

OLCHS SEN Information Report

1a. How does the school identify students with special educational needs?

- We gather information during the visits of Primary staff with their Year 6 pupils to OLCHS.
- We gather information directly from the parents during the open evenings. There are further meetings between parents and the Learning Support Manager/SENCO/Learning Manager or other appropriate members of staff when necessary.
- We transfer data from primary school to secondary school as the student moves.
- There are Review meetings for students with Education, Health Care Plans (EHC), formerly known as Statements and there is attendance at Year 6 reviews in the primary school.

Once you are already at OLCHS we identify need by:

- Using Key Stage 3 baseline assessments in core subjects.
- Using data to identify SEND or to inform provision.
- Using Data captures at 6 milestone points throughout the year, known as interim reports and progress reports, which are reviewed by all staff.
- The LSM/SENCO investigating further and carrying out more in depth assessments of needs either in response to data or staff concerns.
- Bringing in external professionals to further assess and give recommendations for appropriate provision and intervention.

1b. How do we involve parents in planning for those needs?

- There is an initial meeting during the open evening which takes place late in the summer term for Year 6 students and their parents.
- Attendance at review meetings through Year 6, for students with an EHC plan or identified need, when invited by the primary school.
- For students with an EHC plan, we meet with parents at annual reviews and at other points in the year if necessary.
- Students with an EHC plan may require a Learning Support Assistant (LSA) who will have daily contact with their targeted student. The Learning Support Team keep in contact with home through phone calls and emails.

1c. Specialist School Provision.

- The Learning Support Base exists to support students with high additional needs. Moderate intervention for Maths and English takes place through HLTA provision. Specialist advice and input is brought in when necessary.

- The Learning Support department provides individual support for students experiencing social and emotional difficulties and for the re-integration of students who may have had a long term absence.

2a. Who in school will support my son/daughter and how will this be monitored?

- The Learning Support Manager will co-ordinate the upkeep and day to day running of the SEND register.
- All staff have a responsibility for the teaching, monitoring and evaluation of progress of all students in their care. This is the first principle of the New Code of Practice.
- Students with EHC plans will also be monitored by the SENCO and the SEN team.
- A team of SEND support staff, known as Learning Support Assistants (LSAs) are deployed in different roles. Central to this is the breaking down of barriers to learning and support for SEN students who wish to progress with their learning.

2b. How are decisions made about the type and amount of provision a young person will need?

- Decisions are based on quality evidence the school has collected, both data evidence and evidence gathered from talking to everyone involved in teaching that student.
- Decisions will also be based on the advice from any other professionals who have been working with or assessing a student.
- The amount of provision is decided in line with the needs of the student. This could be a short term programme of work, such as a half term of input on a specific area of need, or longer term in class support.
- Any intervention will be monitored throughout to ascertain its effectiveness and the progress of the student.

3. Curriculum

- Overall curriculum structure is directed by the Government and the National Curriculum.
- All students have an entitlement to study a broad, balanced and full curriculum. School discretion can be used, especially in Key stage 4 where Options are made to tailor the curriculum to a student needs. However we do consider the impact of students not taking the subjects promoted by Government policy.
- The school fully consults with parents at the time of making Key stage 4 choices and offers a range of subjects to meet student needs so far as is reasonable – this varies depending on cohort, staffing and changes to the curriculum. Individual meetings with the Deputy Head Teacher Curriculum are arranged for pupils identified with additional needs.
- Differentiation is the responsibility of all teachers. Informed by the data and information on each student, subject teachers plan and deliver learning using different styles of teaching and meet individual student needs through a range of strategies.

- Especially within core subjects, groups are set within ability bands and this leads to differentiation to the levels students are working at, ensuring that targets are challenging but attainable.

4. Accessibility

- Our Lady's was built to accommodate fewer than the current average number of pupils. The buildings are spread over three floors. There is a disabled access to parts of the ground floor only.
- Corridors are narrow. Without careful planning there would be potential for congestion at lesson changeover in some areas.
- There is a designated disabled parking space near the front entrance.
- There is one toilet with disabled access.
- The medical room does not have disabled access/toilet or showering facility.
- Policies are all available from the school website in print format and can be adapted as necessary.
- The school has visual strips on the staircase to aid partially sighted pupils.
- Timetables using symbols can be made for a small number of pupils who may benefit from them.
- There is a member of staff designated to supervising auditory equipment for pupils with hearing aids.

5. Parental Involvement

- There is daily monitoring of progress, rewards and behaviour through PARS (Pupil Data Management System) which may lead to early contact with parents from school staff.
- The school monitors progress through a cycle of assessment, reviewing data and interventions.
- School reports to all parents through 4 data capture points and opportunities to meet with teachers at an annual parents evening.

6. Overall Well-being

- All students belong to a year group.
- Each year group is led by a Learning Manager and is supported by a team of tutors.
- The Learning Manager has overall charge of the year group.
- Form tutors meet with students each morning and look after their well-being and progress. Tutor time has planned learning throughout the year and also includes a daily act of worship.
- 'Student Voice' forms an integral part of the decision making process within school. Elected representatives from each tutor group represents the views of the students at Student Council meetings.
- Pastoral Support Workers support students who are having difficulties which may be interfering with their learning and progress in school.

- The School Attendance Officer monitors daily attendance and addresses with parents and Learning Managers any issues of concern.
- The School Nurse is in school none lunch time per week for students to drop in and discuss any concerns they may have.
- OLCHS has a policy which covers the support of students with medical conditions.
 - In the event of a medical emergency, the member of staff is instructed to make an initial assessment, contact a first aider, the first aider will make the decision regarding treatment on the spot or whether to call for an ambulance. In the event of a serious incident an ambulance is called immediately, along with the emergency contact adult.
- There are regular visits from the school nurse who has drop in sessions, Speech and Language services, CAMHS workers, Educational Psychology Service, Barnardo's Workers.
- The school employs a school councillor 3 days a week and children can be referred to her by their Learning Manager.
- As part of the school improvement plan all teachers and support staff are undergoing training, resources provided by MindEd.
- Several projects throughout the year to help support children with mental health issues such as the Blackpool Zoo initiative and Forest Schools.

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

Specialist services are often when the need arises and the school feels it needs more support or advice to ensure a student fulfils their potential.

This is best summarised in the following list.

Specialist Teaching Service – LDSS	Expertise/Specialist Services bought in by School.
Specialist teacher, Dyslexia	Educational Psychologist
Careers Guidance and Education	
Management of medication in school (level2)	Routes to employment
Designated Safeguarding and Child Protection Person and deputy	
CWP	
Larches House	

The school also has access to Specialist Services from the local PCT (Primary Care Trust) that may offer schools advice and support strategies.

Physiotherapists
Occupational therapists
Speech and Language therapists
Hearing Impaired Service

Visually Impaired Service
Children and Adolescent Mental Health Service (CAMHS)
Young Carers
School Nurse

8. Staff Training Priorities within the School

- All staff are either teachers of, or are supporting students with SEND.
- OLCHS therefore values staff training and ensures that full staff training programmes are in place as well as those for individual staff where appropriate.
- A summary of the most recent SEND training:
 - Annual Child Protection training.
 - The New SEN Code of Practice/SEN briefings
 - Working effectively with Teaching Assistants
 - Annual training on how to administer an Epipen
 - Staff training for students with Diabetes
 - MindEd training

9. Activities outside of School

- OLCHS is a fully inclusive school and puts in place the support a student needs in order to help them join in with their peers in their chosen activity. This may include extra staffing, deployment of specialist staff and/or equipment.
- Staff who are arranging an off-site visit will discuss with parents and the SEND staff the requirements needed and the suitability of any visit which the school is putting on.
- The school will not prevent any student from participating in an activity outside of school due to their special educational need and/or disability if the trip is suitable for the child and their safety and the safety of others is not compromised (Equality Act 2012).
- A member of the Senior Leadership Team oversees the planning of all visits to ensure students are safe and included where possible.

10. How is Transition planned and managed by the school?

Transition from Primary to Secondary School.

- Transition is overseen by the year 7 Learning Manager. Staff also include, the SENCO, the Head's PA and the Learning Support Manager.
- Parents and students in Year 5 and 6 are invited to visit the school in the early autumn.
- After we have received the names of the students who have been successful in acquiring a place at OLCHS from the Local Authority Admissions team, a letter

including data collection forms goes to all OLCHS' main feeder Primary Schools to be completed and returned.

- A series of visits to the primary schools to meet the potential new students then takes place. The Year 7 Learning Manager also collect more information about each student from their Year 6 teacher.
- The SENCO will collate any SEN information and may, depending on the data, arrange a further meeting with the Year 6 teacher to discuss the student in more detail.
- The SENCO /Learning Support Manager attends Year 6 EHC plan annual reviews when invited by the primary school.
- Depending on circumstances, some EHC plan students may need an 'early visit', usually with a friend to OLCHS
- An LSA may be put in place as a familiar adult to help with transition.

Transition from Secondary school to College or Training provider:

- We have close links with all the college providers in the area.
- We employ a dedicated Careers Officer, who meets with all the Key Stage 4 students. This person puts a plan in place, advises on which college provide what and ensures applications are completed. Students are monitored to ensure all our leavers have a pathway from secondary school into college, apprenticeship or other training providers.
- Work experience is available in Year 10 for all students.
- For students with an EHC plan a careers advisor will attend all annual reviews from Year 9. This is to ensure a transition plan is in place and the college or provider is able to meet the student's needs.
- The SENCO/Learning Support Manager will work with EHC plan students and their parent's to ensure that any specialist provision is in place at the students chosen Post 16 provision once the decision has been made.
- OLCHS regularly invites the college representatives into school to meet and talk to the students and to explain what their college provides.
- All of the colleges are invited to attend Year 9, Year 10 and Year 11 Parent's evenings in order that parents or students can meet with them.

11a How are the school resources allocated and matched to the young person's special educational needs?

- All resources are allocated to students and matched using the extensive data that the school holds about each student.
- This includes planning for these interventions with parents and students.

Please refer to question 1a – Identification of Special Educational Needs

11b. How is the SEND budget allocated?

- At OLCHS all students follow a broad and balanced curriculum in the mainstream. Some students need extra support in order to accomplish this. The school has a

number of different SEND provisions and interventions which are matched to the young person's special educational needs and financed through the SEND budget.

- These include:
 - Learning Support Team – OLCCHS has a LS team of 9 Learning Support Assistants, 2 Pastoral Support Workers, 1 Learning Support Manager and 1 TA3. They support the students in the mainstream, in small groups and individually on a 1:1 basis.
 - Small group teaching – In some areas, mainly English, Maths and Science the groups are smaller in number so that the teacher can better meet SEN needs.
 - Homework Club – Two after school sessions a week for KS3 SEN students.
 - Access Arrangements – For SEN students who meet the criteria with regard to external examinations.