



# **St Anne's Catholic High School for Girls**

SEN INFORMATION REPORT

September 2016

## **ST ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS**

### **HOW WE SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

#### **Our vision and how we hope to achieve it**

We recognise in all our relationships the dignity and value of each person, showing one another mutual acceptance and respect. We aim, through our curriculum, to equip all our students with the ability to meet the challenges of the 21<sup>st</sup> century confidently and with high spiritual and moral standards. We recognise that all students, parents, staff and governors make up the school's community, which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

#### **Type of school**

We are a fully inclusive Roman Catholic girls' secondary school . We meet high academic standards and promote spirituality, pastoral care and the Roman Catholic community. We admit girls from the age of 11 to 18.

#### **Our Ofsted rating**

St Anne's was inspected in September 2011 and we were judged to be a 'Good' school.

In his report, the Inspector wrote:

*"The progress made by students with special educational needs and/or disabilities is in line with those made by other students. Close monitoring of each student's progress accurately identifies specific needs and leads to very well targeted support. The school undertakes careful analysis of the progress of all groups and gaps in achievement have narrowed significantly."*

#### **How we know if a student has special educational needs**

We use a wide range of methods to identify students who may have special educational needs:

- Transition visits to all our feeder primary schools in the summer term to speak to the year 6 teachers and the primary SENCo about each student individually and to gain as much information as we can about the student's needs. We ask for the ARE (Age related expectations) of the pupils prior to receiving the KS2 SATs results.
- We receive students' primary files and SEN files containing their school records.
- Where necessary, we attend meetings at the primary school in the

summer term, to meet parents/carers of SEN students who are transferring to us.

- Literacy screening for Reading/comprehension age (NFER) and Spelling Test (Nelson)
- Secondary Catch-up Literacy Programme screening
- Cognitive Abilities Test information
- Dyslexia screening where necessary
- St Anne's staff referrals
- Information/concerns provided by parents/carers
- Students' self-referral
- External agency information
- Individual assessment of casual admissions (mid-year admissions)

Students at St Anne's are regularly assessed by their subject teachers. There is robust tracking and monitoring of progress by all teachers, Achievement Leaders and Key Stage Leaders, who will make a referral to the Learning Support Department if they have concerns regarding a student's lack of progress combined with a possible significant learning difficulty.

### **What should you do if you think your daughter may have special educational needs?**

We encourage parents/carers to contact the school's Special Educational Needs Coordinator (SENCO)/Inclusion Manager if they are concerned that their daughter may need additional support. The contact details are listed below under 'Who to contact for more information'.

The Inclusion Manager is present at Parent/Carer Evenings for all year groups, for parents to discuss any concerns they may have. The dates for these meetings are on the website and in the regular Parents Bulletins.

Parents/Carers can also raise concerns with their daughter's Achievement Leader and this information will be passed to the Inclusion Manager.

If necessary parents/carers will be asked by the school to give their permission to refer their daughter to the relevant external agency partner for further assessment e.g. the Educational Psychologist.

### **What we do to help students with special educational needs**

At St Anne's, our aim is for all SEN learners to make at least expected progress or to exceed this. Subject teachers are responsible for the progress of all students in their lessons and are responsible for making the curriculum accessible to all students. All teachers will be told about students' individual needs (and given strategies to support them) and will adapt their lessons to meet their needs. Teachers have experience or are trained in doing this. This means that students can access the lessons fully. Where a student is working

at a level below that of her peers, she will be offered additional help and support. The majority of our support is by Teaching Assistants (TAs) within mainstream lessons, under the direction of the subject teacher, and the aim is to produce independent learners. There are interventions for SEN students which may involve withdrawal from lessons. These can be small group interventions, or one-to-one interventions, with entry and exit criteria, and the impact is evaluated. For example:

- Catch up Literacy Programme (one-to-one)
- LEXIA Programme (PC)
- Corrective Reading Programme (one-to-one)
- 'Everybody Learns' Phonics programme for older students
- Speech and Language (groups)
- Year 7 one-to-one Maths/English sessions

There is also additional subject support which is available and should your daughter need this, it would be discussed with you. Interventions for areas such as touch typing and handwriting usually take place at lunchtime. Parents/Carers are always informed in writing about support and are invited to speak to relevant staff if they wish.

Homework clubs operate on both sites every afternoon from 3.30pm-5.00pm and there is support available in all sessions. SEN students are encouraged to attend. There is also a lunchtime homework club on both the lower and upper site. There are also subject support/intervention sessions after school.

When your daughter is approaching the start of Key Stage 4, and if we think it is needed, we will assess and apply for exam access arrangements according to the Joint Council for Qualifications exam regulations.

We offer Extended Learning in Key Stage 4 (a Learning Support option with a teacher in place of one GCSE) for a small group of identified students who would benefit from this added support.

We have 2 Learning Mentors (full time), an Academic Mentor (3 days a week) and a counsellor (2 days a week) who also support our students (see below 'Support we offer for Students Health and well-being').

We have weekly Inclusion Meetings to discuss the needs of students and how best to support them in their learning.

### **How we adapt our teaching for students with special educational needs**

Relevant, up to date, SEN information is disseminated to all teaching and curriculum support staff, in preparation for teachers and TAs to prepare differentiated work so as to make the lessons accessible for SEN students. Differentiation is a strategy employed by all staff and is a key focus area for

the school. We have devoted an INSET day to further staff knowledge and we have a bank of resources to support staff on our school network.

Teaching Assistants have planning meetings with teachers to exchange information about students' needs and to plan for the special needs of the students in their lessons.

Setting by ability in certain subject areas, and having smaller groups of students, enables teaching and learning at an appropriate level.

### **How we decide what resources we can give to a student with special educational needs**

Student need determines the support that is allocated to students and this is regularly reviewed, for example during and after an intervention or after an in-class assessment. This will involve discussion with relevant staff.

Parents/carers are always informed if an intervention is put into place. A team of Teaching Assistants provide in-class support across the curriculum on both sites. Learning Mentors and the Academic Mentor can provide external support where necessary depending on the type of need.

Statemented/EHCP students receive their full allocation of support as stipulated on their Statements of Special Need/EHCPs.

In class support is given to students in most lower set English, Maths and Science groups. All students with a reading age below 9yrs are further screened for additional literacy support.

All provision is monitored to evaluate the impact.

Staff receive on-going professional development and student need can determine the nature of this training, for example Autism awareness and Speech, Language and Communication Difficulties.

### **How we check that a student is making progress and how we keep parents informed**

Student progress is assessed by subject teachers and data is entered onto the school database. Progress is rigorously tracked, monitored and reviewed by subject teachers, subject leaders, Achievement Leaders, Inclusion Manager and other key staff. Reports showing 'minimum target grades' and working at grades' are sent to parents twice a year and a full report is sent once a year. Parents can see whether or not their daughter is on target. The SEN department uses this information to monitor and allocate provision.

Target setting for students is used to set challenging, achievable targets and all students are aware of their targets and have them written in their

planners.

If a student is persistently below target, a referral may be made by a subject teacher, Achievement Leader or Teaching Assistant to the SEN Department for further assessment. If the student is found to have a special educational need, then teachers will be informed, and if appropriate, a provision will be put in place by the Learning Support team. Parents will be consulted and kept informed at all stages.

If staff have concerns regarding a student's progress that involves SEN they will contact the Inclusion Manager/Achievement Leader and parents/carers will be invited to a meeting to discuss their daughter's difficulties and to identify whether further assessment is needed in order to support her. If advice from our external agencies is sought, then parents are given a copy of the advice, with strategies that they can use at home to support their daughter's progress. School staff are always willing to speak to parents/carers regarding any concerns they may have regarding their daughter's progress.

We are also able to put parents/carers in touch with local agencies and groups, who support parents of SEN students. Some agencies are listed on our website or we can supply information to parents in person, on the phone or via a letter.

We hold Parent information sessions at various points in the school year and details of these are in the Parents bulletins and on the website. We hold a Parent Information Session in July prior to entry into year 7, for all future year 7 parents/carers to attend.

In the light of the introduction of the 2014 SEND Code of Practice, parents are always welcome to comment on this SEN Information Report and we would be pleased to hear from them. .

### **Support we offer for students health and general wellbeing**

All staff at St Anne's give outstanding care, guidance and support to our students as evidenced in our Ofsted Report. We have an extremely strong, dedicated pastoral team, which consists of the Inclusion Manager, the Director of KS3, the Director of KS4 (Assistant Head Teacher), the Achievement Leaders and KS Achievement Leaders, Learning Mentors and the Counsellor. Behavioural issues are dealt with promptly by Achievement Leaders, so avoiding any disruption to learning. We have weekly team meetings to discuss any concerns that have been raised regarding the well-being of students; medical, behavioural, social, emotional or mental health issues. We decide on appropriate action/intervention/referral and keep our parents involved at all times.

We have a Welfare Officer on each site who is the person responsible for medical matters on a daily basis and for administering medicines. If a Care Plan is needed for a student with a medical condition, the Inclusion Manager invites the parents/carers and the school nurse to a meeting, to set up the plan. Where a medical condition impacts on a student's learning, the medical information is shared with relevant staff. The majority of our support staff are First Aid Trained.

Our Achievement Leaders support our students in a variety of ways to uphold our high behaviour standards, as well as monitoring attendance and punctuality. We have recently set up an Inclusion Base on our upper site which will support the school and students in avoiding exclusions. We have a Safer Schools Officer who visits regularly.

Students have an opportunity to express their views via our student council. Every year group is represented on the council – students are elected by their peers and represent them, taking their concerns and ideas to the council. There is also a student suggestion box on each site. Students are also asked to evaluate interventions. Students are invited to contribute to the discussions in their review meetings for their Statement/EHCP and support plans. We also conduct student questionnaires – for example the Year 7 transition questionnaire.

### **Specialist external services we use when we think extra help is needed**

We have strong links with a range of external agencies who we contact for support and training and interventions in various areas:

- Educational Psychology Service
- Speech and Language Therapy Service
- Behaviour Support Service
- CAMHs (Child and Adolescent Mental Health Service)
- Visually Impaired Outreach Service (The Joseph Clarke Service)
- Hearing Impaired Outreach Service
- Occupational Health Therapy Service
- Physiotherapy Service
- Autism Outreach
- Education Welfare Officer
- School Nurse
- Safer Schools Officer

We also use other relevant services run by the London Borough of Enfield and independent organisations to support students when necessary.

### **The training our staff have had or are getting**

All staff have access to continuing professional development and are encouraged to attend training to develop their skills in supporting SEND learners. Recent whole school training has focused on Differentiation and Marking & Feedback. Support staff have attended training on ADHD, SPaG, Maths Subject knowledge, Autism Awareness, Behaviour Management, First Aid including Epipen training, Speech and Language training including the ELKLAN qualification. INSET training was given to all staff in September 2014 on the new 2014 SEND Code of Practice and on Child Protection.

### **How we include students in activities and school trips**

All students at St Anne's are welcome on all our school trips. Inclusivity is of the utmost importance to us and we believe that all students should have the opportunity to participate in all extra-curricular activities that the school offers, alongside their peers. Safety is paramount and risk assessments are completed prior to all school trips. We liaise with parents/carers in advance of trips, to ensure that plans are in place to ensure that the needs of their daughters will be met. We will provide additional adults and physical aids where necessary.

### **Our school environment**

We are a split site school (the sites are 3.5 miles apart) and our buildings are not fully wheelchair accessible. The ground floors are all wheelchair accessible but we do not have lifts. We do have disabled toilet facilities. If we are able make improvements to our sites to support SEND students, then we will do so.

Similarly, if students need equipment to support them in their learning, then we will do our best to provide it.

### **How we prepare for students joining our school and leaving our school**

We recognise that 'moving on' can be difficult for a child with SEN and/or disabilities and take steps to ensure that any transition is as smooth as possible. We invite professionals e.g. Occupational therapists and Physiotherapists into school prior to transition in order to make any necessary arrangements to ease transition for relevant students.

We have a robust transition process for our new year 7 students and this ensures that students arrive in September, looking forward to joining St Anne's, and any worries that they might have had, have been dealt with before they arrive.

The Inclusion Manager and Achievement Leaders attend the Open Evening



in September/October prior to transfer and are available to speak with parents about student needs.

We offer further visits and tours on both sites during the following months and the Inclusion Manager is available for appointments to meet with prospective parents of SEN students.

The Inclusion Manager attends Year 6 Annual Reviews of students at their primary schools and is available to attend other meetings when requested.

The Inclusion Team visit all our feeder primary schools in the summer term before transition to meet each student and to answer their questions about St Anne's. We also speak to the Year 6 teachers – and the SENCo where necessary - about each student individually. The information that we gather is used when planning the new year 7 tutor groups and to inform relevant staff of student needs so that they are fully aware prior to September of the needs of their students.

We have a 3-day transition programme for our new year 7 students - two taster days in June/July and a third follow-up day in September when the students have been with us for a few weeks. 'Buddies' selected from the current year 7 and Teaching Assistants, are allocated to the classes on these days so that support is available for the girls.

On the evening of the second taster day, we hold an Information meeting at the Upper site for students and their parents, which is an opportunity for parents to meet key members of staff and receive information about St Anne's.

Again, we offer further individual visits where necessary in the summer term, for students who need additional support around transition.

We run a Summer school during the summer holidays for selected students and this reinforces the transition work that has already been done and prepares students for moving into year 7.

Our website has a section dedicated to our new year 7 students with a great deal of information for them.

The first day of the new school year in September is solely for year 7 on the lower site, and is an opportunity for them to familiarise themselves with the school and meet key members of staff, prior to Year 8 and Year 9 returning.

We allocate 'buddies' from year 8 to the year 7 classes to assist them during their first few weeks.

During the first half of the autumn term we hold a year 7 parent/carer

welcome evening including Mass in our local church. We also hold a Year 7 Parent meeting for parents to receive detailed information about their daughter's curriculum and how they can support their daughters.

Students who arrive part way through the school year are assessed on entry. This is an early indicator of any special educational needs. Buddies are allocated to them from their tutor group to help them settle in.

SEND students are advised and supported when choosing their GCSE options and parents/carers are consulted.

We have a transition programme for all Year 9 students when moving from KS3 to KS4 at our upper site in Palmers Green. The girls visit the upper site during the Summer term of year 9 and then move to the upper site, full-time, just prior to the end of the school year in July, and start their studies as year 10 before the summer holidays.

Careers advice begins in year 8 and continues through to 6<sup>th</sup> form. One-to-one careers advice begins in year 10 with our school Careers Advisor, and, where necessary from LB Enfield agencies, with regard to their choice of education/training post GCSEs and their future career. Connexions advise our Statemented/EHCP students.

Support and advice is offered to our 6<sup>th</sup> form students in their choice of university/college and this support is continued through the application process.

### **How parents are involved in school life**

St Anne's strives to make parents/carers have confidence in the school, to be comfortable to approach the school, feel involved, feel informed about their daughter and valued as parents/carers. Opportunities exist for parents/carers to engage with school staff as partners, to discuss the needs of their daughter at different stages, in both formal and informal settings. There are numerous means of engagement and communication:

- Letters
- Phone calls
- Meetings – Consultation evenings, Annual Reviews, Teacher/Achievement Leader/Inclusion Manager meetings
- Student Planner
- Parent Discussion Groups
- Parent Drop-in mornings
- Year 7 Transition Information evening
- Year 7 Curriculum Evening
- Year 7 Welcome evening
- Parents Bulletin

- School website
- Parent Mail
- Parent Questionnaires
- FOSA – Friends of St Anne's – all parents are invited to be members and become involved with fundraising events alongside school staff.
- KS4 Pathways Evening (Options)
- Year 10 Curriculum Evening
- Year 11 Curriculum Evening

**Who to contact for more information or to discuss a concern**

The first point of contact if you wish to discuss a matter related to SEND is

Mrs Moira Stowe

Inclusion Manager

St. Anne's Catholic High School for Girls

50 London Rd, Enfield, EN2 6EL **or** 6 Oakthorpe Rd, London, N13 5TY

Switchboard: 020 8366 0514/ 020 8886 2165

Extension: 7329

Fax: 020 8366 1168/ 020 8886 6552

From the 1st of September 2014 the Enfield Local Offer is available at

[www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)

**Our offer to children with special educational needs and disabilities was prepared in July 2014.**

**It was last reviewed in September 2016.**

**Next Review: September 2017**