

ST JAMES'

CATHOLIC HIGH SCHOOL

SEND Information Report and Policy

Date of Adoption	December 2024
Review Date	December 2025

St James' Mission Statement:

*To ensure everyone within our school **family** achieves their full potential, to encourage learning and development through **faith**, and to strive for **excellence***

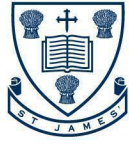
Rationale:

As part of our St James' family we value all our pupils equitably. As an intrinsic part of the Catholic ethos of our school, we support children who require additional support and enable them to develop and become the person God calls them to be, recognising the unique vocation of every person and encouraging the full potential of every child. We uphold the dignity of all individuals, especially those who are more vulnerable.

The policy outlines strategies for supporting the academic, social, and spiritual needs of children with special educational needs and/or disabilities. It emphasises individualised approaches that cater to their unique learning styles and requirements, ensuring a comprehensive educational experience. The principle of solidarity highlights the importance of community and the call to stand together, particularly with the most vulnerable. We are committed to high standards of education and support for children with special needs, ensuring continuous assessment and improvement of educational practices to meet the evolving needs of these children effectively.

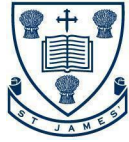
Aims:

- To ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities
- To share individual pupil needs with all who are likely to teach and support them
- To enhance our inclusive ethos to allow our pupils, whatever their needs, to access all activities



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SEND Information Report

This SEND Information report details how St James' Catholic High School will use our best endeavours to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities and that those needs are made known to all staff who are likely to teach and interact with them. The school will use best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs and/or disabilities, to allow those pupils to fully participate in all activities the school provides together with those pupils who do not have special educational needs.

For the purposes of this report, SEND will refer to Special Educational Needs and/or Disabilities.

St James' Catholic High School follows the Code of Practice (January 2015) when carrying out its duties towards all pupils with special educational needs and disabilities and we affirm our responsibilities under the Equality Act 2010.

For further information on Stockport's LOCAL OFFER (A one stop shop of information and support services for children and young people aged 0-25 and their families with SEND) please visit:

www.sensupportstockport.uk

Special Educational Needs and Disabilities (SEND)

The Children's and Families Act 2014 states that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to, or different from, that which would normally be provided for children or young people of the same age in their education setting.

The Equalities Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term negative effect on a person's ability to do normal daily activities.

Long term means 12 months or more.

What are the 4 areas of need?

We provide for pupils who have needs under the four main categories of SEND:

- Cognition and Learning
- Sensory and Physical
- Communication and Interaction
- Social, Emotional and Mental Health

This can range from the needs listed below, but is not restricted to:

- Autistic Spectrum Condition/Disorder ASC/ASD
- Dyslexic type tendencies * dyslexia/Identified dyslexic traits
- Dyscalculia
- Developmental Coordination Disorder (DCD/Dyspraxia)
- Attention Deficit (Hyperactivity) Disorder (ADD/ADHD)
- Tourette's Syndrome
- Speech, Language and Communication Needs
- Mild Visual Impairments (VI)
- Hearing Impairments (HI)
- Social, Emotional (including mental health) Needs



- Anxiety Disorders
- Moderate Learning Difficulties (MLD)
- Oppositional Defiant Disorder (ODD)
- Attachment Disorder
- Neurological Disorders
- Physical Disabilities

How do we know if your child needs extra help?

We identify whether a child needs extra help through SENCO and transition team visits to partner primary schools in the summer term. Our SENCO liaises with the primary school SENCO and is invited to attend Year 5 and 6 review meetings to advise and plan strategically for pupils that are expected to join St James'. We ask our primary school partners for information regarding needs and interventions that are in place. We offer additional SEND transition mornings to those children requiring a more enhanced offer, often these pupils are invited for tours with parents/carers that can include meetings to discuss pupil needs further. We plan accordingly to meet the needs of the pupils due to transition to St James'.

On arrival at St James', every pupil in Year 7 will complete a series of assessments within the first half term to identify any learning needs and to allow us to plan accordingly for the new cohort.

One Page Profiles

Each child with identified additional needs will have a 'One Page Profile', which outlines their interests/strengths as well as barriers to learning and strategies to support them. This is shared with all teaching staff via our live SEND register and updated regularly to ensure that quality first, inclusive teaching takes place.

SEN Support Plans

For those pupils who require 'additional to or different from' quality first teaching, they will have a SEN Support Plan which follows the Assess, Plan, Do, Review cycle. These are created in collaboration with pupils and their families and are reviewed to show impact of the support provided and show the progress that pupils are making towards target outcomes.

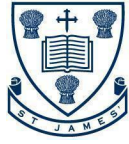
Early Identification of need

All staff at St James' have access to the SEND Concern Referral Form, which can be completed if they have concerns over the learning and wellbeing of any children in our care. Our staff will share evidence of strategies and/or adaptive teaching at our universal level as well as any conversations that have been had with parents/carers and/or pupils. These forms are passed to our SEND team for further investigations and discussion in cooperation with families. If you have any of your own concerns, please contact the appropriate person, usually the child's Form Tutor in the first instance.

Progress and attainment data are used termly, tracked by class teachers in the different curriculum areas, Heads of Faculty and SENCO. Any child failing to make progress can be identified to the SENCO after the universal offer of quality first teaching has not helped to close the gap in progress.

A range of internal screening tests can also be carried out to help identify needs, including the use of tracking tools and questionnaires that can identify needs. This can include but not be restricted to:

- Cognitive Ability Tests (CATS)
- LUCID Exact
- Dyscalculia screener
- Wide Ranging Achievement Tests (WRAT)



- Speech and Language Assessment (SALT)

High Needs - Educational Health and Care Plans:

If your child already has an Education Health and Care Plan in place prior to starting at St James', this will be made known through the local authority's consultation process and it is likely that the SENCO will contact you prior to starting school to organise an enhanced transition and discuss provision.

If you feel your child requires an Education Health and Care Plan to support them in school, please contact the SENCO in the first instance. A multi-agency meeting will usually have already taken place and there should be a history of the child having 'additional to and different from' provision within the school setting. An Education Health and Care Plan is usually required when the school has exhausted all of the support available to them and more support is still required to meet the child's needs.

How do we support transition from KS2 and post-16 providers?

The SENCO and Assistant SENCO meets with parents/carers and pupils from primary school by attending Year 5/6 SEND reviews. We offer school tours for pupils and families who are struggling with transition and also invite families to Open Evening to familiarise themselves with the school environment. Information on transition to post-16 providers is shared when requested, and extra visits/taster sessions are arranged for pupils with SEND. Pupils with Education and Health Care Plans (EHCP) have a college representative present at their Year 11 annual review and a bespoke carers' support service is provided starting at the end of Year 10, this includes advice on post-16 provision and careers meetings.

'My son has found the transition from Primary School to Secondary to be tricky due to him having Autism. The SEND department has gone above and beyond to ensure that he feels safe and comfortable at school by making various reasonable adjustments for him.'

Anonymous parent, 2024.

Who do you speak to at the school if you think your child might have special educational needs?

Form Tutor:

Form Tutors have a good understanding of the day to day needs of all children in their Form. They are usually the first person that the child sees every day and the first form of pastoral support for any child. They would be the first point of contact for you to discuss any concerns or needs.

Class Teachers:

Class teachers are responsible for the progress of all children in their classes. They are responsible for adapting their teaching to meet the needs of all children and are the point of contact should you have a subject specific concern or need about your child.

Directors of Faculty:

Directors of Faculty are responsible for monitoring the progress of your child and identifying, planning and delivering any subject specific additional help that your child may need. They are also responsible for ensuring that quality first teaching strategies are being followed in all classes within their faculty.



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Heads of Year:

Heads of Year are responsible for coordinating the provision of pastoral support, including behaviour support, and monitoring the whole Year group.

Pastoral Managers:

We have three non-teaching Pastoral Managers who are available to discuss a wide variety of pastoral needs; they act as key workers for a number of our children and spend time supporting the Designated Safeguarding Lead and Behaviour Lead to support our pastoral care provision.

Mental Health and Wellbeing Lead:

Our Mental Health and Wellbeing Lead works with a number of children who are presenting with low level social, emotional and mental health needs, using holistic approaches to support these children whilst communicating with families to discuss the provision, as well as any referrals to other professionals outside of school.

SEND and Pastoral Administrators:

We have two staff members who support the SEND and Pastoral Team at St James'. Their roles involve: collating pupil voice and teacher feedback and parent/carer views ahead of annual reviews; liaising with parents to gather up to date information and data in relation to their child; and to invite families to events throughout the year.

Special Educational Needs and Disabilities Coordinator (SENCO) - Miss V Bickerton

The SENCO has responsibility for coordinating the support for all pupils with SEN and the development of the SEN Policy and Information Report to ensure that all pupils get a high quality response that is personal to their learning barrier or identified need.

The SENCO also ensures that all families are involved in supporting the child's learning and kept informed of how the child is supported and what progress they are making. Parents and carers are involved in the reviewing of needs annually, including the gathering of their views and, most importantly, the views of the child.

Liaising with professionals from outside agencies, e.g. Speech and Language Therapy, Autism Team etc. and coordinating visits is also a vital role to ensure that pupils with SEND achieve the best possible progress in school. The SENCO is responsible for updating the SEND register and making sure records are kept up to date to show the progress of children. The SEND register is shared with all staff working with children in the school to ensure that the correct provision is delivered.

Headteacher - Mr A Pontifex

Mr Pontifex is responsible for the day to day management of all aspects of the school, including the support for pupils with SEND. He gives responsibility to the SENCO, Pastoral Team and subject teachers to ensure the correct provision is available to meet children's needs. He is also responsible for reporting all issues, data and updates on SEND to the Governing Body.

SEND Governor – Mrs Julie Johnson



The SEND Governor is in place to champion the needs of pupils with SEND. Ensuring that the board considers SEND during its strategic discussions including: attendance, behaviour, curriculum, co-ordinating activities and educational visits. They will make sure that the school has appointed a suitable trained SENCO and monitor all aspects of SEND throughout the academic year. They will be involved in the production of the SEND Policy and Information Report and be a critical friend when evaluating the current SEND provision and support the SENCO in producing the Faculty Improvement Plan.

SEND Department Staff Roles:

Mrs Y Rezzano	Access Arrangements Coordinator Enhanced Reading Intervention Learning Mentor
Mrs Z Smith	Learning Support Assistant for English Toe by Toe Intervention Learning Mentor Emotional Literacy Support Assistant (ELSA) Lego Therapy Learning Mentor
Mrs Y Li	Learning Support Assistant for Maths Power of 2 Intervention Learning Mentor Homework Club Coordinator
Mrs R Naqvi	Learning Support Assistant for Science
Mrs S Brown	Learning Support Assistant for PE Motor Skills United Intervention Learning Mentor
Mrs S Kazmi	Learning Support Assistant - classroom based Emotional Literacy Support Trainee (2024/25) Lego Therapy Learning Mentor
Mrs E Cheung	Learning Support Assistant - classroom based
Mr J Raftery	SEND and Pastoral Administration
Mrs M Walsh	SEND Review Administration And School Tour Coordination

How we consult with young people with special educational needs and/or disabilities and involve them in their education.

At St James' Catholic High School, we believe that a pupil's voice should be at the centre of their education and in doing so, involve them in the review process of their support planning. We also invite pupils to attend and take part in their annual review meetings. The pupils complete their own One Page Profile to help all staff to understand the interests and concerns of our SEND pupils. All pupils identified with SEND are invited to take part in pupil voice activities where they can comment on the provision and support at St James' to inform our future planning and make improvements to our provision. All of our One Page Profiles include the statement, 'Nothing about me, without me' to reiterate the importance of the child's voice.



How we help you to support your child's learning.

At St James' we believe in working in partnership with parents/carers. If your child has an EHCP or is on SEN Support, then you will be invited to attend an annual review meeting for your child. This is an opportunity for you to share information about them, their needs and review their progress in order to plan and set new targets for the following year. To improve record keeping and the quality of the parent/carer voice, we now use Google Forms to capture your opinions, aspirations and any concerns you may have about your child prior to the annual review.

The SEND team are also available at Parent/Tutor Evenings in Year 7 and Parents' Evenings throughout the year to discuss progress and other matters.

A member of the SEND team may contact parents/carers as different matters may arise regarding a young person. The SEND team are also available to be contacted by parents/carers and a meeting can be arranged if required.

At St James' pupils are fully integrated into lessons. However, they may be withdrawn for specific, evidence-informed interventions. We also offer in class support with a team of highly dedicated Teaching Assistants (TAs). A number of our TAs are subject based, and are key to a successful Faculty, both in terms of improving the independence of SEND pupils but also in raising concerns about pupils with SEND and non-SEND pupils. We work closely with the Stockport Local Authority SEND Team to ensure that we are meeting the outcomes on a child's EHC Plan.

How we know what progress your children are making and how we keep you and them informed.

Tracking data is constantly being monitored by Heads of Year and Subject Leaders and the Deputy Headteacher for Raising Standards. A young person who is not meeting targets may receive intervention within the subject area as part of our universal offer or could receive support outside of the classroom in the form of evidence-based intervention programmes. Reports are published termly and this contains data on your child's current progress and Attitude to Learning. The SENCO also meets with the Deputy Headteacher for Raising Standards to evaluate the progress of children with identified SEND needs, ensuring that they are progressing in all subject areas and have access to the appropriate interventions in addition to quality first teaching.

How we support young people with SEND and adapt our approaches and teaching to best support them.

The SEN Code of Practice states:

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

As part of St James' Teaching and learning policy we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered here at St James. Therefore, all teachers adapt work in order to meet the needs of pupils with SEND.

We also have a dedicated SEND Department with Teaching Assistants who run a range of intervention programmes and support our pupils in class. To support pupils further we have additional provisions including a 'lunch time nurture room' where pupils who find social time a barrier to their school day can come and engage in social activities or take time out to self-regulate. For children seeking a space away from the main canteen to



sit quietly with peers, the Pastoral Team also runs 'CS3' every lunchtime where children gather in a smaller space to eat their lunch, chat informally with Pastoral staff and talk to peers.

A similar offer is available to children before school, where they can complete visual timetables for the day ahead, discuss any concerns and take part in social activities to help with self-regulation prior to form time. This provision is based in CS3 and run by our team of Teaching Assistants.

The SEND and pastoral team are fantastic and support the family as well as the child. We feel they really want the best for our daughter and will do what they can to make sure that she's happy and settled.

Parent feedback from the SEND coffee morning, Spring 2024.

How have decisions been made to adapt the curriculum or change the learning environment to best meet the needs of all children?

The Senior Leadership Team and the SENCO monitor the effectiveness of teaching and learning through work sampling, lesson observations and pupil voice to decide how the curriculum may or may not require adaptation.

How are the staff in school supported to work with young people with special education needs and disabilities, and what training do they receive?

Advice and training are available through CPD sessions delivered by the SENCO and/or outside agencies such as the Autism Team and Stockport Inclusion Service. The SENCO advises and updates the Middle Leaders through Senior Leadership LINK meetings. There are also regular SEND meetings throughout the year where whole school updates are shared with all teaching staff.

The SEND team meets fortnightly to discuss pupils, complete training and plan provision for SEND pupils. Most recently, the Teaching Assistants have completed training on Adverse Childhood Experiences, Access Arrangement training and are currently completing Level 1 Let's Talk training to improve their Speech, Language and Communication support to pupils. The SEND team also have planned CPD via the National College to further develop knowledge and skills during the next academic year.

Information on a wide range of SEND is available to all staff. This will include information and strategies about how best to make provision for pupils with varied needs. The SEND register links to pupils' One Page Profiles and support plans, including reference to pupils' normal way of working guidance.

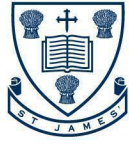
Teachers are equipped to make their classrooms 'dyslexic friendly' and with strategies to manage SEND needs such as Autism and ADHD.

Information about pupils with SEND is shared regularly by the SENCO to relevant teachers and support staff.

Support for improving emotional and social development.

The SEND team works in collaboration with the Pastoral Support team in order to ensure the positive emotional and social development of pupils with SEND. This includes having key adults for pupils if needed, referrals to our Mental Health and Wellbeing lead and drop-in sessions to discuss any issues and the monitoring of pupils who feel vulnerable. The school promotes an anti-bullying culture and has a zero-tolerance bullying policy using restorative approaches to support all pupils. Pupils are made to feel safe in school and are educated about who to speak to if they feel they need support.

Are there a range of services with which the school can liaise when seeking expert advice?



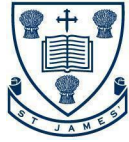
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We work closely with the Pastoral Support team and outside agencies to support all of our children.

There are a number of agencies who work regularly with St. James'. We call on these agencies when a need has been identified, advice is required or a referral is made. These include:

Agency	Contact information
Educational Psychology (E.P.)	Telephone: 0161 474 3879 E-mail: cypppsychology@stockport.gov.uk Website: www.stockport.gov.uk/
Stockport Inclusion Team	Telephone: 0161 437 4956 E-mail: Amanda.Lane@stockport.gov.uk Website: https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=0BTLuURVI5Q&localofferchannel=2
Speech and Language Therapist (SALT)	Telephone: 0161 204 4153 / 4154 ctsadmin@stockport.nhs.uk
Occupational Therapy (O.T.)	Telephone: 0161 204 4153/4154 E-mail: ctsadmin@stockport.nhs.uk
Physiotherapy	Telephone: 0161 204 4153/4154 E-mail: ctsadmin@stockport.nhs.uk
School Nurse	Telephone: 0161 835 6076
Sensory Support Service	Telephone: 0161 474 3906 E-mail: headteacher.sensorysupport@stockport.gov.uk Text: 07891 949 416
Children's Social Services	Telephone: 0161 475 6700



CAMHS	CAMHS, Treehouse, Stepping Hill Hospital Tel: 0161 716 5868
Stockport Autism Team	E-mail: autismteam@stockport.gov.uk

These agencies work in different ways at different times depending on the needs of the child – this may involve staff training, meeting with teachers/parents and/or working directly with a child.

Arrangements for supporting children who are looked after and have SEND

For a child with SEND who is also looked after by the local authority, they will be supported in the same way as all other children at St. James' with additional close liaison with the social worker and carer. Regular PEP meetings are led by a designated teacher at St James' with the SENCO invited to attend along with other key stakeholders.

How we check how well we are doing in meeting the needs of pupils with SEND.

At St James' we are constantly monitoring the progress of all our pupils. Senior leadership team and subject leaders discuss and check the progress of pupils through line management meetings. Governors monitor progress too. Data collected internally and analysed via SISRA provides valuable information about the progress of pupils, as well as intervention data. Pupils with SEND are invited to annual review meetings where their academic and social progress can be discussed and monitored. This in turn provides the school with the knowledge of the pupils' needs being met, or, if not, then how suitable interventions and organisations can be put in place to help the pupil and their families to ensure all needs are being met. Regular pupil and parent voice questionnaires are used to identify areas of improvement and annual coffee morning events are planned to meet with parents and carers in school and celebrate the work of our SEND pupils.

'I like the regular 'keeping in touch' sessions...these kinds of activities at a lower level prevent little problems from becoming big ones.'

Parental feedback - Coffee Morning, Summer 2024

How do we ensure that all children are included in activities outside the classroom, including physical activities and school trips?

Adaptations are made to the current school system to support pupils with SEND in the decisions whether to attend school trips. This is to ensure that no pupil with SEND is discriminated against and as a school we adhere to the Equality Act 2010. TAs support pupils with motor skills difficulties in practical lessons, for example PE and Design Technology. They also support pupils on trips who may find the change of environment difficult.

How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

Please refer to our accessibility policy. We can make arrangements for early exits from lessons for those who find crowded corridors too difficult to manage, and pupils can have alternative changing places for PE lessons. We are a single storey school so we are very accessible for wheelchair users. All main doors that are used as entrances and exits are equipped with a push button in order to be accessible by everyone.



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In order to secure any equipment needed to support children and young people with SEND, we liaise closely with the physiotherapy team. We can also make any adaptations needed based on their advice.

For children needing a safe space for self-regulation, we have Nazareth, which is a small, supervised office space where children can use self-soothing strategies and resources to help with regulation before returning to their mainstream classroom. Emmaus is another office area where children can visit, by appointment, to speak with one of our Pastoral Team or Mental Health and Wellbeing Lead as part of their support provision.

Admissions arrangements

The admissions arrangements of the governors are fair to all learners. As stated in the Admissions Policy, the admission of pupils with a statement of Special Educational Needs or an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with a Statement of Special Educational Needs or Education, Health and Care Plan who names the school, must be admitted.

In the case of pupils with an Education and Health Care Plan, the SENCO will work closely with the LA named officer. No pupil can be refused admission solely on the grounds that s/he has special educational needs, in accordance with the SEND code of practice. We consult with the LA to provide provision map costings that would be required to provide appropriate resources in order for the school to be able to meet need.

Access Arrangements

Examination access arrangements refer to any special arrangement that is made to enable a pupil to access examinations without being placed at a significant disadvantage compared to their peers. Children may meet criteria for extra time, a reader (adult or digital such as a reading pen), rest breaks, and a smaller number may be eligible to use a word processor or have a scribe to record their exams. It is important to understand that in order to avoid gaining an unfair advantage, any access arrangement can only be granted if it is the 'normal way of working' and the school has clear evidence of need over a period of time in reference to the JCQ assessment procedures and guidelines.

For GCSEs, access arrangements can, in most cases, be granted only if individual assessments have been carried out with a qualified assessor no earlier than the start of Year 9. If you feel your child is eligible for exam access arrangements, please contact the Access Arrangements Administrator in the first instance.

Where can you find the school's SEND policy and who can you contact for further information?

The latest version of the SEND policy can be found on the school's website.

What are our arrangements for handling complaints from parents of children with SEND about our provision?

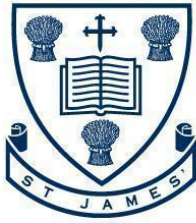
In the first instance parents with any issues should speak to the SENCO, who will then deal with the issue or direct your query to the appropriate person or persons. If you still feel your issue has not been dealt with satisfactorily, please contact the Headteacher.

SEND Faculty Contact Details:

General SEND Enquiries: SENDadmin@stjamesheadle.co.uk

SEND and Pastoral Administrator: J.Raftery@stjamesheadle.co.uk

SEND Administrator - Annual Reviews (SEND Reviews/School Tour Enquiries): M.Walsh@stjamesheadle.co.uk



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Access Arrangements Administrator: Y.Rezzano@stjamesheadle.co.uk

SENCO: V.Bickerton@stjamesheadle.co.uk

Assistant SENCO: S.Edwards@stjamesheadle.co.uk

Mrs J Johnson – SEND Governor: j.johnson@stjamesheadle.co.uk

Phone: 0161 482 6900

Keep up the fantastic work you do in supporting the students and parents at St James's as you really make a difference which is amazing.

Yr 9 Parent, September 2023