



Mount St Mary's
Catholic High School

**SEND Provision:
'Frequently asked questions'**

This document is designed to give more information to parents/carers regarding the way in which we support students with SEND at Mount St Mary's

How are children and young people included in the planning for their support and provision?

- At Mount St Mary's excellent relationships are developed between students and staff, to ensure all young people feel comfortable and confident when having conversations about their education.
- Students who are identified as having SEND are allocated a Key Worker who will meet with them regularly to review their support and educational experience.
- When a student requires additional provision, this will be explained to that young person as appropriate.
- Every day, students have the opportunity to speak with their form tutor and voice any concerns or problems they may be experiencing. The form tutor will then deal with this by any appropriate means.
- When reviewing provision, students will meet as appropriate with the SENDCo, Year Leader, Student Support Worker, Student Advocate, the Inclusion team or Form Tutor to resolve any worries they may have regarding their educational provision.

How are Parents and \carers involved?

- The school holds regular parents' evenings and target setting days where parents/carers can discuss a student with Class Teachers, Form Tutors, Attendance Officers, Student Advocates, Student Support Teams, Key Workers and the SENDCo.
- If a decision is being made about a particular student, or group of students, parents and carers of those students will be contacted.
- There are opportunities for parents to become involved with the Governing Body.
- If a parent/carer has any queries or questions, then they are invited to contact the school via year team offices in the first instance.
- Parents of students with SEND are welcome to contact the SENDCo if they have any other enquiries.

How are the school's resources allocated and matched to children and young people with Special Educational Needs?

- If a student has an Educational Health and Care Plan (EHCP), the school will ensure the student has access to the provision described in that document. The provision will be reviewed in partnership with parents, along with the student, to ensure it is suitable in enabling them to make good progress, whilst at the same time taking responsibility for their own learning and development.
- The school invests heavily in human resources - Learning Support Assistants, dedicated to supporting students with SEND in lessons.
- Students are assessed for potential SEND on a highly personalised basis. The SEND Team may be alerted to a particular student through referrals from a class teacher, form tutor, Year Team, Key Advocates or any adult working within the school, as well as information provided by parents/carers and external agencies.
- If the SENDCo wishes the student to be placed on the SEND Register, the student's parents/carers will be contacted and given an opportunity to discuss the reasons for this and the potential impact being on the Register will have.
- The impact will be measured through the student's progress in lessons, regular data collection from staff and information gathered from a range of in school and external assessments.
- The SENDCo is a member of the Leadership team and will report back to the Headteacher and Governors upon the use of resources.

How will the school prepare and support my child when they join the school or leave for the next step into education

- For all prospective students, the SEND Team will liaise with their current school to ascertain the student's needs to ensure that appropriate support is in place and a smooth transition is completed.
- During the transition period from Year 6 into Year 7 we gather all relevant information regarding current and historic Special Educational Needs and Disabilities.
- Students identified as SEND or vulnerable are given the opportunity to visit Mount St Mary's on additional transition days.
- The SENDCo will meet with Primary feeders regarding any student who has an EHCP.
- All prospective students attend a Transition Day where they experience the school day at Mount St Mary's. They also have dedicated time with their tutor in their first two days at the start of the academic year.
- In Year 6, all prospective students and their parents will be given the opportunity to attend a transition evening where they will meet form tutors, their Year team and Senior Leaders who will introduce the ethos and policies in place at Mount St Mary's.
- Students leaving school or progressing to post 16 education will have key information shared with the appropriate staff in their new setting.

What specialist services and expertise are available to and accessed by the school?

The school has links with a variety of external agencies. We access support as needed on an individual basis. Although not exclusive this includes:

- Educational Psychologists
- Speech and Language Therapist Team
- SENIT
- SENSAP
- DAHIT
- CAMHS

What support is there for my child's overall wellbeing?

Mount St Mary's prides itself on the inclusive community we have developed. Each year group has dedicated access to a Form Tutor, a Year Leader, a Student Support Worker and a Student Advocate. The school has a large inclusion team, dedicated safeguarding officers, a safer schools police officer, dedicated family support and Early Help provision, access to Catholic Care and attendance officers.

Senior leaders for SEND, Inclusion, Personal Development and Behaviour and Attitudes work very closely with each other and appropriate agencies to ensure academic success, wellbeing and safety for all students.

Additionally, if a child is on the SEND Register they will have a Key Worker who will meet with them regularly to address wellbeing and progress.

How will the school staff support my child?

- As promoted by the SEND Code of Practice, all teachers are teachers of students with SEND and will support students in their classes by personalising their lessons in response to a student's needs.
- Support will be personalised based upon previously shared information, identification through assessments and recommendations made by external professionals.
- An IPP will be developed with the child and key staff, outlining the child's needs and strategies that can be used in the classroom to support learning and progress. These will be reviewed and updated accordingly.
- Each child identified as SEND is assigned a Key Worker.

- At Mount St Mary's every child has access to an extensive pastoral support team, dedicated to their year group.

How does the school know if my child needs extra help? What should I do if I think my child has SEND?

- At Mount St Mary's we assess all students on entry to school to gain as much information as possible regarding a range of academic abilities and SEN tendencies.
- A referral system is in place to respond to staff queries and concerns over potential SEND identification.
- Assessments take place for individual subjects regularly across the school. Information from these assessments is used to identify students who are not making expected progress and who may require additional support.
- A robust system is in place to ensure those students who qualify for access arrangements are identified early and appropriately assessed and supported.
- If parents are worried that their child may have SEND, the SENDCo is the first point of contact.

How will I know how well my child is doing and how will you support my child's learning?

- After each of our data collections information is shared with parents regarding progress and attitude to learning.
- Detailed end of year reports set clear targets and areas for support and improvement.
- After each data collection Senior Leaders, Year Team leaders and key staff meet and analyse the data of all students, including those with SEND, to ensure they are making expected progress. If students are not making, or are not on track to make, expected progress, appropriate interventions will be put in place.
- Where appropriate, MyEd will be used to communicate progress after assessments.
- Parents' evenings are held for all year groups, along with individual target setting meetings with tutors and other key staff. The SENDCo is available at all events.
- Students with an EHCP will have a personalised annual review with appropriate school staff, SENDCo and relevant outside and specialist agencies.

What categories of SEND does Mount St Mary's cater for?

The 0-25 SEND Code of Practice (2015) identifies four broad areas of [special educational] need and support':

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health
- Sensory and/or physical needs.

1. Communication and interaction

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

2. Cognition and learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- have difficulty in managing their relationships with other people
- be withdrawn
- behave in ways that may hinder their own and other children's learning or that have an impact on their health and wellbeing.

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

4. Sensory and/or physical needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

These areas allow schools to gain an overview of their pupils' range of needs. The 0-25 SEND Code (2015) emphasises: 'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.'