



St Angela's **St Angela's**
URSULINE SCHOOL URSULINE SIXTH FORM



SEN INFORMATION REPORT

DATE: JUNE 2015

NEXT REVIEW: JUNE 2016

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SEND provision for Children and Young People at St Angela's Ursuline School

As part of the Children and Families Act 2014, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available *on the Newham Website (www.newham.gov.uk)* and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN.

This document describes the *School's Local Offer* for St Angela's Ursuline. It explains the arrangements we make that are 'additional and different' for pupils with additional needs. This information has been produced together with parents, carers and our children and young people and will be reviewed annually

In our School Mission Statement we state:

"Through our strong curriculum and rich community life we seek to meet the needs of the whole person and enable every pupil to reach their full potential."

This is at the core of our work in St Angela's Ursuline. We believe that every child can learn and we do our utmost to ensure each student achieves their very best.

The diagram on the next page illustrates the St Angela's *graduated response* to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs .

The St Angela's Ursuline School Offer

ALL pupils will access:

- ✓ High quality teaching and learning
- ✓ A differentiated curriculum
- ✓ Reasonable adjustments to the environment and equipment for pupils with disabilities
- ✓ A keyworker who will act as an advocate in school and facilitate communication between school and home
- ✓ Assessment for learning
- ✓ Targeted learning to meet their individual needs
- ✓ After school clubs and educational visits
- ✓ Access to careers advice

Some pupils with additional SEN needs will Access:

- ✓ targeted interventions and support matched to need
- ✓ Individualised target setting
- ✓ Personalised progress tracking and assessment of need
- ✓ Access to flexible working groups
- ✓ Access to additional adult support for specific tasks

A **few** pupils with complex or significant needs will access:

- ✓ A personalised timetable
- ✓ Access specialist programmes
- ✓ Access to specialist services and therapists
- ✓ Access to specialist equipment and software
- ✓ High levels of adult support and small group working

Understanding your child's needs:

St Angela's Ursuline knows and understands that the needs of your daughter are very individual to her. We fully realise that you, the parent or carer, will have a valuable understanding of your daughter's needs.

For this reason, we will listen carefully to your views and those of your daughter.

Our School Offer in more detail

Identification of Students

Our robust tracking system of pupil progress quickly identifies any student who is not making the expected progress. After discussion with the parent, a range of interventions are then put into place to help the student. If over a period of time, the interventions do not help to improve progress, then with the parent's permission, the student is referred to the Special Educational Needs Coordinator (SENCo) for further investigation. If it is found that your child has "*a significantly greater difficulty in learning than the majority of others of the same age*" (SEND Code of Practice 2014) then the school will put specialist provision in place to help your child, and/or make a referral to specialist agency for further advice.

You will be kept informed at all stages.

Meeting Student Needs

At St Angela's we adhere to the SEND Code of Practice's Graduated Approach of *Assess, Plan, Do* and *Review*.

This happens on different levels.

- 1. Annual Reviews:** In this meeting with both you and your child, we *review* the provision that has been made and then discuss the progress made. From this we can *assess* the current need and plan future provision (*plan*); and how it will be implemented (*do*). This is an ideal time for you to say what is working and what is not working to help your child.
- 2. Pupil Profile:** This is a document prepared by the SENCO and his team to give out information on your child to her teachers and agencies involved in supporting your child. It includes information about your child's needs (*Assess*); identifies key areas that need addressing and specify long-term objectives for your child; (*Plan*); offers a range of strategies and resources for teaching your child (*Do*); and records the provision made for daughter (*Review*)
- 3. Class Support Plan:** Asks your child's teacher to consider your child's needs (*Assess*), and set targets for learning in line with the long-term objectives for your child (*Plan*); as well as identify a range of teaching techniques and resources that will help your child, including in-class support if appropriate (*Do*). At the end of a block of teaching time (typically 6 weeks), the teacher will review your child's progress and how successful the provision was in meeting your child's needs (*Review*).

By constantly reassessing your daughter's needs and the way we teach her we are better able to target her learning and raise her achievement in school.

Reporting Student Progress

We report on all students every term specifying the level of progress made in each subject. Progress over the course of the Key Stage is rigorously monitored and quickly identifies any areas that are not working. This informs our review procedures and appropriate action can be taken.

Teachers continue to work to National Curriculum Levels for the majority of students, but for some students we use P-Scales as a way of tracking progress. For some students, on P-Scales formal testing is not appropriate, in which case a portfolio of work is maintained with annotations explaining how the child achieved the piece of work. This gives us a very accurate picture of what skills and knowledge your child has mastered and how independent she is in her learning.

Transition Arrangements

Our transition arrangements are very exacting. In Y6, a member of staff attends your child's primary school to find out about her needs. The SENCo will attend the Y6 Annual Review where invited, to meet with you and discuss your child's needs and any concerns you may have.

The SENCo also attends the SEN Transition Day at the Local Authority where he meets with your school again and any agencies that might be involved in meeting your child's needs.

St Angela's also invites Y6 students to attend the school for one day in the June/July before the September they commence at the school. If your child has a Teaching Assistant in their Primary school they are also invited along; but in any case our own team of Curriculum Support Assistants will be on hand; and will already know something of your child's needs.

In some cases, your child may be invited to attend one or more days at St Angela's so that she has time to become more accustomed with the school and staff.

A similar model is followed for any child who may be transferring to St Angela's mid-phase. There will be significant contact with their previous school and any agencies involved to learn more about her needs and how they can be met. Depending on the circumstances, your child will be able to make visits to the school prior to starting; or may be given a phased start until she is ready to attend full time.

If any of our students are transferring to another school mid-phase, we will make contact with the receiving school to discuss the student's needs and explain the provision we have put into place. Your child's file with all her support needs will be sent to the receiving school. If your child needs time to adapt to the new school, we will arrange visits to the school to help your child become familiar with the setting before joining the school on a full time basis.

Organisation of Support

All students with additional needs are given a keyworker. A keyworker is one of our Curriculum Support Assistants (CSAs) and will have a cohort of approximately 15 students. The keyworker will act as an advocate for your child helping to resolve any problems in schools; organizing your child's day, and making arrangements with teachers for learning and for any extra-curricular activities so that your child has the same opportunities as any other child in the school. The keyworker will also work closely with you ensuring you have all the information you need and you are fully aware of how your child is in school.

CSAs also have the role of in-class support. They will tend to support lessons in just one or two subjects. This means they get to know the teachers of that department really well and have a good overview of how the department works. This helpful to all students with additional needs who need more subject specific input into their school work.

If your child has in-class support, this means she will meet a different CSA in each subject. This helps your child to become more independent in her learning and to be able to deal with a wide range of people rather than become dependent on just one person in the school.

In-Class Support

There are a number of factors that may influence the amount of in-class support by a CSA such as

- How independent your child is
- What teaching group your child goes into – for instance if your child has poor literacy she will be in a group that has in-class support but if she is strong in Maths she may find herself in a higher group that doesn't require support
- If your child is offered small group teaching she may not require additional support from a TA

The over-riding rule is how well your child is able to access a given lesson. If the strategies and teaching methods of the teacher mean that your child is able to work independently in the lesson then we will not send someone to support the lesson.

Most students will only require CSA in-class support in a just a few lessons. Some students may require in-class support in up to half of their lessons. A few students will require 100% support across the whole curriculum.

Our support is intended to help your child access the school curriculum and demonstrate her ability to the full. When your child is achieving this we know that support has been affective. We can ascertain this when we measure your child's progress against her cognitive abilities.

Annual Reviews

Whilst parents are encouraged to raise issues and concerns at any time, the Annual Review Meeting is the key opportunity to review the provision over the past year and to discuss your child's progress and how her needs are being met. Simply put it is the time we discuss what is working and what is not working in school. During the meeting we will look at the long term objectives for your daughter, and discuss how these are being met. If an issue emerges, we will talk about alternative ways we may be able to help your daughter. Your opinions and advice are crucial to this process and help us to understand your daughter's needs better.

Training and Qualifications

In the Curriculum Support Centre, we encourage all our staff to gain qualifications in SEN.

The SENCO is qualified in the psychology and behavior of SEN (Institute of Education) and is experienced in Down's Syndrome and Autism. He is also a specialist teacher of dyslexia and qualified to undertake formal assessments of Specific Learning Difficulties.

The Second-in-Charge of Curriculum Support has extensive experience of working in Outreach Services and Pupil Referral Units affording him knowledge and skills in working with children and young people with Social and Emotional Behavioural needs.

Our team of CSAs all undertake either the City and Guilds qualification in SEN support; or more recently the OCR NVQ in Supporting, Learning and Teaching. They hold a range of expertise including delivering Speech and Language Therapy Programmes; Social Skills Programmes; Circle of Friends; Basic Literacy, including phonics teaching, and Basic Numeracy Skills.

One CSA has extensive experience of working with autistic children; and another with working with children with Down's syndrome.

Another CSA who is a Higher Level Teaching Assistant (HLTA) is fully trained in Exam Access Arrangements (EAAs) and has responsibility for organizing applications to exam boards for appropriate EAAs at GCSE, AS and A Level.

All our team regularly updates their skills and knowledge by attending relevant training courses.

Training on teaching children with additional needs is offered to the whole teaching staff on a regular basis.

In addition, mainstream teachers have the opportunity to discuss provision for students with additional needs at fortnightly drop in sessions; or via our more

formal Curriculum Support Link Group which meets twice termly to check on the provision being offered across the whole curriculum.

Specialist Support Services

We work closely with a range of services who help with assessment and planning of students with additional needs, including giving any additional advice to the school on meeting students' needs. The range of agencies we work with varies depending on the range of needs at any given time but typically we work with Speech and Language Therapy Service; Educational Psychology Service; Visually Impaired Service; Hearing Impaired Service; Child and Family Consultation Service; Home and Hospital Tuition Service; Complex Needs and Dyslexia Service; Autism Advisory Service and individual hospitals and health care centres.

We will always speedily refer to a new agency if that better represents your child's needs.

Physical Access to the school building

The main school building dates from 1848. Whilst we have made reasonable adjustments to the building to accommodate all our students, its very age does make it difficult to gain access to all parts of the building. For this reason, wheelchair users are advised to seek a more modern school building in the borough. If your child is a wheelchair user or has mobility issues, and you particularly want a Catholic Education for your child we will do our utmost to accommodate her. In the past, we have managed to provide a timetable where all rooms are on the ground floor or in easily accessed areas of the school but this may not always be possible.

There is a school lift which can provide further access to the building for certain disabilities; and a chair lift gives access to the School Hall on the first floor.

We have a new Sports Hall which has disabled toilets and changing rooms on the ground floor and a modern lift to the observation area in the Sports Hall. Sport for students with a disability is one of the strengths of the school.

We also have a disabled toilet located in the school reception.

Supporting students on school activities outside the classroom

Teachers organizing activities and school journeys are required as part of our risk assessment procedure to consider the needs of students who are vulnerable in any way including any additional needs. Where issues are identified, these are discussed with the SENCo and strategies are put into place. Where there is a significant need a CSA will attend the trip or activity to ensure the safety and well-being of the student.

Supporting student well-being

St Angela's has many facilities to ensure the overall well-being of all its students. These are also accessible by students with additional needs. The Form Tutor and subject teachers closely monitor all students and will inform the Head of Year and/or Director of Pastoral Care if any concerns arise. Students also have access to peer mentors and there is a very active Anti-Bullying Alliance in school which aims to create a positive environment and the inclusion of all.

Students with additional needs also have the added benefit of their keyworker who will meet regularly with students to ensure they are happy in school and there are no emerging problems. If concerns do come to light, the keyworker will act as an advocate for your child, if needed, and speak on your child's behalf or direct her to the appropriate resource if applicable.

The school also has a Learning Support Unit, Learning Mentors and a School counsellor who can work more closely with your child should the need arise. All facilities offer *drop-in* sessions at lunchtimes for more informal chats if the student is worried about anything or has a concern.

Preparing Students with additional needs for post 16

This process begins in Y9 when students make their subject choices for GCSE and other external qualifications. You will meet with the SENCo and our School's Careers Advisor who will be able to talk through some ideas with you and who will learn more about your child's needs. In Y10, this is developed further by meeting again with the School's Careers Advisor and an LA representative who will help you with making a choice for the two weeks Work Experience all students in KS4 must undertake. We will also discuss any support needs your child might have on work experience.

In the Autumn Term of Y11, we will meet again to make firmer plans for the end of Y11. Again the School's Careers Advisor and an LA representative will also attend. This meeting will take into account your child's aspirations and look at the range of options available to her. This can include Sixth Form College including St Angela's and St Bonaventure's, further training, applying for jobs or seeking an apprenticeship. Whatever your child decides is the best path for her, we will support you throughout the process and give whatever advice you need.

School Contacts

For everyday needs, the best person to speak to is your child's keyworker. If they cannot address your concerns, they will refer you to someone who can.

If you have concerns about your child's learning, or their ability to access the lesson or opportunities in the school, then you should speak to the SENCo

who will be happy to help with any issues and find a solution so that your child has the same opportunities as other students.

If you are not comfortable speaking directly to anyone in school, you can contact a parent association such as the National Parent Partnership Service who specialize in supporting parents of children with additional needs. They can offer you advice and speak to the school on your behalf if you prefer.

Your local office is:

Newham Parent Partnership Service
The Web Building
49-51 The Broadway
Stratford
London
E15 4BQ

Tel: 0203 373 2871 ext 32871

Email: Jasweer.Sagoo@newham.gov.uk

Complaints Procedure

In the first instance, you should discuss any concern with the SENCo. If you feel the issue has not been resolved, you should follow the school's complaints procedure which can be found on our website or is available from the School Office.

If the issue is still not resolved to your satisfaction you may use the Disagreement Resolution Service provided by the Newham Local Authority by contacting the Local Authority at:

Special Educational Needs Section
Children & Young People's Services
Newham Dockside
1000 Dockside Road
London E16 2QU
Phone: 020 3373 9654
Fax: 020 8430 1011
Email: EDU.Sen@newham.gov.uk

For more information about the SEN provision at our school please visit the School Policies page on our website: www.stangelas-ursuline.co.uk where you will find relevant information to other areas of our school life including our SEN Policy and School Provision Map.

Here are some of the questions asked by our parents and carers about the SEN provision in our school:

How does the school go about understanding the needs of disabled children?

Firstly by listening to you and your child – after all you know your situation better than anyone! We will also receive advice from the medical specialists and outside agencies dealing with your child's disability.

How do I know as parent if my child's learning needs are being met?

We hope from the progress that your child is making but in any case we will review the provisions for your child with you every year. This is your chance to say what is working and what is not working

How will I know how well my child is doing?

You will receive a school report every term which will track the progress of your child over the Key Stage she is in. Your child's progress will also be discussed at the Annual Review with you and your child. You are also invited to attend Parent's Evening when you can meet with your child's teachers.

Who will be monitoring my child's progress?

Each class teacher is responsible for your child's progress in that subject? They will record all National Curriculum Levels and P-Levels if more appropriate. They will highlight any concerns to the SENCo.

Where do I request an EHC Plan for my child?

You can ask the school to make a Statutory Request on your behalf or you can write directly to the SEN Section at the Borough.

Can the school accommodate wheelchair users?

Yes. All reasonable adjustments to the building have been made but mobility around the school is restricted due to the age of the building. Unless you particularly want a Catholic Education for your child, most wheelchair users tend to apply to schools with more modern buildings.

How do you stop my child from being stigmatised?

We work very hard to create a fully inclusive environment. All members of our community know and understand how diversity enriches our lives. Our teachers are always sensitive around your child's needs and respect your right to confidentiality. We do our utmost not to make a student feel they are being treated differently.

Can school rules be relaxed for my child?

Yes depending on the circumstances. For instance, if your child has a mobility issue requiring her to wear trainers instead of school shoes.

How can I contact my child's keyworker?

The easiest way is to call the direct line number on the front of this leaflet. Please feel free to call if you have any concern. Parents call for all manner of reasons from having forgotten to pack their child's lunch, concerns about homework, to finalising arrangements for the child to go on school trips.

Here are some of the questions asked by our children and young people about the SEN provision in our school:

I am worried that others will tease me for having support.

Your teachers will be sensitive to your concerns and never say to other students that you are getting extra help. They will plan their lessons to help you in a way that is not obvious to others. If you have access to a CSA to support your work in lessons they will come to your lessons and support all the students and not just you.

Why do I have to do so many assessments?

It is important that we assess you regularly to ensure that you are making your best progress and that we are making the right provisions for you. We try to keep these to a minimum. An important assessment will happen at the end of Y9. We use this data to apply for Exam Access Arrangements for any exams you might do in KS4.

What are EAAs?

EAA is short for Exam Access Arrangements. We can apply to the exam board to get permission for certain concessions if you are eligible such as a reader, scribe or extra time. We can only apply if this is your normal way of working and there is appropriate assessment data to back up the need for EAAs.

Why do I need a keyworker?

Keyworkers are your advocate in school. They will get to know you and explain to other teachers what your needs are. They can speak on your behalf if you have a problem and feel you cannot explain it to others. They can also help you to organise yourself better so you can do all your school work; and make sure you get to the right place at the right time so you do not miss out on any opportunities. They will also work closely with your family and help deal with any problems in school as well as help to organise fun things such as going out on trips.

What do I do about a teacher who doesn't seem to understand my needs?

Firstly chat to your keyworker. They might be able to better explain your teacher's expectation for you. If your keyworker cannot resolve the situation they will speak to the SENCo who will investigate the matter and clear up any misunderstanding.

Must I do everything through my keyworker?

Not at all. We want you to be independent. You can still refer things to your Form Tutor, Head of Year, class teacher and so on. You only need to use your keyworker when you think you are not being listened to or can't explain things very well.

Why doesn't my keyworker support me in lessons?

Your keyworker is also assigned to individual subjects and only supports those lessons. If you are entitled to in-class support in a subject, the CSA for that subject will support your lesson.

Sometimes I get stressed and can't cope. Is there somewhere I can go?

If you find school life difficult to manage you are always welcome to come to the Curriculum Support Centre (CSC) where someone can assess the situation and advise you what is best to do.