



Notre Dame Plymouth

# **SEND Policy and Information Report**

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### 1. Aims

Our SEND policy and information report aims to:

- › Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- › Explain the roles and responsibilities of everyone involved in providing for students with SEND

We aim to provide for all students' needs as they arise in a caring, flexible, professional manner. We promote positive self-esteem, plan individualised curriculum pathways, support all transitions and work with parents/carers, students and external agencies to ensure students learning experiences are extended through partnership.

At Notre Dame we pride ourselves on being an inclusive school.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

This policy also complies with our funding agreement and articles of association.

### 3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition. The school works in line with the Code of Practice principles in that:

- SEND issues are addressed.
- There is recognition of a continuum of needs and provision.
- Students will be given the greatest possible access to a broad and balanced education.
- Liaison with the Local Authority, Health and Social Services will take place as appropriate to the need of the child.

## 4. Roles and responsibilities

### 4.1 The SENDCO

The SENDCO is Zoe Baring and the Deputy SENDCO is Clare Sampson.

They will:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

### 4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### 4.3 The Headteacher

The Headteacher will:

- › Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEND and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- › The progress and development of every student in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

### **5. SEND information report**

#### **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia, moderate and specific learning difficulties
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

#### **5.2 Identifying students with SEND and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We use a number of indicators and methods to do this:

- The analysis of information, including entry profiles, reading ages, and student assessments.
- Parental concerns and experience.
- The student's own views.

- Referrals from key members of staff to identify areas of concern.
- Tracking individual student progress over time in academic subjects.
- Communication with feeder schools before transfer.
- Information from previous schools.
- Information from other services including specialist assessment and professional advice.

The SEND team maintain a list of students identified through these procedures. This list is reviewed on an ongoing basis. A detailed analysis of the list takes place termly.

For some students, more in depth individual assessment may be undertaken through a "**My Plan**". This will happen using the following tools:

- Through Transition meetings held at our local feeder primary schools before students commence at Notre Dame.
- Parents and Year 6 students attending a transition evening where families are able to meet the Tutor, Head of House and the SEND team.
- By all Year 7 being assessed in Literacy & Numeracy at the beginning of the year they start. At other times, there are individual assessments if the young person arrives mid-year.
- By monitoring of effective tracking by Heads of Houses & the SEND team.
- Parental visits and tours of the School and the SEND Department throughout the academic year.
- An effective pastoral system which includes five houses, with Heads of Houses and a wellbeing Team who are instrumental on a daily basis in ensuring academic & pastoral mentoring.

The SEND team maintain a list of students identified through these procedures. This list is reviewed on an ongoing basis. A detailed analysis of the list takes place termly.

Parents are encouraged to discuss their child's individual needs with the Tutor or subject teachers. This may, if considered necessary, lead to a separate meeting with the SENDCo to discuss next steps.

### **5.3 Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the student's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

In addition to individual student cases, it is our aim that Notre Dame works in close partnership with parents/carers and maintains regular and purposeful communication.

This includes:

- SEND Parent / Carer forums with visits from external professionals
- Access to email addresses to SEND and teachers where necessary
- Regular Progress Reviews, Parents Evenings and Plan Reviews
- Regular review of SEND plans with parental input.

Plymouth Information, Advice and Support for SEND (PIAS) provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area.

PIAS provides parents, carers of children and young people with SEND and also the children and young people independently with:

- support at meetings
- support around education and training issues. Please follow the link below for more information or to contact PIAS : <https://www.plymouthias.org.uk/>

## **5.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- › The teacher's assessment and experience of the student
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The student's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs through a student Passports (a one-page profile about the student), the outcomes sought (My Plan), the support provided (Provision Map), and any teaching strategies or approaches that are required.

Notre Dame see it as a priority to maintain effective communication with Parents/ Carers. Tutors, Heads of Houses, the SEND Department team and SLT are all involved in ensuring effective and regular communication regarding a student's progress and welfare.

There are many ways in which learners with additional needs are supported, including:

- Three data assessment points per year (Progress Reviews) and reporting system; • Parent "Information, Advice & Guidance" evenings
- Parent Essentials Evenings
- SEND parent forums on a termly basis
- Outside services involved with some students provided with reports and information about attainment and expected progress for health based needs, such as speech and language or physical development;
- If a student is identified as needing an individual "MyPlan" (M) or Education, Health & Care Plan (EHCP) to support their education, parents will be involved in helping the School to create this through a plan, do, review process. This will be followed by reviewing "next steps" & targets at regular intervals, usually three times a year in light of their Progress Review.
- Annual reviews for students with a "My Plan" (M) or Education, Health & Care Plan (EHCP).

We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## **5.5 Supporting students moving between phases and preparing for adulthood**

We recognise that transitions for a student with additional needs will need careful planning and take steps to ensure that any transition is coordinated as smoothly as possible.

### **If a student is moving to another school in year or post 16:**

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for the student.
- We will make sure that all records about the student are passed on as soon as possible.
  - Careers information, advice and guidance (CSW), careers conventions, and support will be available and accessible during both key stages to inform option choices, career paths and post 16 choices.
- The SENDCo may arrange additional visits for students identified as having SEND and additional meetings will be arranged with parents and any other services who have been involved with the student (e.g. Communication and interaction team)
- Students with a "My Plan" (M) or an Education, Health & Care Plan (EHCP) will have an enhanced transition program personalised to their needs. Transition starts as soon as we know the student is joining or leaving. Communication between all parties is vital in ensuring as much information as possible is shared between the student, parents and staff from both schools.

### **In Year 6:**

- The Year 6 teacher and/or SENDCo will discuss the specific needs of the student with the SENDCo at Notre Dame
- The student will have focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible the student will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in their current school (enhanced transition). These visits will involve observations of the student both in the classroom and a less structured environment e.g. break time
- Students with a "My Plan" (M) or an Education, Health & Care Plan (EHCP) will have a personalised transition program as well as accessing the main transition in place for all students joining the School in Year 7.
- Transition starts as early as possible in order to make the students as prepared as possible for September. Communication between all parties is vital in ensuring as much information as possible is shared between the student, parents and staff from both schools.
- In some cases transitions begin in year 5 to support the needs of students

A range of methods, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them to understand moving on, it will be provided for them.

### **To other providers:**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

## **5.6 Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide a range of interventions – please see Notre Dame's Whole School Provision Map.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The School is aware of the access needs of disabled children on roll, and adaptations to the school are made accordingly.

For more information please see the school's Accessibility policy and Disability & Equality Policy <http://www.ndonline.org/information/policies/>

## 5.8 Additional support for learning

At Notre Dame there are numerous ways in which students with additional needs are supported:

- Setting of aspirational targets so that all our learners with additional needs achieve the very best, with continuous review of their progress through tracking, academic mentoring and regular meetings.
- Subject staff are all teachers of students with additional needs and it is their responsibility to meet the needs of all the students in their class, through differentiation, teaching styles, resources, organisation and identifying when a student may require some additional support.
- Whole School monitoring of literacy and numeracy.
- The classroom teacher will take responsibility for the daily provision for students and will be supported and advised by Tutors, Heads of Houses, SEND Department and the Senior Leadership Team (SLT) where necessary. The teacher or Tutor will discuss with the SEND Department and parents any support that they think is needed, that is additional and different to what would normally be offered to students as part of usual practice.
- There is support for students with additional needs who may transfer mid-year including individual meetings, tours, information transfer from previous school/college and personalised timetables.
- The SEND Department staff have a range of interventions which can be discussed with the SENDCo. These interventions are in class, with a small group or on an individual basis.

The aim of the SEND Learning Support Base (G26/G27), is to support all students with additional needs. Our Inclusion agenda aims to increase participation of each student enabling them to receive an education that will provide the foundation for future success. To ensure this happens the School has an inclusive culture, which is secure, accepting, collaborating and stimulating where everyone is valued. We will expect to support a diverse range of students and will provide a differentiated curriculum which will be adapted to suit individual learning styles, to facilitate successful learning: Head, Hearts & Hands.

We have a varied range of specialist staff in our SEND Department, covering many speech, language, ASC, and emotional needs. There are also a range of services that work within the School. These include:

- The Educational Psychology Service
- The Communication & Interaction Team
- The Educational Welfare Service (EWO)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Occupational Therapist
- The Youth Service
- Parent Advice and Guidance (PIAS)



- VI / HI support team

In the SEND Department we have specialists in physical impairment, dyslexia, dyscalculia, speech and language, mental health, ASC and Psychometric testing (to support Exam Access Arrangements)

## 5.9 Expertise and training of staff

Our SENDCo is a qualified English Teacher and has 13 years' experience in the SENDCo role, working as a Senior and Middle Leader across Plymouth and Devon. Alongside her teaching qualifications, the SENDCo holds the National Award for SEND Coordination and is a qualified Specialist Assessor.

Our Deputy SENDCo is a qualified History Teacher and also holds the National Award for SEND Coordination. She is allocated 3 days a week to manage SEND provision.

We have a team of 13 teaching assistants, including a Lead TA and 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have a rolling programme of training and support for staff based on the needs of the students within the School. All LSAs have a specific CPD programme throughout the year and are monitored and evaluated at regular intervals via observations and performance management by the SENDCO. Staff are sent on individualised training if they are supporting a student with a more specific need, such as those with auditory or visual impairment. Staff have had training in the following:

- Phonics
- Speech and Language support – comprehension group
- ASC
- ADHD
- Psychometric Testing – Access Arrangements
- VI/HI adaptations
- CAMHS & STORM training
- Mental Health and Well-being Courses

## 5.10 Securing equipment and facilities

The School budget includes money for supporting pupils with SEN. The School will use its SEND funding in the most appropriate way to support the student. This support may include some individual or small group Learning Support Assistant provision, but this will be monitored through the young persons' "My Plan" (M) or Education, Health & Care Plan (EHCP). The funding may be used to put in place a range of support strategies depending on the needs of the student. SEND funding may also be used to purchase specialist equipment or support from other specialist support services etc.

### Preparing students for Adulthood

Uniquely to Notre Dame we have the "Learn for Life" curriculum for students in all year groups who are working below age related expectations (BARE). Most of the students have an EHCP and some are not in their chronological year group. The curriculum is particularly tailored to allow for full engagement in learning with additional Life & Social Skills work.

This curriculum is now in its 5th year of success and allows the SEND team alongside parents/carer and external agencies to plan for an appropriate curriculum with a range of qualifications and life development.

If a student is identified by either a primary school or parent/carer as suitable for this curriculum, arrangements are made to discuss the pathway and support transition.

Students in the Learning Support Base have access to:

### Environment:

- A calm low stimulus environment.

- Interactive and visual aids to support learning.
- Individual work space.
- ICT access.
- Opportunities for talk time
- Homework club.
- Break / lunch club.
- Key adult support
- Adapted Extra curricular activities

#### **Curriculum:**

- Full access to mainstream curriculum subjects.
- Curriculum adapted to meet student's individual needs.
- Additional support for social skills and emotional literacy.
- Additional support offered for literacy and numeracy.
- Strategies and encouragement to promote independent learning and resilience.
- Opportunity to access and participate in main school lessons.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- › Reviewing students' individual progress towards their goals each term
- › Reviewing the impact of interventions in line with their timeline cycle
- › Using student questionnaires
- › Monitoring by the SENDCo
- › Using provision maps to measure progress
- › Holding annual reviews for students with EHC plans

### **5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

Notre Dame believes in the importance of ALL students accessing ALL opportunities within and outside of school and so reasonable adjustments are made for full inclusivity.

Risk assessments are carried out for School visits including residential trips and reasonable adjustments will be made where required. Where needed, the risk assessment will include a meeting with parent/carers as well as taking account of any medical advice. When choosing the destination of these trips we will take into account the needs of all students. On some occasions a member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.

### **5.13 Support for improving emotional and social development**

We provide support for students to improve their emotional and social development by offering a range of support and interventions including:

- Tutor support
- Heads of House guidance and monitoring
- Pastoral/academic mentors/ tutor group 'buddies'

- The Well-being Team interventions: self-esteem, confidence group and anger management
- SEND Team interventions
- Outside services e.g. Speech and Language Therapy.
- Proactive use of the EHAT (Early Help Assessment Tool)
- Attendance officer support and guidance
- Careers advisor (Careers South West)
- The Governing Body – allocated SEND governor
- A recognition of academic progress, positive behaviours and achievement through a system of rewards.

A copy of our SEND intervention map is available upon request.

Trained first aiders are available from Student Services. If a student requires medication to be administered in School, then you are asked to provide details of this by filling in and signing a form. The School nurse is available for advice. If a student has specific medical needs (e.g. diabetes) they will need to be a medical plan assessment with the SENCO to ensure appropriate support & recognition of needs. A SEND Health plan will then be put into place & reviewed annually.

The School runs a system of buddies to support integration.

The Learning Support Team run a Breakfast group, Lunch club daily and a home work club for all students to complete homework, coursework, research and revision with additional support from Teaching Assistants.

- Breakfast club 8.15-8.50
- Lunch Club 1.30-2.15
- Homework club: Monday, Tuesday, Wednesday 3.30-4.45

We have a zero tolerance approach to bullying.

## **5.14 Working with other agencies**

Notre Dame works in partnership and involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEND and supporting their families.

There are a range of services that work within the School. These include:

- The Educational Psychology Service
- The Communication & Interaction Team
- The Educational Welfare Service (EWO)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Occupational Therapist
- The Youth Service
- Parent Advice and Guidance (PIAS)
- VI / HI support team

## **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.16 Contact details of support services for parents of students with SEND**

Plymouth Information, Advice and Support for SEND (PIAS) provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area.

PIAS provides parents, carers of children and young people with SEND and also the children and young people independently with:

- support at meetings
- support around education and training issues.

Please follow the link below for more information or to contact PIAS : <https://www.plymouthias.org.uk/>

## **5.17 Contact details for raising concerns**

Please do contact your child's tutor, subject teacher or Head of House via telephone or email.

SENDCo: Zoe Baring [zbaring@ndonline.org](mailto:zbaring@ndonline.org)

Communication & Interaction Manager: Alison Emery [aemery@ndonline.org](mailto:aemery@ndonline.org)

Learning Support Manager: Anita Shaw [ashaw@ndonline.org](mailto:ashaw@ndonline.org)

Deputy Head (Learning): Maria Clancy [mclancy@ndonline.org](mailto:mclancy@ndonline.org)

Head of Well-being: Erica Ley [eley@ndonline.org](mailto:eley@ndonline.org)

SEND governor: Graham Johnson: Contact Helen Laird (Clerk to Governors) [hlaird@ndonline.org](mailto:hlaird@ndonline.org) SEND

### **Plymouth**

Strategic Advice and Support (SEND SAS) Windsor House, Plymouth, PL6 5UF Telephone: 01752 260256

### **Devon**

Devon 0 – 25 Team Room L102 County Hall Topsham Road Exeter EX2 4QD Telephone: 03451551091

Email: [csc.childrenyoungpeopleservices-mailbox@devon.gov.uk](mailto:csc.childrenyoungpeopleservices-mailbox@devon.gov.uk)

### **Cornwall**

The Assessment and Education Provision, Inny Building, Cornwall Council, Old County Hall Truro TR1 3AY

Telephone: 01872 322406 Email: [specialeducation@cornwall.gov.uk](mailto:specialeducation@cornwall.gov.uk)

If you are considering applying for a place at Notre Dame and your child has Special Educational Needs or a Disability, then the first action to take is to phone the School and arrange an initial visit with the SENDCo.

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

### 5.18 The local authority local offer

Our contribution to the local offer is:

<https://www.plymouthonlinedirectory.com/childrenandfamilies/plymouthschools/secondary/notredame?returnurl=aHR0cHM6Ly93d3cucGx5bW91dGhvbmxpbmVkaXJlY3RvcnkuY29tL3NIYXJjaD9xPW5vdHJlK2RhbWUmZ28ueD0wJmdvLnk9MA%3d%3d>

Our local authority’s local offer is published here:

<https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer>

As the Children and Families Bill became law in 2014, local authorities were required to publish and keep under review information about services they expect to be available for children and young people with special educational needs, aged 0-25. This is the Local Offer.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. A further key role for the Local Offer will be to inform the joint commissioning for children and young people with special educational needs and disabilities by setting out in a single place what is available locally. Please click the link to access the local offer:

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions

By order of the Governing Board of Notre Dame School and St Boniface’s Catholic College

Policy first adopted by the Governing Board: 19<sup>th</sup> May 2021

Review Term: Biennial

Review Date: 19<sup>th</sup> May 2021..... Signed Chair of Governors .....

Review Date: ..... Signed .....

Review Date: ..... Signed .....

Next Review: May 2023 .....