



Introduction

At St Mary's Catholic School we believe that each student should be given equality of opportunity to achieve their full spiritual, academic, holistic and social potential by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Every student, regardless of their ability, is entitled to a broad and balanced curriculum which is relevant to their needs. The curriculum offered aims to give all students a sense of achievement and thereby help them develop confidence, self-esteem and essential life skills. All students are encouraged to participate in the social and academic life of the school. We aim to provide educational experiences that take into account the individual needs of all the students and are appropriate to their level of ability. We believe that this approach enables all students to reach their full potential here at St Mary's.

This overview document aims to provide a summary of our Special Educational Needs and/or Disabilities (SEND) provision here at St Mary's. Our SEND provision is underpinned by our *Special Educational Needs and Disability Policy* and *Accessibility Plan*, both of which can be found on our school's website, under the SEND tab. The above are reviewed annually and underpin our vital work in this essential area of school life and are fully in line with current legislation regarding SEND. The provision that we offer ensures that curriculum planning, teaching, learning and assessment for all students, including those with SEND, takes into account of the type and extent of the difficulty that may be experienced by students.

SEND Overview

At St Mary's Catholic School, we believe that high quality relationships within our community are at the heart of our ethos. At St Mary's we:

- Strive to value and nurture each child as a unique individual, blessed with God-given gifts and talents.
- Offer students wonderful opportunities for spiritual growth and development.
- Support our students towards excellent academic achievement.
- Encourage our students to use and develop their gifts and talents to the full.
- Aim to develop well rounded, polite, socially conscious young people equipped for the modern world.

St Mary's is committed to providing an education that enables all students to make progress, and we embrace the fact that each child is an individual and therefore receives provision and support to reflect their individual needs. The school offer a bespoke, individual approach to supporting students with SEND. Students are supported fully by the school's outstanding teaching and support staff who go above and beyond to ensure that all students, regardless of their ability, are given the opportunity to thrive and develop.

Our most recent OFSTED inspection noted that 'students with learning difficulties and/or disabilities receive excellent support in lessons' and that 'support staff are very well deployed and provide valuable support to vulnerable groups'. Learners with learning difficulties and/or disabilities were also seen to be making outstanding progress both academically and socially. This progress has continued since the school's last OFSTED inspection with SEND students making outstanding academic progress in recent years. For instance, in the previous three academic years where Year 11 students were examined externally (2017-2019), Year 11 SEND students achieved a positive Progress 8 score of +0.15 compared with -0.61 nationally. Most impressively, during 2017-2019, the +0.15 Progress 8 score achieved by our SEND students was higher than the national average achieved by non-SEND students (+0.08). These statistics reflect the exceptional support, learning and progress that SEND students receive whilst demonstrating our commitment to every child. Excellent achievement continued during the last two academic years when Centre Assessed Grades and Teacher Assessed Grades were issued nationally.

By working in partnership with students, parents, carers, staff, external specialists and the Local Authority, the SEND Department aims to raise the achievement of our students and ensure they have all the same opportunities as every other child. For some children, this may be a temporary difficulty, while others may need additional support throughout their time at St. Mary's.

The SEND Department here at St Mary's is led by our school SENDCO, Ms Coady. Ms Coady's leadership of the Department is supported by Mr Tough (Second in Department) and Mr O'Connell (SENDCO Support). The Department includes ten Learning Support Assistants who have a wide range of training, skills, experience and expertise. All members of the team have experience and training in supporting students with ADHD, Autism and Attachment Disorder. The SEND Department has its own specialist base, the Inclusion Suite, which offers excellent facilities for our students to use before, during and after school. The Inclusion Suite is a safe space where students learn new skills, explore their interests and develop themselves fully against the backdrop of the broad and balanced curriculum that they explore during lesson time. At St Mary's, we passionately believe in the inclusion of all students regardless of faith, gender, race, sexuality and ability, therefore all students are encouraged to socialise with one another however, we acknowledge, that for some students this may take some time and support, therefore the Inclusion Suite can function as a location to socialise and make new friends. The Inclusion Suite includes larger and smaller work spaces, a communal area for group work and socialising, high quality IT equipment, specialist equipment for students with varying needs as well as office space where the SENDCO and Second in Department are based.

The information below outlines the number of SEND students in attendance at St Mary's during the current academic year (2021/22):

Year	Students	SEN Support		EHCP	
7	242	22	9%	3	1.2%
8	242	21	8.7 %	6	2.5%
9	243	15	6.1%	2	0.8%
10	238	15	6.3%	4	1.7%
11	239	22	9.2%	5	2%
12	130	2	1.5%	0	0
13	150	3	2%	4	2.7%
School Total	1,484	100	6.7%	24	1.62

SEND Provision

Outlined below are methods of support available for children with SEND here at St Mary's. For all students who attend St Mary's with SEND we:

- Ensure that the needs of pupils with SEND are identified, assessed, planned for, and regularly reviewed to improve outcomes.
- Recognise the family as an expert on their child and work in close partnership with them.
- Regularly request, receive and evaluate student voice and parental voice from SEND students and parents respectively. This has led to school forging and maintaining strong relationships with the parents/carers of SEND students.
- Deliver high quality teaching and differentiate the curriculum/resources appropriately to promote excellent student progress.
- Have an experienced team, led by our SENDCO, including Learning Support Assistants, who provide academic support, guidance and assistance to SEND students and teaching staff (see further detail below regarding the role of Inclusion Staff in liaising with teachers, parents/carers, students and external agencies).
- Provide support staff for students with SEND throughout the school to promote excellent progress and independent learning.
- Routinely evaluate teaching resources to ensure they are accessible for all students.
- Monitor access to teaching and learning for students through the schools self-evaluation process.
- Seek advice and guidance from outside agencies such as the Educational Psychology Service, SENTASS and CPYS to ensure any barriers to learning are successfully recognised and responded to in a timely manner.
- Use needs based 'Pupil Passports' and child friendly targets to monitor, evaluate and support student progress, involving students, parents and staff to compose, implement and review them. This information helps us to make informed decisions regarding future planning and provision.
- Provide Access Arrangements for examinations for SEND students.
- Offer Primary to Secondary and Post-16 transition support for students, ensuring a continuation of provision for students within these stages.

- Ensure outstanding support for families, with relevant services signposted, which may offer appropriate support or advice via the Local Offer (see 'SEND' section of school website for link to Newcastle SEND 'Local Offer'). This Local Offer provides our school and families with the services and avenues that can be explored in the event that school, parents, students and external agencies believe that an alternative provider or specialist provider could assist in meeting a SEND child's needs effectively. Due to the function of St Mary's as a mainstream provider, we do have strong links with local alternative providers. Currently, a very small number of SEND students (3) do access two local, alternative providers (Newcastle Bridges School and North Tyneside's Moorbridge School). In these cases, excellent weekly communication is maintained between St Mary's, the Alternative Provider, the student, their family and the Local Authority.
- Regularly update and review SEND provision with school Governors, including regular one-to-one meetings between SENDCO, Assistant Headteacher Pastoral and the school's designated SEND governor.

For students at St Mary's with the following areas of need, specific provision is offered:

Type of SEND provision:	Examples of support/provision:
Communication and Interaction Needs (e.g., Autism Spectrum Disorder; Speech, Language and Communication Needs)	<p>Amongst other things, students who have communication and particular interaction needs may be on the Autism Spectrum and could encounter challenge around speech. Here at St Mary's we support students with interaction and communication needs in some of the ways outlined below:</p> <ul style="list-style-type: none"> ▪ Departments will differentiate their curriculum to ensure that their curriculum intent, implementation and impact supports all learners and takes into account specific needs. This, in turn, ensures that teaching techniques and learning resources are appropriately supportive and challenging to different learners. ▪ Small, targeted group sessions to focus upon specific ASD and SLC needs. ▪ Continued development of IT, such as Microsoft Teams, to help remove barriers where possible. ▪ The use of the Inclusion Suite as a safe and peaceful area if it is agreed that this would be an appropriate strategy to implement. ▪ Support and supervision before and after school, as well as during social time, within Inclusion Suite. ▪ Mentoring and support provided through our 'Fresh Start' reading programme, Sixth Form 'reading buddies' and pastoral mentoring support. ▪ Targeted intervention within Maths and English through academic intervention sessions, for instance, during Registration and afterschool. ▪ Support from Inclusion Staff around social skills and organisational support. ▪ Extracurricular clubs and activities that promote social interaction and teamwork. ▪ Excellent pastoral support via dedicated Pastoral Team, Attendance Officer and school counsellor. ▪ Visual timetables can be provided. ▪ Support and advice from specialist, external agencies to ensure any barriers to success are fully identified and responded to; any programmes implemented are fully supported and communicated to staff. ▪ Inclusion Staff meet with teachers of SEND students once per term to ensure that targets are monitored, reviewed, evaluated and amended where necessary.
Cognitive and Learning Needs (e.g., Moderate Learning Difficulties and Specific Learning Needs)	<p>Amid other things, students classified as having cognition and learning needs may have specific learning difficulties, such as dyslexia, or moderate learning difficulties, where there may be broader challenges around numeracy and literacy. The learning needs may also be greater and students may require further, bespoke intervention so they can thrive within the school's taught curriculum and extracurricular. Support within this area at St Mary's includes:</p> <ul style="list-style-type: none"> ▪ Working with Inclusion Staff with OCR accredited Level 3 qualifications in dyslexia. ▪ Time and support for children with additional needs to process information and ideas. ▪ Access to the curriculum and independent learning through the use of support staff, IT and specific interventions.

	<ul style="list-style-type: none"> ▪ Small targeted withdrawal groups to improve skills in areas such as Literacy and Numeracy, such as school's 'Fresh Start' programme. ▪ Assessments of students for Access Arrangement for school assessments and external examinations. ▪ Support and guidance from SENTASS to ensure barriers to learning are identified and acted upon. ▪ Learning aides such as coloured overlays and reading rulers to help support students within school. ▪ Regularly student assessment and the reporting of achievement and progress to staff, parents and carers.
Social, Emotional and Mental Health (e.g., Emotional Difficulties, Mental Health Conditions, Social Difficulties)	<p>Students who are identified as having social, emotional and mental health needs may require additional support and care due to the impact that this may have upon their learning, progress and achievement. This support may also be provided from a pastoral and behavioural perspective, therefore strong links exist between the SEND Department and the school's Pastoral Team. Types of support that we provide for students with social, emotional and mental health needs are:</p> <ul style="list-style-type: none"> ▪ The school provides exceptional pastoral care for all students. Each student has a Form Tutor, their first port of call, with all Year Groups having their own Head of Year. Heads of Year are led by Key Stage Leaders who are, in turn, led by the Assistant Headteacher Pastoral. The Assistant Headteacher Pastoral is also the Senior Leadership Team link for SEND, therefore both the SEND Department and Pastoral Team work extremely well together to provide the very best support, care and guidance to all students, including those with SEND. ▪ The school provide comprehensive pastoral and safeguarding support for all students through very regular input via Form Time, assemblies, group sessions, the Pastoral Programme curriculum, Awareness Weeks and Parental Information Evenings. ▪ Individual students receive brilliant pastoral support from Pastoral Leaders within school, with care given to the highest standard, involving parents, the school nurse, school counsellor, GP and other external agencies. ▪ The school has two school counsellors who support students fully with their mental, emotional and physical health. ▪ We seek support from external agencies such as School Health, Children's and Young Peoples' Service (CYPS), Child and Adult Mental Health Service (CAMHS) as well as Children's Services. ▪ The school has an outstanding behaviour climate with behavioural policies based on encouraging students to make positive decisions that are then acknowledged within the school's celebration of student success policy. ▪ If a SEND student engages in serious, poor behaviour, the student's additional needs are always considered when making a judgment and decision regarding sanctions moving forward. ▪ Within the SEND Department, one-to-one and small group sessions take place focusing on emotional understanding and social skills. ▪ We have a specialist SEND area, the Inclusion Suite, where students on the SEND register, as well as students with other emotional/pastoral needs, can visit if they feel they need some quiet time/support. This includes social time. ▪ The Inclusion Department runs various intervention programmes for students who are struggling with numeracy and literacy, building confidence and self-esteem. ▪ The Inclusion Department has delivered 'Key Skills' sessions for students of varying ages groups, to ensure all students are equip with key skills for the modern world. ▪ Where a student has SEND and is also a Looked After Child, we have a designated teacher and LAC coordinators in school to ensure students are fully supported. ▪ We have an on-site Chaplain to assist with spiritual and emotional development. ▪ A huge variety of clubs run before school, during social times and afterschool, providing SEND students with a range of extracurricular activities. ▪ We use risk assessments and take action to ensure the safety and inclusion of all students within all activities, including external trips, visits and residential.

	<ul style="list-style-type: none"> ▪ We work closely with our feeder primary schools to ensure effective transition. Pastoral Leaders meet with all Year 6 teachers and Headteachers from every primary school where Year 6 students are enrolling into our Year 7 cohort. SEND students in Years 5 and Year 6 have specific transition days at school, in advance of the new school year, to increase their familiarity and confidence with the school, its site and our key staff. All relevant SEND information between transition points is discussed and implemented with teaching and support staff. We ensure that all students leaving the St Mary's at the end of Year 11 are provided with excellent Information, Advice and Guidance, working with Connections throughout. ▪ Staff received regular, high quality continued professional development around SEND, including support for emotional, physical and mental health. ▪ The school's Local Governing Body are updated regularly with regards to the progress, achievement and support that SEND students are offered, with regular and purposeful monitoring and evaluation taking place. <p><i>The above examples of support offered should also be read in conjunction with the school's Safeguarding Policy, Behaviour Policy and Anti-Bullying Policy (please see school website).</i></p>
Sensory and Physical Needs (e.g., Hearing/Visual Impairment, Multi-sensory Impairment, Physical Disabilities and Medical Needs)	<p>Amongst other things, students classified as having sensory and physical needs may require support with a visual or hearing impairment. They may have medical needs that affect their progress and ability to learn. Support we provide for students includes:</p> <ul style="list-style-type: none"> ▪ Support and aides to ensure access to the curriculum and develop independent learning. ▪ Designated first aid trained staff within the SEND Department and across school. ▪ Support from agencies such as Occupational Therapy and Physiotherapists. ▪ Access to medical interventions. We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed. ▪ A collaborative approach through working closely with SENTASS Hearing and Impairment and Visual Impairment Teams to ensure all students' needs are met. ▪ Disabled toilets on the ground, first and second floor. ▪ Entrances to our school with wheelchair access. ▪ A lift to allow ease of movement between our ground, first and second floor. ▪ Specific risk assessments around external trips/visits. ▪ Specific risk assessments for fire evacuation for relevant SEND students. ▪ Small group or targeted intervention programmes to help students improve skills, for instance, The Motor Planning programme and Static and Dynamic Balance programme, both develop by Paediatric Occupational Therapy.

The above overview of our SEND provision endeavours to provide a flavour of the different ways in which we support our SEND students here at St Mary's. Due to the school's central aims of being a truly inclusive, comprehensive academy, we strive to support all students fully whilst encouraging every student to play an active role in all aspects of school life. Therefore, the school's teaching, learning, curriculum and pastoral care is available and accessible by all.

Our curriculum intent, implementation and impact are designed to ensure that SEND students and their needs are central to the quality of education that is provided. The information below outlines how SEND provision runs through all aspects of our curriculum here at St Mary's:

Intent	Implementation	Impact
At St Mary's, our purpose for SEND is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is essential that our students are equipped with the skills needed to become independent,	At St Mary's all teachers are teachers of SEND as we believe that through our approach to 'quality first teaching' every teacher must be capable of teaching SEND students to the highest standard. As such, inclusion is a thread that runs	As a result: <ul style="list-style-type: none"> ▪ Here at St Mary's, students feel safe, happy and respected. ▪ All students are provided with the opportunity to develop themselves spiritually, with

<p>inquisitive learners both in and out of the classroom.</p> <p>Through high quality planning, teaching, learning and provision we:</p> <ul style="list-style-type: none"> ▪ Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised. ▪ Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable all students to understand the relevance and purpose of learning. ▪ Develop students' key skills, functional skills and life skills to promote independence and resilience. ▪ Monitor and review the progress of SEND students using a student centred approach. ▪ Ensure that the learning environment is accessible and takes into account the needs of different learners. ▪ All SEND students have their own bespoke 'Pupil Passport' that is then shared with the student's teachers to ensure that the teaching, learning and assessment received is tailored to child's needs. This Pupil Passport includes information regarding the student's specific SEND, strategies that staff should use with that student as well as information that child would like staff to know about them. ▪ Provide strong continued professional development for staff in relation to SEND, ensuring that the training is practical as well as theoretical to ensure training, techniques and strategies can be implemented within the classroom. ▪ Work in partnership with parents and carers. ▪ Work closely with external agencies and other professionals to support our SEND students. 	<p>through every area of the school. This notion of inclusivity is complemented through the excellent collaboration between senior leaders, middle leaders, teachers, support staff, external agencies, parents and most importantly, our amazing students. Therefore, here at St Mary's, students with SEND are:</p> <ul style="list-style-type: none"> ▪ Fully included in all aspects of the school day. ▪ As with all students in school, they are supported in their learning through our quality first teaching approach, where learning is differentiated by need, in order to ensure all students reach their full potential. ▪ All students, including SEND students, are recognised as children of God and, as such, every child has God given gifts and talents to grow, develop, share and celebrate. ▪ On occasion, to support specific needs fully, some students will access individualised support, through 1:1 sessions that support life skills, numeracy and literacy. Purposeful intervention can provide immense benefits therefore individualise work/small group work has its place in amongst a broad and balanced curriculum. ▪ SEND students have further support from Inclusion Staff, with all EHCP students having access to their own Learning Support Assistant during lesson time based upon need. ▪ Where appropriate internal and external services provide additional support with speech, hearing and language development, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CYPS, CAMHS and the Local Authority, we use those adults to deliver bespoke programmes tailored to the student's individual needs. 	<p>students acquiring a strong moral and ethical compass.</p> <ul style="list-style-type: none"> ▪ Student behaviour is outstanding. ▪ Students feel included, considered and comfortable. ▪ Difference is celebrated, allowing students to be the person they want to be in the knowledge that the environment here at St Mary's is a tolerant, compassionate, forward thinking school. ▪ Engagement in school is excellent with SEND student attendance being strong. ▪ Students develop key skills, knowledge and understanding within high quality lessons. ▪ SEND students have access to and engage in a variety of extracurricular clubs. ▪ Achievement of all students, including SEND, is very strong. At the end of Year 11, SEND students studying GCSE/Vocational subjects achieve higher progress, on average, than non-SEND students nationally. ▪ Many SEND students remain at St Mary's by transitioning into our Sixth Form, where SEND support and provision is equally as strong. Those who leave St Mary's at the end of Year 11, do so having developed good independence and life skills. Those students are supported fully in their transition into post-16 education, training and workplaces.
<p><i>* The above should be read in conjunction with the school's Teaching and Learning expectations.</i></p>		

COVID-19

Due to the significant challenges presented by the COVID19 pandemic, as a school we are aware of the further implications that the pandemic can and has caused our SEND students, their families and our local partners. At the

start of the pandemic, we were quickly aware that increased support would be required for our students and staff who may be suffering with anxiety, physical/mental health problems, isolation, bereavement and social issues. In line with the school's *Safeguarding Policy* and *Remote Teaching and Learning Policies*, we have supported our SEND students fully over the course of the pandemic from a pastoral, curriculum, teaching and learning point of view.

During both national lockdowns, where schools closed nationally for the majority of students between March 2020-July 2020 and January 2021-March 2021, all EHCP students were invited to attend school each day, with some parents opting to send their EHCP child into school. In school, high quality provision was provided, with EHCP/vulnerable/Critical Worker children being supported in their learning by teaching staff and Learning Support Assistants. The Inclusion Team and Pastoral Team called the parents of our EHCP students daily for the duration of both lockdowns (including the parents of the EHCP students who were attending school). These phone calls provided students and parents with a great level of reassurance, support and care during such an uncertain and unprecedented time. Bespoke risk assessments were completed for all of our EHCP students, which were then shared with the three Local Authorities that we worked alongside at the time (Newcastle Local Authority, North Tyneside Local Authority and Northumberland Local Authority). School updated all three Local Authorities every week during the above lockdowns in relation to each EHCP child and the progress that they were making. Students with SEND were also contacted regularly via staff in school to ensure that their needs and education were being supported fully.

High quality teaching and learning was offered to all students during the above school closures, with staff continuing to differentiate and scaffold learning for SEND students. The school continued to follow our normal, in school timetabled, therefore during both lockdowns, students were provided with five hours of online school work each day. Regular feedback tools were used to ensure that students could share with their teachers which aspects of their learning they were enjoying/making progress in as well as any areas of challenge and difficulty.

During this academic year, the school introduced 'live' lessons during periods of school closure/periods of isolation. Therefore, during the January 2021-March 2021 lockdown and on occasions when SEND students have been required to self-isolate this year, SEND students have accessed five live lessons per day, five days per week, allowing them to interact live with their learning in a full and wholesome way. Learning Support Assistants also attended all live lessons, so that the EHCP student's Learning Support Assistant was present in the learning experience and could then support accordingly. Where SEND students did not have access to IT equipment, school loaned brand new laptops for students to use at home, with over 150 laptops loaned this academic year to students across Years 7-13.

Despite the immense challenges that all schools have faced during the pandemic, we are proud of the support and education that our SEND students received/continue to receive during this unprecedented time. Our COVID19 support for all students, including SEND students, continues today across all areas of school life.

SEND Provision: Important Contacts

Outlined below are relevant, external contacts that may be useful to SEND students and their families:

- Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service, (formerly known as the Parent Partnership Service)

Offers impartial information, advice and support in relation to a child's SEND. Telephone 0191 284 0480 or email Judith.Lane@newcastle.gov.uk or you can access their website.

- Northeast Special Needs Network

Supports families with disabled children and young people from birth to 25 years. Telephone 0191 281 2485 or email admin@nsnn.org.uk

- Newcastle Families Information Service
Provides a guide to local organisations, childcare and events.

- Helpful websites:

- The National Autistic Society: www.autism.org.uk
- Dyslexia Action: www.dyslexiaaction.org.uk
- Attention Deficit Hyperactivity Disorder: www.adhd.org.uk

- Link to Newcastle City Council's 'Local Offer' website can be found on our school website, within the 'SEND' tab.

For any further information regarding SEND queries, please contact our SENDCO, Mrs Coady, here at school using either our school phone number (0191 2153260) or school email address (admin@st-marys.newcastle.sch.uk).