



## Holy Cross Catholic High School

### SEND Information Report **2016-17**

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)  
*This Special Educational Needs Information Report should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on our website and the school's Local Offer contribution (see link below).*

**Director of Additional Needs & SENDCo:** Mrs M J Hardman      **SEND Governor:** Mrs H Lunn

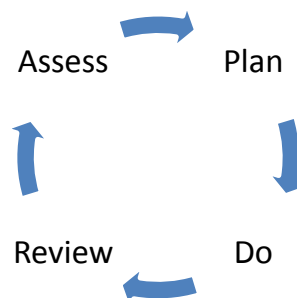
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**Local Offer Contribution:** <http://www.holycross.lancs.sch.uk/files/2013/07/LO-Holy-Cross-Catholic-High-School-09103-update-2016.pdf>

#### **1. What kinds of Special Educational Needs or Disabilities (SEND) do we provide for?**

Holy Cross Catholic High School is a mainstream secondary school. We believe that every teacher is a teacher of every child or young person, including those with SEND and if children are not able to 'learn the way we teach' then we must 'teach the way they learn'. We have high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy <http://www.holycross.lancs.sch.uk/files/2013/07/Teaching-and-Learning-Policy-2015.pdf> )

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

**(a) Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Our provision for young people with these difficulties includes: withdrawal for social skills, Teaching Assistant (TA) in-class support, Routledge Centre, small group teaching - including a transition group, liaison with Speech and Language Therapy including specialist advice and intervention.

**(b) Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Provision includes: Lucid Rapid Dyslexia screening, Dyslexia Portfolio screening, literacy and numeracy intervention, involvement of specialist teachers, TA support and withdrawal for one-to-one and small group intervention, bespoke PE programmes, IDL (Indirect Dyslexia Learning).

**(c) Social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Our Routledge

Centre provides a safe area for short-term withdrawal or curriculum adaptation, during times of need. We also liaise with outside agencies, parents and our Chaplain and Pupil Mentor to provide the best programme of support for any pupil with these difficulties.

**(d) Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. We offer bespoke support for pupils with PD, including specialist programmes in PE with TAs, exam concession and scribes where necessary, individual ICT equipment, Routledge Centre. We also have a VI and HI specialist teacher who comes in weekly to assist with our pupils' progress and we have specific equipment for VI. The HI specialist teacher advises us on strategies for our HI pupils.

**2. How do we identify a child with SEND and how do we assess their needs?**

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. At Holy Cross, all teachers are responsible for quality first teaching and therefore are the first people responsible for assessing and tracking progress of their pupils. If a pupil with a Statement of SEND, or at SEN support, is not making expected progress, or is having difficulty accessing the curriculum, and the class teacher has used all the differentiated support strategies available within the department, a referral can be made to Learning Support to request further support or intervention. Curriculum co-ordinators, Heads of Departments and subject teachers, in accordance with their departmental SEND policies, monitor the attainment and progress of pupils with special educational needs as part of their role. Assessment data from sources such as RAISE online, SISRA and the Fischer Family Trust is used to inform judgements regarding progress.

In their first term at Holy Cross all pupils undergo diagnostic assessment to give a clearer picture of any support that may be required. All pupils with additional needs will have a pupil profile that describes their specific difficulties and outlines strategies for support in class and in the wider school environment. This is circulated to all subject and support staff to facilitate the development of individual targets. Specific intervention is provided according to need. In-class support is provided by our team of experienced Learning Support assistants who also provide intervention programmes for small withdrawal groups. It is expected that pupils who are withdrawn in this way will make accelerated progress in order to close the gap with their peers. Parents are consulted and informed of the progress of their child on a regular basis.

Also, in the autumn term all pupils are assessed using group reading and spelling tests in Year 7 and individual tests are also administered to Year 7 pupils already identified by primary school as having a SEND. All Year 7 take CAT (Cognitive Ability Tests) in the first week. Any pupil with a low mean score of 84 or below, or a large discrepancy between scores of different skills, will be identified for further investigation.

Individual diagnostic testing is undertaken to identify further pupils who may require additional investigation and pinpoint specific need eg spelling, handwriting, and reading and numeracy difficulties.

We undertake a range of screening and assessments in-house as part of our school provision and we are more than happy to discuss these individually to ensure specific areas of need are assessed in line with our personalised approach to identification and support. This could be for example, WRAT4 literacy and numeracy tests, Lucid Rapid and Dyslexia Portfolio Dyslexia screening, IDL, Boxall Profile or Nagliari. We also employ the assistance of specialist teachers for some assessments. In addition, when necessary, the Learning Support department works in partnership with key pastoral staff in ensuring a truly personalised approach to support arrangements and in ensuring prompt action should difficulties arise.

Planning bespoke support for pupils can be by a number of staff, including SENDCo, Heads of Department and subject teachers, TAs, specialist teachers, Local Authority and medical staff.

TAs and the subject teacher liaise on successful classroom strategies that best suit a pupil - the TAs have specialist knowledge and their input is invaluable. Also the departmental SEND representatives and departmental Link TAs liaise regularly. There are half termly meetings between the departmental SEND Representatives and the Director of Additional Needs to discuss SEND matters and identification of SEND.

TAs and the SENDCo discuss and plan a programme of one-to-one or group intervention through withdrawal. Diagnostic test data is used at the start and end of such programmes to monitor impact and progress.

Departments plan and evaluate their provision to best meet individual needs.

Pupils are encouraged to be involved in creating their programmes through discussion, advice and peer discussions

Parents are consulted about SEND intervention and are asked to contribute to the plans for support. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. TAs assess pupils on entry to intervention programmes and upon exit. Should an improvement be made, the pupil will exit the programme, but will take the strategies to be used in all areas of the curriculum, supported by the subject teacher. If little or no improvement is made, the TA and SENDCo will discuss further programmes of intervention and the graduated approach will apply again.

When a pupil is on the SEND register, whether this is at SEN Support, or if the pupil has a statement of SEND or EHC Plan, the targets will be reviewed up to three times annually. A pupil at SEN Support will be receiving intervention that is additional to their normal curriculum. SEN Support is fluid, and should improvements be made, the pupil can move off the register. If, despite intensive support and intervention, there is no improvement, the SENDCo, in consultation with outside agencies, parents/carers, the young person and the pastoral team, can make an application for an Education Health Care Plan (EHCP).

### **3. How do we involve parents and consult with them about their child's education? How do we help parents of children with SEND?**

We aim for open and transparent communication and consultation with parents/carers and young people, as well as other professionals, throughout their association with Holy Cross High School. We always prefer to meet and discuss things face-to-face, either personally or with a member of the Learning Support Team. Email is also useful as it allows for clear communication that can be referred back to, as required.

For pupils with a statement of SEND or EHC Plan, an annual review is undertaken and emergency reviews can be arranged at the request of parents/carers should a need arise.

An annual questionnaire provides invaluable insights into our provision and how we can help and support our parents and young people with SEND.

### **4. How do we involve and consult with the children about their education?**

All discussions and decisions involving the young people will involve them directly. We will always engage the young people in the most appropriate manner, and respect their views on how they wish to participate. Pupils provide their feedback via a questionnaire for their annual review, and through Pupil Voice questionnaires. There is also a School Council representative for the Routledge Centre and SEND, who consults with pupils and represents their views through a whole school forum, but also is a voice for those less able to vocalise their thoughts.

SEND pupils are involved in setting their targets on their passports and attend all reviews and meetings regarding their learning. They have a Key Worker TA who they can speak to and who will represent them, if necessary.

### **5. How do we assess and review the progress that children make and how do we involve them and their parents?**

We use the Assess, Plan, Do, Review, approach as detailed in the Code of Practice 2014 and in our policy for SEND. Having consulted with children, young people, their parents and the class teacher, all our additional provision (internal or external) is based on an agreed outcomes approach. TAs assess pupils on entry to intervention programmes and upon exit. Should an improvement be made, the pupil will exit the programme, but will take the strategies to be used in all areas of the curriculum, supported by the subject teacher. If little or no improvement is made, the TA and SENDCo will discuss further programmes of intervention and the graduated approach will apply again. We also discuss SEND pupil progress at meetings with SEND representatives, TAs and Director of Additional Needs.

When a pupil is on the SEND register, whether this is at SEN Support, or if the pupil has a statement of SEND or EHC Plan, the targets will be reviewed up to three times annually. A pupil at SEN Support will be receiving intervention that is additional to their normal curriculum. SEN Support is fluid, and should improvements be made, the pupil can move off the register. If, despite intensive support and intervention, there is no improvement, the SENDCo, in consultation with outside agencies, parents/carers, the young person and the pastoral team, can make an application for an EHCP.

## **6. How will the curriculum be matched to the child's/young person's needs?**

Every member of teaching staff employs a range of differentiated teaching and learning techniques to ensure all pupils are taught in an inclusive learning environment. The SENDCo and TAs provide guidance and support on specific techniques that could assist particular pupils learning and improve outcomes. Good practice is shared through SEND meetings and all departments must have SEND teaching and learning as a discussion point on their department meeting agendas.

The Director of Additional Needs produces a Learning Support update for all staff with tips on how to approach teaching of SEND to the specific areas of need, and staff are encouraged to contribute to this.

All lessons for SEND pupils must show appropriate differentiation, and classroom observations are part of the quality assurance in monitoring this. Good practice is shared through Link TAs and departmental SEND Representatives.

The Routledge Centre is an area in school which welcomes pupils who may, due to emotional, social or learning difficulties, find the transition to secondary school daunting. Staff in the Routledge Centre work closely with primary schools and Head of Year 7 to identify children who may need additional support to help them cope with high school. The Routledge Centre is also available to pupils in all years in times of need. Many pupils have to face traumas, medical conditions or other emotional circumstances that might affect their ability to cope with wider school life. The Routledge Centre, by delivering an alternative curriculum, is there to provide support and guidance. Pupils may study work skills based courses or receive a more individual curriculum to help them succeed.

In Years 10 and 11, a small number of SEND pupils follow a bespoke curriculum, incorporating work related learning, Prince's Trust, Functional Skills, Entry Level qualifications and/ or off-site provision.

Some EAL (English as an Additional Language) pupils may be withdrawn for bespoke English language learning.

Holy Cross endeavours to make the learning environment as accessible as possible. For VI pupils, we successfully provide accessibility training and mobility training, having excellent links with Guide Dogs for the Blind, Action for Blind People and specialist teachers at Inclusion Solutions. We have specialist equipment including Braille Notes and Perkins Braille. Staff are accustomed in providing modified papers with either larger fonts or on modified paper.

Certain pupils with SPLD can have access to laptops and/or a scribe when appropriate.

## **7. How is the decision made about the type and how much support a child will receive?**

Considerable thought, planning and preparation goes into deploying our support staff to ensure children achieve the best outcomes, gain independence, and are prepared for adulthood from the earliest possible age.

TA3s provide some in class support but also lead withdrawal sessions for their specialist areas.

TA2s provide in-class support and small group intervention, led by the subject teacher or the SENDCo.

Deployment of TAs depends on need, whether that is required provision in the SEND statement/ EHC Plan, or whether a pupil or groups of pupils are having particular difficulties. Although all TAs

have a timetable that they follow, we are fortunate that we can be creative with our Routledge Centre for our intervention, and TAs can deliver bespoke intervention in there.

If a pupil has a short-term need, then a TA can be reassigned.

We constantly review our TA deployment, to ensure our support not only remains consistent, but effective.

#### **8. How will my child be included in activities outside the school classroom including school visits?**

Children with SEND are welcomed and actively encourage to go on all visits (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Business Manager/Educational Visits Coordinator and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school visits are also monitored by the Governing Body and Lancashire County Council.

#### **9. What support will there be for my child's overall well-being?**

Preliminary risk assessments are carried out as required before the pupil starts at the school. This is likely to involve the Premises Business Manager, school safety officer and the SENDCo. External agencies, the pupil's current school and a representative from the local authority may also be involved. A full risk assessment is made and stored in the school office when a place at the school is confirmed. This is subject to regular review. A sheltered reception area at the front of the school is a safe place for pupils to be dropped off or picked up by a responsible adult. Pupils are released to an adult subject to safeguarding procedures having been carried out. The Routledge Centre provides a safe haven for vulnerable pupils at break and lunchtimes. The school has secure perimeter fencing with security gates.

In addition to the Routledge Centre, we have a Chaplain, Pupil Mentor, Pastoral Coordinator, Heads of Year and Assistant Heads of Year, who all are experienced in dealing with all aspects of pupil concern. The Form Tutor is the first point of contact and will pass on any issues they feel may be of concern.

Pupils with medical needs have a care plan and medication is stored and administered by the first aider at Reception, Mrs Waller. To ensure pupil safety, medications are not allowed to be carried and must be stored at reception. There are other trained first aiders at various points around the school building. An accident record is kept by Mrs Waller.

There are no health professionals on site, but appropriate appointments can be made upon request. We have fortnightly drop-in sessions for pupils with the school nurse and Addaction, and liaise regularly with appropriate outside agencies.

## **Bullying and Child Protection**

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, RE and whole-school assemblies. Children with specific difficulties may be teamed up with a buddy or buddies to ensure their inclusion, or are encouraged to attend the Routledge Centre. Additionally, all staff (including welfare) are made aware of vulnerable children.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet.

Pupils' views on safety, bullying and attitudes to risk are sought through the Pupil Attitude Questionnaire and through School Council. Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request.

In accordance with legislation, the school has a Designated Senior Leader (DSL), and a deputy DSL, to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training.

### **10. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?**

School has a nominated member of staff for Children Looked After (CLA). This is the Headteacher. They liaise with the SENDCo to contribute to the child's Personal Education Plan (PEP). Where a CLA has a Statement or EHC Plan, whenever practicable, the PEP is reviewed along with the Statement or EHC Plan.

### **11. What specialist services and expertise are available at or accessed by the school?**

We work closely with a number of outside agencies including (but not exhaustive):

CAHMS (Child and Adolescent Mental Health Service)

Local PRU (Pupil Referral Unit)

NHS

Occupational Therapy

Specialist Teachers from Local Authority and Inclusion Solutions

Addaction

Police

Caritas Care

The school site has been made more accessible with the addition of a lift, ramps and electronic doors, and disabled toilets have been added in the main building.

Whenever a child is admitted with complex needs that are new to the school, we seek specialist advice and whole staff training is provided.

Support staff are encouraged to undertake annual CPD training relevant to their specialist area. This is part of their appraisal cycle.



## **12. What training have the staff supporting SEND had or what training are they having?**

TAs have attended courses provided by the Local Authority or independent training providers on:  
EAL

Social Skills

Numeracy

Boxhall Profile

Bereavement Counselling

Phonics training

Mental Health First Aid training

SPLD

SEND reforms (all staff have had this training)

Speech, Language and Communication Difficulties with NHS

SENDCo has National Award for SEND Coordination

All school staff have had training for trauma and loss

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

Holy Cross is a fully inclusive Catholic high school with a supportive ethos based on the Catholic faith. The school prides itself on its warm and inclusive approach to all faiths and cultures.

The school was built to accommodate fewer than the current average number of pupils. The buildings are spread over two floors in three separate blocks. There is a lift that allows access to the upper floor of technology, ICT and the library. Ramps have been installed at all exit points, and electronic doors have been added. There are disabled toilets in the main building and the sports facility. The disabled toilet in the sports facility also has washing and shower facilities.

Corridors are narrow. Without careful planning there would be potential for congestion at lesson changeover in some areas. For safety there is a one way system.

There is a designated disabled parking space near the front entrance.

An audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and have window blinds and wall displays. The dining room, main hall, sports hall and technology areas have poor acoustics.

Policies are available in a print format from the school and from the website. All policies can be downloaded and adapted as necessary.

Visual timetables are available for those pupils who require them.

There was training for eight support staff in mobility and handling from an independent specialist during the summer term of 2016.

Designated staff have mobility expertise to support VI pupils and a specialist TA with Grade 2 Braille skills will begin in Sept 2017, to support a VI pupil.

Specialist equipment is also available for VI pupils. At present this consists of a braille note, embosser, scanner and zychem machine.

#### **14. Who can be contacted for further information?**

For general enquiries, the school office on 01257 262093. The Form Tutor can resolve most issues, as the first point of contact.

Mrs Hardman (Director of Additional Needs and SENDCo) for SEND issues:

[m.hardman@holycross.lancs.sch.uk](mailto:m.hardman@holycross.lancs.sch.uk)

We are an open, welcoming school and encourage dialogue and discussion. However, if in the unusual situation that problems arise, and if a parent or carer has concerns about the provision of SEND, the complaint should be addressed to the SENDCo in the first instance. If a satisfactory resolution is not achieved, then the complaint should be addressed to the Headteacher. If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the Chair of Governors. If the complaint has still not been resolved, the parent may then make a representation to the LA. This procedure does not affect any statutory rights that parents may have. The family of a pupil with SEND always has the right to seek support from a Parent Partnership Officer, in any discussion or review where they would like additional representation or advice. Information is available on the Local Authority website and in Lancashire's Local Offer

#### **15. How will the school prepare and support children to join the school, transfer to a new setting or to the next stage of education and life?**

Our SENDCo liaises closely with our primary feeder schools and acquires information concerning all children who have been identified as having a Special Educational Need or Disability. A transition programme, which includes additional visits to the school, a Get Set programme and Summer School, ensures that they are able to feel secure and settle quickly when they move to Holy Cross. Vulnerable pupils also have the opportunity to access our Transition Class in Year 7 where the curriculum is organised in such a way as to minimise movement around the school and provides additional academic and/or social support as required. More socially vulnerable pupils may access the Routledge Centre at unstructured periods of the day such as breaks and lunchtimes. Certain pupils who require a modified timetable may also access some of their academic curriculum via the Centre.

During Year 9, SEND pupils are given careful guidance on how to approach their option choices, and in liaison with the family, the best course of action is arrived at through a mutually accepted pathway. Young People's Service (YPS) will attend the annual review, and provide a transition plan bespoke to the pupil.

During Year 11, there will be another opportunity to meet YPS and a SEND Action Plan will be written and passed to the next educational establishment. YPS will attend the annual review, as will any colleges or training providers that are deemed appropriate. We will assist with visits to colleges and will provide impartial advice.

#### **16. Further development for SEND provision at Holy Cross**

Our strategic plans for developing and enhancing SEN provision in our school next year include:

TA specialisms to be further developed so that programmes are in line with our pupils' needs, including implementing a numeracy support programme.

To implement a more effective reading scheme for intervention and assess its impact.

To provide training for all staff in supporting VI pupils

**Relevant school policies underpinning this SEN Information Report include:**

Equality Policy, Intervention Strategy Policy, Monitoring Progress at KS3 Policy, Child Protection Policy, Complaints Procedure Policy, Teaching and Learning Policy and SEND Policy.

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body: *29 March 2017***