



Broughton Hall Catholic High School

SPECIAL EDUCATION NEEDS INFORMATION REPORT

Our Vision

Founded by the Sisters of Mercy, Broughton Hall is committed to the Catholic Education of girls through Gospel values which permeate the life of the school.

We are an all Girls Catholic Secondary School and we admit pupils from age 11 to 18. We have a thriving 6th Form Centre where we also admit boys from our neighbouring Catholic boy's school and students from across the city. Throughout the school Pastoral Care is strong and this is underpinned by a highly competent team of staff supporting students who have Special Educational Needs and Disabilities.

Our Ofsted rating is 'Good', and our most recent inspection was in November 2013. The full report can be downloaded from Ofsted's website, please click the following link for further information.

<http://www.ofsted.gov.uk/inspection-reports/find-inspectionreport/provider/ELS/104713>

How does your school ensure that children who need extra help are identified early?

Students are identified as having special educational needs through a variety of ways including the following:-

- Student performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

What should a parent do if they think their child may have special educational needs?

Talk to us – in the first instance contact your child's Progress Manager or Learning Support Manager who will in turn discuss the issues with subject teachers and report back to you; if you still have concerns you can contact Mrs. Hible, Head of Special Educational Needs.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who will explain my child's needs and progress to me?

- The Progress Tutor will meet parents on Learning Review Day to discuss your child's needs, support and progress; held every November and then subject teachers will meet with parents at parents evening held early in the Spring Term.
- For further information the Pastoral team are available to discuss support in more detail.

YEAR 7

Support Manager– A Rock

Progress Manager – W Kirkham

YEAR 8

Support Manager - S Reid

Progress Manager – K Murdoch

YEAR 9

Support Manager – C Dowling

Progress Manager – M Strefford

YEAR 10

Support Manager – S Tait

Progress Manager – E Fletcher

YEAR 11

Learning Support Manager – P Tyrer

Progress Manager - L Hewitt

YEAR 12 & 13

Learning Support Manager– K Barnes

Progress Manager Year 12 – E Antrobus

Progress Manager Year 13 – K Hudson

Head of 6th Form – K Hayes

Special Educational Needs Coordinator (SENCO) – Mr C Mulholland wef April 2016.

Assistant Special Educational Needs Coordinator – Ms C Calvert.

How will school support my child?

- Our Special Educational Needs Coordinator oversees all support and progress of any child requiring additional help across the school.
- The subject teacher will oversee, plan and work with each child with special educational needs or disabilities in their subject to ensure that progress in every area is made.
- The SENCO will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- Some students are given a Learning Support Profile with specific targets and strategies for the subject teachers to follow to meet the student's needs in their own subject area.

There may be a teaching assistant working with your child either individually or as part of a group, if the subject teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

Some of the teaching assistants in school specialise in a specific area, these staff may work with the subject teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.

- Specialist staff include those who specifically support pupils with reading and writing difficulties (dyslexia and or dyspraxia and motor skill problems)
- We also have a lead teaching assistant for speech, language and communication. Some of our children with language difficulties use symbols, picture exchange communication (PECs), colourful semantics or IPads to help them communicate their needs.
- The speech and Language specialists run a Social Communications Skills Group once per fortnight for students identified with these difficulties including those on the autistic spectrum.
- The Lexia Reading Programme and Symphony Maths Programme runs every morning for those students with Literacy and Numeracy difficulties.
- There is a SEN Maths Intervention Group in Year 7 and Year 9 run by the Assistant SENCO

How are the Governors involved and what are their responsibilities?

- The SENCO reports to the Governors every term to inform them about the progress of students with special educational needs or disabilities; this report does not refer to individual students and confidentiality is maintained at all times.
- One of the Governors, Mary Donohue, is responsible for special educational needs and meets regularly with the SENCO. They also report to the Governors to keep them informed.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all students receive the support they need in order to make progress.

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class of mixed ability students, but in most subjects the students are in sets according to ability.
- The students who have general learning difficulties will typically be placed in small sets to receive more attention from the subject teacher and the pace will be slower.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How are the school's resources allocated and matched to children's special educational needs?

We ensure that all students with special educational needs are provided for to the best of the school's ability with the funds available.

We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

The SENCO will discuss the students' needs and what support would be appropriate. Different students will require different levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

- By reviewing student's targets termly on Learning Support Plans and ensuring they are being met.
- Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent.
- The student is making progress academically against national/age expected levels, discussed at Review Meetings, Parents evenings attended by subject teachers, the SENCO and Assistant SENCO.
- Verbal or written feedback from the teacher, parent and pupil.
- Students may be taken off the Additional Needs register when they have made sufficient progress.

The Learning Support Manager and SENCO will discuss the student's needs and what support would be appropriate. Different students will require different levels of support in order to help them make progress and achieve their potential.

What opportunities will there be for me to discuss my child's progress?

We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.

You will be able to discuss your child's progress at parent's evenings. You are also welcome to make an appointment at any time to meet with either the class teacher or Assistant Head teacher for Inclusion and discuss how your child is getting on.

How will you help me to support my child's learning?

- The SENCO can offer advice and practical ways that you can help your child at home.
- The subject teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have a Learning Support Profile (LSP) which will have individual / group targets. This will be discussed with you on a termly basis and you will be given a copy of the LSP.
- The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.

If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

- There is a homework club in school at lunch times and after school to support any pupils who have been unable to complete their home learning.
- There are many intervention groups in individual subjects at KS4 and KS5 for preparation for exams and coursework completion.

How do you measure my child's progress?

- As a school we measure student's progress in learning against national age related expectations.
- The subject teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track student's progress from their admission through to Year 11, using a variety of different methods, including National Curriculum levels and some standardised tests, as appropriate.
- Students who are not making expected progress are identified through the subject teacher monitoring. If a student is experiencing significant learning difficulties the ASSESS, PLAN DO, REVIEW graduated approach will be adopted by the subject teacher.
- If after this process the student is not able to access the lesson and make progress, the SENCO will be invited to do a lesson observation and give advice.
- If after following all devices there are still difficulties, external professional help will be sought e.g., Educational Psychologist
- A Learning Support Profile will be drawn up which will be monitored by the SEND Team and the subject teachers.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.

The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.

- Every student is offered a free breakfast in school to help children socialise, develop life skills and independence. It also helps students start the day in a positive way.
- The Progress Leaders and Learning Support Managers have overall responsibility for the pastoral, medical and social care of every child in their Year group, therefore this should be your first point of contact. If further support is required the Progress Leader liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- Children with eating difficulties are encouraged in school to try different types of food on offer across two canteens serving KS3 and KS4 and a canteen in the 6th Form Centre.
- The school has a team of Learning Support Managers, who work under the direction of the Assistant Head Teacher with children who need emotional support.

How does the school manage the administration of medicines?

We have a policy regarding the administration and management of medicines on the school site.

- Parents need to contact the Learning Support Manager if medication is recommended by Health Professionals to be taken during the school day.
- A dedicated member of the Pastoral Team will administer medicines in conjunction with parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.

What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a positive approach to behaviour management with a clear Behaviour for Learning policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include students socially at break and lunch times.

- The attendance of every student is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- There are rewards and certificates for 100% attendance which are given termly.
- If a child is at risk of exclusion, the pastoral support team will meet with the student and parents to identify the specific issues and where necessary, put in place the relevant support.
- After any serious behaviour incidents we will inform you about what has happened. We would then expect the student to reflect upon their behaviour with you; this helps to identify why the incident happened and what the student needs to do differently next time to change and improve their behaviour.

How will my child be able to contribute their views?

We value and celebrate each student's views on all aspects of school life. This is usually carried out through the School Council. Students also have the opportunity to give feedback to their subject teachers on questionnaires to discuss which aspects of the lessons they have enjoyed the best, enabling them to have an option to choose some of their own learning.

Students who have Learning Support Profiles (LSP) discuss their targets with their Teaching Assistant.

- If your daughter has a Statement of Special Educational Needs or an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

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

- The Head of Special Educational Needs and Disability (SENCO) has an MA in Advanced Educational Practice (SEN) and is an experienced SENCO with an award in SENCO Management from the National College of Teachers.
- The Assistant SENCO is training for the National College of teachers SENCO Award.
- The school also has a Specialist Speech & Language Teaching Assistant NVQ Level 3
- We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical

SENCO – Reviewed: Nov 2016

Next Review Nov 2017

Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including YPAS, and Social Workers.

- From the 1st September 2014 the 'Liverpool Local Offer' is available at www.liverpool.gov.uk/local-offer

What training have the staff supporting students with special educational needs, had or are currently having?

- All of our teaching assistants have had training in delivering reading, spelling, phonics and multi-sensory programmes.
- All of our teaching assistants have had training in delivering Lexia Reading and Symphony Maths programmes.
- We have a member of staff who has had training in delivering Speech & Language programmes planned by a Speech & Language Therapist.
- A number of teachers and teaching assistants are trained to deliver Social Communications Skills groups to students on the Autistic Spectrum and those suffering with anxiety and social difficulties.
- One of our most experienced teaching assistants is trained in Peer Coaching and trains the other TA's.
- One teaching assistant is behaviour management trained.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all students to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

The ground floor of the main school building and all floors in the Learning Hubs are wheelchair accessible. There are 3 disabled toilets in the lower school hubs, and a further 4 across the rest of the school including 2 in the 6th Form block. The Dance Drama Studio and one classroom has 'Sound Field' systems to support hearing-impaired children. The school building is decorated and maintained to support children who are visually impaired.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We arrange several 'Taster Days' for all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we will facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting.
- We liaise closely with staff when receiving and transferring students to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How are parents involved in school life?

We encourage parents to join our PTA who are very active in supporting all events and activities the school runs. The SENCO organises joint parent/staff workshops once per year where an outside professional will discuss ways in which students with Special Educational Needs and Disability can be supported in school and at home. This provides an opportunity for parents to see the level of support that school puts in place.

- Parents are also welcome to help out as volunteers, for example, listening to readers.
- For children with special needs or a disability, parents are welcome to help support their child on a school trip.
- Parents are also invited to class assemblies and concerts.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's Progress Tutor to share your concerns.
- You could also arrange to meet with the Pastoral Team or the SENCO or Assistant SENCO.
- Look at our Special Educational Needs policy on our website.
- Liverpool Parent Partnership is an organisation that provides independent advice and support for families – 0151 225 3535.

Who should I contact if I am considering whether my child should join the school?

- Contact Carole Mullins PA to the Head Teacher, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the SENCO who will discuss how the school could meet your child's needs.

Our school has undertaken a review of our SEND policies to meet the new SEND Code of practice effective from 1st September 2014. These are reviewed every twelve months.

Our offer to students with special educational needs and disabilities was reviewed in September 2016.