

SEND Information Report 2017



Whole School Approach:

High quality teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

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:** SEN Code of Practice 2014).

Assess: *Investigation into the pupil's needs will take place with parental involvement following expressions of concern. The SENCO will then determine if a pupil requires additional provision or not.*

Plan: *Parents will receive notification of their child being placed on the SEND register. The school will agree outcomes of the SEND plan in consultation with the parent and pupil. Meetings will be solution focussed with discussion of intervention strategies, support and expected impact on progress along with a review date.*

Do: *Class teachers are responsible for quality teaching and the implementing of guidance from SEND plans. Specialists may be involved at any point to support a child or young person's progress and may be part of the plan. Wave 2 (small group) and Wave 3 (individual) interventions may also form part of the plan.*

Review: *The effectiveness of support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date and provision revised accordingly. Reviews will be held at the appropriate times and usually three times a year. When a pupil is making good progress against outcomes, the pupil will be removed from the SEND register.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

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

1. Communication and interaction

The school receives excellent support from the AUTISM STARS team and also from a visiting Speech and Language Therapist. A broad range of interventions and strategies have been developed. Details are available in our Local Offer.

2. Cognition and learning

The school has invested considerably in the development of quality teaching. Wave 2 and Wave 3 interventions are in place to support pupils with additional needs. SEN reports to governors provide regular updates on this.

3. Social, emotional and mental health

Our Pastoral Team and Year Managers provide a wide range of support. Well-defined routes for referral are in place to support pupils with more complex needs (see Local Offer). Involvement of the school's Educational Psychologist and a wide range of other services enables the school to be proactive.

4. Sensory and/or physical needs

The school has a good standard of accessibility. Considerable amounts of time are dedicated to ensuring that staff have the resources and training to meet the very complex requirements of children with sensory and physical needs. We currently support children with Cerebral Palsy, Spinal Muscular Atrophy, and hearing loss.

We have a highly skilled team to support pupils on roll with us currently.

As of October 2017, we have **89** children or young people receiving some form of SEN Support at Cardinal Heenan Catholic High School.

We have internal processes for monitoring quality of provision and assessment of need. These include statutory Annual Reviews of EHC plans and regular meetings with the *Educational Psychologist*, *SALT* and other visiting professionals.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through: Action/Event	Who’s involved	Frequency
Pre- and post- transition meetings	Primary and Secondary school, family	According to need
Review EHC plan outcomes	School/Family /visiting specialists	Every term or according to need

Staff deployment

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

For those pupils with very complex needs our support staff are organised into teams to ensure that provision takes into account the additional training and experience of the staff involved. We currently have teams in Literacy Support, Autistic Spectrum Condition (ASC) and Physical/Care needs and Life Skills.

Finance

Our notional SEN Budget (including Resourced Provision funding) this year was £276,288 plus £27,360 top up funding and the expenditure breakdown of that income is as follows:

Support/Teaching Staff £285,900

External Services £11,700

Additional Resources £4,000

Servicing (including the stairclimber) £2,100

A full list of our external partners who we work with can be found in our contribution to the Local Offer.

School Partnerships and Transitions

Our assessment for children and young people with special education needs begins when Primary Schools invite us to attend review meetings for the children in their care. Best practice is when the child is in Year 5 or earlier since this allows for detailed planning of the transition pathway together with arrangements for the resources and staffing that will be needed following the phase transfer. The transition pathway may include the child being involved in the Ambassador Project, having additional visits to the school in the summer term of Year 6.

At the end of Year 11 pupils have additional support to help reduce the anxiety and uncertainty associated with moving away from what will have become a very familiar environment. We have developed good links with identified colleagues (for example, Leeds City College), and have held meetings here at Cardinal Heenan Catholic High School to introduce pupils to key staff. Our careers team work closely with all Post 16 providers.

Complaints

Parents who have complaints about SEND provision are encouraged, in the first instance, to speak to the SENCO (Annette Powell-Wiffen). Failing a satisfactory outcome, parents should then contact the Headteacher. Advice and support is also available from SEND IASS (Previously known as Parent Partnership).