



HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Special Educational Needs (SEN)
Information Report 23/24



Contents

Our school's approach to supporting students with SEND

Key contacts

Summary of Developments 23/24

What types of SEND do we support?

School staff and SEND support

External agencies

Identifying and assessing pupils with SEND

Involving key stakeholders

Teaching approach and progressing toward outcomes

Evaluating Effectiveness

Transition

CPD

Adaptations to the learning environment

Supporting emotional and social development

Safeguarding our SEND students

Looked After Children and SEND

Handling complaints

Local Offer

Appendix 1 – Areas of Need we can support.

Appendix 2 - Waves of Intervention

Appendix 3: Hagley SEND demographics 22/23



Our school’s approach to supporting students with SEND

All students have a right to an education that allows them to flourish and to be able to maximise their potential. We fully uphold the ethos that any student(s), at any given time, may require, for one reason or another, some additional learning support.

Hagley Catholic High School is an inclusive mainstream academy high school which welcomes students with a range of special educational needs and disabilities (SEND). The Learning Support Department works alongside all obligations and guidance as outlined in the 2014 SEND Code of Practice. Fundamental to this is that ALL teachers are teachers of SEND.

However, we fully acknowledge that many of our students require more targeted and personalised support / intervention in some area(s) of their curriculum and therefore a graduated ‘whole school, whole child’ approach is adopted. This report and our ‘school offer’ outlines what Hagley does to support our students to ensure they maximise their potential and work towards their long term goals.

Key Contacts

Name of individual	Email address
Ms N Hackett – Assistant Principal/DSL and SENDCO from Sep 24. Mrs L Imrie SENDCO until Sep 24.	nhackett@emmausmac.com
Mr J Hodgson - Principal	jhodgson@emmausmac.com
Ms M Cleland – Inclusion and Safeguarding Officer	mcleland@emmausmac.com

Summary of Developments 23/24

- ✓ We are in the process of moving all SEND information from our MIS, Arbor, to Provision Map. ILSPs will be replaced by one page Pupil Passports and strategies will be linked to adaptive teaching and Rosenshine’s Pedagogy.
- ✓ Ms N Hackett (Assistant Principal) will be taking on the role of SENDCO from September 2024.
- ✓ ELSA will be delivered by Mrs Almond from Autumn 2 (2024)
- ✓ We have a new evidence-based literacy programme (Lexonik) which will support students who arrive in year 7 who are below age related expectations and other year groups as necessary.
- ✓ We have trialled a Speech, Language and Communication platform that enables us to carry out basic screening and recommended interventions.

What types of SEND do we support?

We provide support across all Areas of Need as highlighted in Appendix 1 below.

School staff and SEND support:

Class / subject teachers

All our teachers receive regular SEND CPD / training both in-house and from external providers and are supported by the SENDCO to meet the needs of SEND students.

Teachers’ efficacy in supporting students is also part of our learning walks and judgement of adaptive teaching. All SEND students have a bespoke Pupil Passport which is a one-page profile that is disseminated to all student facing staff. The purpose of this is to clearly present students’ barriers

to learning, and the adaptive teaching strategies that are to be used by classroom teachers in each lesson. The Passports also include a student voice, 'All About Me' profile in line with the SEND Code of Practice, which enables student relationships to be placed at the centre of all interactions. The passport will also include details of their most recent screening data such as Reading and Spelling Ages. The teaching strategies also reflect our commitment to adaptive teaching and Rosenshine's Principles.

These Pupil Passports are quality assured by the SEND team and reviewed, in consultation with students and parents / carers, three times in an academic year.

Learning Support Assistants (LSAs)

We have a team of 4 LSAs and a HLTA (Higher Level Teaching Assistant). All LSAs receive regular training and CPD along with all teaching staff and are deployed according to need, offering both in class and intervention support and provision.

In the last academic year, LSAs have delivered the following interventions in addition to in class support:

- ✓ **Talkabout** – an evidenced-based intervention for developing Social Skills for Teenagers
- ✓ **Speed UP** – an in-house intervention to support students' handwriting speed and skills
- ✓ **Spellzone** – an evidenced-based online intervention to support students spelling
- ✓ **Get Ready Reg** – an in-house intervention to support students organisation skills
- ✓ **Maths Entry Level support** – support with preparing targeted small group of Yr11 students for additional accredited Maths course
- ✓ **ASD Mentoring** – one of our LSAs has been trained alongside CCN Team (Complex Communication Needs Team) to mentor students with ASD
- ✓ Additional targeted small group interventions for Core subjects with SEND, especially those with an EHC Plan
- ✓ **ELSA** – an evidence based intervention for students with Social, Emotional and Mental Health challenges
- ✓ **Language for Learning**
- ✓ **Preparing for Adulthood**

External agencies

Various external agencies across our several Local Authorities are used in our support of pupils with SEND:

We have a bi-weekly Service Level Agreement (SLA) with Educational Psychology for Everyone, with 1 x Senior Educational Psychologist and 1 x Assistant Educational Psychologist. On each visit they meet with the SENDCO to discuss and determine the purpose of the visit and what intervention and support school can offer.

Specialist Teachers from the Hearing and Visually Impaired Teams support specific students and teaching staff regularly.

The Complex Communication Difficulties Team offers expert advice in the support of children and young people on the Autistic spectrum which is then disseminated regularly to teaching staff.

Specialist Assessment / Intervention is also offered from Worcestershire's Learning Support Team and all recommendations are again included in our Individual Pupil Profiles. This includes:

- ✓ School Nursing Service

- ✓ Children's Services and Social Care
- ✓ Community Paediatrician(s)
- ✓ Occupational Therapy
- ✓ Child and adolescent mental health services - CAMHS
- ✓ Mobility Officer
- ✓ Medical Education Team
- ✓ Chadsgrove Outreach
- ✓ Integrated services for Looked After Children & Virtual Schools

Parents and carers are informed of any such involvement and may be invited to meet with the specialist teacher(s) or other professionals.

For 22/23 SEND demographics please see Appendix 3

Identifying and assessing pupils with SEND

We are a fully inclusive school, offering very much a 'whole school, whole child' graduated approach where 'all teachers are teachers of SEND.' However, we fully acknowledge that the umbrella of Learning Support is wide and that ANY pupil at ANY point may require some additional learning support for ANY reason. Such students may not be included on our SEND Register but may and often will, require support or intervention (Additional Learning Support Register). The following are some examples of this type of need:

Primary Liaison:

During Year 5 and 6 Hagley's SENDCO begins specific liaison with primary SENDCOs and parents and carers of children with SEND including attending Annual Reviews, parental meetings, observations, 1-1 & / or small group work. Further to places being offered in March more specific liaison with primary SENDCOs and Year 6 teachers begins along with an **additional transition** induction for students with SEND.

KS3 Reading and Spelling Ages:

In KS3 English lessons at the start of each academic year, students complete Reading and Spelling assessments. Students' Reading and Spelling Ages are indicated on class marksheets for all staff to be aware of and also in their Student Profiles and Pupil Passports.

SENDCO Academic Monitoring:

Teaching staff welcome the observation of the SENDCO in classes to monitor any possible concerns alongside the whole school, termly academic monitoring and data drops. Any students who are being monitored by the SENDCO are added to the Additional Learning Support Register at 'Monitor' and this is also added to their profile for teaching staff to be aware.

Teaching Staff Identification:

SEND Referrals:

Any teaching staff who may have concerns about a possible Special Education Need for a student will submit an electronic SEND Referral to the SEND team. detailing reasons for referral, any Wave 1 & 2 interventions implemented and their impact. This forms an important part of the 'Assess Plan Do Review' cycle. This is then triaged by the SEND team via lesson observations, student & parent meetings, feedback from other teaching staff and academic monitoring. Actions and any necessary

interventions are then agreed, disseminated and monitored. Students may then be added to the SEND register.

Access Arrangements Referrals & Windows:

Any teaching staff who may have concerns about whether a student may require a reasonable adjustment in examinations such as extra time, a Reader, Scribe, use of PC etc... complete a referral to the SEND team. Access Arrangements windows are also built into the School Calendar at the end of year 9.

Department Meetings:

All departments meet each half term with SEND being a standing item on the agenda. This is a forum for any concerns to be raised and the SEND or Access referrals being made.

Student and Parents / Carers Identification:

Any concerns about a possible unidentified educational need or barrier to learning are highly valued. Families, parents and carers are encouraged to raise this by contacting the SENDCO who will triage what actions are needed.

Screening and assessment:

Further to any of the above referral(s) and identification the SENDCO triages if any actions or screening needs to be undertaken. This would then indicate if there is a need to be added to the SEND Register and a Pupil Passport created and shared with parents / carers and teaching staff. Additionally, it would highlight if any intervention is needed and / or if the SENDCO requires further assessment from any outreach agencies such as:

- ✓ Complex Communication Needs Team
- ✓ Referral for Umbrella Pathway or ASD assessment
- ✓ Community Pediatrics ADHD Referral Pathway
- ✓ Learning Support Outreach Team
- ✓ Educational Psychology
- ✓ Visual / Hearing Impaired Specialist Team

Involving key stakeholders

Consulting with Students and Families:

As a child centered school, we take every opportunity to include SEND students in all meetings regarding their education and welfare (where feasible and appropriate). We take their views into consideration and always take time to support them emotionally, practically and educationally.

We believe fully in collaborative communication with all parents and carers of students with SEND. All parents / carers of any pupil included on our SEND register are notified of their inclusion and signposted to this SEND Information Report. Similarly, any students' parents / carers invited to any of our small group or 1-1 interventions are informed. Parents / carers of any students who are removed from the SEND Register are also notified. If a referral has been made within school to Learning Support, views are also sought from parents / carers to provide a historical and holistic portrait of the child.

The SENDCO is available at all Parents Consultation Evenings and feedback is given to all students receiving any specialist, personalised intervention as part of our termly Academic Monitoring and Reporting to parents / carers.

Annual Review meetings are held with parents / carers for students with an Education, Health, Care Plan. Parents / carers and students are invited to contribute their views and ideas. Materials for additional support to be given at home are given where applicable.

Alongside the whole school assessment reporting process, the Learning Support Department ensure communication with parents / carers is contacted 3 x per year which is logged to support and monitor the progress of all SEND students, complying with the SEND Code of Practice. However, it is also acknowledged and welcome that should families need to make any further contact then this is done via the SENDCO, HLTA or Head of Year.

Parents / carers of students with SEND are welcomed to communicate regularly with the Learning Support Team and additional review meetings are held as needs arise, often in collaboration with other school staff such as Head of Year or Form Tutor.

Teaching approach and progressing toward outcomes

All pupils are provided with high quality teaching based upon Rosenshine's Principles of Instruction. Many elements of this model have been found to be particularly effective for students with SEND (although we recognise all students have individuals and specific needs) These are including but not limited to:

- ✓ Ensuring a calm learning environment
- ✓ Do now tasks – retrieval of knowledge
- ✓ Teaching new material in small steps
- ✓ Teacher modelling and scaffolding
- ✓ Support with knowledge organisation: review, recap and building upon prior learning.
- ✓ Pupils with a disability are provided with reasonable adjustments (such as auxiliary aids and services) to help overcome / support any need / disadvantage to ensure inclusive access to the curriculum.

We have also broadened our GCSE offer to more inclusive options such as Functional Skills English and Maths; we have a banding system to ensure that students with SEND are not isolated or restricted by 'sink groups' and we have adapted our French offer to focus on building cultural capital.

Evaluating Effectiveness

SEND is an integral part of our School Development Plan and one of our key on-going developments is in our tracking and monitoring in line with our whole school Academic Monitoring processes. SEND outcomes and practices form part of the Principal's report, which is regularly scrutinised by the Academy Committee. All interventions are measured with either formative or summative assessment at the outset and to measure its impact. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes such as:

- ✓ Classroom observation by SEND or leadership team, the SENDCO, external verifiers.
- ✓ Ongoing assessment of progress of pupils with SEND using whole school Academic monitoring.
- ✓ Pupil and parent feedback on the quality and effectiveness of interventions provided.
- ✓ Attendance and behaviour records.

Action relating to SEND support will follow an 'assess, plan, do and review' model as outlined in the Code of Practice (COP):

Assess: Information on the student held by the school will be collated by the adult referring, in order to make an accurate assessment of the student's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCO.

Do: SEND support will be recorded on a Learning Plan, through Provision map. This identifies a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed post intervention cycle with the parents/carers and the student.

Transition

KS2-3 Transition: Transition to High School is a huge leap for all students. In support of this, a full transition programme is offered to all students. During the Autumn and Spring term of Year 6, Hagley staff will visit students who are in schools that are part of the EMMAUS, or a named Feeder School, for an induction session. Student who do not attend any of these are all invited to an additional Induction session during the summer term.

Additionally, in the summer term, all students who have been offered a place, will be invited to an Intake Day and Evening. At the Intake Evening the SENDCO is available to liaise with any parents of student with additional needs.

To further enable us to identify student who may benefit from additional support all Year 7 students are tested upon entry to give us an up-to-date spelling and reading age. This is then monitored alongside all Key Stage 2 data from primary schools and enable us to have a clear view of not just who may require support but also what type of support would be needed.

Transition has been a key element of this collaboration; whilst transition is a huge step for all students, for students with SEND it can be even bigger and therefore we have developed an extended transition programme for students, parents and carers. This includes:

Additional transition visits (1-1, in small groups from primary school, small groups with student from other primary schools). During which students complete a variety of tasks such as; creating student transfer passports.

- ✓ Buddy system with Year 7 and 8 pupils
- ✓ The SENDCO, will attend the Annual Review meeting of any child with an Education, Health, Care Plan in Year 6 and where applicable Year 5.
- ✓ Parents / carers of students with SEND are invited to attend our annual Open Day in October. Many of which begin this as early as Year 4 and for some pupils a more personalised transition programme is put in place.

KS3-4 Transition: Part-way through Year 9, all students choose their Pathways for Key Stage 4, for Year 10 and 11 study, A high level of guidance for all families and students helps to ensure that they make appropriate choices in relation to their ability, interests and future plans. SEND students receive additional information about appropriate future opportunities and students will receive additional careers interviews as required. The SENDCO is also available at the Pathways Evening to offer advice, guidance and support.

KS-5 Transition: All students must now remain in education, employment or training until the age of 18. Hagley has an onsite sixth form and the recruitment process is fully inclusive of students with SEND. The following link to our school website provides further details about our sixth form curriculum, entry requirements and our prospectus: [Hagley Catholic High School - Home Page \(hagleyrc.worcs.sch.uk\)](http://hagleyrc.worcs.sch.uk)

Additional, advice and guidance is given to students with SEND as follows:

- ✓ Where a student has an EHCP, all Annual Reviews from Year 9 onwards will include a focus on post-16 destinations and options.
- ✓ Collaborative work with outside agencies where necessary for a 'Moving Forward' Plan.
- ✓ Accompanied / transitional visits where necessary to help in the consideration of options. In November 2023 Key Stage 4 SEND students visited a 'Life Beyond School' Inclusive Exhibition, an event to support students in making their 'next steps' choices in the post 16 education, employment and wider community support.
- ✓ A number of opportunities for students and parents to meet staff in the next provision are facilitated. These opportunities are personalised to each pupil with SEND.
- ✓ Records / supporting documents forwarded to individual destinations and providers.

CPD

Continual professional development around SEND is part of our CPD offer. Whole school sessions are delivered annually and opportunities for students focused meetings occur regularly. The purpose of these meetings is to work collaboratively across the curriculum and share best practice around pedagogy and engagement for students with specific needs. Staff also have access to a full range of SEND training opportunities through the National College.

Adaptations to the learning environment

The school has many different buildings on several different levels. Consideration has been taken for students with mobility issues. For example we have 2 lifts with wheelchair access, disabled toilets and shower facilities. Stairs have been highlighted in visible paint to aid any Visually Impaired student(s). Disabled parking bays are clearly visible and located near to the main school entrance, which itself has disabled access. There is a Hearing Loop available in the theatre and staff are regularly given CPD for students with a Hearing Impairment. We work with outside agencies to help support students with any physical / mobility issue(s). For some students we ensure that their lessons are timetabled in downstairs classrooms and where this is not possible alternative arrangements are put in place to allow students full access to their curriculum. Any students who are temporarily unable to access fully the school site (e.g they are on crutches) are catered for with risk assessments undertaken and measures put in place for any lessons that are not easily accessible.

Other agencies such as the Visually Impaired and Hearing-Impaired Teams, also regularly inspect the school site and provide advise as and when necessary. Further information is available in our Accessibility Policy.

Diagnostic testing and Access Arrangements for exams

For some students with SEND it is recognised that for exams they will require Access Arrangements such as:

- ✓ Extra time (25%)
- ✓ Live Reader
- ✓ Computer Reader
- ✓ Scribe
- ✓ Prompt
- ✓ Use of PC (with / without spellcheck engaged)
- ✓ Rest breaks
- ✓ Separate Venue
- ✓ Transcribe

Students are considered carefully for any Access Arrangements and relevant specialist diagnostic testing is carried out to ensure that the right Access Arrangement is in place for each student. However, here at Hagley, we fully believe and support the view of JCQ that this should and must be 'best working practice'. Therefore, a full picture of need is gathered during Key Stage 3 alongside teaching staff and the Exams and Assistant Exams Officer. When an Access Arrangement is approved by JCQ this is then disseminated to all teaching staff to ensure that this is available for all tests, timed essays, internal exams and controlled assessments. CPD is delivered to all teaching staff on Access Arrangements to support this and to ensure it is 'best practice.'

All Learning Support Assistants are trained annually in this to assist with students in Key Stage 3 and for others in their day-to-day curriculum. However, the Exams Officer employs outside invigilators who are trained by the Learning Support Manager to facilitate students' Access Arrangements for all external assessments. In addition to this, a member of the Learning Support Team is available to assist with the starting of all external exams to ensure. This is regularly monitored and reviewed.

Supporting emotional and social development

Here at Hagley we recognise the extra need for supporting the emotional and social development of student with SEND. We have a dedicated Inclusion and Safeguarding Officer who facilitates a range of bespoke intervention programmes and the SENDCO & /or Assistant Principal responsible for Inclusion, have a pivotal role in the pastoral leadership team; keeping SEND wellbeing high on the agenda. Our Character and Culture programme also explores many pertinent issues and there is regular communication with pupils around mental health and the available support.

Safeguarding our SEND students

As a school, we recognise that SEND students may be more vulnerable to safeguarding threats. We reinforce this message to all staff, through our safeguarding training. The Assistant Principal for Inclusion is the Designated Safeguarding Lead and will be the SENDCO (Sep 24). We also have a Safeguarding and Inclusion Officer based in our dedicated safe space (The Hub). She is available for students the school day, as this is a non-teaching post. We also use an electronic monitoring system (Safeguard Analytics) which already flags SEND students, allowing us tailor our approach to SEND students as necessary.

Looked After Children and SEND

We recognise and understand that Looked After Children (LAC) and Previously Looked After Children (PLAC) students with SEND can be at increased risk of vulnerability. Our Looked After coordinator is

Mrs L Imrie (SENDCO), (Ms N Hackett from Sep 24) who ensures this cohort regularly receives high quality teaching and adaptations are made to facilitate an inclusive learning experience. Any alternative provision is planned and monitored as part of the PEP reviews; the school works in close partnership with the students' Local Authority Virtual School and other Alternative Providers to ensure that provision is regularly reviews and progress is made.

Enrichment

The school has a variety of lunch time clubs and sporting activities. We strive to ensure that all students with SEND are encouraged and that reasonable adjustments are made to accommodate them.

Handling complaints

The school has a comprehensive complaints policy and procedure which is published on our website and is fully accessible to all parents. Where there are complaints about the SEND provision, the SENDCO and relevant SLT will support with the management of the complaint. Where learning points arise, staff are communicated with and relevant reparative training is provided.

Local Offer

For details on the local offer from all of the authorities we work with, please see below:

Worcestershire

www.worcestershire.gov.uk/thelocaloffer

Sandwell

www.sandwell.gov.uk/SEND

www.sandwellSENDiass.co.uk

Dudley

www.dudley.gov.uk/resident/localoffer

Birmingham

[Home - Local Offer Birmingham](#)



Appendix 1 – Areas of Need we can support.

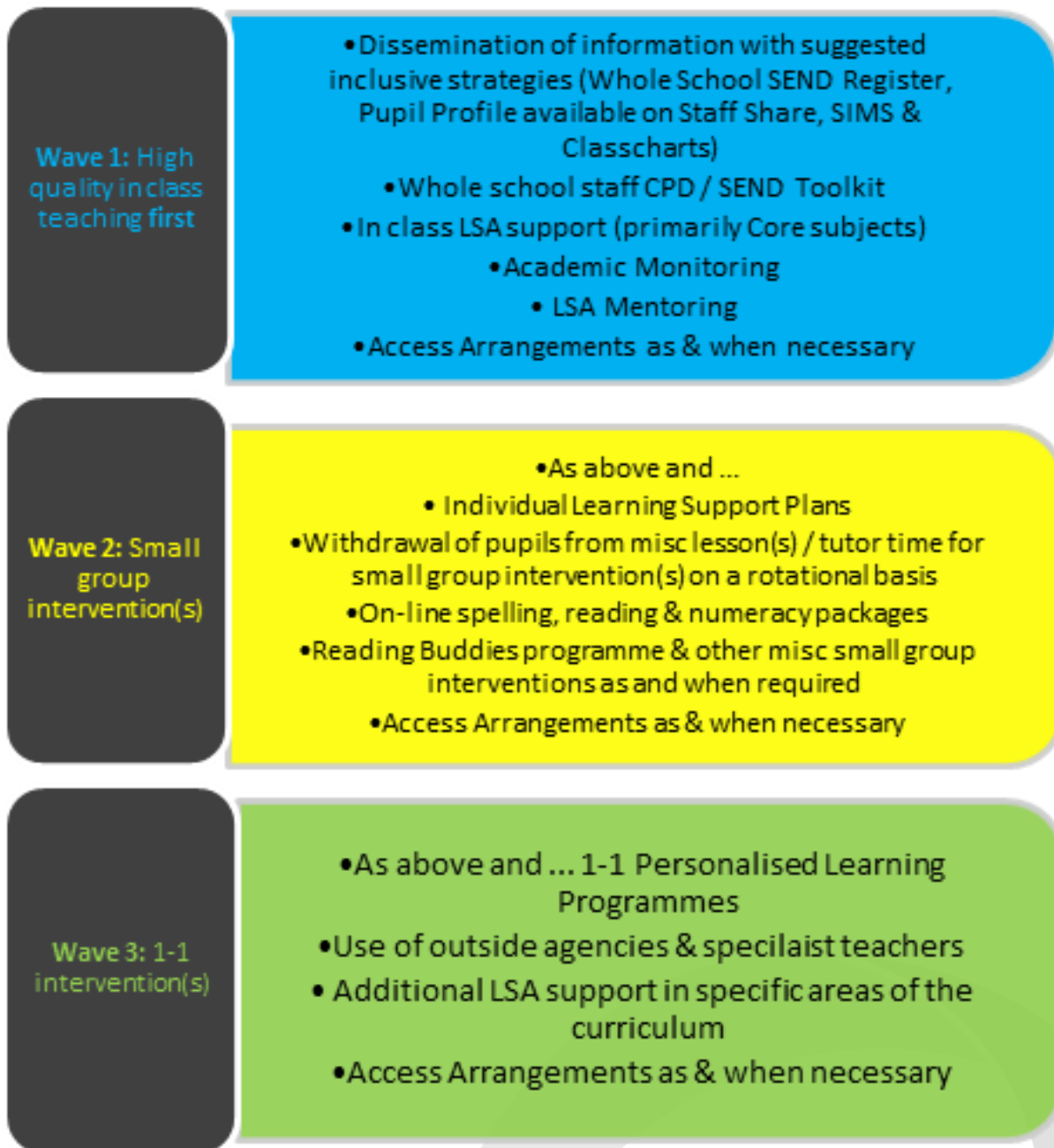
Area of Need	What this means
Cognition and Learning	Moderate learning difficulty
Communication and interaction	Autistic spectrum disorder (ASD) Attention Deficit Hyperactivity Disorder (ADD) Speech, Language and Communication Needs (SLCN)
Social, Emotional and Mental Health*	A child who is 'becoming withdrawn or isolated, displaying challenging, disrupted or disturbing behaviour'
Sensory and/or physical	Hearing impairment (HI) Visual Impairment (VI) Physical Disability (PD)

***Social, Emotional and Mental health is wide and complex. We have an internal Early Help offer which includes support for emotional wellbeing.**

Appendix 2 - Waves of Intervention

The following diagram outline the various Waves of Intervention that we offer and provide from in class first quality teaching and differentiation to targeted, personalised interventions(s).





Appendix 3: Hagley SEND demographics 22/23

Among our students, there are a number identified with special educational needs and disabilities (SEND). The total number of students in 2022-23 identified with SEND was 140, which equates to

11.75% of the whole school population. 11 students have Education, Health Care Plans and due to our wider-ranging catchment these are from various different Local Authorities such as Worcestershire, Sandwell, Dudley and Birmingham. Throughout each academic year, Requests for EHC Plans are made if and when a students' needs are greater than the SEN notional budget and graduated response of support.

SEND students have representation across the ability range and in all year groups. SEND students' support needs may remain constant over time or change in line with their personal development. In 2022-23 the primary needs of SEND students were identified as Autistic Spectrum Disorder (ASD), Moderate Learning Difficulty (MLD), Speech, Language and Communication Needs (SLCN), Hearing Impairment (HI), Specific Learning Difficulty (SpLD) and Social, Emotional & Mental Health (SEMH) as identified below:

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Attention Deficit (Hyperactivity) Disorder	13	6.7%	1.3%
Anxiety disorder	2	1%	0.2%
Aspergers syndrome	8	4.1%	0.8%
Auditory processing disorder	3	1.5%	0.3%
Autistic Spectrum Disorder	23	11.8%	2.3%
Cystic fibrosis	1	0.5%	0.1%
Diabetes	4	2.1%	0.4%
Dyslexia	15	7.7%	1.5%
Dyspraxia	6	3.1%	0.6%
Hearing Impairment	6	3.1%	0.6%
Moderate Learning Difficulty	37	19%	3.6%
Other Difficulty/Disability	3	1.5%	0.3%
Other medical condition (e.g. epilepsy, asthma, diabetes)	2	1%	0.2%
Physical Disability	7	3.6%	0.7%
SEN Support, No Specialist Assessment	4	2.1%	0.4%
Social, Emotional & Mental Health	66	33.8%	6.5%
Specific Learning Difficulty	20	10.3%	2%
Speech, Language and Communication Needs	37	19%	3.6%
Vision Impairment	1	0.5%	0.1%
Visual processing disorder	3	1.5%	0.3%

