



Learning Support at Harrytown Catholic High School

Ethos

At Harrytown Catholic High School we believe that every person is uniquely created in love by God, in his image. Therefore, we recognise the intrinsic dignity and worth of every individual, each with unique talents and God given gifts. We believe that the love of God and the teaching and example of Jesus is made real by the learning we share, the example we set, the affirmation we give and the concern we have for all. Hence, our mission to live the Gospel promote excellence & achievement for all and nurture partnerships is at the heart of our SEND provision.

The learning support department at Harrytown Catholic High School is key to providing a nurturing, inclusive education for students with additional needs. The department strives to support students across the 11-16 age range. The policy reflects current best practice in line with the Code of Practice for Special Educational Needs and other relevant legislation.

The department consults with students, parents/carers, class teachers, other schools and colleges, alternative curriculum providers, Stockport learning support service, Stockport Behaviour Support Service, ASD Partnership, Educational Psychologists, Occupational Therapy, Speech and Language Therapy, CAMHS, Service for Young People, young carers, Stockport Sensory Support and The Together Trust to ensure that each SEND student is able to access a personalised curriculum.

Aims

- To identify the needs of students and ensure continuous cycle of assessment and provision
- To offer students opportunities to realise their full physical, emotional, spiritual and social potential so they achieve success, increased self-esteem and full intellectual potential
- To create an environment where school, parents/ carers and outside agencies work closely together for the benefit of SEND students.





Objectives

As a department we identify a students' SEND as soon as possible, we will ensure that provision is made within school for these students in order for them to be able to access a broad and balanced curriculum. We will co-ordinate support, within school with classroom and withdrawal teaching if appropriate, but also with any relevant outside agency to ensure our SEND students receive the full support and guidance required. Strategies will be put in place to meet individual student's needs alongside parents/carers, subject teachers, pastoral staff and any outside agencies. The department, along with teaching staff will track student progress throughout the school.

The Learning Support Department at Harrytown Catholic High School is key to providing a nurturing, inclusive education for students with additional needs. The department strives to support students across the 11-16 age range, by working closely with other departments to personalise the learning of students with Special Educational Needs and/ or disability (SEND January 1015). This department policy reflects current best practice in line with the Code of Practice for Special Educational Needs and Equality Act 2010.

Provision

At Harrytown Catholic High School we have two separate classrooms for Learning Support. Students are referred to work in each room for a variety of reasons, such as 1-1 support, small group intervention or to complete tests/ assessments from individual subjects if a larger more formal group setting is difficult. Occasionally students are referred for a short period of withdrawal as they are unable to attend certain subjects for a variety of pastoral or medical issues.

- Aside from the teaching rooms we offer in class support with a team of highly dedicated learning support assistants (LSAs) Several LSAs are subject based, and are key to a successful department, both in terms of improving the independence of SEND students but also in raising concerns about students with SEND and non-SEND students. Stockport's funding formula for calculating LSA support is based on notional LSA numbers of hours. This does not mean that a student with an EHCP will receive LSA support for that amount of hours. The decision for how funding is delegated is made by the head teacher within the constraints of the provisions available.





Identification

- SENCO and transition team visits primary feeder schools in summer term. SENCO liaises with primary school SENCO. Secondary SENCO is invited to attend year 5&6 review meetings.
- Students are screened shortly after entry to Harrytown Catholic High School using CATs, to give an accurate cognitive baseline
- Subject teachers identify students who may be experiencing difficulty who then gather information over one term with evidence of assessment data, evidence of strategies and/or differentiation used using quality first teaching.
- Information provided by outside agencies.

Students causing concern (pre SEND register)

A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests a student is not making the expected level of progress, the subject teacher, head of year or pastoral manager will provide the SENCO with relevant assessment data and evidence strategies and/ or differentiation used over a period of one term in order to decide whether additional or more focused provision is necessary. A key to successful partnership with Quality First Teaching provision is consultation with parents/ careers. At this point the Pastoral Manager (PM), under the guidance of Head of Year (HOY) will complete a student support plan of strategies will be agreed in consultation with the student and parents/ careers. This will then be shared with teaching staff to inform them of how best to meet a students' needs. After one term of the student support plan being in place, the relevant PM/ HOY will review progress and decide whether to consult with the SENCO for the student to be moved to SEND support status.

Evidence that should be provided to request SEND support status:

- Behaviour reports/ Emmaus room logs
- Assessment data in relation to peers
- A bank of differentiated work
- Minutes from parent/ carer meetings
- Alternative provision/ arrangements in place
- Learning Support Assistant (LSA) reports





- Behaviour Support Service (BSS) reports

If after a period of one term the progress of a student is still causing concern, the written evidence from Quality First Teaching intervention including an evaluated Student Support plan, will be provided for the SENCO to consider how best to support the student. The starting point will be formal assessment, which will then determine which type of intervention is required. At this point the student will be placed on the SEND register at SEND Support level and the school Student Support Plan will be updated after consultation with the student and parents/ carers.

Individual Student Support Plans

Students who have an EHCP, SEND support status or have been identified as needing more focussed provision will have an Individual Student Support Plan. The support plans are an essential document to communicate information between the SEN department, pastoral staff, subject teachers and parents/guardians.

The Individual Support Plan will provide guidance on ways SEND students can access the curriculum. This differentiation may be modified targets, extra time allowance, varied ways of reading/ recording, ICT use, breaking tasks into smaller chunks or/ and additional support staff, thus enabling students to access to the National Curriculum at all ability levels.

Teaching and Learning

All staff at Harrytown Catholic High School are able to access a confidential copy of the SEND register which is updated monthly and is available on the school V drive. Individual student support plans are reviewed and updated throughout the year and are available via SIMS registers.

It is the responsibility of the SENCO

- To develop the co-ordination and communication of all ranges of provision from both internal and outside agencies.





- To work in close partnership with staff to encourage early identification of individual needs of students and to communicate these through passports, staff meetings, and other relevant structures.
- The SENCO will also maintain and monitor and adjust the SEND register in line with current legislation, whilst informing staff and parents/ carers of SEND students' progress.

It is the responsibility of the governing body as a whole to have an oversight of SEN ensuring that:

- Provision is made for SEND students
- All SEND students' needs are addressed
- Have regard for the SEND code of practice 2015
- Have regard for the SEND policy and ensure that the policy is kept under annual review
- To nominate a named governor to have specialist interest in SEN provision
- Resources are made available to support SEND students.
- Have regard for the Equality Act 2010

The named governor with special interest in SEND is: Padraig Grayson

It is the responsibility of teaching staff to ensure:

- Support plans are used via SIMS register; other information will be shared through the weekly bulletin
- Assessment data about individual pupils is used to inform planning
- All lessons are appropriately differentiated and meet the individual needs of pupils in their class
- Provide accurate assessment data in line with schools data collection procedures
- Liaise with Subject Leaders, Heads of Year, Pastoral Managers and SENCO to raise concerns over pupils making poor progress.
- Form tutors will provide a statement on social and emotional progress by SEND students for review meetings as requested by SEND department





It is the responsibility of parents/ guardians

- To support the SENCO in the writing the student support plans, outlining individual needs of the pupil
- To fulfil their statutory requirement to attend review meetings to discuss the progress of their child is Statement/ EHCP
- To attend meetings concerning their child's progress whether annual reviews or parents evenings or other mid-year reviews
- To support their child in taking full advantage of the support they are given, whether in class or withdrawal sessions/ intervention sessions

Policy Last Reviewed: May 2016

Next policy Review Date: May 2017

SEND Coordinator: Mr Seamus Mannion

Governor responsible for SEN: Padraig Grayson

