission criteria then this will be decided by the safest shortest walking route, as determined by the central point of the home to the main entrance gate of the school.

6. 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.

7. How will I know how the school supports my child? How will I be involved in decisions made about my child.

When a student is identified as potentially having a need this will be discussed with parents and a decision about whether to add them to the SEND register will be made. School produces a report twice a year and has a parents evening once a year to report on progress. Teachers and curriculum leaders also regularly contact parents/carers when needed about student progress.

As a school we have informal check ins for each year group with a member of the SEND team by phone, email or classcharts to best suit families. These are a good opportunity to discuss any concerns and to share things that have changed/ are happening. Heads of year and assistant heads of year will also be involved in contacting families where there are pastoral concerns eg socially, emotionally, behaviour.

We also send home views booklets for students and parents/ carers to complete to share any updates to needs or changes to what they need.

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.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

8. 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.

As a school we utilize the graduated response and follow an assess, plan, do, review cycle which involves 3 waves of provision and uses external agency support as relevant. Teachers are critical within this and we recognize that high quality first teaching is key to meeting student's needs. High quality first teaching is characterized as (DCSFs guide to personalized learning, 2008):

- Highly focused lessons designed with sharp objectives

- High demands of student involvement and engagement in their learning
- High levels of interaction for all students
- Appropriate use of teacher questioning, modelling and explaining
- Regular opportunities for students to learning through talking
- Expecting that students will accept responsibility to their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate students.
- Adapting and tailoring our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- For some students they may need withdrawal for short term or medium term specific interventions
- A small number of students may need the support of a learning support assistant within lessons,

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.

Within year 7 and 8 we have an adapted curriculum model to meet the needs of increasing numbers of students who need either a literacy model which removes students for Spanish and 1 humanities lesson to ensure that their reading and literacy levels are improving using Lexia and Rapid reading or our adapted model which includes the literacy model above and an adapted numeracy/ maths model using the White Rose Maths and Plan it maths resources to plug gaps in learning. Curriculum leads and teachers have had training on how this impacts students across the curriculum and how to adapt the curriculum for students needs. This is reviewed on a yearly basis and may be extended to year 9. In very rare and exceptional circumstances and where it is appropriate based on students needs students may be removed from specific subjects to meet needs and work on specific areas personalized to them. This is only in agreement with the SENDCo/ Headteacher and parents/ carers and is in exceptional circumstances only.

Area of need	Specific testing to identify potential needs	Current interventions
Communication and interaction	Wellcomm Elklan communication chain KS3 areas of speech and language screener ASC checklists and screeners	Wellcomm 4 areas – understanding, grammar, vocabulary, narrative – this can be for specific areas or for all 4 areas as shown by the screener Understanding me Appropriate communication skills- talkabout for teenagers Developing friendship skills – talkabout for children

		<p>Talkabout relationships</p> <p>Interpersonal skills</p> <p>Language for behaviour and emotions</p> <p>Lego club</p> <p>DLD and me</p> <p>1;1 SALT care plans</p> <p>ASC and me</p>
Cognition and learning	<p>CATs (cognitive ability testing)</p> <p>NRGT (reading age)</p> <p>Dyslexia screener</p> <p>Dyscalculia screener</p> <p>Recall – processing and working memory</p> <p>Exact – exam access arrangements</p> <p>ADHD screener</p>	<p>Literacy model – Lexia and rapid reading (7 & 8 only)</p> <p>Adapted curriculum model – small group size (2/3s), adapted learning. Lexia and rapid reading, numeracy group for maths (7 & 8 only)</p> <p>Year 9 literacy/ numeracy group</p> <p>BOOST – subject withdrawal to work on personalized timetables</p> <p>Reading mentors – rapid reading</p> <p>Toe-by- toe phonics</p> <p>IDL – individual dyslexia learning</p> <p>INL – individual numeracy learning</p> <p>Hybrid timetables – to support students who are struggling to access the curriculum and maintain their learning (503)</p> <p>Individual subjects will also run wave 2 interventions as needed within their subject.</p> <p>Laptops, reader pens and other aids to support learning</p> <p>Exams and assessment access arrangements</p> <p>Cream paper/ books/ overlays</p>
Social, emotional and mental health	<p>Boston emotional intelligence</p> <p>Strengths and difficulties questionnaires</p>	<p>Emotional regulation</p> <p>Resilience</p> <p>Anger management</p>

	<p>BOXALL</p> <p>Thrive assessment plans (1:1/ group/ behaviour/parent)</p> <p>ADHD screener</p> <p>Mental health screeners as appropriate</p>	<p>Confidence and self esteem</p> <p>Language for behaviour and emotions</p> <p>Appropairte communication skills – talkabout</p> <p>Wellbeing dominoes</p> <p>Relationships and conflict resolution</p> <p>Social skills and friendships</p> <p>Making good choices</p> <p>Anxiety and worry management</p> <p>Emotional literacy</p> <p>Exam and assessment stress</p> <p>Wellbeing year 7 form</p> <p>RCT area also brought in to run any of these as a bespoke, higher level intervention as needed</p> <p>School counsellor (RCT)</p> <p>Mentally healthy schools</p>
Physical/ sensory	<p>Specific to needs:</p> <p>Sensory profile screener</p> <p>OT prereferral checklist</p> <p>VI assessment through RANS</p> <p>HI assessment through RANS</p>	<p>Equipment and aids as needed</p> <p>Time and training to support the use of aids</p> <p>HI strategies in lessons and around school</p> <p>VI strategies in lessons and around school</p> <p>Sensory breaks</p> <p>Time in</p> <p>Time out</p> <p>Sensory resources</p>

9. How will I know how my child is doing? How will school measure progress?

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.

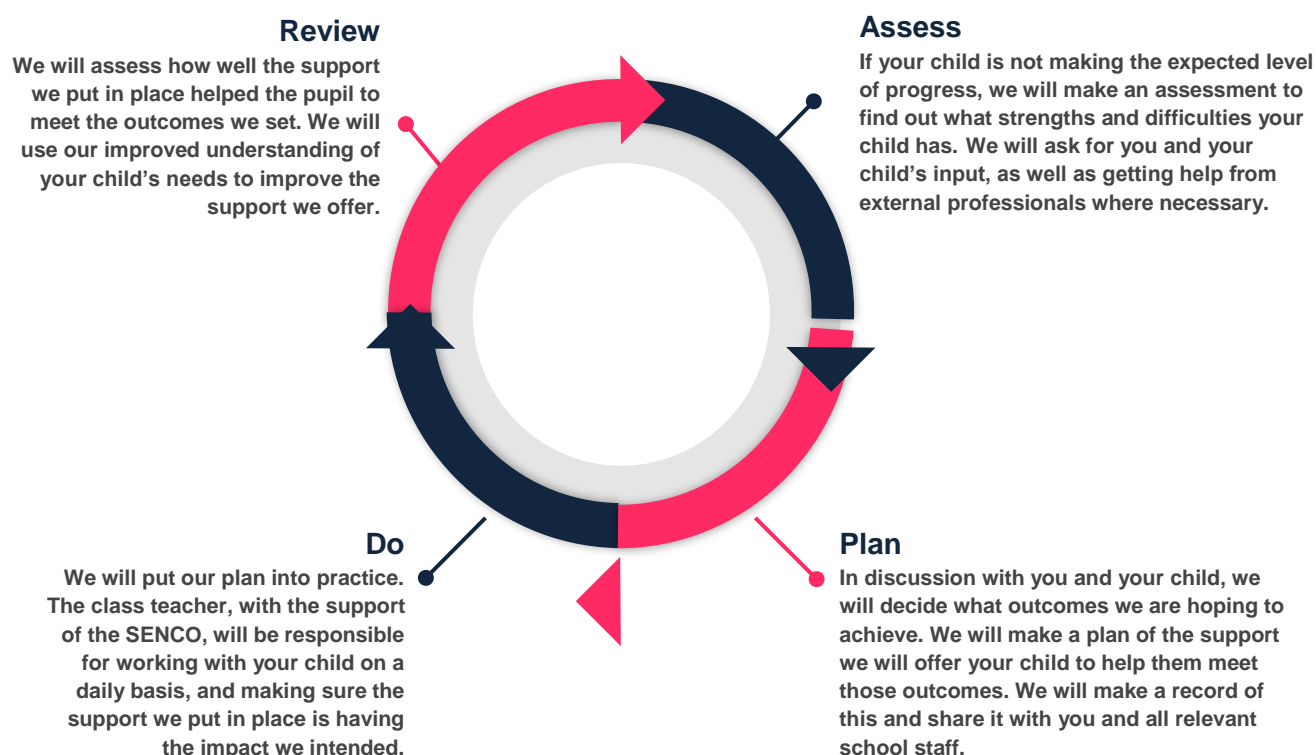
Where classroom staff have concerns they may contact a parent directly to discuss this.

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.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

10. 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 provisions are 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 gaps or meet specific needs. 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. The SENDCo is involved in the quality assurance of teaching and learning and of the support staff team.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a maximum of 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding regular meetings if necessary and regular home/school contact through the SEND team
- Holding an annual review (if they have an education, health and care (EHC) plan)

11. 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 the SEND and inclusion 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 external 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. We are also part of the Rochdale pilot scheme Mentally Healthy Schools and have a mental health practioner within school who supports students who have been referred to them. We have a regular drop in school nurse clinic and appointments are also allocated as needed.

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 CAMHS, #thrive or Kooth. Within school we have a mentally healthy schools practioner and an RCT school counsellor.

For students who are significantly struggling they may be referred to our inclusion centre to support them to remain in a school setting. This is separated into KS3 and KS4 and is a developing provision to meet the needs of complex students.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of any of the extra curricular clubs across school to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by offering a break and dinner club and ensuring that students know the SEND team will support them as a key worker or mentor as needed
- We run a nurture form for pupils who need extra support with social or emotional development in year 7
- Each year group has a head of year and an assistant head of year to support students pastorally.
- We have a 'zero tolerance' approach to bullying.

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

All staff within school support students with SEND.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

SENDCo and ASENDCo

Both our SENDCO and ASENDCo have completed the National Award in Special Educational Needs provision and have extensive experience within the field of SEND. Our SENDCo's degree specialism is SEND and she also has a masters in education studies.

Our ASENDCo has also completed the CCET to enable them to assess and allocate exams access arrangements and we are currently training a learning support assistant in this qualification.

Health and wellbeing officer

Mrs Fairbrother our health and wellbeing officer is a trained nurse and she 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.

All staff

All staff are involved in SEND training within the INSET days this enables sharing of good practice for students with SEND with all staff eg trauma informed practice, thrive training, communication needs training.

All staff are invited to attend briefings where they can to support whole school understanding of SEND. Staff are invited to any additional training where relevant eg meeting student's communication needs.

Support staff

As a school we have prioritised training support staff to ensure that students are not working with staff that are not suitably qualified within interventions. This has included:

- A bespoke CPD programme for the learning support staff team based around the needs of the staff from quality assurance procedures
- An extended CPD to include the pastoral team where relevant
- Regular attendance at training through the real trust for specific areas of need
- Whole staff training for trauma informed practice

- Support staff training for reading and phonics
- RANS training for ASC and using specific strategies to support students
- Teaching assistant external qualifications at level 2 or 3

In addition, we have specialist trained staff as:

- HLTAS (Mrs Barlow, Mrs Chudoba, Ms Hignett and Miss Golden is currently on this training)
- ELKLAN (communication skills) (Mrs Barlow)
- Lego club (Mrs Barlow)
- Thrive (Development/ SEMH) (Mrs Chudoba and Ms Hignett)
- ELSA (SEMH) (Mrs Chudoba)
- Team teach (Miss Golden and Mrs Chudoba)
- CCET (Exams access) (Miss Phillips, training Miss Golden)

Please see the

13. What specialist services and expertise are available/ accessed by school?

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

We work closely with a range of external professionals to also meet students' needs including>

- Educational psychologist – 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.
- Kooth - Kooth provide online mental health services for children and young people Othey run an online counselling and wellbeing service. Kooth mental health practioners also attend school to run workshops and interventions.
- Mentally healthy schools practioner – works with students with lower level mental health and wellbeing needs to support students to develop strategies to manage these needs
- RCT school counsellor – to support students through counselling as appropriate.
- RCT group work for social, emotional and mental health support
- Referrals to appropriate external voluntary services such as early break, RCT, break for change as relevant to specific students.
- **NHS**
- Complex and acute needs service - Speech and language therapy, Occupational therapy.
- School nurse
- CAMHS - we can refer to CAMHS 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.
- Audiology
- Optician
- 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.

14. 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.

Teaching staff have regular briefings on SEND needs which can be tailored to specific needs or students these are held on a Friday and are at least once a month.

SEND training as identified is also scheduled into the Continuous Professional Development Calendar to ensure that staff are regularly receiving SEND training.

The SENDCo works closely with curriculum leads to identify any specific areas of training needed and can work with specific departments or individuals to support practice for students with SEND.

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

15. How accessible is the school environment? How do you support students with disabilities?

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. We have a range of auxiliary aids and work with outside agencies to ensure appropriate resources and provisions for students with disabilities. As a school we strive to ensure that students with disabilities are;

- Not treated less favourably than their peers
- Ensure appropriate facilities and provision for students to access school and learning
- Ensure that students with disabilities can access the curriculum and extracurricular activities
- Ensure the physical environment is appropriate to their needs
- Able to access information

For more information the school's accessibility please see the accessibility plan available on the school website.

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

We work hard to ensure that there are not barriers to your child with SEND being able to participate in and enjoy the same activities as their peers in school.

School visits and extra-curricular activities are offered to and are available to all students. Students with additional needs are actively encouraged to be part of extra curricular activities and trips. Where students need additional support, this is planned with the visit organiser to ensure needs are met

including appropriate staffing and transport where necessary.

Students with SEND are encouraged to be part of the school council and other volunteering opportunities across school such as the Duke of Edinburgh Award.

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.

17. 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. We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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 need's basis.

18. 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 Care 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.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- In class specific support
- Further training for our staff
- External specialist expertise

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 cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority through an EHCP application. Where a student has an EHCP and we can evidence a need for increased funding this can also be applied for through the annual review process.

19. What support is in place for looked-after and previously looked-after children with SEN?

Miss Costello (assistant head pastoral) will work with Nikki Hamnett our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

20. What is the complaints procedure?

Complaints about SEN provision in our school should be made to the SENDCo Nikki Hamnett in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

21. What support is available for my child and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look Rochdale's local offer. Rochdale publishes information about the local offer on their website:

The Rochdale Local Offer can be found <http://www.rochdale.gov.uk/schools-and-education/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=&sorttype=relevance>

Barnardo's Independent SEN(D) advice (also known 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

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.

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

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

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/ukxi/2014/1530/regulation/51/made>)

22. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages