


# SEN Information Report

## Ellesmere Port Catholic High School



Approved by:	Mr J Coucill, Chair of Governors 
Lead of Review:	Mrs V Marsland, SENCO
Last reviewed on:	July 2021
Next review due by:	July 2022

### **How does the school identify children with special educational needs?**

Ellesmere Port Catholic High School has an early identification process during Year 6 as the SENCO visits every Primary School to collate detailed information about the pupils prior to transition. We work closely with our feeder primary schools staff and parents to ensure an effective transition from Primary to High school.

We have robust tracking systems where staff share any concerns that may arise about a student's progress. Staff use our tiered identification system when these concerns arise that are followed up by the Learning Support Department. Our specialist team will assess individual students using a range of standardised assessments and then the results will be used to write their support plans that give strategies for support.

We work closely with a range of outside support agencies who will notify us of any pupil information we need to be aware of with parental permission.

The school aims to work in close partnership with our parents and carers in order to produce the best outcomes for our students.

### **How you will be able to raise any concerns you have and who you contact in the first instance.**

Please raise any concerns through contact with your child's Head of Year, Pastoral Leader or Mrs V Marsland SENCO.

### **How school staff will support your child.**

Ellesmere Port Catholic High School has a whole school approach to SEND where all teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The support offered to a student is tailored individually to meet their needs. Information is shared with all teachers through the Additional Educational Needs Register that is updated daily and is available on a secured staff information area. The Learning support team use the graduated approach cycle of 'Assess, Plan, Do, Review' to ensure the necessary actions are in place to support individual students. A Person Centred Plan is created to ensure a student's strengths, challenges and key strategies for teaching and learning are clearly identified. These plans are shared with staff and have clear smart targets which are reviewed termly and shared with parents'.

*The Learning Support Department has a range of areas available to our students.*

#### **The Social Hub**

- This area provides a soft seated area for students to feel a welcoming and smaller environment. The pupils have access at break and lunch times and they have the option to eat their lunch here as well. We have a selection of games, activities and IT access supervised by staff in the team.

#### **The Learning Hub**

- This area is a class room set up which offers a quieter and supportive space. The purpose of this room is to help pupils with their studies and school life journey. There is IT and printer access. This area will be available at break and lunch times, there will be staff to support the students.

### **The Reading Hub**

- The purpose of this area is to provide an area for study. From 8.30 till 4pm this Hub will be available to students. At 8.30 until 9.05 there will be students reading as part of the accelerated reading programme; the English department will use this Hub during the day for reading; over lunch times.

### **The Connect Hub**

- The core purpose of the Connect Hub is in supporting pupils to develop the key skills and social tools to improve their behaviour, social and emotional skills, manage their own behavior, and to develop strategies to help them cope with their emotions. The Connect Hub provides a predictable environment in which pupils can build positive relationships with adults and with other pupils. The Connect Hub promotes a clearly defined, positive but firm approach in interacting with students, provides clear boundaries, and celebrates effort and achievement. Each student is seen as an individual and so additional support is planned and implemented accordingly.

### **The Oasis Class**

- The Oasis classroom is a smaller classroom of up to 16 pupils, the majority have an EHCP or Top Up funding. They access the KS3 curriculum, but are taught by a KS2 teacher using KS2 teaching methods. Pupils have access to computers, social skills and a specialist dyslexia teacher within the classroom. They are taught English, Maths, History and Geography, this is only available for KS3.

### **The Connect Hub aims to:**

- Provide a safe and calming space for students with conditions such as autism and ADHD and offer direct support to these students when difficult moments and challenging situations arise
- Work proactively with identified students to reduce the incidence of poor behaviour
- Encourage students to develop strategies to know when their behaviour is escalating, and teach behaviour management techniques
- Enable pupils to understand the consequences of their behaviour and take responsibility for their actions
- Support students to make good choices

### **The Retreat**

This is an outside learning classroom which the students can access a range of multi-sensory games and activities. We run a range of interventions here including social skills and counsellor service. The retreat enables our students to experience through their senses and this creates the multi-sensory experiences.

The Learning Support team offer a range of intervention and support delivered by Teaching Assistants and specialist staff.

- Literacy and numeracy support to individual and small groups of students
- Dyslexia intervention support delivered by a specialist dyslexia teacher
- Speech and language support delivered by specialist Etklan trained member of staff
- Accelerated reader programme; individual and small group reading with our reading champion.
- Social skills programme to develop a range of skills.
- ASC/ ADHD support sessions lead by a University trained specialist member of staff who carries out individual and small group work sessions. Students are supported in their individual areas of challenge and autism friendly strategies.
- Development of Emotional literacy lead by a member of trained staff and supervised by the Educational Psychology service.

- Life skills sessions delivered in collaboration with the Princes Trust. Students are prepared for life to manage money, be healthy and safe, first aid and preparing for a job or College.
- We liaise closely with a range of outside specialist teams including the Autism team, Educational Psychology service, Speech and language service, Young people's service, CAMHS, Occupational Therapy service, School health and Community Pediatricians, Children's and Family Service.

### **How is the curriculum matched to your child's needs?**

The new SEND Code of Practice emphasises that "high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN". (DFE, 2014). We have a whole school approach to quality first teaching in responding to students who may have SEN needs at Ellesmere Port Catholic High School. All staff have access to support plans on pupil's Arbor profile, which contain key strategies for teaching and learning. We have a clear focus on differentiation in the classroom and ongoing training led by specialist staff.

### **How will both the school and yourself know how your child is doing and how will we help you to support your child's learning.**

We communicate regularly by email with parents and will arrange a meeting if we feel that it is necessary. We send home progress reports so you can see how your child is performing. We have progress evenings where a member of staff will share with you how your child is doing and how you can support them at home. Departments and teachers will make contact with you if needed.

### **How we will measure the progress of your child in school.**

Every student is given targets based on new intake evidence and progress made. This is tracked on a system called SMID and will alert us if your child isn't making adequate progress. We will report to you on your child's progress. We want your child to be happy in school and this is more likely to happen when there is effective communication between home and school.

### **What support we will give you as a parent of a child with Special Educational Needs?**

Our communication with parents is very important to us as we want to work in partnership with you to ensure your child is happy and secure. We have regular contact through phone calls, letters and emails with our parents. We have a robust transition programme where in partnership with primary schools we get to know our parents; in order to build those relationships through school. Our Teaching Assistants make contact with home to introduce themselves and again build those important relationships to ensure our pupils are happy.

### **What support there will be for your child's overall well-being?**

We are a nurturing, caring school where every child is known. As part of our transition programme, pupils are shown all the areas that are available to them before school, break and lunch time and after school. There are nurturing areas that are staffed by the learning support team where we make pupils welcomed and supported. All our vulnerable pupils will have this support available to them. The Learning support team have a range of activities and support groups available in order to support pupils' social and emotional needs. It is really important to us that our pupils feel happy, secure and that they can achieve their best in school.

### **What training occurs for staff supporting children and young people with SEND?**

The Learning support team have an ongoing training programme that runs throughout the year. It is important to us that we are continually building our expertise in order to support our pupils. Our specialists within the department lead and run training for staff in order for them to develop their strategies to use in the classroom. We have developed a Quality First Teaching pack that all our staff have access to a wide range of strategies and information. Many of our pupils have Pupil Profiles with key information about them and their needs; these are used by all teachers.

### **How will your child be included in activities outside the classroom, including school trips?**

We are an inclusive school who aim to ensure that all activities are open to all our students. We will carry out a risk assessment if needed and consult with the student and the parent. Our Teaching Assistants accompany students on school trips when needed.

### **How accessible is the school environment?**

The school building is accessible to all students as we have a lift to the first and second floors when required. We have provision for supporting personal care and medical needs. There is also a disabled toilet with changing bed.

### **How the school will prepare and support your child to join the school, transfer to a new school or to the next stage of education and life?**

It is important to us that we have strong relationships with our parents/ carers which starts at the transition stage from Year 6 onwards. The Learning support team and SENCO are available to meet any parents/ carers to share our provision and resources. It is key with our pupils that we work in partnership with our parents/ carers.

We work with Young People's Services who meet individual pupils to support them on their next stage of their journey towards College, apprenticeships or sixth form. As a department we take our pupils on visits to College to help prepare them for this next stage. We support pupils with interviews, completing application forms and preparing for the skills they will need. It is an important part of our work that we prepare pupils so they are ready and will be successful in the next stage of their learning.

We assess pupils for exam access arrangements to ensure they have in place what they need for external examinations.

### **What types of intervention, equipment and resources might the school provide for students with additional needs?**

The Learning Support team offer a range of intervention and support delivered by Teaching Assistants and specialist staff.

- Literacy and numeracy support to individual and small groups of students
- Dyslexia intervention support delivered by a specialist dyslexia teacher
- Speech and language support delivered by specialist Elklan trained member of staff
- Accelerated reader programme; individual and small group reading with our reading champion.
- Social skills programme to develop a range of skills.
- ASC/ ADHD support sessions lead by a University trained specialist member of staff who carries out individual and small group work sessions. Students are supported in their individual areas of challenge and autism friendly strategies.
- Development of Emotional literacy lead by a member of trained staff and supervised by the Educational Psychology service.
- Life skills sessions delivered in collaboration with the Princes Trust. Students are prepared for life to manage money, be healthy and safe, first aid and preparing for a job or College.
- Tablets, head phones, overlays
- Students will have a supported home learning support where staff will be available to support from 3pm-4pm Mon-Thurs.
- Learning Mentors

### **How are decisions made about what type of support and how much support your child/ young person will receive?**

Every pupil is an individual with individual needs. We are given information from the Local Authority and Primary schools, other professionals, in school assessments, views of parents/ carers. We use the Graduated approach of assess, plan, do and review to inform our work with pupils.

### **How do we consult with children and young people in school?**

We know our pupils and ensure their SEN needs are known and met through the Pupil Profiles. Pupil voice is carried out through individual meetings with members of the team, annual review meetings, school council meetings, SENCO meetings, reviews termly.

### **How will we consult with parents and carers of children and young people with SEND?**

As part of the new SEND Code of Practice, communication with our parents is important to us. We communicate through:

- Annual reviews meeting for pupils with additional funding, EHCP's or Top up funding
- Regular meeting, emails or phone calls with SENCO, Teaching Assistants, lead specialist
- Home - school communication books between parents/ carers and Teaching Assistants
- Parents/ carers evenings/ Progress evening
- Use of ARBOR to communicate pupils' attitude to learning and behaviour in lessons
- Support Plans
- SEND parent questionnaire

### **Who are the Teaching Assistants and other adults who may provide support to students with additional needs?**

#### **SENCO**

Mrs V Marsland

#### **Behaviour Intervention Manager ELSA Specialist**

Mrs A Hughes

#### **Specialist Dyslexia teacher**

Mrs S Guest

#### **SEN Administrator**

Mrs Sue Butler

#### **Teaching Assistants**

Mrs E Blyth

Miss L Hilliard

Mrs G Williams

Mrs A Harding

Mrs A Ault

Mr R Stubbs

Mrs S Stratton-Symes

Mrs K Blythin

Mrs N Holding

Mrs D McHugh

Miss A Dean

Miss L Collins

Mrs A McIntosh

**Miss P Jarvis**

**Mr S Clark**  
**Miss R Moore**  
**Mr Y Benbouia**

**Who is available to contact for further information?**

Mrs V Marsland: SENCO- [vma@email.epchs.co.uk](mailto:vma@email.epchs.co.uk)

Mrs A Hughes: ASC/ ADHD/ ELSA lead – [aai@email.epchs.co.uk](mailto:aai@email.epchs.co.uk)

Mrs S Butler: SEND Administrator – [sbt@email.epchs.co.uk](mailto:sbt@email.epchs.co.uk)