



Notre Dame  
Catholic College  
*Established 1869*

## **SEND Information Report September 2015-16**

### **Welcome to the SEND Information Report for Notre Dame Catholic College.**

For further information please contact:

SENCO: Mrs L. Martin

SEND Governor: Ms Dawn Finnigan

Tel. 0151 235 1600

The purpose of this Report is to provide information for parents/carers in relation to SEND Provision at Notre Dame Catholic College.

The report should be read in the context of the Liverpool Local Offer which can be located at:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

At Notre Dame Catholic College, we are committed to providing the very best opportunities for all our students and this report is firmly set in the context of our college aims:

#### **MISSION STATEMENT**

We aim to ensure that:

- We challenge our students to become reflective and creative thinkers who embrace their lives with optimism, imagination and the confidence and courage to think for themselves.
- We maintain high expectations of all members of the college, staff and students alike, challenging them to be the best they can be, academically, socially, emotionally and spiritually.
- We all actively work to make a significant and positive contribution to the community, local, national and international.
- We are committed to the preparation and training of high quality teachers and support staff.
- We all strive actively and purposefully to make the vision and mission of the college a reality.
- We create a community which is welcoming of all cultural traditions in a climate of joy, tolerance and respect.

## **PART 1**

**The report is written as a series of questions which parents may ask about their child. The answers provide information on current practice in relation to students requiring additional support to achieve their potential.**

### **1. How will I be involved in discussions about, and planning for, my child's education?**

- ❖ If your child has been identified as having Special Educational Needs and/or Disability (SEND) before they start at Notre Dame Catholic College, we will work closely with your child's primary school, any outside agencies and other people who already know your child.
- ❖ At this point we would invite you in to discuss and agree your child's needs and use the information gathered to plan with you a programme of support.
- ❖ While attending Notre Dame Catholic College, if your child is not making expected progress, we will observe them, assess their understanding of what we are doing in school and use tests to identify any difficulties. We will then discuss these with you. If your child has complex needs, we may also refer to outside agencies for further assessment and support.
- ❖ Working with the Head of 6<sup>th</sup> Form, the SENCo will regularly liaise with the teachers and form tutors. If you have any concerns, please speak to the form tutor in the first instance and a meeting can be arranged.

### **2. How will school staff support my child?**

- ❖ The SENCo and Assistant SENCo working with the Head and Assistant Head of Year, including 6<sup>th</sup> Form pastoral staff, will oversee your child's education. If appropriate, a pupil profile will be written and reviewed with you and your child. This will then be shared with your child's teachers.
- ❖ The SENCo and Assistant SENCo will monitor and track your child's progress in each subject at key times within the school calendar and will report back their progress through parent meetings and termly reports.
- ❖ In addition to this, you might be invited to meet with the SENCo or Head of Year, including 6<sup>th</sup> Form pastoral staff, to discuss any changes to the pupil profile.

**See also detailed information in relation to teaching, learning and assessment in Part 2 of this report.**

### **3. How will the curriculum be matched to my child's needs?**

- ❖ In order to match the curriculum to your child's needs, the teacher will set tasks that will allow your child to understand the work and make progress.
- ❖ All teachers are highly skilled in planning work that is set at an appropriate level of challenge for your child and this is supported by in-school training.
- ❖ In order to maintain these high standards, all teaching staff, including 6<sup>th</sup> Form staff, are observed regularly by heads of departments and the Headteacher.
- ❖ Work is regularly scrutinised by heads of departments and senior teaching staff to ensure the work is set at an appropriate level of challenge for your child.
- ❖ We have a supportive pastoral team who have regular contact with parents, particularly if there is an issue or problem that needs immediate attention.
- ❖ Information is passed to pastoral staff who are able to contact home with relevant information about your child.
- ❖ You can arrange a meeting with pastoral or SEND staff if you have concerns about your child's progress in any of their subjects.
- ❖ Using data analysis, support is put into place for those students who require additional help.
- ❖ Your child will be given their target grade at the beginning of each year in every subject.
- ❖ Your child's work will be marked and graded regularly allowing you to see the progress that they are making.
- ❖ A parents' evening is held for every year group to allow you to discuss your child's progress.
- ❖ Your child will be given homework which you can support them with at home.

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

- ❖ Every year group, including the 6<sup>th</sup> Form, has their own appointed Head of Year and Assistant Head of Year that are trained on a regular basis to adapt and meet the needs of your child. They work with students with a variety of SEND.
- ❖ If your child has a medical need he/she will receive appropriate medical care from a designated member of staff who has a medical background which is updated on a regular basis. This will be carried out after consultation with yourself and a medical plan will be devised.
- ❖ Should your child need support socially, the school and our 6<sup>th</sup> Form pastoral staff, can provide assistance via our college clinical psychologist.
- ❖ All staff (including 6<sup>th</sup> Form staff) and pastoral teams are given the relevant training to enable them to set up a personalised behaviour plan, which aims to avoid exclusion.
- ❖ At Notre Dame Catholic College, your child will be encouraged to contribute their views by completing questionnaires at key times throughout the academic year on a range of school issues. Your child will be encouraged to offer ideas or take part in the student council.

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

- ❖ Should your child need additional support within the college, the following may be utilized: the clinical psychologist, the Ethnic Minority and Traveller Achievement Service (EMTAS) and specialist SEND teachers. If your child requires additional and different specialist support which is outside the remit of the school, we will contact other services as appropriate for your child.

#### **6. What training do staff supporting children and young people with SEND have?**

- ❖ All our learning support assistants are trained to meet a variety of SEND needs and this training is updated on a regular basis.
- ❖ Teaching staff, including 6<sup>th</sup> Form teaching staff, have ongoing training to meet pupil needs.

- ❖ All staff, including 6<sup>th</sup> Form staff, are informed of your child's specific needs so that they can adapt their teaching styles appropriately.
- ❖ All staff, including 6<sup>th</sup> Form staff, update their knowledge and skills of SEND through internal and external training.
- ❖ The SENCo and the Assistant SENCo keep up to date by attending current training sessions provided by the Local Authority (LA).

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

As the school is a new building, all facilities for SEND students have been designed to meet the current building regulations, for example:

- ❖ There is a purpose built Food Technology room that has an adjustable level oven, hob and preparation area to allow wheelchair access to equipment.
- ❖ The Textiles room has lower access tables which give wheelchair access to the sewing machines and other equipment.
- ❖ The Science laboratory has a lower access work bench which gives wheelchair access.
- ❖ All extra- curricular activities are fully inclusive for all SEND pupils.
- ❖ Any trip or activity requires Headteacher approval before being undertaken, as well as a detailed risk assessment.
- ❖ Provision is made to allow all students to access the trip.
- ❖ Parents/Carers are able to attend meetings prior to residential trips to discuss information and activities involved.
- ❖ A learning support assistant attends all external activities.

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

Notre Dame Catholic College is now housed in a new build.

Please refer to our Accessibility Plan.

- ❖ It has full wheelchair access.
- ❖ The new school is Equality Act (2010) compliant, including mobile hearing loops.
- ❖ There are disabled changing rooms and toilet facilities.
- ❖ The school communicates with parents and carers whose first language is not English by using translation services to speak in person or in written form. We also use EMTAS services.
- ❖ Notre Dame Catholic College has the facilities to support children and young people with SEND by having a building that is Equality Act (2010) compliant.

### **9. How will Notre Dame Catholic College support my child when joining the school and how will the school support my child in transferring to their next stage of education?**

- ❖ When your child moves from their junior school to Notre Dame Catholic College, we will offer transition days, one-to-one meetings with the SENCo and parents' meetings. We also have good working contacts with feeder schools.
- ❖ As your child moves from Key Stage 3 to Key Stage 4, Notre Dame Catholic College will provide career guidance from our in-house Careers Officer, who works closely with the local careers service.
- ❖ In respect of our 6<sup>th</sup> Form provision, Notre Dame Catholic College recognises the need for your child to be an independent young adult by supporting their transition from Notre Dame Catholic College to either further education or the world of work. Any relevant information will be forwarded to the new placement with your child's full knowledge and involvement.

### **10. How are the school's resources allocated and matched to a child's or young person's special needs?**

- ❖ All students on entry, including 6<sup>th</sup> Form entry, to Notre Dame Catholic College are fully assessed to see how best we can meet their individual needs. If your child requires additional and different resources, the SENCo creates a pupil profile outlining your child's needs and appropriate resources are put in place. This could be provided directly from school resources or from outside agencies. This is dependent upon available resources.

## **11. How is the decision made about what type of and how much support my child receives?**

- ❖ Should your child need support, the decisions will be based upon information received from your child's primary school, assessments carried out on entry in Year 7 and from meetings with parents/carers.
- ❖ Should your child transfer from a different setting and need support, the decisions will be based upon information received from their previous setting and from meetings with parents/carers. This also applies to those students transferring to 6<sup>th</sup> Form.
- ❖ The persons involved in this decision making process with you and your child are the SENCo, the Assistant SENCo, the pastoral team, the senior leadership team and the Headteacher.
- ❖ The impact of support will be monitored at key times during the year, or as needed, on a regular basis and adjustments to the provision will be made, if appropriate.

## **12. How are parents involved in the school? How can I be involved?**

- ❖ Notre Dame Catholic College welcomes you to take an interest by becoming involved in your child's education.
- ❖ We will do this by inviting you to meetings i.e., parents' meetings, social occasions and one-to-one meetings as required. Pastoral staff may contact you if necessary and letters informing you of important information will be sent to you.

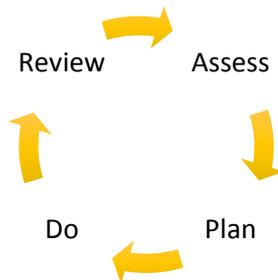
## PART 2

### Additional Information on teaching, learning and assessment in relation to SEND

#### Our Approach as a School:

High quality class teaching and additional interventions are focused through our person-centred planning approach across the school and this is central to ensuring an appropriate provision for all pupils. These processes help us to regularly review and record what we offer all pupils in our care. These discussions also serve to embed our high expectations amongst staff about quality first 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. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

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.

#### Assess

##### Transition in Year 7

All pupils entering school in Year 7 have been given baseline assessments that are used to identify pupils who may have particular needs in areas of literacy, numeracy and cognition.

In conjunction with this process, parent interviews with pupils are held prior to joining our college in September.

Our Senior Leadership Team and SENCo also meet with primary teachers and primary SENCos in order to identify your child's needs.

## **Plan**

The SENCo plans, with parents and the pastoral team, a co-ordinated approach to meeting your child's needs. At this stage, the type of provision, who will be responsible, how long the provision will be and expected outcomes will be determined.

## **Do**

The plan is then carried out by teaching staff, support staff and outside agencies (if appropriate) who will have access to the plan detailing teaching strategies and expected outcomes. Staff will then make reasonable adjustments to their teaching in lessons.

## **Review**

The plans are reviewed each term by analysing evidence from a variety of sources depending on the area of need for your child. This will be in the form of one or more of the following:

Teacher reports to parents

Attitudes to Learning Reports

Pupil feedback

Academic progress monitoring

Reports from specialists (where appropriate)

It is during this stage that a further cycle of support will be required.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

## **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**

- Currently the provision offered to students is firstly within the classroom. Teachers will make reasonable adjustments to their

classroom strategies to teach and embed effective communication and interaction in the classroom. This includes children with a variety of communication and interaction difficulties such as Autism Spectrum Disorder, Asperger's, speech difficulties and English as an additional language.

- The college uses the services of EMTAS to support pupils in Key Stage 3 and 4 who have English as an additional language.
- The college offers a broad range of activities within the college curriculum and during break and lunch time to create positive interactions for your child. In addition to this, the college will make referrals on your behalf, for example to the Speech and Language Therapist and/or the educational psychologist.

## 2. Cognition and learning

- Pupils who have cognitive and learning issues are supported using a graduated approach. Teaching staff will plan and deliver differentiated teaching and learning strategies to support your child's needs in the first instance.

When appropriate, however, the college currently offers the following kinds of interventions:

- At Key Stage 3, Literacy and Numeracy Catch-up programmes are delivered by our learning support assistants. All learning assistants have received training and for these programmes and have received a certificate for successful completion.
- At Key Stage 3 and 4, teachers of English and Mathematics provide one-to-one support as a "Follow on" programme to Catch up.
- The college has appointed a specialist teacher of SEN who is used to support pupils who have a specific learning difficulty such as dyslexia or moderate learning difficulties.

## 3. Social, emotional and mental health

The college safeguarding team and all other staff and support staff regard the well-being and safety of pupils the most important.

The Headteacher and the safeguarding team work closely with Child and Family services to ensure the safety of our pupils. The college clinical psychologist may work with some of our most vulnerable children and young adults.

Pupils who may require support are provided with access to the Assistant Head of Year as a support mentor. Parent meetings are an essential part of

this process. All pupils are encouraged to take part in a wide variety of community college activities such as, music club, sports activities, drama club and charity events.

**A list of staff and outside agencies involved are listed below.**

<b>Staff and outside agencies involved</b>
Head of Year
Assistant Head of Year
SENCo co-ordinating other services or interventions
Learning support assistants
Counselling from Ernest Cookson
College clinical psychologist
College mentor
College nurse / or other medical services
Educational psychologist
Referral to CAMHS

#### Sensory and/or physical needs

The college pastoral team, SENCo and medicines administrator work closely with children and parents in ensuring that pupils with sensory or physical needs have full and inclusive access to the curriculum and college environment.

The SENCo will seek advice and expertise from services such as the Sensory Support services, school nurse, occupational therapists and physiotherapists in order to identify and remove barriers to learning.

This section should be read in conjunction with the College Accessibility plans (2015) and Administration of Medicines Policy (2016)

Pupils who may require support are provided with access to the Assistant Head of Year as a support mentor. Parents' meetings are an essential part of this process. All pupils are encouraged to take part in a wide variety of community college activities such as, music club, sports activities, drama club and charity events.

As of September 2016, we have an increasing number of children or young people receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, formal lesson observations, work scrutiny, data analysis and pupil voice.

## Co-producing 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
Parents' evening	All teaching staff and SENCo, parents and pupils	Annually
Educational and Health assessments and reviews.	SENCo, parents, pupils, pastoral and outside agencies	Termly (this may be more frequent)

## Staff development

We are committed to developing the ongoing expertise of our staff. Recently, we have supported Learning Support Assistants leading to their completion of qualifications as set out below.

Initials of person	Area of expertise	Level of Qualification (i.e. Masters, NVQ, Degree, HLTA)
SM	Learning Development and Support	Degree BA Hons
	Managing Catch-up and intervention	OCN level 3

RP	Learning Development and Support Autism Awareness	Degree BA Hons Autism Together (Completed September 2016)
RH	Disability Studies with Early Childhood	Degree BA Hons
LMc	English	Degree (to complete 2017)

This year, we have put additional training into supporting staff who teach children with social, emotional and mental health and communication and interaction needs. To allow them to work toward Quality First Teaching, our SENCo attends the School Improvement SEND meetings on the 11<sup>th</sup> November 2016 and 10<sup>th</sup> March 2017.

### **Staff development**

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

### **How staff are deployed**

Four learning support assistants are deployed to deliver one-to-one support to pupils who require literacy or numeracy intervention at Key Stage 3. One learning support assistant supports a pupil who attends an off-site vocational studies programme.

### **School External Partnerships and Transition Plans**

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Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners. We closely monitor children and young people's destination data.

### **Year 6 to 7 Transition**

This year ([September 2016](#)), we worked closely with our feeder partners to welcome 69 children with special educational needs or disabilities. Our approach in supporting the transition of our pupils has been for the college SENCo and SENCos of primary schools to share information, to carry out parent interviews and, when appropriate, arrange for individual or group visits to the college in addition to taster sessions.

### **Year 9-10 Transition**

All SEND pupils (2015-16), received one-to-one advice from our college Senior Leadership Team. One pupil, who has an Education, Health and Care Plan received information advice and guidance from Career Connect.

### **Year 11 to 12 Transition**

All SEND pupils (2015-16) received information, advice and guidance from an external Education and Training advisory service Career Connect.

### **Year 13 pupils (2015-16)**

100% pupils entered for GCE or vocational courses passed.  
33% of pupils achieved on or above their targets grades in all their subject.  
33% of pupils achieved on or above their targets grades in most of their subjects.  
33% of pupils did not achieve their target grades by 1 grade.

### **Year 13 Transition to further or higher education and training (2015-16)**

6 pupils in Year 13 were identified with a special educational need or disability. All pupils were supported during their transition to further or higher education and training.

6 of these pupils went on to study in higher education, 1 pupil has continued a further academic year at Notre Dame, 1 pupil moved to train at an alternative provider, 1 pupil has started an apprenticeship, and 2 pupils are now studying at University.

This means that 100% of our SEND pupils have moved to further or higher education and training from Key Stage 5.

### **Complaints**

Please refer to our complaint procedure policy should you wish to address any concerns.

This year there were no complaints that were dealt with following our schools policies and procedures.

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### **What has and has not worked this year?**

Most send pupils have achieved on or above target at the end of each key stage. In a small number of subject areas, these pupils have been less successful. To address

this the SENCo, Head of Department and pastoral team will continue to work closely to track progress and modify interventions and implement training as appropriate.

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### **Pupils with an Education, Health and Care plan, EHC (2014-15)**

3 pupils have an Education, Health and Care plan.

2 of these pupils, whose EHC plans were agreed during 2014-15 and 2015-16, have now transferred to a specialist setting to enable high levels of additional and different support to be delivered to meet their needs.

1 pupil at Key Stage 3, was above target in English, below target in Maths, on target in Science and above target in all other subject areas. This pupil receives additional and different support for literacy and numeracy.

We intend to address any subject pupils have not made progress in by evaluating pupil needs and modifying provision plans where appropriate.

### **Year 11 pupils of SEND (2015-16)**

The pupils of SEND were divided into 2 groups. Group 1 are those pupils that were expected to achieve at least C grades and Group 2 are those pupils who were not expected to achieve a C grade. (This was based upon their level of progress on entry in Year 7.)

#### **Group 1 (pupils expected to achieve C grades or above)**

76% of pupils achieved at least their expected 3 levels of progress in English (slightly above the national average). 35% of pupils made 4 levels of progress. This is an increase of 22% from the previous year.

41% of pupils achieved at least 3 levels of progress in Maths. Most pupils achieved 2 levels of progress, despite targeted interventions such as one to one, small group support and after school provision.

In 9 subject areas the percentage of pupils achieving their expected levels of progress was higher than the national average. In 7 subject areas the percentage of pupils achieving their expected levels of progress was less than the national average.

#### **Group 2 (less able SEND pupils)**

29% of pupils achieved their expected level of progress in English which was below the expected level of 59% nationally.

33% of pupils achieved their expected level of progress in Maths and this was above the expected level of 25% nationally.

Of the remaining 14 subject areas, most pupils **achieved on or well above** the expected level of progress in 11 subjects. This means that in 3 subject areas pupils achieved less than the expected progress when compared nationally.

To address any shortfall in academic achievement for our pupils, we intend to continue to effectively track our pupils in order to identify and modify class and whole interventions where appropriate. The college will discuss any issues with pupils and parents.

### **Extra-Curricular activities (2015-16)**

All pupils of SEND are encouraged to take part in extra-curricular activities. Many pupils are supported at lunch time to participate in supervised sports activities, computer club and music club. SEND pupils have also engaged in a wide variety of events. These are: curling competition, mental health awareness seminar, Nugent Care workshop, athletics competition, chamber choir performances, football tournaments, Aerial trust drama workshops, debate training and Career Connect interviews.

We intend to address any pupils who have not participated in any activity by identifying their interests through pupil voice.

### **Further Development**

Our strategic plans for further developing and enhancing SEND provision in our school next year 2016-17 include:-

- ❖ Planned lesson observations
- ❖ Work scrutiny
- ❖ Evaluation of data
- ❖ Pupils and parent feedback and collaboration and researching how this impacts on development
- ❖ Use of external advisors

Sharing of best practice with other schools:

Session one was completed date 21<sup>st</sup> October 2016. Further planned events:  
SEND briefings November 2016 and March 2017  
Sensory support training was completed 27<sup>th</sup> September 2016

In preparing this report we have included staff, parents and children and young people through:

Pupil/parent/staff questionnaires

Parent/carer meetings

Formal and informal discussions

Analysis of pupil progress

**Relevant school policies and plans underpinning this SEND Information Report include:**

SEND Policy 2016, Teaching and Learning Policy 2016, Marking Policy 2016, Equal Opportunities Policy 2016, College Accessibility plans (2015) and Administration of Medicines Policy (2016)

**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:** \_\_\_\_\_

**Please inform the College if you need this document in another format.**

***Who can I contact for further information?***

For further information please contact one of the following people on 0151 235 1600. The details will also be provided on transfer.

**Heads of Year**

Year 7 Mrs L Smith  
Year 8 Miss E. Pope  
Year 9 Mr A. Sweeney  
Year 10 Miss McGeoch  
Year 11 Mr D. McKeon

**Head of 6<sup>th</sup> form**

Miss K. Nicol

**Assistant Head of Year**

Mrs S. Doran  
Mrs J. Littleboy  
Mrs E. Garvey  
Miss N. Leppert  
Miss C. Wiglesworth

Mrs J. Kildare

**SENCo**

Mrs L Martin

**Assistant SENCo**

Mrs K. Sweeney

Designated member of senior leadership: Mr G. Walker

