

SEND INFORMATION REPORT 2022 - 2023

Special Educational Needs and Disabilities (SEND) Information

This SEND Information Report provides details about how the Special Educational Needs and Disabilities Policy is implemented to support students with SEND at Sacred Heart of Mary Girls' School. The Special Educational Needs and Disability Policy includes guidance from the SEND Code of Practice (January 2015), the Equality Act (2010) and the Children and Families Act 2014 relating to school systems for responding to the needs of pupils with SEND – a copy can be found on the school website. Sacred Heart of Mary Girls' School is committed to providing an inclusive education environment, where the teaching, learning, achievements, attitudes and well-being of all pupils' matter. The Special Educational Needs Co-Ordinator (SENCo) is Ms J Dosoo, she can be contacted by email (JDosoo@mary.havering.sch.uk), or telephone (01708-222-660). If your child has a Special Educational Need or Disability and/or you would like more information, please contact Ms J Dosoo.

How does the school know if young people need extra help and what should I do if I think my child may have special educational needs?

On entry and other points of transition, the Sacred Heart of Mary Girls' School (SHOM) liaises very closely with primary schools and other providers to ensure that our information is up to date and relevant. Where necessary, some individualised arrangements can be put in place for pupils who may be vulnerable over this period. Detailed plans and interventions will already be in place for young people whose needs are already identified on entry. If a teacher or parent/carer perceives that there may be a difficulty which has not been previously identified, they can speak to the SENCo by arrangement. The SENCo will then examine the most recent learning data, speak to all of the relevant staff and may undertake or commission additional assessments/ investigations. The views of parents and carers are important to us and vital to this process.

How will SHOM staff support my child?

SHOM staff will undertake to deliver quality first teaching, monitored by middle and senior leaders as part of the regular review and observation cycle. The SENCo is also responsible for ensuring that interventions impact positively in terms of outcomes for the pupil and represent best possible practice and value for money. Heads of Departments, Heads of Year or the SENCo are available to meet parents/carers by appointment to discuss such concerns. We never assume that "one size will fit all" and will always aim to be as flexible as possible in ensuring bespoke provision where needs warrant.

How will the curriculum be matched to my child's needs?

Students are set according to ability in most core subjects. There is appropriate academic and social provision for gifted and talented young people and those whose learning may need significant support to facilitate progress. In order to maximise attainment in external examinations, we liaise regularly with examination boards to implement appropriate access arrangements. We maintain an inclusive approach to educating our girls, and therefore the majority of support is delivered within lessons.

How will I know how my child is doing?

All students are provided with a pupil planner with capacity for shared communication between home and school. It contains key contact details, and key dates in the school calendar. Pupil achievement data is gathered, collated and monitored regularly and shared with parents at our annual parent's evenings, and via the annual and interim reports. This data will also be used to identify concerns around progress and interventions implemented. The subsequent data will be used to measure the impact of intervention. Other measures are routinely used to gauge progress against other needs e.g., attendance data and other scales of emotional well-being and engagement. Parents will have opportunities to discuss progress with teachers at scheduled consultation events or informally by appointment, telephone or e-mail to individual teachers. We welcome and encourage ongoing communication between parents and school staff in order to ensure the best possible outcomes for our students. In addition, feedback is provided termly as per the calendar. At SHOM we are very proud of our strong pastoral system which consists of form tutors, subject teachers, Heads of Year and the Senior Leadership Team.

What Support will there be for my child's overall well-being?

The form tutors are generally the child's most consistent and stable point of contact. The form tutors can support pupils on a day to day basis and can respond to most routine concerns or enquiries. Our Heads of Year add to the support network and provide the 'next step' when it comes to support and advice in relation to both academic and pastoral concerns. Further to this, key members of the Senior Leadership Team oversee the support structures within the school and can also be available for consultation by appointment. We maintain strong partnerships with parents and firmly believe that working collaboratively will lead to the best outcomes for our pupils. In addition to bespoke consultations, all parents / carers are invited to join our parental support sessions held regularly throughout the year.

For pupils who require more specialist support with their emotional wellbeing and mental health, we are fortunate to have a Lead Learning Mentor whose services include; academic mentoring, individual and group therapeutic sessions, and hypnotherapy. Further to this, pupils may be seen by our part time independent school Counsellor, and access to a Brentwood Catholic Children's Society Counsellor or our school-based student social worker. Our SENCo can provide systemic family therapy consultations for families who are impacted by their child's Special Educational Need/Disability, in addition to the termly SEND Review meetings. Our SENCo works closely with Havering Educational Psychology Service and Havering Child and Adolescent Mental Health Service (CAMHS) to; seek specialist guidance and support, make referrals for additional assessments if needed, and to review and monitor outcomes.

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

In addition to the above, we have an excellent relationship with the Local Education Authority and regularly seek advice and guidance from The Educational Psychology Service and Specialist Advisors for Children with Hearing Impairment and Children with Visual Impairments.

A counselling service has been commissioned, which includes a Counsellor from Brentwood Catholic Children's Society and an Independent Counsellor. Pupils and families are referred to local bereavements if this specialist intervention is required. We work closely with local private diagnostic assessors and support parents who choose to seek private assessments or support. The school continues to work in conjunction with the Attendance Team in order to support and maintain high

levels of student attendance and we also make use of Alternative Provision as needed for pupils who are unable to attend school for significant periods of time.

The SEND Team are committed to ensuring positive outcomes for all pupils and work with the Careers Service to ensure that SEND pupils receive adequate Careers guidance as set out by the eight Gatsby Benchmarks. To ensure that our SEND students do not leave Sacred Heart of Mary Girls' School 'Not in educational Employment or Training' they are offered additional and specialist consultations with a NEETs Advisor and with the School Careers Adviser.

What training have the staff supporting young people had?

All staff at the Sacred Heart of Mary Girls' School take part in an intensive induction, training and support programme on joining the school. Furthermore, all staff participate in a twilight programme of Continued Professional Development throughout the year which centred on catering for the individual and specific needs of our students. Training sessions offer insight and strategies to support a range of different Special Educational Needs and Disabilities and staff are encouraged to share best practice and develop their Quality First Teaching Strategies. We recognise that some individuals will have specific needs and look to develop suitable approaches to support in conjunction with external agencies and the Havering CAD 5 – 19 Team. All staff have access to training sessions throughout the year focused on improving the educational experience and outcomes for our students. The SENCo and Learning Support team are available for consultations with staff to offer advice on individual student needs.

The SENCo is an experienced and qualified teacher, holding the Post Graduate qualification in Special Educational Needs Coordination (NASENCO), a MA in Education Management and Inclusion, a Post Graduate Certificate in Psychometric Testing, Assessment and Access Arrangements (British Psychological Society Registered Test User) and a Postgraduate qualification in Child, Adolescent and Family Psychotherapy and Emotional Wellbeing. The SENCo is the designated Specialist Assessor for Exam Access Arrangements and conducts specialist psychometric testing for pupils who are identified by teaching and support staff. Applications for Exam Access Arrangements are made in accordance with Joint Council for Qualifications (JCQ) guidelines and regulations and parents can request specialist assessments with the SENCo, if they have specific concerns (which are supported by staff observations). The SENCo is a qualified Systemic and Family Psychotherapy Practitioner, with experience in CAMHS, and can also provide a limited number of family support sessions for parents and pupils on the SEN Register who require additional support in relation to the impact of their need/disability. As needed, the school will look to external agencies to provide specialist advice and training.

All support staff in the Special Educational Needs team receive specialist training in supporting teaching and learning in the classroom, Safeguarding Children, Access Arrangements, and a range of special needs related to Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and Physical Needs. It is expected that all Learning Support Assistants undertake a nationally recognised qualification in Supporting Teaching and Learning within the first three years in post. Eight out of our nine Learning Support Assistants are qualified Teaching Assistants and a further two hold the Higher-Level Teaching Assistants qualification.

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

We welcome the support and involvement of parents in their children's learning. Parent/carer liaison is routinely managed through the student planner. Parents/carers are encouraged to contact staff directly by telephone or by e-mail. All staff are very happy to be very flexible in their liaison with

parents to ensure that the appropriate support is in place for students both at home and at SHOM. Parents can be provided with Google Guardian access to their child's GoogleClassroom, to enable them to view details of the homework that has been set by subject teachers and monitor that it has been completed. Parents are invited to whole-school Parent Consultations/Parents' Evening in addition to termly SEN Reviews.

How will I be involved in discussions about and planning for my child's education?

We aim to develop close and mutually supportive relationships with parents/carers from the point of transition. Where students have SEND, transition is usually extended, and in extreme cases, bespoke. We aim to involve parents as a source of expertise on the needs of their child. There are regular opportunities to engage with subject and pastoral teams to review progress and set new targets. There will also be other opportunities to discuss your child's learning during termly SEN Review (or the annual EHCP review for students with an EHCP). In the Autumn term, the SENCo will update all Pupil Profiles in consultation with the parents and child. A copy is sent to subject teachers to ensure that individual needs are understood by staff involved with your child.

Parents and carers are represented on the governing body. In addition to our Parent Consultation Evenings, both parents and students are encouraged to attend Options Evenings to support the transition from Years 9 – 10, Years 11 to Sixth Form / College and Year 13 to Further Education. These evenings enable another opportunity for parents / carers to meet with staff to explore potential programmes of study for students.

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

We actively seek to ensure that ALL students are included in all activities including trips. All activities outside the classroom are individually risk assessed and where necessary resourced and supported to maximise the engagement in and the impact of the activity on all the young people who are participating. Trips are regularly used to enhance social skills or subject knowledge and are seen as a valuable element of the curriculum. In addition to whole-school trips organised throughout the year, We offer targeted extracurricular activities for SEN students to provide greater access to opportunities that will further enhance the delivery of the curriculum and develop independence.

How accessible is the SHOM environment?

The accommodation is comprised of four main buildings which are all multi-storey and three one storey buildings which house Music, Business Studies and a conference facility. The four main buildings do not have lifts, however two stair lifts have been fitted to enable access to our hall. There are disabled toilets in A Block, the 6th Form building and C Block. Adjustments have been made to make the site more accessible and ramps have been installed to facilitate access to the buildings. The site covers 4 –5 acres and the outside space includes a large grassed recreational area that is very uneven and therefore inaccessible to wheelchair users and challenging to those with physical impairments. The stairs have been painted with a strip to increase visibility for visually impaired students in addition to other recommendations suggested in our Visibility Audit.

Who can I contact for further information?

The first point of contact for pastoral issues is the form tutor. For academic matters the subject teacher. If further clarification or support is needed, the Subject Leader or the Head of Year are likely to be able to provide assistance. The SENCo can be contacted by email

(JDosoo@mary.havering.sch.uk) and by telephone (01708-222-660) for matters related to your child's Special Educational Needs, and requests can be made for appointments subject to diary commitments.

How will SHOM prepare and support my child to join the school, transfer to a new school or to the next stage of education?

There is a comprehensive induction programme for all pupils joining Year 7 and all pupils joining the school 'In-Year' are allocated a 'buddy' to support them in transition. There are 'Settling In Meetings' for parents of pupils in Years 7 & 12 and there is a 'Transition Evening' for Year 7 parents. Options Evenings and a 'Higher Education Evening' prepare pupils for transition to KS4, KS5 and Post 18 education. There is a full CEG programme from Year 7 –13 which prepares pupils for the world of work and higher education. A NEET Advisor gives support to pupils from Years 9-11. We aim to ensure that transitions are positive and we implement a bespoke package if appropriate. We involve appropriate agencies at points of transition to ensure that the processes run smoothly with good outcomes. We are always keen to discuss and plan with parents/carers to ensure that the transition is a positive experience for them as well as the young person.

How does the school know if children need extra help? What should I do if I think my child may have special educational needs?

We routinely use information provided for us by parents/carers, primary or previous schools and professionals from other agencies to plan interventions. In addition, subject teachers, Subject Leaders and the Learning Support Team regularly monitor attendance, learning data and other well-being indicators to identify the need for additional support. If you feel that your child has not received sufficient support, parents are encouraged to contact the school and share concerns which will always be thoroughly investigated.

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

Decisions about how much support is allocated is dependent on the level of need and impact of interventions. If a young person has an Education and Health Care Plan, we ensure that statutory requirements are met (as a minimum). We also seek and follow guidance from other professionals working with the child/ family and take on board the wishes and feelings of the young person and parents/carers.

Provisions for SEN Pupils during Covid 19 national lockdown restrictions. (In line with The Coronavirus Act 2020 modifications of Section 24 of the Children and Families Act 2014 (England) Notice 2020.

What provisions did pupils with SEND entitlement receive during the period when schools were closed due to national or local lockdown restrictions?

All schools were ordered to close in March 2020, retaining a small skeleton staff to provide education for children of Keyworkers, and some 'vulnerable' children. During this time Sacred Heart of Mary Girls' School invited vulnerable pupils (including Special Educational Needs and Disabilities) and children of Key Workers to take up a limited number of places both within the school and on

occasions at a local “Hub” school. These were staffed by members of the Senior Leadership Team, Teaching Staff and Support Staff on a rota basis.

Remote learning took place through a combination of live lessons using GoogleMeet, planned activities on GoogleClassroom, and specialist online SEND interventions for literacy and numeracy. Learning Support Assistants continued to provide support to pupils on the SEN Register by joining live lessons and remoting interventions to support with online learning. The SENCo made regular telephone contact with families and provided virtual SEN intervention lessons for pupils.

Since the lifting of national and local lockdown restrictions we have continued to provide teaching and learning (through a range of methods) to pupils who are unable to attend the classroom either due to; isolating due to positive Covid infection, or shielding due to being Clinical Extremely Vulnerable.

Did you allow children with EHC plans to attend school face to face during national restrictions?

The Department of Education guidance on SEN Risk Assessment recommended that **where a pupil will be safe or safer at home, they should remain at home, and where they will be safer in school they should be encouraged to attend “if they can”**. All pupils with an EHCP were offered a place at the school during national lockdown restrictions, although there was limited uptake in this particular group.

Did annual reviews still take place during national lockdown restrictions?

The amended regulations meant that annual reviews still needed to be carried out, but the usual deadlines were relaxed. The Coronavirus Act 2020 gave the options for the Secretary of State to temporarily disapply the requirement to carry out annual reviews where this is considered to be appropriate and proportionate. During this time the SENCo maintained contact with families with a child on the SEN Register and a number of SEN Reviews and EHCP Annual Reviews were able to take place remotely using platforms such as Zoom and GoogleMeet. The SENCo was available to contact by mobile phone and email.

It is not envisaged that national or local lockdown restrictions will take place again in the immediate future, however, should this be the case the adjustments mentioned would be implemented to provide continued support for your child.