

St. Anne's Catholic High School for Girls



SEND INFORMATION REPORT

September 2022

Reviewed: Autumn 2022

Next review: Autumn 2023

Quality of Education Committee

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MISSION STATEMENT

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum, equipping students with the ability to meet the challenges of the 21st Century confidently and with high spiritual and moral standards.

We recognise that students, parents, staff and governors make up the school's community, which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

We are a fully inclusive, Catholic girl's secondary school meeting high academic standards, promoting spirituality, pastoral care and the Catholic community.

We recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

'Act justly, love tenderly, walk humbly with your God.'

HOW WE SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

We recognise in all our relationships the dignity and value of each person, showing one another mutual acceptance and respect. We aim, through our curriculum, to equip all our students with the ability to meet the challenges of the 21st century confidently and with high spiritual and moral standards. We recognise that all students, parents/carers, staff and governors make up the school's community, which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

Type of school

We are a fully inclusive Roman Catholic girls' secondary school. We meet high academic standards and promote spirituality, pastoral care and the Roman Catholic community. We admit girls from the age of 11 to 18.

Our Ofsted rating

St. Anne's was inspected in December 2016 and we were judged to be an 'Outstanding' school.

In his report, the Inspector wrote:

"Leaders of special educational needs and inclusion ensure that funding for pupils is used effectively. The number of pupils who have special educational needs and/or disabilities is low. Overall, for example, by the end of key stage 4, through careful support and tracking, pupils typically make progress better than that of other pupils nationally".

"The quality of teaching is outstanding. Teachers know their pupils well and plan their learning activities highly effectively. As a result, teachers routinely support and challenge pupils to make rapid gains in their learning".

Later in the report when commenting on Outcomes for Students, the inspector wrote:

"Overall, pupils who have special educational needs/disabilities make progress which is typically significantly above that of others nationally. Learning support assistants are particularly effective in helping pupils to make rapid progress.

They understand the needs of the pupils they are supporting and are highly skilled in questioning pupils to help them to access the learning when needed."

How we know if a student has special educational needs

We use a wide range of methods to identify students who may have special educational needs:

- A transition proforma was sent to primary schools and parents of all new

starters.

- Students' primary files and SEND files containing their school records.
- Online Meetings with the EHCP student's parents, primary school class teachers, primary SENDCo and myself. In the summer term of 2021.
- EHCP students and their parents and or SENDCos attended a meeting in our SEND department.
- Literacy screening for Reading/comprehension age and Spelling. This was an online assessment (together with the spelling test) in the Autumn term of year 7 and again at the end of year 7, year 8 and year 9.
- CATs (Cognitive Abilities Tests) results in autumn 2021.
- Baseline tests in subject areas at the start of year 7
- Dyslexia screening where necessary
- St. Anne's staff referrals
- Information/concerns provided by parents/carers
- Students' self-referral
- External agency information
- Individual assessment of casual admissions (mid-year admissions)

Students at St. Anne's are regularly assessed by their subject teachers. There is robust tracking and monitoring of progress by all teachers, Achievement Leaders and Key Stage Leaders, who will make a referral to the Learning Support Department if they have concerns regarding a student's lack of progress combined with a possible significant learning difficulty.

What should you do if you think your daughter may have special educational needs?

We encourage parents/carers to contact the school's Special Educational Needs Coordinator (SENDCo) if they are concerned that their daughter may need additional support. The contact details are listed below under 'Who to contact for more information'.

The SENDCo is present at Parent/Carer Evenings for all year groups, for parents/carers to discuss any concerns they may have. The dates for these meetings are on the website and in the regular Parents Bulletins.

Parents/Carers can also raise concerns with their daughter's Achievement Leader and this information will be passed to the Inclusion Manager.

If necessary parents/carers will be asked by the school to give their permission to refer their daughter to the relevant external agency partner for further assessment e.g. the Educational Psychologist.

We offer Extended Learning in Key Stage 4 (a Learning Support option, with a teacher, in place of one GCSE) for a small group of identified students who would benefit from this added support.

Our six ELS Assistants provide one to one emotional support sessions across both sites. We have a counsellor for 3 days a week, across both sites, who also supports our students.

Our six Achievement/Pastoral Leaders also have a pastoral role in supporting SEMH students. We have had additional SEMH support since September 2020, from two practitioners working within the Mental Health Support Team from CAMHS/EPS.

We have fortnightly Inclusion Meetings to discuss the needs of students and how best to support them in their learning.

How we adapt our teaching for students with special educational needs

Relevant, up to date, SEND information is disseminated to all teaching and curriculum support staff via the EDUKEY software programme, in preparation for teachers and TAs to prepare differentiated work so as to make the lessons accessible for SEND students.

Differentiation is a strategy employed by all staff and is a key focus area for the school. We have devoted an INSET day to further staff knowledge and we have a bank of resources to support staff on our school network.

Teaching Assistants have planning meetings with teachers to exchange information about students' needs and to plan for the special needs of the students in their lessons. Relevant information and target setting for our SEND students can be efficiently shared on the EDUKEY tool.

Setting by ability in certain subject areas, and having smaller groups of students, enables teaching and learning at an appropriate level.

How we decide what resources we can give to a student with special educational needs

Student need determines the support that is allocated to students and this is regularly reviewed, for example during and after an intervention or after an in-class assessment. This will involve discussion with relevant staff.

Parents/carers are always informed if an intervention is put into place. A team of Teaching Assistants provide in-class support across the curriculum on both sites. Our Emotional Literacy Support Mentors can provide external support where necessary depending on the type of need.

Students with an Education, Health and Care Plan (EHCP) receive their full allocation of support as stipulated on their EHCP.

In class support is given to students in many lower set English, Maths and Science groups. All students with a reading age below 9yrs are further screened for additional literacy support.

All provision is monitored to evaluate the impact.

Staff receive on-going professional development and student need can determine

the nature of this training, for example Autism awareness, ADHD, Hearing Impairments, SEMH issues and Speech, Language and Communication Difficulties.

Students with an Education, Health and Care Plan (EHCP) receive their full allocation of support as stipulated on their EHCP.

In class support is given to students in many lower set English, Maths and Science groups. All students with a reading age below 9yrs are further screened for additional literacy support.

Support we offer for students' health and general wellbeing

All staff at St. Anne's give outstanding care, guidance and support to our students as evidenced in our Ofsted Report. We have an extremely strong, dedicated pastoral team, which consists of the SENDCo, the Director of KS4 (Assistant Head Teacher), the Achievement Leaders and KS Achievement Leaders, the Emotional Literacy Mentors and the Counsellor. Behavioural issues are dealt with promptly by Achievement Leaders, so avoiding any disruption to learning. We have weekly team meetings to discuss any concerns that have been raised regarding the well-being of students; medical, behavioural, social, emotional or mental health issues. We decide on appropriate action/intervention/referral and keep our parents/carers involved at all times.

We have a Welfare Officer on each site who is the person responsible for medical matters on a daily basis and for administering medicines. If a Care Plan is needed for a student with a medical condition, the Achievement Leader invites the parents/carers and the school nurse to a meeting, to set up the plan. Where a medical condition impacts on a student's learning, the medical information is shared with relevant staff through the SENDCo. The majority of our support staff are First Aid Trained.

Our Achievement/Pastoral Leaders support our students in a variety of ways to uphold our high behaviour standards, as well as monitoring attendance and punctuality. We have an Inclusion Base on our upper site which supports the school and students in avoiding exclusions. We have a Safer Schools Officer who visits regularly.

Students have an opportunity to express their views via our student council. Every year group is represented on the council – students are elected by their peers and represent them, taking their concerns and ideas to the council. There is also a student suggestion box on each site. Students are also asked to evaluate interventions. Students are invited to contribute to the discussions in their review meetings for their EHCP and Support plans.

Specialist external services we use when we think extra help is needed

We have strong links with a range of external agencies who we contact for support and training and interventions in various areas:

- Educational Psychology Service

- CAMHS, SAFE, IAPT and MHST (see below)
- SALT (Speech and Language Therapy)
- Enfield Secondary Behaviour Support Service (BSS)
- Enfield Safeguarding Children Board
- ECASS Enfield Council and Education Services
- Safer Schools Officer and the Police Service (including Trident)
- MASH (Multi-agency Safeguarding Hub)
- Enfield Parent Support Service
- Adoption Plus
- North London Adoption Fund
- ELSA Support Services.
- FBS – Family Based Solutions
- The Lighthouse (CSE)
- Social Services
- EWO (Education Welfare Service)
- Young Offenders
- School Nurse Team
- 'Virtual' Schools in relevant Local Authorities (CLA students)
- Compass
- Open Door
- DAZU (Young Carers)

We also use other relevant services run by the London Borough of Enfield and independent organisations to support students when necessary.

The training our staff have had or are getting

All staff have access to continuing professional development and are encouraged to attend training to develop their skills in supporting SEND learners. Recent whole school training has focused on Secondary School Transition for Learners with Additional Needs. Teachers and support staff have recently had training on supporting students with Severe Vision Impairment and Hearing Impairment. Support staff attended recent training on 'Mental Health and Wellbeing' and Relationships and Sex Education. There is regular, statutory Child Protection training and PREVENT training.

Our school environment

We are a split site school (the sites are 3.5 miles apart) and our buildings are not fully wheelchair accessible. The ground floors are all wheelchair accessible but we do not have lifts on the lower site or the main building at the upper site. We do have a lift in our sixth form block.

We have a stair lift at our upper site, which does enable students to go to the first floor if they cannot use the stairs. We do have disabled toilet facilities. If we are able make improvements to our sites to support SEND students, then we will do so.

Similarly, if students need equipment to support them in their learning, then we will do our best to provide it.

How we prepare for students joining our school and leaving our school

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We invite professionals e.g. Occupational therapists and Physiotherapists into school prior to transition in order to make any necessary arrangements to ease transition for relevant students.

We have a robust transition process for our new year 7 students and this ensures that students arrive in September, looking forward to joining St. Anne's, and any worries that they might have had, have been dealt with before they arrive.

The SENDCo and Achievement Leaders attend the Open Evening in September/October prior to transfer and are available to speak with parents/carers about student needs.

We offer further visits and tours on both our sites during the following months and the SENDCo is available for appointments to meet with prospective parents/carers of SEND students.

For the students with an EHCP, the SENDCo attends Year 6 Annual Reviews of students online and is available to attend other meetings when requested. In the summer term before starting at St. Anne's the EHCP students and their parents and or SENDCos are invited to meet the SENDCo and look around our SEND department.

We have a week long transition summer school for our new year 7 students in the first week of the holiday in July prior to the students joining us in September. Students with an EHCP are given support by Teaching Assistants throughout the week.

In the summer term we hold an online Information evening for students and their parents/carers, which is an opportunity for parents/carers to meet key members of staff and receive information about St. Anne's.

Again, we offer further individual visits where necessary in the summer term, for students who need additional support prior to their transition.

Our website has a section dedicated to our new year 7 students with a great deal of information for them.

The first day of the new school year in September is solely for year 7 on the lower site, and is an opportunity for them to familiarise themselves with the school and meet key members of staff, prior to Year 8 and Year 9 returning.

We allocate 'buddies' from year 8 to the year 7 classes to assist them during their first few weeks.

During the first half of the autumn term we hold a year 7 parent/carer welcome evening including Mass in our local church. We also hold a Year 7 Parent/carer meeting for parents/carers to receive detailed information about their daughter's curriculum and how they can support their daughters.

Students who arrive part way through the school year are assessed on entry. This gives an early indicator of any special educational needs. Buddies are allocated to them from their tutor group to help them settle in.

SEND students are advised and supported when choosing their GCSE options and parents/carers are consulted.

We have a transition programme for all Year 9 students where they visit the upper site during the summer term of year 9.

We offer a transition session by experts from My Young Mind Enfield for form groups in year 7 and year 10.

Careers advice begins in year 8 and continues through to 6th form. One-to-one careers advice begins in year 10 with our school Careers Advisor, and, where necessary from LB Enfield agencies, with regard to their choice of education/training post GCSEs and their future career. The LB of Enfield LDD Careers Advisor gives additional advice to our EHCP students.

Support and advice is offered to our 6th form students in their choice of university/college and this support is continued through the application process.

How parents/carers are involved in school life

St. Anne's strives to make parents/carers have confidence in the school, to be comfortable to approach the school, feel involved, feel informed about their daughter and valued as parents/carers. Opportunities exist for parents/carers to engage with school staff as partners, to discuss the needs of their daughter at different stages, in both formal and informal settings.

There are numerous means of engagement and communication:

- Letters
- Phone calls
- MS TEAMS meetings
- Emails
- Meetings – Consultation evenings, Annual Reviews, Teacher/Achievement Leader/Inclusion Manager meetings
- Student Planner
- Parent/Carer Discussion Groups
- Parent/Carer Drop-in mornings
- Year 7 Transition Information evening
- Year 7 Curriculum evening
- Year 7 Welcome evening

- Parents Bulletin
- School website
- Parent Mail (Group Call)
- Parent/Carer Questionnaires
- FOSA – Friends of St. Anne's – all parents/carers are invited to be members and become involved in supporting events/fundraising events alongside school staff.
- KS4 Pathways Evening
- Year 10 Curriculum Evening

Who to contact for more information or to discuss a concern

The first point of contact if you wish to discuss a matter related to SEND is:

Mrs Claudia Vowles SENDCo

St. Anne's Catholic High School for Girls

50 London Rd, Enfield, EN2 6EL or 6 Oakthorpe Rd, London, N13 5TY

Switchboard: 020 8366 0514/ 020 8886 2165

From the 1st of September 2014 the Enfield Local Offer is available at www.enfield.gov.uk/SEND

Our offer to children with special educational needs and disabilities was prepared in July 2014.

It was last reviewed in September 2022. Next Review: September 2023

Links with other policies

This policy links to the following policies:

- Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2015, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report.

This policy should be read in conjunction with the following school policies, government guidance and legislation:

- SEND Information Report Regulation (2014).
- Schools Accessibility and Inclusion Plan.
- Child Protection and Safeguarding Policy.
- Complaints Procedure.
- Equality, Diversity & Inclusion Policy and the Equality Act 2010.
- Children and families Act 0-25 (2015).
- Equality Act 2010: advice for schools (DFE February 2013).

- Schools SEND Information Report (2022).
- Schools Admissions Code, DFE 1 February 2012.

Modification history

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0.1	18/09/2022		Claudia Vowles
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