

McAuley Catholic High School

Brief description of the school

McAuley is a Roman Catholic High School, Voluntary Academy. (11 – 18yrs) we are a large oversubscribed secondary school and post 16 Sixth form provision. Numbers on roll being approx. 1,800 students.

Within our nurturing and caring Catholic ethos, at McAuley our fully inclusive ethos and approach is to foster, encourage, promote and implement fair access to all aspects of learning for all students regardless of any physical or mental disability / impairment that they may have. Our starting point is access and equality for all members of our school community.

The School works with due regard to the SEN Code of Practice (July 2014); the Equality Act (2010); and the Children's and Family Act 2013. The school's SEND policy outlines our approach to identifying and supporting SEND students to ensure that all groups of learners make good to outstanding progress across all three Key Stages (3,4,and 5). We are an inclusive school and believe that all children should be valued and treated with respect. We promote a fully inclusive policy with all students attending mainstream lessons to access high quality teaching and learning under Quality First Teaching in the classroom.

The school uses its best endeavours to ensure that the provision for **all** its pupils is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. We are working to achieve this in a variety of different ways.

How we identify if your child may need additional help and/or has special educational needs (SEN)

The Children's and Families Act – New SEN Code of Practice from September 2014 has classified the 4 main groups of SEND as:

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

McAuley Catholic High School has a rigorous programme for assessing students' learning. The assessment of student progress takes place on a regular and daily basis which may include teacher, peer and self-review assessments. Assessments also take place at the end of specific pieces of work. These assessments aim to inform teacher's planning of the student's next steps in learning. There is a cycle of 4 formal progress reviews for each year group throughout the annual cycle. The same systems and procedures are in place for children with special educational needs.

In some instances additional assessments may be appropriate for children with special educational needs in order to provide additional information to determine their strengths and areas for development.

McAuley Catholic High School sets aspirational targets for all its students including those with special educational needs. Individual targets are based on KS2 SATs results with the flight path set at making good to outstanding progress. We at McCauley expect students of all abilities to make outstanding progress.

Progress data are shared with students and parents/carers on a regular basis so that they are aware of what they need to learn next. The teachers and support staff of students with SEND who have a personalised plan are aware of their learning targets and are engaged in discussions relating to how much progress they feel they have made. Parents are aware of targets on personalised learning plans and receive regular communications about progress. If you wish to discuss targets and progress towards them, the class teacher, Head of Year or the SENCO will be happy to meet with you

How we involve parents and carers in meeting the needs of their child and in whole school developments

If you feel that your child may have SEND or have been informed by school that they have been identified then you should speak to their Head of Year / or the SENCO. The school closely monitors all students with SEN and would be happy to discuss with you about if or what strategies are in place already and what impact they are having and what other strategies could be employed to remove any barriers to learning.

Understanding The Graduated Response:

Following the SEN Code of Practice (July 2014), the School uses a graduated approach when meeting the needs of children with SEN. Up to 20% of children and young people have special educational needs at some stage in their time in school; only around 2% have special educational needs which are of a severe and complex nature.

Differentiating the Curriculum:

'Quality First Teaching'

For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place they are soon able to catch up with their peers and make expected levels of progress. In School we call this 'differentiating the curriculum'. Your child's subject teachers will be doing this on a daily basis in order to ensure that all the students in the class can make the most of the learning experiences presented. In some instances 'learning Passports' are used to outline specific barriers to learning for an individual and suggested strategies to support students are recommended to support staff in delivering Quality First Teaching that is fully inclusive and meeting the needs of all students regardless of their disabilities or learning styles.

Interventions that are 'additional to' and 'different from' Quality First Teaching:

For some students 'differentiating the curriculum' may not be enough to enable them to make adequate progress. They may require interventions which are 'additional to and different from' that which is normally provided for all students. If a student requires this kind of support the school will monitor them according to the SEN Code of Practice. You will be kept informed of the additional support your child is receiving.

Where strategies used by Curriculum Leaders are not having an impact on your child's progress, your child will receive further interventions that will take place in small groups alongside other students with similar needs. Any interventions will be carefully targeted to address the student's needs and progress will be closely monitored and evaluated.

Class teachers set homework to support your child's development and will expect your support in ensuring they access opportunities to practise the new skills they

have taught. If you would like advice regarding appropriate support that you can offer at home if your child has SEND then please speak to the school's SENCO.

How we will involve your child in the planning and review of their support

All children with SEND needs are involved in the planning and review of the support they need and access. Children may have allocated key members of staff to support them in contributing their feelings and wishes to the Assess, Plan, Do, Review cycle. They together meet with key adults, parents /carers.

How we match the curriculum, teaching and learning approaches if your child has SEN

Personalised Learning and Monitoring Progress:

The School will monitor your child's progress at this stage for a period of time. You will be kept informed of their progress through regular meetings. At the meeting the School will share with you how they plan to personalise learning for your child. Often this level of support in addition to the classroom curriculum differentiation is sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some children this may not be enough and the School, with your agreement, will make the decision to increase the level of support provided.

How we provide additional support if your child has learning needs

When appropriate we involve Specialist Support from External Professionals:

To get more specialist advice and guidance in order to support them to remove the barriers to your child's learning.

This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.

In house, additional support is delivered within all curriculum areas. This also involves booster support in literacy and numeracy; homework support clubs; targeted interventions during form time; small group intervention for 6 week cycles; withdrawal from timetable for intensive 1:1 support if appropriate.

Key workers / mentor provision in school for all children to access and feel supported.

We also offer access to support and supervision provision for more vulnerable students at break and lunch time as appropriate.

Learning Passports to communicate with staff and share specific needs and strategies of support.

How we provide additional support if your child has social and communication needs

Key workers / mentor provision in school for all children to access and feel supported.

Learning Passports to communicate with staff and share specific needs and strategies of support.

Pastoral care re organisation support and monitoring.

Deliver 'I am Unique' support intervention to help with the understanding of the social use of Language.

Small group or 1:1 intervention re specific vocab enrichment, circle of friends, comic strip conversations.

How we provide additional support if your child has physical, sensory and/or medical needs

Key workers / mentor provision in school for all children to access and feel supported.

Learning Passports to communicate with staff and share specific needs and strategies of support.

Medical health care plans, risk assessments, PEEPs.

We encourage sensory breaks within all class room settings and environments.

In addition we provide access to a sensory room and or quiet area.

Provide access to exercise areas and support in this.

How we provide help to support your child's emotional health and well being

Key workers / mentor provision in school for all children to access and feel supported.

Learning Passports to communicate with staff and share specific needs and strategies of support.

We encourage sensory breaks within all class room settings and environments.

In addition we provide access to a sensory room and or quiet area.

Small group intervention re self esteem, anger management, peer mentoring, Buddy support, learning zone access involving withdrawal from timetable as appropriate.

As part of the 'Inclusion' arrangements within in school, there is a 'zone' where Heads of Year can refer students to access additional intervention and support in addressing their emotional and social development. The Inclusion Manager uses information to inform if further assessments for Social Emotional aspects of learning might be needed. There is a wealth of intervention and support that can be accessed in school, through the 'zone' including:

- Anger management
- Buddies – peer mentoring support group
- Bereavement counselling
- Emotional Literacy
- Self Esteem groups
- SEAL
- Overcoming anxieties

In addition interventions with the support of the SEN team include the access to and use of a sensory room.

How we promote developing independence

The McAuley Catholic High School offers a distinctive Catholic education in partnership with parents and the local church.

We believe in the dignity of each individual within our community and therefore treat each other with deep respect.

We commit ourselves to equality of opportunity and access to life-long learning and spirituality.

To this end each individual is challenged and nurtured to be the best person that they can be in a Christian atmosphere of peace, justice and reconciliation.

As a fully inclusive school there are a variety of ways in which we are able to support your child to reach his / her full potential in order to ensure a successful transition into adult life. We are an inclusive school and believe that all children should be valued and treated with respect. As a school community, we endeavour to ensure that the provision for **all** our students is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. We are working to achieve this in a variety of different ways.

How we measure and review your child's progress against their targets and longer term outcomes

Students are continuously assessed by their teachers and, attainment data is collected four times each year. The progress of SEN/D students is monitored by the SENCO, Heads of Year, Curriculum Leaders and the Senior Leadership Team. Progress data is analysed after every cycle of Progress Summaries in the school.

The information is used when advising teachers about possible teaching & learning strategies and in progress discussions with students, parents and other professionals as appropriate.

Students annual review targets are monitored and updated termly in discussion with their key support worker. A 'bring and brag' system encourages the young person to share their achievements on a fortnightly basis with their key worker.

Parents / carers and other professionals are invited to attend consultation and review mtgs a minimum of 2 occasions throughout the school year or more frequently if and when appropriate.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Differentiating the Curriculum:

'Quality First Teaching'

For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place they are soon able to catch up with their peers and make expected levels of progress. In School we call this 'differentiating the curriculum'. Your child's subject teachers will be doing this on a daily basis in order to ensure that all the students in the class can make the most of the learning experiences presented.

Step 1

Class teacher and Teaching Assistants are supported in providing quality first teaching SIMS, SEN register,

Step 2

Informal support from SENCO and the SEN team re meeting individual needs pupil learning passports or Individual Education Plans (IEPs)

Step 3

Individual /team/whole school training provided for staff as required

Awareness of disability / impairments and how to remove barriers to learning to improve access to the curriculum

Examples of Differentiating the Curriculum:

Staff are informed and can readily access information regarding 'barriers to learning' and are aware of a range of strategies to help remove such barriers and to support students in making progress in their learning. Quality Differentiation is about teachers meeting the needs of all our learners in the classroom. Lessons are carefully differentiated to take account of different learning styles and abilities. Teachers are fully informed about student's starting point using KS2 data

In addition, the School staff can gain knowledge and skills from the Inclusion Development Programmes for Dyslexia, Speech, Language and Communication needs, Behaviour and Autism which enhance their daily teaching practice in order to make the classroom environment and the delivery of the curriculum more accessible for all students. Teaching and learning is carefully targeted to meet individual needs. This is called personalised learning.

Mixed ability teaching is delivered in Year 7 – so teachers are skilled in differentiating delivery in the classroom to a wide range of needs and learning styles. From year 8 onwards, teaching groups are ability set to allow for more bespoke and targeted support where it is needed.

Some examples of how the curriculum and the learning environment is differentiated to meet the needs of all students includes having a 'dyslexia - friendly' approach in the learning environment. Dyslexic Learners are supported through adopting the best practice for students with Dyslexia. Visual cues are clearly displayed when presenting information on PowerPoint's and Dyslexia friendly materials are also available to students to access.

This is seen in the use of exercise books with cream coloured pages and coloured screens on the interactive whiteboard to alleviate visual distress. It is also seen in supportive prompts and task list to help student organise their work as appropriate.

The School has made a range of reasonable adjustments to internal and external teaching and learning environments to maximise learning outcomes. For some students, the use of Laptops, tablets and alpha smarts are used to support with improved access to all curriculum areas when a 'specific learning need' has been identified. For students with gross motor skills adjustments are made to physical and practical subjects like PE to ensure students are to fully access the learning appropriate to their needs.

How we include children with SEND in the life of our school

Every student in McAuley is valued and cherished.

All students are encouraged and supported as appropriate to ensure they can access all areas of school and community life.

Extra- curricular opportunities are available to all students; activities are listed on the school website. Reasonable adjustments are made wherever possible to ensure students can participate in all educational visits and enrichment opportunities.

- A dedicated homework club is available each night after school to support students with learning needs that require additional support or would prefer to complete independent work at school.
- All SEND students are encouraged to participate in educational visits and residential trips. Any potential barriers as a consequence of a disability or impairment are addressed, removed and reasonable adjustments are made when needed.

All students participate in, attend or are involved in sponsored events and in Students' views are very important and feed directly into all policies, procedures and daily teaching of children with SEN. Students are given regular opportunities to:

- Self- assess in class
- complete questionnaires to voice their view points about how good, safe or happy school is
- Attend mentoring sessions (during Form time activities)
- discuss how they feel about their general well-being, learning and progress towards targets
- Attend review meetings, where possible working with their key pastoral worker to lead on a student centred review

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Specialist Training of staff working with children and young people with SEN includes:

The SENCO has completed the Post Graduate certificate - SEN Coordination Award (SENCO)

Specialist Literacy Teacher

Training includes:

Attachment Training and strategies

Foetal Alcohol Syndrome – awareness training

Autism friendly approaches to teaching and learning

Assertive Discipline and positive behaviours for learning

ADHD / ADD training – strengths and difficulties

Team teach approach to inclusive teaching

Restorative Justice & Emotional Literacy development

Specific training delivered and accessed by the whole SEN team includes:

Dyslexia Awareness and Strategies training

Differentiation

Managing and Handling – wheelchair user training

Access arrangements supporting in examinations training

How is the specialist information shared with staff?

The school works closely with the Educational Psychology service and various strands of Doncaster Inclusion Services. Relevant specialist information is shared with staff through a secure electronic SEN/D register and information on students 'special awareness' Learning Passports and Individual Educational Plan (IEP) that is updated on a termly basis or as and when appropriate.

External support and expertise we can call upon to help us to meet children's needs

Educational Psychologist;

ASCETS (Autism Specialist Service)

Autism Family Practitioners;

Speech and Language Therapist;

Occupational / Physiotherapist;

Specialist Advisory Teacher;

or a medical professional.

If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way

How we prepare children to join our school

Annual reviews (in line with the process for all students with Statements) when invited the SENCO attends Annual Reviews as early as Year 5 and Year 6

Transition plans (at each key stage in preparation for support from one key stage to the next to ensure a smooth transition) this involves close links and network with primary schools for transition work to secondary school

- There is an Open Evening event in the Autumn Term where families and children are invited to visit the school and meet staff
- Visits to the primary school, attendance at relevant multi agency mtgs to outline an awareness of the needs and how best to support.
- Small group additional visits and tours of the school to support with transition prior to the transition days. Photo books to familiarise children with key staff and with the school site

In addition transition support and action planning takes places for any students with SEND transferring / starting throughout the school year.

- SEN support plans are regularly reviewed in formal consultation with parents, students and appropriate staff / professionals involved every term.
- Progress Review Mtgs (regular mentoring, and review meetings within the CAF framework as appropriate)
- EHCP (being phased in – in line with the schedule determined by the Local Authority)

How we prepare children to move on from our school

Throughout the year students are supported within the following framework:

- Annual reviews (in line with the process for all students with Statements) when invited the SENCO attends Annual Reviews as early as Year 5 and Year 6
- Transition plans (at each key stage in preparation for support from one key stage to the next to ensure a smooth transition) this involves close links and network with primary schools for transition work to secondary school and also with providers of post 16 provision where appropriate. In addition transition support and action planning takes places for any students with SEND transferring / starting throughout the school year.
- In the Summer Term, Year 9 students are supported with bespoke transition support as they prepare for their transition to Upper School. This involves visits at key busy times, meeting key staff, the use of photo / info books and TA escorted visits.
- SEN support plans are regularly reviewed in formal consultation with parents, students and appropriate staff / professionals involved every term.
- Progress Review Mtgs (regular mentoring, and review meetings within the CAF framework as appropriate)
- EHCP (being phased in – in line with the schedule determined by the Local Authority)

How we deploy our resources to meet the needs of children with SEND

A team of Teaching assistants are deployed to support the statutory functions of supporting students with Statements of Special Educational Needs.

They are deployed across all curriculum areas, supporting in subject areas of specialisms.

They are deployed with the role of key worker for all statement students. As appropriate, they may be involved in delivering specific interventions to students with statements and to a number of students supported on a 'K' SEN Support plan.

Teaching assistant deliver group interventions in basic literacy and numeracy daily during form time.

A specialist literacy teacher delivers small group literacy interventions as appropriate to children with statements and to identified SEN students.

All Teaching Assistants have accessed training in Dyslexia Awareness and are familiar with precision teaching strategies

Contacts for more information

Head teacher/ Principal: Mrs C Brown

Chair of Governing Body: Our SEN link Governor is Dr Pat Hurley

Address: Cantley Lane, Doncaster, DN3 3QF
Lower School Site - Acacia Road, Cantley, DN4 6NU

Telephone: 01302 537396

Email:

Website: <http://www.mcauley.org.uk>

SEND Policies and SEN Information Report link(s):

<http://www.mcauley.org.uk>