



St James'
CATHOLIC HIGH SCHOOL
A Specialist Humanities College

SEND Offer

At St James' Catholic High School we believe that every person is uniquely created in love by God, in his image. Our mission is to provide an excellent Catholic Education for all young people in our school. In practice this means that we aim to recognise the intrinsic dignity and worth of every individual, each with unique talents and God-given gifts. We work in partnership with families and external agencies to seek the best outcomes for our pupils in both their learning and emotional development within the environment of-

"A Christ centred caring environment, where individuals develop their full potential."

Our SEND offer answers some frequently asked questions. We also have an SEN policy which you may find useful. If, after reading both documents you still have questions please contact school and we will be happy to answer any further questions.

How does the school know if children need extra help?

Young people's needs can vary and these can be identified in different ways. Previous schools (including primary schools) liaise with St James' to provide information about individual needs, provision and progress. In addition, quarterly data collections check progress rates and may result in intervention or differentiation programmes when needed. Parents/carers are encouraged to be actively engaged in their child's education and to contact school to discuss issues.

Who are the best people in the school to talk to about my child's needs and support?

If the young person has not been identified as having SEND then there are several people you could speak to. Firstly, if it is an individual subject the class teacher should be contacted. If it is across subjects then you should contact the Head of Year

If your child has already been identified with SEND you should contact the school SENCO, Mrs Morgan or our HLTA Mrs Ridgway.

What are the different types of support available for pupils with SEND?

As SEND covers a wide range of needs we provide a wide range of support as appropriate. This may include:

- LSA in class support
- Intervention support time by designates teachers
- Literacy and numeracy intervention groups
- Handwriting recovery programme
- Use of laptops and Alphasmarts
- Reading Support group
- Motor Skills United
- Dyslexia in the Open

- LSS teacher (part time)
- BSS teacher (part time)
- A quiet space for vulnerable pupils at break and lunchtime in Room 30.
- Emotional literacy programmes (including Mindfulness) delivered by our Learning Mentor
- Social and Communication group

How is our school accessible to children with SEND?

The school is able to provide access for young people with physical disabilities- wheelchair access is available to all areas and there is a disabled toilet with a hoist.

Modified seating is available

Portable Soundfields can be used in classrooms

Sensory Support Services have a base space

Learning Support Service has a small room for withdrawal work

A behaviour support and mentoring space

How will the teaching be adapted for my child with SEND?

Quality first teaching is the most important method of differentiation for SEND students. Teachers are provided with strategies via regular Inset training and through the individualised information shared with staff in training and the information on individual young people on the SEND register. This document is produced after consultation with both students and parents/ carers.

There are intervention groups running in school to support young people who have been identified as needing a boost in a specific area.

Young people who have an EHC plan have a specified number of hours allocated, these may be shared with others or delivered 1:1 by a teacher or teaching assistant.

A young person may be allocated support by the Learning Support Service, Sensory Support Service and Behaviour Support Service. In order to access these specialised interventions the young person must meet strict criteria set by Stockport Local Authority. For young people who do not have an EHC plan the school allocates its resources as appropriate and this may change over time.

How will we measure the progress of your child in school?

The progress of young people identified with SEND is measured in the same way as others at St James' for National Curriculum subjects. The progress is compared with nationally or locally standardised scores. Parents and carers receive a quarterly report which reports progress.

How can I let the school know I am concerned about my child's progress?

In the first instance please contact the young person's form tutor. The form tutor will then liaise with appropriate staff and management. The SENCO will play an important role in providing information, guidance and support to those parents/carers of young people with identified needs.

How will parents/carers and school communicate?

There is a subject consultation evening held for every year group and four reports are sent out annually (this includes one report of detailed comments on progress in each subject area). The SENCO will also be available to speak to parents/carers of young people with identified SEND. You may also receive information regarding progress by letter or telephone conversation as well as through notes in a student's daily planner. The people who may contact you are; SENCO, Heads of Year, Subject

Leaders, Subject teachers, Pastoral Managers, Learning Mentor or the Senior Management team. If parents/ carers have particular concerns they should make an appointment with the relevant member of staff. Parents are encouraged to keep the school informed of any changes or new information especially where external agencies are involved.

Those young people with identified additional needs (including young people with EHC plans) have an annual review which will involve parents/ carers and all professionals working with the young person. As well as there being an opportunity to speak to the SENCO at subject consultation evening there will also be a scheduled phone call to review provision.

Who are the other people providing services to children with SEND in the school?

We work closely with a range of outside agencies including:

Learning Support Service

Speech and Language Therapy

Sensory Support Service

Behaviour Support Service

Secondary Jigsaw

Physiotherapy

How are teachers in school helped to work with children with SEND and what training do they have?

At each review meeting the IEP may be updated and then shared with staff on the school information system (SIMS). A programme of training is delivered to all staff through the course of the year. Some of this training is delivered by the SENCO and some by the specialists and advisors who visit the school. This has included, Teaching children with visual and/or hearing impairment, autism and ADHD.

How will school help parents to support their children's learning?

Parents of children who are receiving support from outside agencies eg physiotherapy, will receive direct support from these agencies as appropriate.

Throughout the school calendar there are a number of events which promote and support parents.

Parents/carers are always welcome to contact a member of staff by phone, email or an appointment to discuss the learning needs of individual young people.

How will we support your child when they are leaving our school?

We will create a carefully planned liaison and transition package to support both the academic and emotional wellbeing of young people with identified SEND.

Mrs R Morgan – SENCO

Reviewed and updated September 2015