

SEND Information Report-September 2023

Contact details:

- The SEND department is coordinated by Anna Ramsden, Assistant Headteacher.
Anna Holgate (Assistant SENDCo), Liz Railton (Inclusion Manager) and Kerrie Litten (Healthcare manager) also have specific responsibilities within the SEND department.
- Email: smcsend@smchull.org
- Further information regarding support, services and activities available to young people with a special educational need and/or disability living in Hull or the East Riding, their families and the professionals who work with them can be found on the following websites:
<https://hull.mylcaloffer.org/>
<http://localoffer.eastriding.gov.uk/education/>

SEN needs that are provided for in our setting:

- There are four broad areas of Special Educational Needs identified within the SEND code of practice:
Communication and interaction
Cognition and learning
Social, emotional and mental health difficulties
Sensory and/or physical needs
- Within our setting we currently have learners with the following needs: Autism, Speech Language & communication needs, Sensory processing difficulties, Attachment trauma, Moderate/Severe learning difficulties, Hearing impairment, Visual impairment, Social Emotional and Mental health needs, Complex medical needs (including Heart defects, Spina Bifida, Cerebral Palsy, Friedrich's Ataxia), Foetal Alcohol Spectrum Disorder, Dyslexia, Dyspraxia and Diabetes.

Identifying learners with SEN and assessing their needs:

- If a member of staff raises concerns about a learner a cause for concern email is sent to smcsend@smchull.org
Once a cause for concern email is received parents are informed that this has been received by the SEND team and further information gathering is going to take place.
Information is then gathered from all teachers of the learner to identify any consistent barriers to learning.
Observations of the learner in lessons are carried out by the SEND team, feedback is gathered from teachers and pastoral colleagues and a conversation with the learner takes place.
The SEND department then decide if the need is SEN or if it is a concern that can be met by support from other teams within school (Pastoral, Safeguarding etc).

If it is agreed that there is an SEN need parents are contacted and informed that their child is going to be added to the SEND register – this is recorded on CPOMs and updated on SIMS.

Assessments that can be carried out 'in house' then take place to identify appropriate support strategies and exam access arrangements.

It is important to note that ASD and ADHD are medical conditions which can only be diagnosed by a medical professional. We screen students for processing speed in school but cannot diagnose Dyslexia or Dyscalculia. Learners for whom needs can be met by Quality First Teaching have a one page profile (pupil passport) which is shared with all adults who interact with the learner.

Learners for whom needs are met by Quality First Teaching and further supported by specific interventions including the involvement of outside agencies/services are monitored via the APDR (Assess, Plan, Do, Review) cycle.

If appropriate progress is made once the APDR cycle is complete, learners may come off the SEND register but ongoing progress would still be monitored by the SEND department.

If additional, specific support is identified as a requirement once at least 2 cycles of ADPR have been completed, the SEND department may consider completing an EHCNAR (Education Health and Care needs assessment request) to assess if an EHCP (Education Health and Care Plan) is required to provide targeted support for the learner.

Arrangements for assessing and reviewing learners' progress towards outcomes:

- At St Mary's College there are opportunities for parents of students with SEND to meet with representatives from the Senior Leadership Team and the SEND department three times a year.
- We hold an SEND parents evening in Half term 3 and Half term 5 which is staffed by SLT who are links to Year groups and meet with the parents/carers of SEND students from those Year groups. We also provide access to representatives from the SEND department in each year group area on Parent/Tutor evening and day in Half term 3.
- We provide additional SEND meeting opportunities for parents/carers of new Year 7 students on Year 7 Parent/Tutor Evening in Half term 1.
- We also provide the opportunity for parents/carers to speak to representatives from the SEND department on Year 11 Parents' evening in Half term 2 and both SM6 Open Evenings and Parents' evenings.
- All discussions from meetings with parents/carers/learners are recorded on our SEND meeting template and then students' pupil passports and/or APDR documentation (where applicable) are updated appropriately and circulated to all staff who interact with the learner.

Evaluation of effectiveness of our provision for learners with SEND:

- After each data collection the progress reports of all learners with SEND are analysed by the SEND department in line with our termly updates to the SEND register.

- If learners have made good progress, especially those on school support who only access the universal support of Quality First Teaching, they may be removed from the SEND register with parental consent.
- If learners have not made expected progress with support in place, additional support may be implemented and teacher led support strategies will be refined.
- The impact of interventions is also reviewed on a termly basis and this is increased, decreased or adapted as appropriate.
- Other information which is considered when evaluating the effectiveness of our provision for learners with SEND includes attendance, attitude to learning behaviour and suspension data.

Consulting parents/carers of learners with SEN and involving them in their child's education:

- Parents/Carers of new Year 7 students with an EHCP or SEND needs which may require significant school support are contacted in the first half term to assess the support strategies in place and make any required adjustments.
- Parents/Carers of new Year 12 students accessing SM6 with an EHCP or SEND needs which may require significant school support are contacted in the first half term to assess the support strategies in place and make any required adjustments.
- 'Light touch' Annual Reviews take place for all Year 7 students with an EHCP in the Autumn Term – a 'full' Annual Review then takes place for all Year 7 students with an EHCP in the Spring Term.
- SEND parents' evenings take place in Half term 3 and Half term 5 and there is an opportunity for all parents/carers to speak to representatives from the SEND team on Parent/Tutor evening and day in Half term 3.
- All meetings are recorded on our SEND meeting template and appropriate updates are made to learners' APDR cycles and/or pupil passports which are then communicated to relevant staff and stored electronically centrally on TEAMS.
- All discussions in meetings include expectations of parents' contributions towards support (eg listening to their child reading at home, supporting with consistent bedtime and morning routines etc).
- Arrangements are made for supporting learners who are looked after by the Local Authority and have SEND – adults who care for learners who are CLA are invited to all meetings.
- Members of the SEND team attend meetings for CLA learners to share relevant information regarding the support in place for those learners thus working collaboratively with Pastoral and Safeguarding Teams.

Consulting learners with SEND and involving them in their education:

- Personal Tutor meetings and check ins take place 5 times a year – these are 1:1 interactions with learners where targets are agreed.
- The targets agreed with Personal Tutors are mirrored on the learner's APDR cycle (where appropriate) and they are encouraged to contribute

effectively to the progress towards these and review their pupil passport termly to ensure all information is relevant and up to date.

- Our Student council is representative of students with SEND.
- SEND parent/carers and student voice questionnaires are completed on a termly basis.

The approach to teaching learners with SEND:

- St Mary's College is an inclusive community with an ambitious curriculum for all.
- Quality First Teaching ensures effective learning and progress for all learners including those with SEND.
- Regular training is delivered to all staff to ensure awareness of how to best support our learners with SEND remains high profile.
- Clear guidance on where to access up to date pupil passports detailing support strategies is shared with all staff on a half termly basis.
- Weekly updates on individual students are shared with their specific teachers via email to ensure a continued collaborative and flexible approach to ensuring support is consistent and relevant.
- Outcomes and key action points from Annual Review meetings are shared on a weekly basis via email with specific teachers of individual students to ensure needs are met in an up to date and appropriate manner.
- An SEND bulletin is produced weekly to be accessed by all staff on the SMC landing page.
- SEND is a standing agenda item for weekly departmental meetings and briefings – this ensures Heads of Department share or direct all colleagues to access the SEND bulletin thus ensuring consistency in SEND information shared and discussed across the school.
- TA support in lessons with students who have an EHCP ensures collaborative interaction between the SEND department and the wider curriculum.
- This collaborative approach, which underlines that SEND is a shared responsibility at St Mary's College, is further enhanced by lesson drop ins and observations, discussions with students with SEND and positive communication with Heads of Department and Key Stage Coordinators.
- Departmental planning is accessible to all because adaptive teaching strategies are embedded and allow all students to access and engage with our broad, balanced and ambitious curriculum and to make progress relative to their individual starting points.
- Post – 16 SEND support is personalised and includes email check ins, face to face check ins, Teaching Assistant support in lessons where required and regular updates and support strategies are communicated to teachers of students with SEND.

Adaptations made to the curriculum and learning environment of learners with SEND:

- Within the SEND department we deliver a discreet nurture provision to our students with the most complex needs which accounts for 10 hours of their

timetable in Year 7 and 10 hours in Year 8. We refer to this provision as the 'Core group'.

- The SMC learning cycle is embedded in the delivery of our Core group curriculum.
- A knowledge rich curriculum is devised to include the development of disciplinary skills (which are fundamental for students with SEND and cannot be left to chance) and the development of core knowledge.
- The Year 7/8 Core group curriculum Learning Journeys align with the mainstream Humanities curriculum in terms of topic sequencing with a heavy emphasis on literacy skills. Content in Core group lessons is reduced to ensure sequencing and alignment with mainstream lessons is achieved.
- The use of 'Rodocodo', (a programming/coding tool) is deployed once a week to develop students' computer science skills, independent learning and problem-solving capabilities – the independence this affords the group allows our specialist SEND teachers to work 1:1 with students on phonics and literacy skills in this lesson.
- The Core group students also have one hour of Spanish, social skills and musical enrichment within their nurture provision.
- The students who are in the Core group access design technology, art, science and performing arts with their peers in larger mixed ability groups with appropriate support.
- In Year 9/10/11 select students follow our bespoke learning pathways which includes Humanities for Life and Life Skills. The curriculum for these subjects is ambitious and enables the students to access AQA Unit Award Scheme courses in history, geography and PSHE which deepen students' knowledge and afford them the opportunity to achieve regular AQA certificates as recognition of their work and achievements.
- Assessments are adapted appropriately and completed in a timely and supportive manner to allow students with SEND the opportunity to demonstrate the recall of prior knowledge, current knowledge and the application of knowledge and skills.
- Our Accessibility plan, in accordance with the Equality Act 2010, details current good practice, objectives, actions and success criteria in response to the following aims:
Increase access to the curriculum for pupils with a disability
Improve and maintain access to the physical environment
Improve the delivery of information to pupils with a disability

Support for improving emotional and social development:

- Fortnightly meetings between Anna Ramsden, Anna Holgate or Liz Railton and each Head of Year take place to assess and adjust the provision and support for key students with SEND in order to remove any barriers to learning and/or behaviour for learning.
- There is a close working relationship between the SEND and Safeguarding team to develop appropriate support packages for our students with SEMH needs.
- All students meet with their Personal Tutor 5 times a year and all are made aware of who to approach to be listened to and if there are any instances of bullying.
- We have a number of staff who are ELSA trained within our SEND, Pastoral, Safeguarding and Alternative Provision teams.

- We also access support from Northcott outreach, Turn2Us, Life Skills Hub outreach, the school nurse service and social care to support with learners' emotional well-being.

How learners with SEND are enabled to engage in activities available to those learners who do not have SEND:

- We have a varied and distinctive Core enrichment offer at SMC which is accessible to all learners.
- All learners follow an enrichment programme which ensures the development of cultural capital, knowledge and skills through educational visits, live speakers and immersive experience days in school which are wholly inclusive.
- Additionally, our enrichment offer provides opportunities for all students to access extra-curricular and distinctive clubs which are of interest to them irrespective of SEND.
- The SEND department support, where required, with the inclusion of SEND students in extra-curricular opportunities to ensure no learner with SEND is unable to access the enrichment offer. This includes support within extra-curricular clubs and assistance with school productions and events.
- Additionally, the SEND department runs nurture clubs for our most vulnerable students and there are numerous opportunities for our SEND cohort to engage in Inclusion sports events throughout the school year. These clubs and events are also accessed by students with no SEND.
- SEND students who have opted to do so work towards the DofE award as part of our inclusive enrichment offer alongside students with no SEND.

Arrangements for supporting learners in moving between phases of education and in preparing for adulthood:

- We are committed to providing a thorough and bespoke transition for our incoming students who are vulnerable or have SEND.
- Meetings with Primary colleagues enable us to identify those students who are vulnerable or have additional needs so that we offer extra transition arrangements to identified students ensure their start at St Mary's College is successful.
- For all students who have an EHCP, we offer an early visit to St Mary's College with parents/carers. This visit is supported by our Year 7 Transition ambassadors who give the Year 6 student a tour of the school whilst key members of the SEND Team complete the tour with parents/carers sharing the support we offer and listening to and responding to any initial parental concerns / queries.
- We invite our entire SEND/vulnerable cohort into St Mary's College for two mornings termed 'Transition Tuesdays' to access practical workshops in drama, music, cooking, design technology and physical education. These workshops provide our incoming SEND/vulnerable cohort with hands on experience of learning at St Mary's College with adult support and are very impactful in terms of ensuring our SEND/vulnerable students are confident and prepared for learning in Transition week and Year 7. These mornings also provide parents/carers with reassurance as they allow teaching and support staff to get to know students who may need a little bit more support in advance.
- Teaching Assistants and key members of staff within the SEND department and Safeguarding teams are briefed on the incoming SEND/vulnerable cohort prior

to our early Transition arrangements to ensure that support offered on Transition Tuesdays is effective and appropriate.

- Our SEND specialist teachers visit the Primary settings of the students who will access our nurture provision for 10 hours of their Year 7 timetable to observe these students in their Primary setting, interact with the students as another trusted adult at St Mary's College and liaise further with Primary colleagues to ensure all up to date support strategies are in place to welcome these most vulnerable students and that strategies that work in Primary settings can be mirrored in our Secondary setting as far as possible in the interests of continuity and consistency.
- Year 7 Tutors are provided with key information on their Tutor groups in advance of Induction Evening and Transition week to ensure they are familiar with all SEND and vulnerable students and their needs. The SEND team also request that all students identified as SEND visit the department with their parents/carers on Induction Evening to ensure there is a clear understanding of needs (including medical requirements), support strategies and arrangements for Transition week and Year 7.
- Teaching assistant and pastoral support is intensive and targeted throughout Transition week when students come to St Mary's College for a full week.
- We offer a bespoke learning pathway In Year 9/10/11 to students with SEND on which they engage with our Humanities for Life and Life Skills curriculum.
- The curriculum for both the Humanities for Life and Life Skills courses is ambitious and enables the students to access AQA Unit Award Scheme courses in history, geography and PSHE which deepen students' knowledge and afford them the opportunity to achieve regular AQA certificates as recognition of their work and achievements.
- Close liaison with classroom teachers takes place to ensure appropriate and careful identification of students for the bespoke learning pathway.
- Communication with home outlines the rationale for a student being recommended for the bespoke learning pathway to ensure future success whilst still accessing a broad and balanced curriculum.
- Parents/carers/learners access an early Options Evening the week before the rest of the year group to gain a greater understanding of the bespoke learning pathway that is advised and then.
- SEND colleagues are available on the Options evening to reinforce the messages shared on the early options evening and answer any queries parents/carers/learners may have.
- There is a bespoke Transition process for students moving from Key Stage 4 into Key Stage 5 which is coordinated by Amy Baker (SM6 SENDCo Link) in conjunction with the SM6 Pastoral Team.
- The SM6 Transition process incorporates early visits to SMC supported by Key members of the learner's current setting, meeting key adults who will support in SM6, meetings with parents/carers/learners to explain the individual support packages delivered to learners with SEND in SM6 and a taster day to experience a personal development session.
- All students with an EHCP receive an additional careers meeting with Lisa Bampton (Connexions) from Year 9 onwards to explore all possible pathways beyond Key Stage 4 and/or Key Stage 5.
- Our PSHE programme, Life Skills course and advice from Connexions supports our learners with preparation for adulthood including personal development, safety, self-care, developing independence (which may include travel

training) and organisational skills. All preparation for adulthood is underpinned by the outstanding pastoral care learners receive at SMC.

The expertise and training of staff to support learners with SEND and how specialist expertise will be secured:

- Whole staff training takes place in twilight INSET to ensure the awareness and understanding of SEND remains high profile amongst the staff body.
- Specific training is delivered to staff who teach learners with specific additional needs (eg FASD, ASC etc) to ensure appropriate and consistent support.
- There is a robust professional development programme for Teaching Assistants which includes Performance Management and targeted CPD – this is coordinated by Liz Railton, Inclusion Manager.
- Staff regularly access training in specific areas provided by the SEND department at the Local Authority and local services such as the Northcott Outreach team to ensure the best and most up to date practice is maintained.

Involving other bodies in meeting learners SEND and supporting their families:

- We work with a number of outside agencies and services to meet the needs of learners and support their families. We have excellent working relationships with colleagues from the agencies and services that support our learners and their families.
- Our positive relationships with colleagues in other services ensure we are able to work with families to identify appropriate additional support and the mechanisms by which the involvement of such support will be communicated to families and the learner with SEND.
- These agencies and services include the SEND department at the Local Authority, Primary SENDCOs, Northcott Outreach colleagues, School Nurses, Educational Psychologist, Clinical Psychologists, Speech & Language Therapists, Occupational Therapists, Physiotherapists, Virtual School colleagues, IPaSS colleagues and Social Workers.

Arrangements for handling complaints from parents of learners with SEND about the provision made within our setting:

- If parents/carers do not receive a response they deem appropriate to a complaint and therefore wish to escalate this they should contact the following colleagues via admin@smchull.org
Mrs L Adams (Vice Principal and link to SEND)
Mrs M Stead (Head of school)
Fr W Massie (Trust SEND Director)
- It is also advisable to seek further guidance regarding support, services and activities available to young people with a special educational need and/or disability living in Hull or the East Riding, their families and the professionals who work with them on the following websites:
<https://hull.mylalloffer.org/>
<http://localoffer.eastriding.gov.uk/education/>