

URSULINE HIGH SCHOOL SEND INFORMATION REPORT

September 2020

Including information of provision during pandemic

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 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 her.
- A young person has a learning difficulty or disability if she:
 - a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - b) has a disability which prevents or hinders her 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 Teaching 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 Where appropriate, students may also be withdrawn from some lessons for one-to-one or small group support with, for example, reading and writing skills; numeracy skills; social skills and emotional literacy.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 SEND profile to inform all subject teachers of their learning 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).

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) and Speech and Language Therapy. Once again, these referrals are managed by the Special Educational Needs and Disabilities Co-ordinator.

At the end of year 6, students on the SEND register in their primary schools may be asked to complete a diagnostic test to enable the Ursuline High School to provide targeted support upon their arrival in year 7. This support may include reading intervention to raise their reading age enabling them to access national Curriculum tests, and support with numeracy to embed basic numeracy skills.

SEN 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 differentiated teaching and additional support when appropriate.

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 a student is in need of extra help?

- The views of the student and parent are very important to us. We will talk to your daughter and her parent/carer on several occasions before she arrives at the school in September {Parent information evening, SEND parent and student induction day, SEND student and TA transition day, SEND student screening day, Full induction day}
- All students sit a literacy and maths test in the April.
- All students attend an interview with their parent/carer in May.
- The SENDCo speaks with primary schools and attends year 6 annual reviews.

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- Many students, both SEND and non-SEND, are invited in for screening in June - to see if your daughter may need extra help when she arrives.
- Teachers and the SENDCo track attendance, punctuality, behaviour and progress on a half termly basis.
- The SENDCo and teachers will speak to your daughter to find out how she is coping.
- All parent/carers of SEND students are invited in for a 'getting to know you' coffee morning in September
- Information is shared with parents.

2. What should I do if I think my child/young person may have SEND?

- 1) Please contact your daughter's tutor or Head of Year
- 2) The Head of Year will speak to the SENDCo
- 3) If your daughter 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 daughter 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 daughter?

- You will receive a letter to inform you that your daughter is on the SEND register
- You will be invited in to contribute to your daughter's SEND profile. Your daughter will be asked to share her thoughts and be fully involved.
- You will be able to ask for changes to the profile to make sure both you and your daughter feel it is correct and supportive.
- You will receive a copy of the profile, which is shared with all her teachers, so you know what is being said and done. These are reviewed and updated regularly.

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- You will receive additional information if your daughter requires or is entitled to specialist intervention
- Having intervention and extra help in the school does not necessarily mean that your daughter 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 daughter's progress once each term
- 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) will form part of the provision
- There is a SEND link governor who has an overview of provision

4. How will the curriculum be matched to my daughter's needs?

- The school is a high achieving school and offers a broad and balanced curriculum
- Teachers will have a SEND profile of your daughter and will differentiate the curriculum to meet her 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 board
 - b) Breaking down tasks and putting this in an easy 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

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- 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 teaching assistants and other adults will work alongside the teacher to support your daughter to access different aspects on the curriculum
- l) The large majority of students have access to a tablet/laptop with assistive technology:
 - Read aloud resource
 - Speak to text resource
 - Spelling checker
 - Electronic calculator
- m) Some students may be eligible for additional software, within the physical and funding constraints of the school: reading pen for examinations; tuition in speed typing etc
- n) Some students may be eligible for specific provision such as: printed resources of specified coloured paper, coloured overlays, wobble cushions, writing slants etc

The level of TA support and intervention is dependent on the level of need and will be managed by the SENDCo and team. The Ursuline 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 daughter is doing?

- The school and SENDCo checks on your daughter's progress every half term to check she is making expected progress. All students, including SEND, are expected to make the same amount of progress. We have high expectations for your daughter.
- An assessed piece of work is completed every two weeks in every subject.
- The staff and SENDCo will contact you if there are any concerns about how well your daughter is doing

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- You can contact the SENDCo with any questions you might have at any time. The SENDCo has an 'open door' policy to discussing your daughter's learning with you. (This is usually by email in the first instance)
- Clear targets set in intervention classes are checked each term to make sure the support is having a positive impact on your daughter's learning. We do not believe in giving extra help and support if it does not work.

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 daughter to be helped at home as well as at school.

6. How will I know how well my daughter is doing?

- You will be able to log into your daughter's personal site on the school website and see her grades and her 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. Should this occur during a pandemic then virtual meetings are arranged.

7. How will you help me support my child/young person's learning?

- You will be able to contact and meet the SENDCo or Deputy SENDCo at Academic Review Days and by appointment at Parents' Evenings or at other times requested throughout the year.
- You are encouraged to help write your daughter's profile 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 daughter with at home are:
 - a. reading at home
 - b. organisation
 - c. homework
 - d. helping with revision
 - e. helping with specific subjects

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- f. supporting with emotional needs
- g. supporting outstanding attendance
- h. raising self-esteem.

The school offer advice and support with all these areas.

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 and a head of year that works closely with the SENDCo to ensure the well-being of your daughter is met.
- Information is shared, with your agreement, with teachers to ensure your daughter is able to work successfully in school
- Your daughter's medical needs are recorded and shared with all teachers as required and 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 one ELSA (Emotional Literacy Support Assistant) who is 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 hub, 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 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

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

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- Your daughter will be asked to fill out a 'student voice' form each term at Academic Review Day to allow her to share what is going well and what she would like more help with
- Your daughter may have a teaching assistant or teacher mentor who she 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

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

In school we have the following expertise and staffing in SEND :

- Bridget O'Connor: Assistant Headteacher for SEND
- Jennifer Delhoum: SENDCo
- Jo Thompson: Deputy SENDCo and lead teacher for Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLd)
- Katarina Zatkovicova: Lead teacher for Social Emotional Mental Health (SEMH) and the management of the SEMH base, Willow
- Gina Lamb-Dixon: HLTA and lead for Speech, Language and Communication Needs (SLCN)
- Camilla Johnson: Expert reading intervention lead
- Higher Level Teaching Assistant (HLTA) trained in ELSA and supporting SEMH
- Higher Level Teaching Assistant (HLTA) supporting SpLd
- Teaching Assistant (TA) supporting SLCN
- Higher Level Teaching Assistant (HLTA) supporting sixth form students
- 6 Teaching Assistants (TA)
- SEND administrator

Within this team there are 3 members with the qualification to assess for access arrangements for examinations and 1 with qualifications to assess and diagnose specific learning difficulties.

In addition, we have 1 member of staff trained in Elklan and in ELSA, with a further 2 undergoing training in order to increase capacity.

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External Services who support the school regularly are:

- Speech and Language Merton team
- Educational Psychology Merton team
- Social Care - all boroughs
- Visual and Hearing Impairment team linked to Merton

If the above cannot meet the individual needs of your daughter, we will seek alternative advice and agency support. We will monitor all provision to ensure it provides the planned impact.

What training have the staff supporting those with SEND received?

- Assistant Headteacher for SEND with SpLd diploma 2004, member of NASEN and Patoss
- SENDCo with National Award for Special Educational Needs Coordination and training in working with individuals on the autistic spectrum. PAPPAs qualified 2020.
- Deputy SENDCo with PAPPAs qualification 2018.
- Teacher for SEMH
- 2 HLTA trained in ELSA, 2013/14 (supervised by Merton EPS)
- HLTA trained in ELKLAN and speech and language provision
- Further staff attending ELSA training 2020/21
- Further staff attending PAPPAs training 2020/21
- Continued Professional Development has covered a wide variety of areas in the past 2 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

There is a continual on-going professional development programme in place for teachers and members of the SEND team which includes the following in 2020/21:

- a) Understanding challenging behaviours and differentiating to reduce poor behaviour

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- b) Understanding ADHD
- c) Understanding and differentiating for students with ASD including working with Merton Autism Outreach Service
- d) Early identification and linking to the SEND referral process

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
- The students link TA will accompany her on trips
- Assessment, planning and provision of equipment that may be required within the school budget {wobble seat, writing slopes, coloured overlays}

13. How accessible is the school environment?

- The school is on two sites. The main site and the Arts site, which is across a road
- The school Sports Field is 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 two sites
- There are lifts in two building, but access is limited
- Currently there is not specific equipment in place
- The school has Polish, French, Spanish and German staff that are able to translate.

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

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14. How will the school prepare and support my daughter when joining Ursuline 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 or concerns will be invited to a screening day in May/June
- Students with EHCPs will be visited at their primary school by the SENDCo
- 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
- Students will receive careers advice from the Careers Advisor

Transition to Year 11 to 12/college

- Students will receive guidance on transition from all staff
- Students will receive guidance from SENDCo
- Students will receive careers advice from school Careers Advisor
- Students will receive support in application process to colleges transition out of these times
- 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 support are attached to a key mentor that help them with key issues to make equal progress to their peers.

15. How are the school's resources allocated and matched to my daughter'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
- 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

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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 daughter's needs
- You will receive letters and information about the provision along with progress reports.
- You are able to contact the Assistant Headteacher for SEND, 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 daughter's education?

- You will be asked for your views and be included in the information provided to all teachers on your daughter's profile sheet
- You will be able to share your views at meetings with your daughter's tutor and at Parents' Evenings.
- You will be able to discuss your daughter's education at meetings in school

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
- Attending 'back to school' days
- Support the school home agreement

19. Who can I contact for further information?

- Your daughter's tutor or PSA
- Your daughter's Head of Year
- The lead teacher/HLTA for your daughter: Katarina Zatkovicova (SEMH); Jo Thompson (MLD/SpLd); Gina Lamb Dixon (SLCN) and Ciara Laker (Other needs)
- Jo Thompson , Deputy SENDCo and Examination Access Arrangements Assessor
- Jennifer Delhoum, SENDCo
- Bridget O'Connor, Assistant Headteacher for SEND
- Michelle Alexander, Assistant Headteacher -Inclusion/ DSL
- Eoin Kelly, Associate Headteacher
- Julia Waters, Headteacher

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- 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 daughter?

You can contact:

- London Borough of Merton SEND team
- Your local borough parent partnership advocate / SEND Independent Advisory Service

21. What provision will be made for my daughter in a pandemic resulting in partial or complete lockdown?

The Ursuline High School will continue to provide the most appropriate support and care for all students providing reasonable adjustments for students' individual needs.

- Wherever possible, the school will continue to provide on-site learning in a blended style - supported access to online lessons.
- Students will be provided with their own tablet/computer with all school software to use both from home and in school.
- Students will be supported to ensure access to the on-line sites and software available including assistive technology.
- Students will continue to access Quality First Teaching online from their subject teachers.
- Students eligible for TA support, will continue to receive this using the online forum set up by the school
- The SEND department will communicate verbally with both students and parents of high needs students to ensure physical and mental well-being are supported and to support access to the online curriculum and learning.
- The school will work with outside agencies to ensure that appropriate provision can be provided in line with government guidance.
- Specialist assessments will be carried out in line with government guidance and where feasible, students will be invited in to complete these under current social distancing guidelines.

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- The SEND department will continue to ensure students receive their approved access arrangements regardless of whether examinations, both internal and external, are completed on site or at home.
- Students will be offered support to manage any planned or unplanned changes to the curriculum, learning platform or location of learning including support for mental well-being.

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