



Maria Fidelis
Catholic School FCJ

SEND Information Report 2021-22	
Committee	Curriculum
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The FCJ Schools' Vision

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished, and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT ALSO KNOWN AS LOCAL OFFER

Maria Fidelis Secondary School is an inclusive school that welcomes and values every child. All children are fully included in all aspects of school life and all staff are responsible for the successful teaching and learning of all children in our school community. The policy sets out the procedures for ensuring high expectations and standards of educational provision for children with special educational needs, and the range of support and interventions available.

This is a guide for Parents and Carers, and we value feedback if we have not made the process clear.

Last reviewed: September 2021

Next review: September 2022

SLT: Special Educational Needs & Disabilities Coordinator (SENDCo) Ms G Barrett

Distribution: Governors and staff. Available to all Parents and Carers via the school website or on request from the School Office

The SEND Co-ordinator at Maria Fidelis Catholic School is Ms Georgina Barrett the Deputy SENDCO is Ms A Moran

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Vision Statement

The vision for Maria Fidelis is to create an inclusive school equipped for the 21st Century which will enable all young people to maximise their potential in order that they leave school as educated, confident and courageous Catholics, prepared to challenge injustice and care enough to 'live life to the full'.

Maria Fidelis is committed to providing an appropriate and high-quality education to all the children living in the local area. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is easily accessible to them, and to be fully included in all aspects of school life. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work, and life.

Our first priority is to provide the best quality first teaching and a learning environment where all pupils can contribute fully and feel valued. In addition, many children will need to receive extra support, whether as an intervention or out of school activity, to reach their potential.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Maria Fidelis is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to all learners.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunity for all learners, whatever their age, gender, ethnicity, disability, attainment or background. We pay particular attention to the provision for, and the achievement of, all vulnerable learners.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to communication and interaction, cognition and learning, social and emotional mental health, sensory or physical development, or may relate to factors in their environment, including the home and/or the learning environment in school.

We recognise that pupils learn at different rates and that there are many factors affecting progress and achievement, including language, cognition, confidence, disability and sometimes family circumstance. We are particularly aware of the needs of our Key Stage 3 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their schooling will experience barriers to their learning and will benefit from supported intervention. For some, this will be specific and short-term, and for others their needs may be life-long and require more intensive support.

At Maria Fidelis School we aim to identify each child's additional needs as they arise and provide teaching and learning contexts which enable every child to fully participate and access the curriculum.

We believe every child should have equal opportunity to be fully included, and we also aim to promote inclusion in our staffing policies, relationships with parents/carers and the community.

❖ Please accept the reference as Parents to include all adults acting with parental responsibility. We respectfully acknowledge that for some children this may be other family members or carers.

**Who are the best people to talk to about my child's difficulties with learning/
Special Educational Needs/ Disability (SEND)?**

Who do I contact if I am concerned about my child's progress in the school?

If you have any concerns regarding the education needs (Communication and Interaction, Cognition & Learning, Social, mental, and emotional health; and Sensory and/or Physical) your child the first point of contact should always be your child's form tutor or Head of Year who will be able to liaise with the subject teachers. If your concerns are not addressed and you need more support:

1. Make an appointment with the SENDCo in the first instance.
2. The SENDCo will listen to you and be able to clarify whether your child has needs that require further assessment and/or additional support, or not;
3. The views of all involved adults, including parents and carers will be recorded and a plan of action agreed.
4. If no action is identified, then your child will continue to be reviewed in line with the school's policy for monitoring pupil progress.
5. If in class support is identified the assistant SENDCo may work with you to complete a strategies checklist in the agreed area for support.
6. If in class support and targeted small group workshop is identified then the teacher may work with you to complete both strategies checklist and an appropriate workshop referral/consent, for example Lego, Art, Speech therapy, Mentoring and social group mentoring etc.
7. If the needs of the child require further assessment, then the assistant SENDCo will refer to the SENDCo who will meet with you to discuss the most appropriate further investigations required.
8. Children change over time and sometimes their additional needs are immediately obvious and sometimes they appear as the child grows and aspects of school become more challenging. Always feel confident about revisiting any concerns you might have for your child. We rely on good communication and working in partnership with families to create the best school experience for every child.

❖ If the subject teachers have any concerns regarding your child's educational needs s/he will contact, you and the same process will be followed.

All Maria Fidelis staff are responsible for all children with special educational needs/ and or disabilities.

Staff Responsibilities for SEND

People	Summary of responsibilities
<p>Subject Teacher</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> ▪ Keeping Parents and Children informed ▪ Identifying and planning for any additional support your child will need. ▪ Adapting and differentiating the curriculum. ▪ Monitoring progress. ▪ Working in partnership with the SENDCo to support the co-ordination provision for children with Special Educational Needs and or Disabilities (SEND), to ensure all children get a consistent, high-quality response to meeting their needs in school. ▪ Making sure that the school’s SEND procedure is followed in their classroom for all the pupils they teach (with any SEND).
<p>The Special Educational Needs Co-Ordinator & Disabilities (SENDCo)</p> <p><u>SENDCo Ms Barrett</u></p> <p><u>Deputy SENDCo – Ms Moran</u></p>	<p>is responsible for:</p> <ul style="list-style-type: none"> ▪ Coordinating provision for children with Special Educational Needs and or Disabilities (SEND) and developing the school’s SEND Toolkit to ensure all children get a consistent, high-quality response to meeting their needs in school. ▪ Ensure that the teachers and all staff keep you informed and involved in supporting your child’s development. ▪ Working within the Senior Team to ensure high quality teaching in class for all pupils. ▪ Liaising with professionals who may come into school to support your child’s learning e.g., Speech and Language Therapy, Educational Psychology, Lego therapist etc. ▪ Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential. ▪ Preparing an Education, Health and Care Plan where needed. ▪ Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. ▪ Providing expert advice and guidance (training & coaching) to all staff working with children with additional needs. ▪ The diagnostic assessment of individual pupil’s needs. ▪ Co-ordinating & Planning Intervention Groups. ▪ Co-ordinating the educational input of children with an EHCP (Educational Health Care Plan).

<p>Learning Support Assistant (LSA)</p>	<p>With the guidance of the class teacher the ‘Learning Support Assistant’ will be required to work with pupils with special educational needs and/or disabilities and may provide targeted support.</p> <p>All queries and questions regarding your child’s needs and development should always be directed to the class teacher for that subject.</p> <hr/> <p>With the guidance of the class teacher a Learning Support Assistant (LSA) may be required to work with particular pupils with special educational needs and/or disabilities (normally pupils with an Education, Health and Care Plan – See glossary).</p> <p>All queries and questions regarding your child’s needs and development should always be directed to the subject teachers or Assistant SENDCO.</p>
<p>The Headteacher</p> <p>Helen Gill</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> ▪ The day-to-day management of all aspects of the school, this includes the support for children with SEND. ▪ The Head delegates responsibility to the SENDCO and class/subject teachers but is still responsible for ensuring that your child’s needs are met and that they make the best possible progress. ▪ The Head will make sure that the Governing Body is kept up to date about all issues in the school relating to SEND. <p><i>Contacted by: a personal request made before school or telephoning the school for an appointment. Or via email –</i></p>
<p>The SEND Governor</p>	<p>is responsible for liaising with the SENDCO to ensure:</p> <ul style="list-style-type: none"> ▪ The school has an up to date SEND Offer. ▪ The school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. ▪ The school’s SEND funding is appropriately spent. ▪ The necessary support is made for any child who attends the school who has SEN and/or disabilities. ▪ Visits are made to the school in order to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

What support is available to all children, children with SEN and /or disabilities in Maria Fidelis?

What Support available for SEND students

Types of support	What would this mean for your child?	Who can get this support?
<p>Universal Support</p>	<ul style="list-style-type: none"> ▪ The subject teachers are responsible for the education of all children in their class with SEND. ▪ The teacher will have the highest possible expectations for all pupils in their classes. ▪ All teaching is based on building on what your child already knows, can do and can understand. ▪ The teacher will differentiate activities so that your child is fully involved in learning in class. For example, this may involve more practical learning or providing different resources adapted for your child. ▪ The teacher may put in place specific strategies to enable your child to access the learning task. For example, a short vocabulary pre-teaching session. ▪ Teachers are continually reviewing their pupils' progress. All pupils' progress is monitored termly by the Head of Department, the SENDCO, Deputy SENDCO, Student support officers, Heads of Year, Assistant Heads and Deputy Head Teacher. Children who are not making the expected progress are identified and careful consideration is given to the most appropriate support and/or intervention. ▪ Teachers are responsible for ensuring all the professionals working in their class are informed of all pupils' additional needs. ▪ Teachers keep parents informed of their child's progress each term at the time of Parent's Evenings and additional individual meetings. ▪ <u>Parents are encouraged to liaise with their child's class subject teacher.</u> 	<p>All children in school have access to this support.</p>
<p>Targeted Support</p> <p>High Quality teaching observation checklist (for areas of need)</p>	<p>When a pupil requires support, which is in addition or different to that provided through day-to-day high-quality teaching we will make you aware of this and invite you to meet with the SENDCO to discuss and decide what additional support would benefit your child.</p> <p>Outcomes will be set in the areas of need identified for your child (Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health & Sensory and/or Physical requirements).</p>	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Any child who is consistently socially or emotionally overwhelmed by the daily expectations of school life.</p>

<p>Specific small group work. This may be run in or out of the classroom.</p>	<ul style="list-style-type: none"> ▪ Your child may be supported weekly (for example pre and/or post teaching small group intervention) ▪ The subject teachers are responsible for keeping Parents informed of the strategies being used and recording the impact of them in their assessment folders/ logs. ▪ Your child’s development and progress towards meeting these outcomes will be monitored termly and reported back to you at Parent’s Evening unless a parent requests an additional meeting with the teacher. 	
<p>With in-class universal support and some weekly workshops the majority of children will be expected to achieve, and make accelerated progress.</p>		
<p>Special Educational Needs & Disability (SEND) Support Plan</p> <p>Specialist advice and input from outside agencies such as: -</p> <p>Speech and Language Therapy Educational Psychology Occupational Therapy Camden Advisory Service Child & Adolescent and Mental Health Service Hearing support service Community Paediatrician</p>	<p>For children who continue to have difficulty making progress, the class teacher will liaise with you, and arrange a meeting with the SENDCO.</p> <ul style="list-style-type: none"> ▪ The teacher and SENDCO will meet with you to discuss with you how we can work together to support your child in school. ▪ If further assessment is warranted this may be completed by the SENDCO or depending on the child’s needs a referral may be made to a specialist, such as an Educational Psychologist, Speech and Language Therapist or Community Paediatrician with your agreement. ▪ The advice and recommendations from the specialist will be shared with parents/carers ▪ Further intervention may be identified to support your child’s learning. These interventions will have clear targets. ▪ For some children it may be recommended that they receive some support from a Learning Support Assistant (LSA) in and/or out of class. ▪ Teachers and the Parents of children requiring this level of intensive support will work together to complete a support plan. ▪ A Support Plan identifies the exact support your child will receive. Your child’s progress is carefully monitored & reviewed with you each term. ▪ We may apply for an Exceptional Needs Grant (Camden Only) to support the additional interventions that are being applied. 	<p>Children whose learning needs require further analysis and likely to require more specialist input, e.g., ASD or ADHD, hearing/visual need, or dyslexia.</p>

With input from external specialist services many children make good progress. For the most vulnerable learners who are likely to need life-long support an application can be made for highly personalised dedicated support

<p>Specialist Support Education Health Care Plan (EHCP)</p>	<p>After a child’s Support Plan has been reviewed three times, and the school and parents conclude that a child is still experiencing significant barriers to learning that require continued intensive support following the plan do and review process then a meeting is held to consider the benefits of applying to the Local Authority for an Education Health Care Plan (EHCP).</p> <ul style="list-style-type: none"> ▪ You or the school on your behalf, can apply for this statutory assessment. The school will work closely with you and your child to ensure your views are accurately represented. The school will submit all the evidence it has to demonstrate the special educational needs of your child. ▪ If the LA decide there is sufficient evidence and agree to assess your child, they will formally request reports from you and all the professionals involved in your child. ▪ This information is then considered by the LA SEND panel and a final decision is made. ▪ If agreed, then an LA officer will meet with the School and Parents/Carers to write the EHCP. It is called an Education Health and Care Plan because it brings together all the educational health and social care needs that your child may have in one plan. ▪ The school must then make its best endeavours to put in place the support identified in the plan. ▪ Your child’s progress is then formally reviewed annually. ▪ If the Local Authority (LA) SEND panel decline the application, then you have a right to appeal. Contact the school and local authority for further advice. 	<p>Children whose learning needs are more complex, severe, and likely to be longer term</p>
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Other important questions you might want answered:

How will we support your child with identified SEND when they are starting at school?

- If your child has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school with your child to have a look around and speak to staff and meet the key person who will work with you and your child while they are in the school.
- If other professionals are involved, we will try to hold a Team Around the Child (TAC) meeting to discuss your child's needs, share strategies used, and where possible ensure provision is put in place before your child starts.
- We may suggest adaptations to the settling-in period to help your child to transition more easily, but these will be agreed with you at the Team Around Child (TAC) meeting.
- If they have not already visited, your child will be invited into school at a transition day held in July to meet some of the staff they will be working with and their peer group.
- Following the settling in period, the assistant SENDCo will arrange an early meeting with you to review your child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you, however this may not always be possible and may be in the form of a telephone conversation or a virtual meeting.

How can I let the school know I am concerned about my child's progress in school?

- If you have any unanswered questions, we recommend you speak to your child's subject teacher initially, and at the earliest opportunity.
- If you continue to feel worried and feel that your child is still not making progress you can speak to the Head of Year, who may also invite the SENDCo.

How will the school let me know if they have any concerns about my child's learning in school?

- The teacher will discuss your child's progress with you at parents' evenings when you will be informed of your child's progress and attainment, and any additional support being given.
- There are regular meetings between class teachers and senior staff to ensure all children are making good progress. If your child is identified as not making the expected progress the school will inform you and agree a plan.
- The impact of all interventions is carefully monitored, and you will receive feedback from the head of year/SENDCO.
- If your child is still not making expected progress the school will discuss this with you further and consider.
 - ❖ How we could work together, to support your child at home/school
 - ❖ Any further interventions in school
 - ❖ Seeking advice and support from specialist agencies, such as a speech and language therapist, occupational therapist, Education Psychologist etc
 - ❖ Sources of information and support for the family.

Who are the other people providing support and services to children with SEND in our school?

<p>School-based Provision</p>	<ul style="list-style-type: none"> ▪ Teachers, Classroom Teaching Assistants and Assistant and Deputy SENDCo ▪ Speech and Language Therapist (Ms Talia Roche) ▪ Art Therapy Workshop (Ms Abbie Byrne) ▪ Lego Workshop (Ms Sophie Citro) ▪ Volunteer Readers ▪ Mentoring workshops (Mr Osman) ▪ Emotional Literacy Support Assistants – ELSA (TBC) ▪ Lunch time Clubs (various staff members) ▪ School outreach therapist Anna Freud– Ms Christie Reynolds ▪ XLP Mentors – Rosie Conroy ▪ Mental Health School practitioner Emily Macmaster ▪ Careers Advisor – Jessica Ahmed
<p><u>Services available through the Local Authority and/or Health Services.</u></p> <p>Please look at</p> <p>Camden Local Offer for more details</p> <p>SEND Local Offer Cindex (camden.gov.uk)</p> <p>http://www.sendiasscamden.co.uk/</p> <p><u>Integrated Youth Support Services (Camden Council)</u></p> <p>Integrated Youth Support Services (Camden Council) Cindex</p>	<ul style="list-style-type: none"> ▪ Down Syndrome Advisory Service (Ms Helen Long) ▪ Educational Psychologist (Dr T Kearney and Ms G Blair) ▪ Sensory Services for children with visual or hearing needs (Wendy Bicknell) ▪ Occupational Therapy (Evelyn Griffin) ▪ Physiotherapy (Laura Jones) ▪ School Nurse, including professional training for school staff (Ms Aminata Manna) ▪ Sendiass Support Service (independent support for families going through the SEN processes and procedures) Julie Bidway ▪ Child & Adolescent Neurodevelopmental Service (MOSAIC) (Includes Child & Adolescent Mental Health Services, Community Paediatrician, ASD & ADHD diagnostic services)

How are the adults in school helped to work with children with SEND and what training do they have?

- The SENDCO and Deputy SENDCO's role is to support the subject class teacher in planning for children with SEND.
- The school's development plan identifies training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues or to support identified groups of learners in school, such as ASD, Downsyndrome, dyslexia, etc.
- Individual teachers and support staff attend training courses run by in-house and outside agencies that are relevant to the needs of specific children in their classes e.g., from the ASD Outreach Service, Speech & Language Therapy Service or Sensory services
- Individual training for identified staff members is linked with the needs of a child with special educational needs and/or disabilities identified through the school's performance management process.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCO.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible. This is generally referred to as High Quality Teaching and this will ensure most children have their needs met. Teachers have a tight focus on vulnerable learners and intervene promptly.
- Specially trained Learning Support Staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's, Support Plans or EHCPs.
- Planning and teaching will be adapted if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her class subject teacher and head of department.
- His/her progress is reviewed formally every term.
- At the end of each key stage (i.e., at the end of year 9 all children are more formally assessed.
- Your child's progress is shared with you each term with three reports and at Parent's evening. This will include feedback on how your child is responding to the specific in class strategies identified through the HQT, and the impact of the targeted group support in the weekly interventions. If your child is not making the expected progress, then you will be offered an additional extended meeting allowing for a more in-depth discussion. The class teacher will liaise with the Deputy SENDCO and SENDCO, one of the two will also attend as needed.
- The progress of children with a Support Plan is reviewed with you each term and recorded on the plan. A copy of this plan is then shared with you.
- The progress of children with an EHCP is also reviewed, and your child's individual learning targets shared with you. The EHCP is formally reviewed annually.

- You, your child and all the professionals working with your child, are invited to contribute, and decide how your child's needs can be best met for the following year. A copy of this is given to you and sent to the LA SEND Department.
- The SENDCO will work closely with class teachers, and intervention leaders to monitor impact of the support your child receives.
- At Maria Fidelis we want to work in partnership with Parents/Carers. We may use a range of ways to keep you informed, which may include:
 - ❖ Newsletters
 - ❖ Phone calls
 - ❖ Emails
 - ❖ Postcards/certificates sent home
 - ❖ Parent's Evening
 - ❖ Additional meetings as required
 - ❖ Home/school journals
 - ❖ Annual Reviews
 - ❖ End of Year Reports
 - ❖ Virtual meetings

What support do we have for you as a parent of child with an SEN/and or disabilities?

We would like you to talk to your child's head of year so we know what they are doing at home, and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.

The Head of Year and/or the SENDCO is available to meet with you to discuss your child's progress and additional educational needs.

Specialist professionals that assess or work with your child, such as the EP or SALT will provide feedback and recommendations in both a report and in a discussion with you.

The SENDCO will alert parents to new developments or support groups within the authority. However all such information is available on the Camden's Local Offer website

[School Age Children & Young People 5 – 18 | Cindex \(camden.gov.uk\)](#)

If your child is undergoing statutory assessment for an EHCP you will also be supported by both the SENDCO, and the Local Authority's Children's Services SEND Team. Together we will ensure that you fully understand the process. The SENDCO can also provide information on services and charities that also support parents through this process.

How have we made this school physically accessible to children with SEND?

- Much of the school is accessible to children with a physical disability via lifts
- Accessible toilets have lifting facilities.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to support children with a range of needs.
- Classroom environments are adapted to accommodate the needs of particular groups of vulnerable learners e.g., workstations for children with ASD, radio mikes for deaf children, walkie-talkies.
- If you have a specific concern, please contact the SENDCO.

How will we support your child when they are leaving this school? OR when moving on to another class?

We recognise that 'moving on' can be challenging for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school or college:
 - ❖ We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
 - ❖ We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that needs to be made for your child
 - ❖ Where possible we will support a visit to the new school or college in advance of the move
 - ❖ We will make sure that all records about your child are passed on as soon as possible
- When moving classes in school:
 - ❖ Information will be passed on to the new subject class teachers IN ADVANCE and in all cases, a planning meeting will take place with the subject teachers. All documentation will be shared.

Summary of the SEND provision 21-22

Communication and Interaction	Cognition and Learning
<p>Universal: Wave 1 – Quality First Teaching <i>“Every teacher is a teacher of pupils with SEND”</i></p> <p>All teachers are responsible for the delivery of good and outstanding lessons which are effectively differentiated in order to challenge and support the learning of all students appropriately.</p> <p>Teachers give attention to:</p> <ul style="list-style-type: none"> ▪ knowing the students in their classes with SEND and assimilating information on that particular need and strategies to support learning. ▪ creating the optimum learning environment, e.g., classroom layout, seating plan, classroom climate and ethos. ▪ planning a variety of teaching styles that effectively meet a range of needs: ▪ differentiating tasks and activities: ▪ providing support in writing and reading. ▪ developing abstract thinking. ▪ developing speaking and listening ▪ multi-sensory approaches -visual, auditory, and kinaesthetic ▪ challenging questioning. ▪ building literacy and numeracy across the curriculum. <p>This is supported by:</p> <ul style="list-style-type: none"> ▪ supported by a range of pastoral care provision. ▪ regular training and learning opportunities for staff in all departments on SEND and appropriate teaching and learning strategies awareness raising programmes for all students about the range of special needs and disabilities in the school. 	<p>Universal:</p> <ul style="list-style-type: none"> ▪ HQT strategies ▪ Pre-teaching ▪ Post-teaching reinforcement

Targeted:

Wave 2 – Small group withdrawal or in-class additional support from a trained professional

The school deploys additional resources for students who would be expected to catch up with their peers, as a result of such intervention.

This includes:

- Specific target setting and monitoring to ensure students make at least expected progress.
- In-class support from trained Learning Support Assistants (LSAs) and specialist teachers.
- The Rapid Reader Programme.
- Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups or 1:1
- Withdrawal groups to support GCSE students to complete important parts of their course.
- Touch-typing classes; IT equipment suitable for the classroom.
- Break and lunchtime drop-in support and supervised activities.
- Dedicated extra-curricular activities to support vulnerable students.

Organisation of access arrangements for exams.

- Language & Communication Groups (all years)
- SALT programmes – SALT Therapist and TA delivery
- ELSA programme TBC
- Lego Workshop TA delivery
- Social circle groups/clubs
- Outside agencies advice/strategies (XLP)

Targeted: (Catch-up Literacy and Maths)

- Reading groups/ Buddy reading
- Lexia
- Alternative methods of recording (Voice-typing, scribe)
- Sumdog
- Reading volunteers
- Additional numeracy classes

Specialist: Wave 3 – Intensive Support

There are several ways we support students. Some of these interventions are:

- LSA support in lessons.
- Intervention groups in subject areas.

- Small groups to develop speech and language and social communication individual coaching/mentoring sessions.
- Adapted timetables allowing focus on specific skill building.
- Short-term intervention programmes particularly focusing on social skills within a learning context.
- Curriculum arrangements, including group organisation and specific courses designed for lower ability, vulnerable students or those requiring a more hands on, vocational approach, and specialist advice from other professionals (e.g., speech and language therapist, nurse, occupational therapist, hearing impaired service, physiotherapist) including the LSA's support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.

For students who are not making expected progress, the school calls upon professional provision from beyond its own resources to provide a comprehensive and flexible package of support which responds appropriately to need. The school takes a multi-agency approach, accessing professional advice from a large number of outside agencies (outlined above) who have worked closely with the school for a number of years, enabling staff to build expertise in delivering quality support for students with SEND.

- SALT direct therapy
- Language and Literacy Learning groups (KS3)
- Continued outside agencies
- LSA Support (EHCP) as specified in plan

Specialist:

- Language and Literacy withdrawal group (KS3 and KS4)
- Maths Learning group (KS3 and KS4)
- Continued outside agencies
- LSA Support (EHCP)

Social, Emotional and Mental Health	Physical and/or Sensory
<p>Universal: Whole school Behaviour Policy HQT strategies Class and team building Classroom support Head of year</p>	<p>Universal: HQT strategies Adaptive equipment (standing desks, cushions, fidgets, overlays, pencil grips, slanted desk equipment, IPADs, Laptops)</p>
<p>Targeted: Termly meetings with parents ELSA programme TBC Art workshop Lego workshop Parent/Pupil support via Head of year or Student support officer Outside agencies (EP, CAMHS, therapies)</p>	<p>Targeted: Art Workshops Sensory support resources Outside agencies (OT/Physio, Hearing/Visual SS) Healthcare Plan</p>
<p>Specialist: Alternative curriculum provision Continued outside agencies Classroom Support (EHCP) CRIB</p>	<p>Specialist: Adapted curriculum provision Continued outside agencies Classroom Support (EHCP) & High Needs</p>

GLOSSARY OF TERMS	
HQT Checklist	High Quality Teaching Strategies Observation Checklist
WW	Weekly Workshops
SEND Advice and Review Plan (EP Assessment)	Special Educational Needs & Disability Plan (Educational Psychologist)
SEND Code of Practice (0-25)	The legal document that sets out the requirements for SEND
EHCP	Education, Health and Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCo	Special Educational Needs & Disabilities Coordinator
ASD	Autistic Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
LSA	Learning support assistant
CRIB	Camden Reintegration Base- Haverstock School
LA	Local Authority