

Finchley Catholic High School

SEND Information Report 2017

1. A) Who are the best people to talk to in Finchley Catholic High school about my child's difficulties with learning/SEND?

A. Your child's form tutor should always be your main contact point at school. You can start by contacting the tutor who will be able to discuss your concerns. If you need to speak to other staff members, such as Pastoral Leaders or the SENCo, then the tutor will help you to arrange this.

The subject teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering the differentiated curriculum for your child in class as necessary.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

There are two post holders sharing the role of SENCo: Mrs B Pittendreigh and Mrs M Gardiner. They are both fully responsible for :

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that teachers understand a child's SEND needs.
- Ensuring that you are involved in supporting your child's learning and kept informed about the support your child is getting.
- Ensuring that you are involved in reviewing how your child is doing.
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND Register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible

1.B) How will the school know if students need extra help with learning?

B. A student is considered to have a learning difficulty or disability (SEND) if he or she has a significantly greater difficulty in learning than the majority of others of the same age OR has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Students are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- Results of various standardised screening tests, e.g. CATs
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

2. What are the different types of SEND support available in our school?

There are four types of Special Educational Needs and Disabilities (SEND) decided by the Department for Education:

1. Communication and interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory or Physical

If a student has SEND, then their needs will fit into one or more of these categories. A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

We are a Catholic mainstream comprehensive providing support for students with SEND for whom mainstream education is appropriate.

Subject teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this means:

- Teachers have the highest possible expectations for your child and all pupils in their class. If a TA is in the lesson their support is targeted to ensure that learning is moved on and your child is fully involved in learning.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention which will take place in the form of a Withdrawal session:

- This could be for reading comprehension, Numeracy or spelling
- It could be run by a teacher or a TA
- It could be in the form of a Learning Support Option in KS4

If the school, in consultation with the parents, feels that there is a need to involve an external professional in your son or daughter's Learning Disability then we will meet with you to discuss the next steps.

What could happen:

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to

understand your child's needs better and so support them more effectively. The specialist professional may work directly with your child. They may make recommendations. These recommendations and a planned programme of work MAY lead to an EHCP.

Specified Individual support - Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

An additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child.

- An EHCP is for children whose learning needs are severe, complex and lifelong. Students with EHCPs learn in class and are often supported by Teaching Assistants. This type of support may well be supplemented by withdrawal for Specialist Teaching.
- The Statement or EHC Plan will focus on expected and desired outcomes, rather than specifying the hours of support, as previously. It might possibly state the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- Additional adults (this may not be a TA but could be equipment or support from outside agencies or therapies) may be used to support your child with whole class learning, run individual programs or run small groups which may include your child.

New Statements and EHC Plans may not specify hours but give a banding which allows the school to provide support for your child to meet the outcomes specified.

3. How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's subject teacher or form tutor initially or your child's Pastoral Leader.

If you have concerns that your child has an unmet special educational need after speaking to the subject teacher and the Pastoral Leader, contact either one of the joint SENCOs, Mrs Pittendreigh or Mrs Gardiner.

4. How will the school let me know if they have any concerns about my child's learning in school?

We are committed to the early identification of students with SEND in order that immediate intervention can take place.

Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual

students, is the first step in responding to students who have or may have SEND.

Before a student is placed on the SEND Profile of Need teacher intervention takes place within a cycle of assess, plan, do and review.

If your child is identified as not making expected progress, despite Quality First teaching and effective differentiation and despite school based interventions, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- Information is also gathered from the student about their learning
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

This might take place at a parent's evening or at a planned meeting.

5. How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Barnet LA, includes money for supporting children with SEND.

- The head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.
- The head teacher and the **SENCO** discuss all the information they have about SEND in the school including:
 - the students already receiving additional support
 - the students needing extra support
 - the students who have been identified as not making as much progress as would be expected

The Head teacher and the SENCo decide how the resources and training are allocated.

All resources/training and support are reviewed regularly and changes made as needed.

Directly funded by the school:

- Pastoral Leaders
- Highly trained Teaching Assistants and Teachers
- School Counsellor
- Student Services
- The Chaplain
- Additional Speech and Language Therapy input
- Additional Educational Psychology input.

Paid for centrally by the Local Authorities but delivered in school as appropriate to need:

Barnet:

- Outreach Team for Autism-Barnet
- Educational Psychology Service (EPS)
- Secondary Project (CAMHs)

Where a pupil with a Statement or Plan from another borough is educated at FCHS, the additional professional input and advice will be provided by the home local authority.

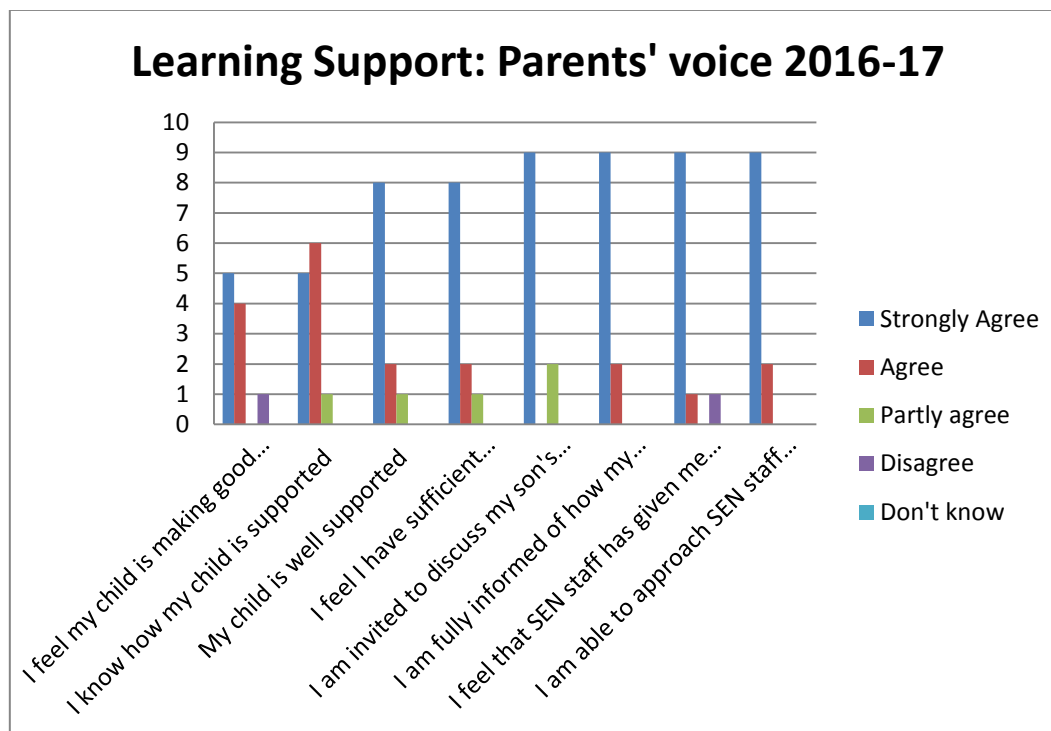
<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

7. How are the teachers in school helped to work with children with SEND and what training do they have?

The SENCo's job is to support the subject teacher in planning for children with SEND.

- The school is about to implement a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASC and speech and language difficulties.
- Individual teachers and support staff attend training courses both internally and externally that are relevant to the needs of specific students in their class.

What parents have said:



'My son gets very good support that promotes his learning'

'The quality of support for my child is excellent. Thank you for taking the time to help and support my child in mainstream school'

8. How will the teaching be adapted for my child with SEND?

- Subject teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that your child's needs are met.
- Teachers adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Teachers and other adults in the classroom work together to give targeted support needed according to your child's needs.

9. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his subject teacher, Curriculum Leaders and Pastoral Leaders as well as by the SENCO.
- His/ Her progress is reviewed at regular intervals.
- Children at SEN Support will have a target plan which will be reviewed with your involvement.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

10. What support do we have for you as a parent of child with SEND?

The Pastoral Leader and Subject teachers are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used. If you have further concerns you may wish to speak to an appropriate member of the school's leadership team.

- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- The School Chaplain and Pastoral Leaders are available to discuss issues as appropriate to their roles in school.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Target Setting will be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are informed and actively encouraged to support shared goals at

- home.
- Parents' evenings will also give you information about how your child is progressing
 - Year Information Evenings will give you curriculum information and ways that you can support your child at home
 - Access to Parent Partnership and to other parent support groups.

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

We are an inclusive school; we welcome and celebrate diversity. The staff believe that high self-esteem is crucial to a student's well-being. We have a caring, understanding pastoral team looking after our students.

- The Pastoral Leader has overall responsibility for the pastoral and social welfare of every child in their year group.
- The form tutor has responsibility for every child in their class therefore this would be the parents' first point of contact.
- The Pastoral Leader will also offer students guidance and help.
- The School Chaplain is available to listen to our young people and offer support and help

If further support is required the Form Tutor liaises with the Pastoral Leader, the SENCo and the appropriate member of the senior leadership team for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

12. How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines on the school site.

- Parents need to contact Student Services if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis the staff in Student Services generally oversee the administration of any medicines.
- Your child will have a Care Plan in place.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

13. How is Finchley Catholic High School accessible to children with SEND?

- There are disabled parking bays in the car park.
- There are disabled toilets in two buildings
- Teaching resources and equipment used are accessible to all students regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- All students have an equal opportunity to go on school trips. Where it is thought appropriate, extra support is provided.

14. How will we support your child when they are joining or leaving this school? OR moving on to another class/year?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school the primary school should contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- The primary school should make sure that all records about your child are passed on as soon as possible.

When moving classes/years in school:

- Information will be passed on to the new subject teachers in advance. All relevant information will be shared.

Transition from KS 2 to KS3:

- The Yr 7 Pastoral Leader and a member of the SEND Department will visit your child's primary school
- The SENCo will attend the Year 6 Annual Review.
- If your child has a Statement/EHCP they may need more visits and we will arrange this.

Transition from KS3 to KS4

We have high aspirations for all of our students and give a range of guidance to ensure that students choose the correct study pathways.

- The Yr 8 Pastoral Leader and members of the SEND Department will meet with students to discuss and give guidance for option choices.
- There is an Options Evening for all parents to inform them about options and courses available. The SENCo attends this meeting and is available for discussion afterwards.
- Your child's Annual Review will be held before the final Option choices have to be made so that informed decisions can be made.
- Your child's subject teacher will discuss options with you at Year 8 Parents' Evening
- Impartial information, advice and guidance is available through our External Provider

Transition from KS4 to KS5/college

- Students in Year 11 have taster lessons for KS 5 subjects
- There is career guidance available to aid choice.
- Discussions about different pathways are held at Annual Review meetings.
- If your child has a Statement/EHCP they will meet with Prospects for further guidance.

Transition from KS 5 to further study/employment

- The Head of Year for the 6th form and the 6th form team give advice and guidance about the different pathways available.
- The SENCo and the SEND Department remain fully involved in the learning and progress of our KS5 pupils with SEND

15. How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

- Students on SEN Support or who have Statements/EHCPs discuss and set their targets with a member of the SEND staff.
- Pupils are expected to attend and are strongly encouraged to participate in their Annual Reviews.
- We also seek students' opinions about support in class and Homework Club
- We have an open-door Policy in the SEND Department and students can at any time speak with a member of the department.

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

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and students.

- Poor or disruptive behaviour is only an SEN issue when it is linked to a specific issue, relating to emotional or mental health.
- If a student has behavioural difficulties a Pastoral Support Plan (PSP) is written alongside the student and parents to identify the specific issues, put relevant support in place and set targets.
- Some pupils may need in class TA support for a short period to improve positive behaviour.
- Attendance of every student is monitored on a daily basis by the admin department. Lateness and absence are recorded and reported.
- There are staff on duty in the KS 3 and KS 4 playgrounds who are there to help students who may need an adult to aid negotiation
- Students may spend time in the Inclusion Room – at school where they are helped to reflect on their behaviour and make better choices
- Some students may work with the Pastoral Leaders and Learning Mentors to better understand their behaviour and make improvements
- Students may be referred to CAMHS or other external agencies for agreed intervention.

17. How will my child be included in activities outside the classroom including school trips?

- All students are included in all parts of the school curriculum and we aim for all students to be included on school trips. Where it is deemed appropriate, additional support will be provided to make this possible.
- A risk assessment is carried out prior to any off-site activity to ensure that health, safety and welfare are not be compromised.

18. How the school's resources are allocated and matched to children's SEND needs?

We ensure that all students who have special educational needs have their needs met to the best of the school's ability with the funds available.

- We have a team of TAs who are funded from the SEND budget who support in class and at break and lunch time where appropriate.
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support.

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

Both of our SENCO post holders are fully qualified teachers and accredited SENCOs.

- Within the SEND Department, we have 4 qualified teachers, each of whom has a further qualification enabling the post holder to teach children with SEND.
- We have a further 19 Teaching Assistants, several of whom are very experienced and very well qualified to support pupils with SEND.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: educational psychologists, specialist services for HI/VI/ASD; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services and social workers.

20. What training has the staff supporting children with SEND had or is currently having?

We have four specialist Learning Support teachers within the SEND department, two of whom are qualified to teach pupils with a diagnosis of Dyslexia and who are also able to assess for Access Arrangements at GCSE and AS/A2 Level.

- Mrs Gardiner, who oversees and co-ordinates the provision for ASC pupils is also one of our Joint SENCOs.
- We have four members of teaching staff who have Eiklan Level 1 training and 7 Teaching Assistants who have accessed this training. Eiklan is a speech and language programme
- We have 5 Learning Mentors and a fully trained Counsellor.
- TAs who have been at FCHS for a year or more have all received training in working with pupils with ASC.
- TAs and teachers have had SEND awareness training in ADHD, Dyslexia, DCD/Dyspraxia SLCN and HI.

21. What If I need to complain?

Parents have the following rights of redress, should the school, governors or LA fail

in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or LA's complaints procedure
- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider).
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint).
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure).
- Complaint to the Secretary of State (against schools or LAs).