# URSULINE HIGH SCHOOL LEARNING SUPPORT DEPARTMENT

## INFORMATION REPORT
## September 2026

At Ursuline High School we aim to cater for the individual learning needs of all students in line with the SEND Code of Practice: 0-25 Years (2014).

Students identified with additional needs will be placed on the Learning Support register at one of two levels:

- **Education, Health and Care Plan (EHCP)**
- **Student with Additional Needs-SEND K Support**

There are four broad areas of need in the SEND Code of Practice : 0-25 Years (2014) that inform placement:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Identification is guided by the definition of Special Educational Needs in the SEND Code of Practice :0-25 Years (2014)

**Special educational needs and disability (SEND)**

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A young person has a learning difficulty or disability if they:
  a) have a significantly greater difficulty in learning than the majority of others of the same age, or
  b) have 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 or mainstream post-16 institutions
  c) Students who have an Education, Health and Care Plan (EHCP) will receive extra support and guidance in some of their lessons from Learning Support Assistants who will work in partnership with the Subject Teacher to help students to access the curriculum. Where appropriate, students may also be withdrawn from some lessons for one-to-one or small group support with, for example, reading and writing skills; numeracy skills; social skills and emotional literacy.
  d) Students have a Learning Support Plan (LSP) to inform all subject teachers of their needs so that they can differentiate their work accordingly.

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Additional support is coordinated and monitored by the Special Educational Needs and Disabilities Coordinator (SENDCo) and the learning support leadership team.

Students on the Special Educational needs and disabilities register may also need assessment and support from other professionals including those in the Educational Psychology Service (EPS), Speech and Language Therapy Service (SaLT) and Occupational Therapy Service (OT).

**SEND Information Report**
**Ursuline High School**

*It is the expectation that all students, who are ready for secondary school in a mainstream setting, will be accessing the curriculum in the classroom with quality first teaching, universal strategies, and where required, additional targeted strategies.*

For Merton's Local offer please follow the link :
https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0

1. **How does the Ursuline High School know if students are in need of extra help?**

   • The views of the students and parents are very important to us. We will talk to the students and their parents/carers on several occasions before they arrive at the school in September {Parent information evening, SEND student transition day, Full induction day, Merton Schools Transitions meetings, school visits.
   • All students sit a reading, writing and maths assessment in May.
   • All students attend an interview with their parents/carers in June.
   • The SENDCo speaks with primary schools and attends year 6 annual reviews.
   • Following the UHS assessments in May, some students, both with SEND and non-SEND, are invited in for additional screening in June to see if they may need extra help when they arrive.
   • Pastoral teams and the learning support department track attendance, punctuality, behaviour and progress on a half termly basis.

• The Learning Support Department (LSD) team will speak to your children to find out how they are coping.
• All parents/carers of students with SEND are invited in for a 'getting to know you' coffee morning in September.
• Information is shared with parents/ carers.

2. **What should I do if I think my child/young person may have SEND?**
   1) Please contact your child/young person's tutor or Head of Year
   2) The Head of Year will speak to the SENDCo and make a SEND referral if required.
   3) If your child/young person has an Education, Health and Care Plan (EHCP) the Ursuline will offer support in line with the provision set out in the document as appropriate
   4) If your child/young person has an Education, Health and Care Plan (EHCP) and the Ursuline do not feel able to meet the needs set out in the plan, the SENDCo will liaise with the borough and parent/carer to identify an appropriate setting

3. **How will I know how the Ursuline High School supports my child/young person?**
   • You will be invited to contribute to your child/young person's Learning Support Plan (LSP). Your child/young person will be asked to share their thoughts and be fully involved.
   • You will be able to ask for changes to the LSP to make sure both you and your child/young person feel it is correct and supportive.
   • You will receive a copy of the LSP, which is shared with all their teachers, so you know what is being said and done. These are reviewed and updated regularly.
   • You will receive additional information if your child/young person requires or is entitled to specialist intervention.
   • Having intervention and extra help in the school does not necessarily mean that your child/young person has special educational needs.
   • You will have an opportunity to meet or speak to the SENDCo or another member of staff who can answer your questions and discuss your child/young person's progress at points throughout the year.

- For students with an EHCP, an annual review will be carried out to ensure appropriate support. The student, Parents/Carers, borough representatives, external professionals are all invited to contribute to the annual review.
- Where recommended on any EHCP, skilled professionals (e.g. Educational Psychologists, Speech and Language therapists, occupational therapists) will form part of the provision.
- There is a SEND link governor who has an overview of provision within the school.

**4. How will the curriculum be matched to my child/young person's needs?**

- The school is a high achieving school and offers a broad and balanced curriculum.
- Teachers will have a Learning Support Plan (LSP) for your child/young person and will differentiate the curriculum to meet their needs. There is a clear expectation that all teachers have the highest expectations for all students, including those with SEND. There are many ways that teachers will differentiate the curriculum such as:

a) Breaking down information into small steps and writing this on the class board
b) Breaking down tasks and putting this in an appropriate format on the student's whiteboard
c) Ensuring 'thinking time' to allow the student to have processing time to decide how to answer
d) Writing frames to help a student start their writing and have a clear structure
e) Graphic organisers and mind mapping to help organise and bring information together
f) Vocabulary – banks of vocabulary and opportunities to make sense of the words through word maps
g) Visual materials – to help make sense of the discussion
h) Concrete resources, especially in maths – to help the student touch and work with the idea being studied
i) Sand timers or visual timers – to help a student manage and understand time
j) A shorter task but with a clear outcome expected
k) Sometimes learning support assistants and other adults will work alongside the teacher to support your child/young person to access different aspects on

the curriculum
l) All students have access to a device with assistive technology:
• Read aloud resource
• Speak to text resource
• Spelling checker
• Electronic calculator
m) Some students may be eligible for specific provision such as: printed resources of specified coloured paper, coloured overlays, wobble cushions, writing slants.

The level of learning support assistant support and intervention is dependent on the level of need and will be managed by the SENDCo and team. Ursuline High School believes in Quality First Teaching so that all students, including those with SEND, have access to the teacher's expert knowledge. All teachers are responsible for the appropriate differentiation and delivery of their lessons. All staff receive on-going high quality CPD on SEND and support and guidance is given on how to adapt teaching to meet the needs of students.

**5. How will the school know how well my child/young person is doing?**
• The child/young person's progress is monitored every half term to check they are making expected progress. All students, including SEND, are expected to make the same amount of progress. We have high expectations for your child/young person.
• An assessed piece of work is completed every 3 weeks in every subject.
• The class teacher will contact you if there are any concerns about how well your child/young person is doing.
• You can contact the Learning Support Department (LSD) with any questions you might have at any time. The SENDCo has an 'open door' policy to discussing your child/young person's learning with you. (This is usually by email in the first instance)
• Clear targets set in intervention classes are checked by the Intervention Team to make sure the support is having a positive impact on your child/young person's learning. We do not believe in giving extra help and support if it does not seem to be impactful.
We **ASSESS**, **PLAN**, **DO** and **REVIEW** regularly. When something does not

work, we try something else. We do not give up.
• We strongly believe in a partnership and share information with you. It is important for your child/young person to be helped at home as well as at school.

**6. How will I know how well my child/young person is doing?**
• You will be able to log into your child/young person's personal site on the school website and see their grades and expected grades.
• You will receive a report of progress every half term.
• You will be invited into the school to discuss any specific areas of concern (and where this is not possible a virtual meeting will be arranged).
• All students have a review meeting bi-annually with their tutor at academic review days and once a year with all teachers at parents' evening.

**7. How will you help me support my child/young person's learning?**
• You will be able to contact and meet the SENDCo at Parents' Evenings or at other times requested throughout the year.
• You are encouraged to contribute to write your child/young person's learning support plan (LSP) and to agree to the parental support.
• The SENDCo or other appropriate staff will share information and support parents during the termly discussion. Areas that parents/carers regularly need to support their child/young person with at home are:

a. reading at home
b. organisation
c. homework
d. helping with revision
e. helping with specific subjects
f. supporting with emotional needs
g. supporting the importance of high attendance
h. raising self-esteem.

The school offers advice and support with all these areas via the pastoral year teams.

**8. What support will there be for my child/young person's overall wellbeing? How will my child/young person's personal or medical needs be met?**

• All students have a tutor, a head of year and a Pastoral Support Assistant that work closely with the SENDCo to ensure the well-being of your child/young person is met.
• Information is shared, with your agreement, with teachers to ensure your child/young person is able to work successfully in school.
• Your child/young person's medical needs are recorded with the Medical Administrator and shared with all teachers as required. In some cases a health care plan is put in place.
• All teachers have compulsory first aid training.
• We have specific staff with higher level first aid training.
• We have three ELSA (Emotional Literacy Support Assistant) practitioners who are under the supervision of the Educational Psychology Service, Merton.
• We have a teacher who supports students with Social, Emotional, Mental Health needs (SEMH) and manages the SEMH space, named Willow.
• Students with specific needs can be referred to the qualified counsellor on site via the Assistant Headteacher Inclusion with parental consent.
• Students with specific medical needs can be referred to the school nurse with parental consent.
• Students with attendance issues will be referred to the (EWO) Educational Welfare Officer.
• The school works with the community police officer to help with safety to and from school.
• Clear anti-bullying policy and safeguarding procedures in place and positive mental health promoted by the PSHEC programme.
• Students with specific needs can be referred to the EWP(Education Welfare Practitioner).

**9. How will my child/young person be able to contribute their views on how things are going?**

• Your child/young person may have a learning support assistant(LSA) or teacher mentor who they can discuss how well things are going with on a regular basis.
• A team of pastoral staff are available to speak to students about any concerns they may have and to facilitate restorative justice meetings.

• A team of students from a cross section of the school give their views in the school student council. This is facilitated in departments and year groups.

**10. What specialist services and expertise are available at or accessed by the school?**

In school we have the following expertise and staffing in Learning Support Department(LSD) :
• Victoria Jefferies: SENDCo
• Jo Thompson: Deputy SENDCo with responsibility for exam access arrangements
• Jennifer Delhoum: Learning Support Lead teacher for student presenting with neurodiverse profiles (ASC)
• Katarina Zatkovicova: Learning Support Lead for Social Emotional Mental Health (SEMH) and the management of the SEMH space (Willow)
• Maureen Cecil: Learning Support Lead for Attention Deficit Hyperactivity Disorder (ADHD) supporting SEMH
• Gina Lamb-Dixon: Learning Support Lead for Speech, Language and Communication Needs (SLCN)
• Joyce Ma: Learning Support Lead for Cognition and Learning (C&L) including specific learning difficulties (SpLD)
• Suanne Dix: Learning Support Lead for SEND provision in sixth form
• Sauha Chohan & Ciara Laker: Learning Support Lead for physical needs including visual and hearing impairments
• Camilla Johnson: Learning Support Lead for reading intervention
• Emily Chan: Business Administrator for LSD
• Learning Support Assistants (LSA)

Within this team there are 2 members with the qualification to assess for access arrangements for examinations.

In addition, we have 3 members of staff trained in ELSA and 1 with Elklan training.

External Services who support the school regularly are:
• Speech and Language Merton team
• Educational Psychology Merton team
• Occupational Therapy Merton team
• Learning Support and Training Merton team
• MAOS (Merton Autism Outreach Service)
• Multisensory to Merton team
• Social Care – all boroughs

**11. What training have the staff supporting those with SEND received?**
• SENDCo qualification Jan 2022
• Deputy SENDCo with PAPAA qualification 2018.
• Teacher for Neurodiversity- National Award for Special Educational Needs Coordination (NASENCo) and trained in Educational Testing (CEET) and Access Arrangements (AAC)-2020. Completion of MA moduleWorking with Individuals on the Autism Spectrum.
• 3 staff trained in ELSA, supervised by Merton EPS
• LSD Lead trained in ELKLAN and speech and language provision
• Continued Professional Development has covered a wide variety of areas in the past years including:

a) Safeguarding
b) Supporting students with Hearing Impairments
c) Trauma informed practice supporting students with Autism
d) Exam access arrangements training
e) NSPCC training
f) How to carry out and score SDQs

There is a continual on-going professional development programme in place for teachers and members of the Learning Support Department which includes the following:

a) Understanding challenging behaviours and making reasonable adjustments to meet students' needs
b) Understanding ADHD
c) Understanding ASC
d) Early identification and linking to the LSD referral process
e) Emotion coaching

**12. How will my child/young person be included in activities outside the classroom including school trips?**

• All students are supported to be able to attend any trips and activities. The majority of students will be able to access trips and activities following a risk assessment

• Parents of students with SEND will be consulted

• The school has an accessibility plan to ensure that any changing need of any student is assessed and then a plan is put in place. The plan and the impact of the alteration is reviewed with parents, staff and the student.

Accessibility includes a wide variety of areas including:

• Access to the site and different classrooms

• Assessment, planning and provision for short- and longer-term injuries

• Assessment, planning and provision of ICT equipment

• A LSA will accompany the student on trips where deemed necessary

**13. How accessible is the school environment?**

• The school is on three sites. The main site, the Arts site, which is across a road and Morley Park, the school Sports Field located off-site within a 30-minute walk.

• The site is on a hill, so there are some steep aspects.

• The school has limited wheelchair access in parts; but not all.

• There is one disabled toilet on each of the three sites

• There are lifts in three buildings, but access is limited

• Currently there is not specific equipment in place

• The school has staff that are able to translate in a variety of languages.

Parents are encouraged to bring in a family member or friend to act as translator if required.

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**14. How will the school prepare and support my child/young person when joining Ursuline High School, transferring to a new school or planning for the next stage of their education, employment or training?**

**Transition from Year 6 to 7**

• Students with identified SEND needs will be invited to a special induction day in June

• Students with very specific needs will be provided with additional opportunities to visit the school

**Transition from Year 9 to 10**

• Students will receive guidance on transition from all staff

• Students will receive guidance from SENDCo and LSD Leaders on GCSE subject choices

• Students will receive careers advice from the Careers Advisor

**Transition to Year 11 to 12**

• Students will receive guidance on transition from all staff

• Students will receive guidance from SENDCo and LSD Leaders on next steps to Post 16 education

• Students will receive careers advice from school Careers Advisor

• Students will receive support in application processes

• Parents and students will be offered time to discuss and support from within house professionals and borough professionals to ensure the correct transition is made

• Many students with SEND needs are attached to a key mentor who help them with key issues to make equal progress to their peers.

**15. How are the school's resources allocated and matched to my child/young person's special educational needs?**

• The school's resources are carefully allocated to reflect the student's special educational needs.

• Where there is an EHCP in place, this will be used to inform provision of Section F.

• If the funding is not adequate to meet these needs a request for further funding will be made to the borough.

• Pupil premium funding is used in a variety of ways including Maths and English intervention and support on school trips

**16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?**

• The school allocates the support in line with your child/young person's needs.
• You will receive letters and information about the provision along with progress reports.
• You are able to contact the SENDCo and Deputy SENDCo to discuss the interventions.
• On-going tracking is used to make sure support makes an impact

**17. How will I be involved in the discussions about and planning for my child/young person's education?**

• You will be asked for your views and be included in the information provided to all teachers on your child/young person's LSP.
• You will be able to share your views at meetings with your child/young person's tutor and at Parents' Evenings.

**18. How can I be involved in the school more generally?**

• Attending school plays, events and masses
• Becoming a part of the Parent Teacher Association
• Support the school home agreement

**19. Who can I contact for further information?**

• Your child/young person's tutor or Pastoral Support Assistant (PSA)
• Your child/young person's Head of Year (HOY)
• The Lead LSD staff for each area (as listed in point 10)
• Jo Thompson, Deputy SENDCo
• Victoria Jefferies, SENDCo
• Michelle Alexander, Deputy Headteacher
• Eoin Kelly, Headteacher
• London Borough of Merton SEND team
• Your local borough parent partnership advocate/ SEND Independent Advisory Service

**20. What should I do if I am considering whether this is the right school for my child/young person?**

You can contact:
• London Borough of Merton SEND team
• Visit the school at open events (Sep/Oct) each year

**21. How will my child/young person be supported to prepare for adulthood?**
• The PSHEC program covers a cycle of topics related to age-appropriate levels of independence.
• Students receive collective and individual careers advice to plan future pathways.
• For students with an EHCP, preparation for adulthood is discussed at their Annual Review to ensure appropriate provision is in place post Ursuline High School. This happens from Year 9 onwards.
• LSA support is offered to students on the SEND register in writing UCAS personal statements and applications.

**Learning Support Department Contact Information:**
Emails:

- Victoria.Jefferies@ursulinehigh.merton.sch.uk (SENDCo)
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