



Special Educational Needs

URSULINE HIGH SCHOOL SEN INFORMATION REPORT {September 2018}

At Ursuline High School we aim to cater for the individual learning needs of all students in line with the new 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:

- **Educational Health Care Plan**
- **Student with Additional Needs-SEND Support**

There are four areas of need that inform placement;

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Students who have an *Educational Healthcare 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 Where appropriate, students may also be withdrawn from some lessons for one to one or small group support on, for example, reading and writing skills, organisational skills and raising self- esteem. All students on the register have an SEN profile to inform all subject teachers of the specific learning challenges so that they can differentiate their work accordingly. Extra support is given to students as deemed necessary and the progress of these students is coordinated and monitored by the *Special Educational Needs Coordinator (SENCO)*.

Students on the Special Educational needs register may also need assessment and support from other professionals including the Educational Psychologist, Speech and language therapist, the learning and Behaviour Team and the Social inclusion manager. Once again, these referrals are managed by the Special Educational needs Co-ordinator.

At the end of year 6, students on the SEN register in their primary schools may be asked to complete a diagnostic test to enable us 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.

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

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.

The School information report links directly to the SEN Policy on the school website.

For Merton's Local offer please follow the link

<https://fsd.merton.gov.uk/kb5/merton/directory/results.page?qt=&term=&localofferchannel=1>

1. How does the Ursuline High School know if child/young person need 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 SENCo speaks with primary schools and attends year 6 annual reviews.
- Many students, both SEND and non-SEND, are invited in for screening in June – to see if we think your daughter may need extra help when she arrives.
- Teachers and the SENCo track attendance, punctuality, behaviour and progress on a half termly basis.
- The SENCo 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 when we can listen to and answer anything that has come up in the first 2 weeks
- Information is shared with parents.

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

- Please contact your daughter's tutor or Head of Year
- The Head of Year will speak to the SENCo
- If your child has an Educational Health Care Plan (EHCP) the school will offer support in line with this for students who are able to access the core offer with support

3. How will I know how the Ursuline High School supports my child/young person?

- You will receive a letter to inform you that your daughter is on the SEND register
- You will be invited in to ask you to help write your daughter's 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.
- You will receive additional information if your daughter needs 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 SENCo or another member of staff who can answer your questions and discuss your daughter's progress once each term
- For students with an EHCP or statement an annual review will be carried out to ensure appropriate support
- Where recommended on any EHCP or statement, skilled professionals (e.g. Educational psychologists and speech and language therapists) will form part of the support package
- There is an SEN link governor who has an overview of provision

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

- The school is a high achieving school and offers broad and balanced curriculum
- Teachers will have a 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 SEN. There are many ways that teachers will differentiate the curriculum such as:
 - Breaking down information into small steps and writing this on the board
 - Breaking down tasks and putting this in an easy format on the student's whiteboard
 - Ensuring 'think time' to allow the student to have time to decide how to answer
 - Writing frames and grids to help a student start their writing and have a clear structure
 - Vocabulary – banks of vocabulary and opportunities to make sense of the words
 - Visual materials – to help make sense of the discussion
 - Concrete resources, especially in maths – to help the student touch and work with the idea being studied
 - Sand timers or visual timers – to help a student manage and understand time
 - A shorter task but with a clear outcome expected
 - Sometimes teaching assistants and other adults will work alongside the teacher to support your daughter to access different aspects on the curriculum
 - Within the physical and funding constraints of the school specialist equipment can be offered (E.g. angled writing pads, coloured overlays etc.)
 - The level of TA support and intervention is dependent on the level of need
 - Classroom teachers are responsible for the 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 their teaching.

5. How will the school know how well my child/young person is doing?

- The school and SENCo 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 SENCo will contact you if there are any concerns about how well your daughter is doing
- You can contact the SENCo with any questions you might have at any time. The SENCo has an 'open door' policy to discussing your daughter's learning with you {This is usually by email in the first instant}

- Clear targets set in intervention classes are checked each term to make sure the support is having an 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 child/young person 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 in to the school to discuss any specific areas of concern
- 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 invited to a coffee morning for your daughter's year group at the start of each year to look at her profile
- You are encouraged to help write your daughter's profile and to agree to the parental support
- The school will offer parenting courses to help you understand a wide number of issues that may relate to your daughter
- The SENCo or other appropriate staff will share information and support parents during the termly discussion
- Areas that are often discussed and supported are: reading at home, organisation and homework at home, how to help with revision, how to support with specific subjects, how to support with emotional needs, how to help with attendance and raising self-esteem.

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 SENCo 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 ELSA (Emotional Literacy Social Awareness) support from a qualified teaching assistant
- Students with specific needs can be referred to the qualified counsellor on site via the deputy head teacher 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?

- Your daughter will be asked to fill out a 'student voice' form each term 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

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

In school we have the following expertise:

- Specialist teacher assessor
- Teaching assistant support for Maths (Dyscalculia trained TA) and English in class or via interventions
- HLTA ELKLAN

Services we bring into school regularly are:

- Speech and language
- Educational Psychologists
- Social Care
- Visual and Hearing Impairment team
- Outreach teams

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.

11. What training have the staff supporting child/young person and young people with SEND had or are having?

- SENCo with National award for SENCO and trained to work with individuals on the autistic spectrum
- Whole staff Speech and language training has taken place in 2014 led by Merton speech and language team
- Two TAs with dyscalculia training certification training completed in 2013-14
- 3 Higher Level Teaching Assistant (HLTA)
- 1 (Emotional Literacy) ELSA trained staff trained 2013-14
- There is a continual on-going professional development programme in place for teachers and TAs which includes the following in 2018-19

SEN CPD: Language Delay involving Merton SaLT

SEN CPD: Maths Delay

SEN CPD: Differentiation and Challenge

Mentoring

Merton Autism Outreach Service (MAOS)- 'Mapping the Landscape' tool

Supporting Exam Access Arrangements- JCQ

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 specific needs 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 classroom
- 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 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

14. How will the school prepare and support my child/young person 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 specific identified needs will be visited at their primary school by the SENCo
- 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 SENCo
- Students will receive careers advice from school advisor

Transition to Year 11 to 12/college

- Students will receive guidance on transition from all staff
- Students will receive guidance from SENCo
- Students will receive careers advice from school 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 SEN 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 child/young person's special educational needs?

- The schools 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

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 SENCo to discuss the interventions
- On-going tracking is used to make sure support makes an impact

17. How will I be involved in 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 daughter's profile sheet
- You will be able to share your views at meetings with your daughter's tutor and at parent's 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
- Jennifer Delhoum SENCO
- Michelle Alexander-Lead practioner
- Eoin Kelly, Deputy Headteacher

- Julia Waters, Headteacher
- London Borough of Merton SEN team
- Your local borough parent partnership advocate

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

- London Borough of Merton SEN team
- Your local borough parent partnership advocate
- Contact details can be accessed on the school website