



De La Salle School

SEND Information Report: SEND AT DE LA SALLE SCHOOL

Status	Statutory
Responsible Governors' Committee	Curriculum Committee
Responsible Person	SENCo
Ratified Date	November 2021
Review Date	November 2022

Version Control

Version Date	Changes/Comments
November 2021	Agreed policy following national guidelines

The Children and Families Bill which became enacted in September 2014 will require Local authorities to publish and keep under review information from services that expect to be available for children and Young people with SEND aged 0-25, this will be known as “The Local Offer”. The Purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services including schools, colleges, health and social care agencies.

What is the local offer?

Our local offer is information for parents/carers of children who have Special Educational Needs (SEN) or a disability, and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending De La Salle School.

How are Special Educational Needs defined?

A pupil has SEND (Special Educational Needs or Disability) where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support. Achieving ‘quality first’ teaching, where lesson materials are produced that differentiate effectively to all ability ranges, is our aim.

How will the school know if my child needs extra help?

We liaise closely with our feeder and non-feeder primary schools to gather information about our future pupils during the summer term. For pupils with special educational needs, the Year 6 teacher will pass on all relevant information, including IEP and any multi-agency reports. This information is collated by the SEN team and we will attend any review meetings during Year 6. The information will be added to our SEN Register.

We will then look to see what support will be required during Year 7 and paperwork, such as a pupil profile, will be completed and shared with relevant staff. It will contain advice for their teachers on how to deal with your child’s need effectively.

We offer a varied transition programme. All pupils will attend visits from De La Salle Transition Team and ‘taster days’ at De La Salle. We can also offer additional transition. This involves approximately 5 weekly visits to De La Salle for a small group of pupils. The focus is usually for pupils with social communication difficulties or ASD, but it can be offered to children who will find the move to secondary particularly difficult. We are also the home of specialist autistic provision which has its own local offer and is on our website.

Regular communication is encouraged with parents via meetings, phone calls and email. Any issues can be looked at. We will usually have a minimum of four contacts home per year. There would be two interim reports, one full report from their classroom teachers and at least one opportunity to meet SEN staff e.g. parents evening.

Extra meetings are called whenever an outside agency or provision is started and to co-ordinate with the Local Authority Inclusion Officers and the school's Educational Psychologist Service.

Who will oversee and plan the education programme and who will be working with my child/young person and how often?

Our pupils will follow the National Curriculum and will be expected to access all mainstream lessons. Schemes of work are developed according to the new National Curricula and set by the heads of department. The schemes of work will include differentiation advice and it will be the teacher's responsibility to liaise with support staff to ensure work is differentiated to take into account various needs of our pupils.

The SENCo will also liaise with teaching staff to ensure they have information on various needs, such as dyslexia. They will provide strategies and resources that can be used by staff and pupils. It is to the SENCo that you should address any concerns, suggestions and information with. There may be a small number of pupils who require a bespoke curriculum, this will be decided on individual need and where relevant will be formalised in their EHCP.

At present, Miss J McCann is SENCo and is supported by our Senior Learning Assistant, Miss S Graham. Mrs A De'ath, Lead Practitioner, supports the SEN department on the senior leadership team.

The leader of our ASC provision is Mrs C Bullock, who is supported by Mrs J Hughes. Our service is monitored by our Local Authority Inclusion Officer, Mrs G Ashcroft. If pupils with ASC are part of mainstream school, the Senior Learning Assistant for ASC (Miss S Graham) will liaise with parents and staff regarding the specific needs for that pupil. This will include a pupil profile where required, and regularly updated information regarding strategies and resources that can be used throughout school.

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?

Parents/carers will have a point of contact in school within the SEN team which will either be Miss McCann or Miss Graham.

Parents/carers can meet with a member of the SEN team during parents' evenings. In addition, parents can contact the SEN team with any concerns at any time via phone call, meeting, or email.

Pupils in receipt of an EHCP or top up funding will be reviewed annually. The SEN team will collect information from the teachers to provide an overview of progress, including academic, social and behavioural issues. The review will highlight what is going well and if there are any

areas for improvement. The LA Inclusion Officer and any other relevant professionals are invited to the annual review meetings. All of these are in addition to the two monitoring reports and one full report that each child receives in school. We also check progress for every child every half-term and so live progress data is available throughout the year.

Staff will receive regular, updated information on a variety of additional needs, such as ASC and ADHD. In-house training is provided when possible.

Parents will be notified of relevant outside training/information sessions offered by various agencies, plus we will invite you to school to meet other parents and share information and experiences.

What are the school's approaches to differentiation? How will that help my child/ young person?

All teaching staff will have information about pupils' Key Stage 2 levels, or CATs/Reading/Spelling assessment during the Covid pandemic. Together with the information we have received from the primary school, we will have a profile for each pupil. For pupils on the register, we will identify their specific needs and ensure all relevant staff are aware of these needs and the strategies that will ensure their needs are met in the classroom.

Support staff may be based departmentally or with specific pupils, so they will liaise with teaching staff to ensure any set work is differentiated accordingly. This also applies to homework.

During the options process, pupils will be able to meet with the school's careers advisor, Nicola Scully, to start to look at career options. If parents/carers are concerned about their child's options they should raise initial concerns with Mr Ross whom is responsible for the options process.

How will I know how my child is doing?

We assess all pupils in year 7 using baseline assessments across the curriculum e.g. CAT assessments and Reading and Spelling Assessments. Regular half-termly assessments are carried out by teaching staff, this information is recorded on the school system and termly reports are provided to parents. Parents' evenings will provide parents with the opportunity to meet teaching staff and discuss their child's progress.

The SEN department will hold regular interim, annual and progress review meetings for our pupils on the SEN register. Teaching staff will liaise with the SEN team to make them aware of any issues and then this can be shared with parents. This liaison is increasingly more efficient via e-mail.

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

With regular communication and the implementation of strategies, school will ensure parents are kept updated with their child's learning.

If required, parents can be aware of the topics covered throughout the schemes of work, these can be found on the school's website. This can help ensure you are aware of what stage your pupil is working at, plus it can help you support your child at home, ensuring they understand their homework and are able to complete it.

The SEN team can provide more specific advice on how to meet your child's specific needs. We have staff trained specifically in ASC and Dyslexia, if we cannot advise we can provide liaison with specialist teachers from the local authority to seek more specialist advice.

What support will be available for my child's overall well-being?

The school population is split into 5 year groups (7-11), all year groups are supported by an individual Pastoral Support Manager (PSM) and Head of Year. They are in place to specifically work with the year they are assigned to. The SEN team and pastoral year teams work closely together to ensure that all our pupils' needs are met.

The PSM is based in the year office on a daily basis and pupils can access them for issues such as medical, pastoral and academic. Any issues that need to be escalated are passed onto the relevant Head of Year.

Our PSMs for each year group will check attendance each morning and notify parents if their child is not in school and school have not been notified of this. They also monitor attendance and will contact parents regarding any absence issues.

Medication can be kept at reception or, if required, administered by allocated First Aid staff. This can be arranged with parents when required.

Pupils are encouraged to speak to their form tutor or PSM with any concerns or issues. Pupils with ASC and social communication difficulties will have a specific point of contact within the SEN team and they will communicate with pupils, parents and staff as required.

The ASC base is functionalising differently during Covid, and unfortunately, we cannot offer breakfast club or any after school clubs. To follow government guidelines we have had to reduce out capacity and focus on year 7 and 8 pupils for access at break and lunch time, with a small number being able to access at key stage 4. We are hoping once the pandemic is over, that we can review our current offer before and after school.

What happens if my child has a high level of need?

Pupils with high needs, for example funding or EHCP, will benefit from our team of learning assistants. They will have a learning assistant working with them either in a classroom setting or on a small group basis in the enrichment area, dependent on the child's need. Our learning assistants will be aware of your child's specific needs and they will aid the teacher in ensuring that pupils gain the maximum from every lesson. We have time-out rooms, a wet room, and a sensory room, which can help with personal hygiene and any anxiety. There is access to our Emmaus Centre, which can help with confidence issues and restorative justice.

In September 2018, we employed a primary school teacher (Miss Neill) to work with our most vulnerable pupils in year 7. This is known as the greenhouse and provides a nurturing curriculum for those pupils identified by primary school and parents/carers as needing a high level of support on transition to secondary school. The greenhouse is based in the performing Art building and is a small class, they spend 50% of their timetable with Miss Neill focusing on literacy, numeracy, humanities and social and emotional skills delivered through a 'topic based' approach. The remaining 50% of their timetable is spent in mainstream subject specialist lessons such as computing, art and science. They are monitored across the year, and if ready, they will transition into more mainstream lessons. The greenhouse is dependent on long term funding.

What specialist services and expertise are available at this school?

We have on site:

- Specialist ASC teacher
- SENCo (Special Educational Needs Co-ordinator)
- Senior Learning Assistant
- Level 3 Numeracy/Maths assistant
- Over 25 learning assistants dedicated to SEND/ASC pupils.
- We have a teaching staff of over 80, all with the duty of providing excellent education for pupils
- A support staff team who support our pupils and are a key part of our pastoral care

We have specialist skills in ASC.

We are able to screen for dyslexia and dyscalculia.

We are able perform reading and spelling age tests routinely.

We are also able to perform assessments to ascertain whether any additional support is available for external tests such as GCSEs.

We work closely with the Local Authority; our Inclusion Manager is Gill Ashcroft; and our Educational Psychologist is Dr Bryony Rose Nicholson.

We work with Health care; our school nurse is Katie Wall who is available in school and at the Bowery Health Centre.

We can make referrals to:

- Community Paediatrics
- Occupational Therapy
- Neurodevelopmental Pathway (Language and Social Communication, including ASD)
- Education Psychology
- CAHMS (Child and Adolescent Mental Health Service)
- Pupil Referral Units
- EAL (English as an Additional Language) service
- Visual and Hearing Impairment teams

Are the staff who support children with SEND in this school, provided with appropriate training?

We have over 25 learning assistants in school, supporting both the mainstream SEN pupils and ASC base pupils. They have all received training in supporting pupils with ASC, dyslexia, attachment disorders, speech and language, Tourette's Syndrome and literacy and numeracy programmes. We have subject specific teaching assistants in English, Maths, Humanities, Art and RE, these have a more specialist understanding of their curricula.

Teaching staff receive up to date training on new developments in SEND e.g. Tourette's Syndrome and ASC, we also have a dyslexia specialist learning assistant who has provided all staff with specific training on supporting pupils with dyslexia. She has a PGD in Dyslexic Learners.

Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?

School's recent re-build is fully compliant with DDA legislation and so are our policies. No child will be disadvantaged by our approach to trips and excursions. We will negotiate with parents and the child to ensure we are doing everything we can to provide access to the full school experience.

How accessible is the school environment?

School is fully DDA compliant. We endeavour to make our policies the same. We are a nut-free school and know that policies such as this need to be responsive and so remain open to suggestions should any issue arise that we have not taken into account.

How will this school prepare and support my child when they are starting, leaving this school or moving to another year?

We have a well-developed and effective transition programme for Y6 into Y7. We visit primary schools and identify those pupils who will benefit from extra transition visits to De La Salle. They will also be offered the opportunity to attend summer school prior to moving to secondary school.

Options choices – we offer an extra evening to help parents make the right choices and talk about how many choices are appropriate for your child, for those pupils who may require a bespoke curriculum, the SEND department will meet with parents/carers to discuss options available and how we can best support pupils.

GCSE exams – we need to assess most SEN pupils officially (the exam boards have strict rules) and provide evidence but help can include extra time, a reader, a scribe, use of technology and rest breaks). This assessment will be carried out at the start of year 10, initially this will be those who are on the SEND register, any concerns raised by teachers or parents/carers will be investigated and if a formal assessment is required we will ensure this is carried out. However, we need to ensure that we can prove a history of need as the exam boards have strict regulations. Further details can be found on the JCQ website.

Once we have established a history of need and those exam concessions that are required, we will make a formal application in year 11 to the exam boards for Access Arrangements.

Transition to further education – arrangements have changed and we would now look to making plans to transfer cases of highest need to EHCPs (Education, Health and Care Plans) in Year 11. These are active until age 25 and will ensure there is support throughout any tertiary education (College or University). They also mandate the involvement of health and social care until that age. Please speak to our SENCO for details.

What if my child needs transport to and from school?

Transport to school is awarded by the local authority. You must approach them for help although we will specify this when referring pupils to panels for decisions about additional funding for the child.

How are the school's resources allocated and matched to the children's special educational needs?

If your child is identified as having a specific learning need, school will find some provision to address this. If it is in-house, this will be classed as SEN Support and includes things such as short, small group or 1:1 programmes, departmental support and reading and spelling assessments.

We are obliged to provide up to £6,000 worth of support for pupils at higher need from our delegated budget. This money comes from the general school budget and competes with other school priorities. In higher need cases St. Helens will add funding to this. This could be to give 10 further hours providing the pupil with up to 25 hours support per week dependent on need. Pupils on an EHCP will also have health and social care provision, which could be delivered in school by the relevant and identified staff.

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

The SENCO, on advice from the team, will make the decision to provide support. We hold termly planning and consultation meetings with the LA Inclusion Officer and EP (Education Psychologist) to come to provision agreements and quality assure the SENCO's decisions. Working together we will come up with a package of support for pupils. This could include referring them on to external agencies, if required.

Any appeals should be made to the Headteacher in the first instance.

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

Staff members in our area are best contacted by e-mail or telephone. We are very happy to meet with you and will always contact you should there be a development in your child's care.

Who can I contact for further information?

At De La Salle: Miss J McCann (SENCO)
mccannj@delasalleschool.org.uk
Miss S Graham (Senior Learning Assistant)

grahams@delasalleschool.org.uk

Mrs A De'ath (Lead Practitioner)

deatha@delasalleschool.org.uk

For ASC Provision: Mrs C Bullock

bullockc@delasalleschool.org.uk

At Local Authority: www.sthelens.gov.uk/sen