



SEND INFORMATION REPORT – HARRYTOWN CATHOLIC HIGH SCHOOL

What Kinds of special educational needs do we provide for in our school?

The different kinds of Special Educational Needs and Disabilities which we provide for at Harrytown Catholic High School are high functioning ASD students, ADD and ADHD, Dyslexic type tendencies, Dyspraxia, mild Visual Impairments and Social and Emotional (including mental health) difficulties

How do we know if your child needs extra help?

We identify whether a child needs extra help through SENCO and transition team visits to primary feeder schools in summer term. SENCO liaises with primary school SENCO. Our SENCO is invited to attend year 5&6 review meetings to advise and plan strategically for students that are expected to join Harrytown. All our students are screened shortly after entry to Harrytown Catholic High School using Cognitive Ability Tests (CATs), to give an accurate cognitive baseline. Our subject teachers identify students who may be experiencing difficulty and then gather information over one term with evidence of assessment data, evidence of strategies and/or differentiation used using quality first teaching. This information is initially collected through the pastoral team, before a referral is made to the SENCO. Information provided by outside agencies to the school such as previous attainment at KS2 or intervention from Stockport Behaviour Support Team (SBSS) is also used to plan for the needs of our students.

Who you speak to at the school if you think your child might have special educational needs?

In the first instance contact your child's form tutor, who will then discuss any issues with subject teachers and Heads of Year to put a Student Support Plan in place. This is reviewed after a term and should your child still fail to make expected progress then s/he will be referred to our SENCO.

How we consult with young people with special educational needs and involve them in their education.

At Harrytown Catholic High School we believe that a student should be at the centre of their education and in doing so involve them in the review process of their Student Support Plans. We also invite them to attend and take part in their annual review meetings, and actively take part in pupil voice questionnaires regarding support. Student Support Plans are updated and sent home on a termly basis.

How do we support transition from KS2 and post-16 providers?

The SENCO meets with parents/ carers and students from primary school by attending Year 5/ 6 SEND reviews, through school tours and also at open evening. Year 6 students are invited to attend extra PE sessions after school from February and are also invited in for additional taster days within Learning Support, to familiarise themselves with the school environment. Information on transition to post-16 providers is shared when requested and extra visits/ taster sessions are arranged for students with SEND whenever possible. EHCP annual reviews include advice from a Stockport representative on college courses and careers.





How we help you to support your child's learning.

At Harrytown we believe in working in partnership with the students' parents/ carers. If your child has an EHCP/ Statement then you will be invited to attend an annual review for your child. The SENCO attends all parents' evenings as do the Heads of year, at which you will be able to consult with one or both of them.

At Harrytown 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.

How we know what progress your children are making and how we keep you and them informed.

Pupil Support Plans are updated on a termly basis, this will show whether targets and progress are being made or whether extra support is needed. Also tracking data is constantly being monitored with the use of SISRA data by Heads of Year and Subject Leaders.

How we have supported young people with SEN and adapted teaching to best support them.

Aside from Quality First Teaching within Harrytown we have a Learning Support Department with dedicated LSA's within departments who support our students in class, in group situations and 1:1 support. We have a meet and greet session every morning for those students who require extra support at the start of the day, and a mid-day check in where students meet with the same member of staff to discuss how the day is going or any issues which may have arisen. To support students further we have a 'lunch time safe place' for students who find social time a barrier to their school day. Alongside these we offer social communication groups, emotional literacy groups and at KS4, Prince's Trust Qualifications.

How have decisions been made to adapt the curriculum or change the learning environment to best meet your child's needs?

Senior Leadership Team and the SENCO monitor the effectiveness of teaching and learning through work sampling, lesson observations and pupil voice to decide how the curriculum may or may not require adaptation.

How are the staff in school supported to work with young people with special education needs and what training do they receive.

Advice is available through CPD sessions delivered by SENCO and/ or support staff. The SENCO advises and updates the middle leaders through senior leadership and senior pastoral meetings.



