



# De La Salle School

## SEND Information Report: SEND AT DE LA SALLE SCHOOL

<b>Status</b>	Statutory
<b>Responsible Governors' Committee</b>	Quality of Education Committee
<b>Responsible Person</b>	SENCo
<b>Ratified Date</b>	October 2024
<b>Review Date</b>	October 2024

## Version Control

<b>Version Date</b>	<b>Changes/Comments</b>
November 2021	Agreed policy following national guidelines
January 2023	Updated with names of key contacts
November 2023	Minor updates to reflect staff changes
October 2024	Staff names updated. Information on Thrive provision added

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 A Neill is SENCo, supported by Senior Literacy Assistant Mrs E Wilcock and HLTA Senior Learning Assistant Mrs J Hughes. Mrs A De'Ath, Assistant Headteacher, supports the SEN department on the senior leadership team.

The leader of our ASC provision is Mrs C Bullock, who is supported by Mrs K Angelova. Our service is monitored by our Local Authority Inclusion Officer, Mrs G Ashcroft. 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 Neill, Mrs. Hughes or Mrs Wilcock.

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.

### **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 Reading/Spelling assessment. Together with the information we have received from the primary school, we will have a profile for each pupil. All pupils' literacy levels are reviewed on a regular basis, and intervention can either be delivered through the classroom or for a smaller number of pupils through small group or 121 intervention. 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 Hale 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.

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 or Pastoral Lead. 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.

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.

### **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 LAP centre, which can help with confidence issues and restorative justice.

In year 7, 8 and 9 we have a more specialist provision, Thrive, available to pupils in Key Stage 3. Thrive is a caring and nurturing space where a holistic approach is applied to all aspects of our students' educational journey. Thrive students are taught in a class of approximately 14, given personalised support and attention to allow them to achieve, progress and flourish educationally, personally and emotionally within an individualised time-scale. We believe that the Thrive approach will hugely benefit your child as they either begin their Lasallian education or continue on their Lasallian learning journey. Our students will follow the same curriculum in terms of developing skills for learning and yearly targets although this will be delivered through a topic-based approach allowing for a real love of learning. Students who are a part of Thrive will be taught in one location for English, maths, history, and geography by one main focus teacher. In addition to their class teacher, Thrive students will be supported by two Learning Assistants, and specialist ASC teacher, this gives the students the added benefit of knowing that they will have a consistent team of supportive professionals around them when in the Thrive environment.

## **What specialist services and expertise are available at this school?**

We have on site:

- Specialist ASC teachers
- SENCo (Special Educational Needs Co-ordinator)
- HLTA Senior Learning Assistant
- Senior Learning Assistant for literacy and provision.
- Level 2 Numeracy/Maths assistant
- Over 25 learning assistants dedicated to SEND/ASC pupils, each TA is affiliated with an academic department,
- 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.

We can make referrals to:

- Community Paediatrics
- Occupational Therapy
- Neurodevelopmental Pathway (Language and Social Communication, including ASD)
- CAHMS (Child and Adolescent Mental Health Service)
- Pupil Referral Units and other alternative education providers.
- EAL (English as an Additional Language) service
- Visual and Hearing Impairment teams
- SALT- Speech and Language
- TESSA

## **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, Science, Computing, Design and Technology, Music, 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. All pupils will have a transition week they spend at De La Salle during the summer term.

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 Year11. 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 A Neill (SENCo)  
[neilla@delasalleschool.org.uk](mailto:neilla@delasalleschool.org.uk)  
Mrs E Wilcock (Senior Literacy Learning Assistant)  
[wilcocke@delasalleschool.org.uk](mailto:wilcocke@delasalleschool.org.uk)  
Mrs A De'Ath- Assistant Head for SEND  
[deatha@delasalleschool.org.uk](mailto:deatha@delasalleschool.org.uk)

For ASC Provision: Mrs C Bullock  
[bullockc@delasalleschool.org.uk](mailto:bullockc@delasalleschool.org.uk)  
Mrs J Hughes- Senior Learning Assistant ASC Provision  
[hughesj@delasalleschool.org.uk](mailto:hughesj@delasalleschool.org.uk)

At Local Authority: [www.sthelens.gov.uk/sen](http://www.sthelens.gov.uk/sen)