

Cardinal Allen Catholic High School SEN Information Report

Last updated: June 2017

School Name & Address: Cardinal Allen Catholic High School

Melbourne Avenue

Fleetwood

Lancashire

FY7 8A7

Telephone Number: 01253 872659

Website Address: cardinalallen.co.uk

Age range of pupils: 11 – 16.

SENCO: Caroline Smith

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Teaching and Learning

<p>1: What is SEN and how is SEN identified?</p> <p><i>The SEN Code of Practice (2014) says a child has a learning difficulty if he or she:</i></p> <ul style="list-style-type: none">• <i>has a significantly greater difficulty in learning than the majority of others of the same age,</i> <p><i>or</i></p> <ul style="list-style-type: none">• <i>has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions</i> <p><i>Special Educational Provision means:</i></p> <p><i>For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.</i></p>	<ul style="list-style-type: none">• Information gained from Primary Schools during transition meetings.• Information from parents.• Key Stage 2 scores.• CAT Tests in Year 7.• Referrals to SENCO by class teachers.• Reading/Spelling/Numeracy tests in class.• Medical records.• Information from outside agencies.
<p>2: What additional support can be provided in the classroom?</p>	<ul style="list-style-type: none">• Teaching Assistants offer class support and intervention.• Small nurture group '7L' for pupils in Year 7 who experience significant difficulties in literacy and/or numeracy or would benefit socially from a smaller class size. Lower sets throughout Years 7-11 are smaller in class size to allow greater support for pupils.• Differentiated/personalised work.• Tablets or laptops.• Strategies advised by the Educational Psychologist.• Exit Cards.• Coloured overlays for pupils who have dyslexic tendencies.• Intervention groups.• Handwriting support.

	<ul style="list-style-type: none"> • ‘Nessie’ Literacy support programme.
<p>3: Staff specialism/expertise around SEN or disability.</p>	<ul style="list-style-type: none"> • HLTA trained in SpLD support. • Visiting Specialist Support Teacher one day per week. • Visiting qualified counsellor. • LEA staff support from HI and VI specialists. • Staff in Learning Support trained in supporting pupils with diabetes and epilepsy.
<p>4: What ongoing support and development is in place for staff regards supporting children and young people with SEN?</p>	<ul style="list-style-type: none"> • Annual presentation for teaching and support staff from SENCO regarding SEN issues, specifically relating to new Year 7 intake. • ‘Open door policy’ in the Learning Support Department, encouraging teaching and support staff to ask questions or seek advice where needed. • Opportunities for key staff to meet with Educational Psychologist. • Detailed reports and information sent to staff from Educational Psychologist and Specialist Support Teacher. • Easy reference ‘sticky label’ guides for the teachers of pupils with SEN. These stickers are used in registers to remind teachers of strategies which are effective with specific pupils. • SEN Share and Support Sessions where support staff and SENCO can meet with parents and learn more about individual areas of need. • CPD opportunities where needed.
<p>5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?</p>	<ul style="list-style-type: none"> • Access arrangements for exams including: readers, scribes, practical assistants, extra time, use of laptops, rest breaks and small classrooms for anxious students or those with behavioural difficulties. • Specific arrangements and adaptations for pupils with HI or VI.

	<ul style="list-style-type: none"> • Advanced warning and regular conversations with pupils who have ASD. • Coloured overlays and or/coloured paper for pupils with Dyslexic tendencies.
<p>6. How do you share educational progress and outcomes with parents?</p>	<ul style="list-style-type: none"> • Progress Evenings. • School reports sent home annually. • Data reports. • Progress information available upon request. Parents/carers are welcome to contact school at any time and request information about their child's progress. The relevant Progress Leader will collate information and either send it home or arrange a meeting to discuss. This process usually takes between 1-2 weeks. • Meetings with parents. • Annual reviews of pupils with Statements or EHCPs. • Outcome meetings with parents of pupils on the SEN Register. • Phone calls/emails/letters.
<p>7. What arrangements are in place to ensure that support is maintained in "off site provision"?</p>	<ul style="list-style-type: none"> • If a pupil is being educated off site, weekly contact is made by the School's Attendance Officer to gain updates regarding attendance and any issues of concern. Information is then shared with Progress Leaders and SENCO (if pupil is on the SEN Register). • Progress reports from off site provider are shared with Progress Leaders. • Key staff often visit outside providers and offer support where required.
<p>8. What work experience opportunities do you offer?</p>	<ul style="list-style-type: none"> • Some pupils have the opportunity to attend college or work experience placements for 1-2 days during KS4. • Pupils in Year 10 have an opportunity to hear from various different employers and further education providers via assembly

	<p>visits, organised trips and ‘taster days’ at the local Sixth Forms and College and a full ‘Future Day’ which offers lots of advice from various employers and further education providers.</p> <ul style="list-style-type: none"> • Pupils in Year 11 have independent careers advice, interviews and opportunities to meet with visitors from various employers and further education providers. • Pupils with SEN have support from their Key Worker throughout this process and whenever is needed. Pupils with EHCPs or Statements will also have visits from YPS during the transition points in Year 9 and Year 11 who offer careers guidance and advice.
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Annual Reviews

<p>1. What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?</p>	<ul style="list-style-type: none"> • Paperwork sent out to parents/carers and invited parties two weeks before review. • Additional review meeting if required/requested. • Transport provided if needed. • Translator provided if needed. • Detailed consultation with teaching and support staff prior to the meeting. • Pupil meeting with Key Worker prior to meeting.
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Keeping Children Safe

<p>1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?</p>	<ul style="list-style-type: none"> • Disabled parking spaces are available close to the main reception. • There is a good sized entrance area where parents/carers can wait for pupils. • Key Worker/Support Teacher will accompany pupils, if required.
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	<ul style="list-style-type: none"> • Individual handover arrangements can be made, if required.
<p>2. What support is offered during breaks and lunchtimes?</p>	<ul style="list-style-type: none"> • Pupils on the SEN Register have access to Key Workers and the Learning Support Department as and when required. • The ‘XI Club’ is a small lunchtime club/nurture group in Learning Support for pupils to access when required. • Pupils can go into the Learning Resource Centre to play games, complete homework or read books. • Staff are on duty outside and in the corridors during break and lunchtimes. • The Pastoral Team are available for support.
<p>3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)</p>	<ul style="list-style-type: none"> • Staff are on duty at lunch and break times on the corridors and outside. Staff also monitor pupils on the corridors during lesson change over times. Staff meet and greet pupils at the start of lessons and dismiss them at the end. • Risk assessments are undertaken for all trips and individual risk assessments are taken out for pupils where extra consideration is needed. • PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary. • Any pupil who is unable to take an active part in PE for medical reasons are often, where possible, given a differentiated task so they are still able to participate. If necessary pupils with physical disabilities are given 1:1 support with a Teaching Assistant.
<p>4. What are the school’s arrangements for undertaking risk assessments?</p>	<ul style="list-style-type: none"> • All risk assessments are in line with Lancashire Local Authority Policy.

	<ul style="list-style-type: none"> • The school Business Manager carries out regular Health and Safety assessments.
5. Where can parents find details of policies on bullying?	<ul style="list-style-type: none"> • Our Anti-bullying policy is available on the school website. Hard copies are available from the School Office upon request.

Health (including Emotional Health and Well-being)

1. What is the school's policy on administering medication?	<ul style="list-style-type: none"> • Parents are requested to sign a permission slip confirming whether they give consent for their child to be given paracetamol in school. Even with the signature, telephone consent is still required at the time of administering paracetamol. Paracetamol can be issued by the School Office and Pastoral Team. A record of all administered paracetamol is kept in the School Office. • Medication administered by Hospitals or GPs is kept securely in the School Office. Written permission and instructions from parents are required before any medication is administered. • Pupils who have diabetes or other conditions which require regular medication to be self-administered are given a safe, private place to do so. Staff from Learning Support are on hand to help if needed. • A policy on the administration of medication is available from school upon request.
2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?	<ul style="list-style-type: none"> • If a pupil has a condition which requires a Care Plan, a meeting is arranged with parents/carers, the pupil and, if necessary, the School Nurse or any other professionals involved. Details of the Care Plan are discussed in the meeting and a draft plan is written up and sent to the parent/carer for approval. This is

	<p>then returned to school and any amendments are made.</p> <ul style="list-style-type: none"> • Care Plans are available to all Teaching Staff. Teaching Staff are regularly reminded about important details. • Care Plans are reviewed twice per year. • Parents/carers are always welcome to come into school to discuss any details of a Care Plan.
<p>3. What would the school do in the case of a medical emergency?</p>	<ul style="list-style-type: none"> • Call 999. • Contact a qualified First Aider. • Contact parent/carer. • In the absence of a parent/carer, a First Aider would accompany the pupil to hospital, if required. • If there was a language barrier for the pupil, the member of staff would arrange for a translator.
<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<ul style="list-style-type: none"> • All staff are trained every 3 years on Safeguarding/Child protection. From September 2017, this training will take place annually. • Relevant staff undertake external courses provided by the LEA and private companies. • Staff are given relevant training from the School Nurse or other medical professional. Training includes: Asthma, Diabetes, Anaphylaxis, Epilepsy training is undertaken every two years by relevant staff. • Relevant staff trained on how to use an Epipen. • All teaching staff are trained in how to use the Evac-Chair.
<p>5. Which health or therapy services can children access on school premises?</p>	<ul style="list-style-type: none"> • Regular School Nurse access including assemblies, group/class work, 1:1 drop in sessions and scheduled appointments with pupils. • Counselling appointments with qualified counsellor. • Pastoral Support.

Communication with parents

1. How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?	<ul style="list-style-type: none">• Key staff are introduced to Parents at information evenings and progress evenings.• A full staff list is available on the school website.• SENCO details are available on the school website and the first page of this document.
2. Do parents have to make an appointment to meet with staff or do you have an Open Door policy?	<ul style="list-style-type: none">• We have an ‘Open Door’ policy to speak to a member of staff, but if a specific member of teaching staff is required then an appointment would need to be made. This is due to their teaching commitments.• All enquiries are dealt with as swiftly as possible. Parents/carers are welcomed at Cardinal Allen and their views and opinions are valued.
3. How do you keep parents updated with their child/young person’s progress?	<ul style="list-style-type: none">• Progress Evenings.• Progress Reports.• Outcome Meeting for pupils on the SEN Register.• Annual Review meetings.• Parent/carer meetings.
4. Do you offer Open Days?	<ul style="list-style-type: none">• Our annual Open Evening takes place in the first Half Term.• Parents/carers are welcome to contact school to arrange a visit or tour.• Parents of prospective pupils are welcome to visit school with their child. This is especially useful if the child is on the SEN Register as it can improve familiarity and ease anxiety.
5. How can parents give feedback to the school?	<ul style="list-style-type: none">• Phonecalls/meetings with staff.• Feedback questionnaires given out during Progress Evenings and feedback slips issued with Progress Reports.• Feedback form issued prior to SEN Annual Review meetings.

	<ul style="list-style-type: none"> • Outcome Meetings for pupils on the SEN Register.
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Working Together

<p>1. Do you have home/school contracts?</p>	<ul style="list-style-type: none"> • Attendance contracts are written to support pupils both at home and school to improve their attendance. • Pastoral Support Plans are written for pupils who are struggling with behaviour or other issues which are causing them difficulties at school. Parents/carers are involved in writing these.
<p>2. What opportunities do you offer for pupils to have their say? e.g. school council?</p>	<ul style="list-style-type: none"> • Cardinal Allen has a School Council which is represented by pupils from all year groups. The Council also includes the Head Boy and Girl who regularly represent the views of pupils. • Anti-bullying mentors are available at various points throughout the school at lunch times. • Staff at Cardinal Allen are approachable. Pupils speak to their Form Tutors, members of the Pastoral Team and the Learning Support Department regularly.
<p>3. What opportunities are there for parents to have their say about their son/daughter's education?</p>	<ul style="list-style-type: none"> • CAFCA (Cardinal Allen Family and Community Association) meetings are held Half Termly and regular social events are organised. All parents/carers are welcome to attend CAFCA meetings. • Progress Evenings. • Feedback questionnaires. • Meetings/phonecalls. • Parent Information Evenings. • Year 9 Options Evening.
<p>4. What opportunities are there for parents to get involved in the school or become school governors?</p>	<ul style="list-style-type: none"> • When a vacancy arises, all parents/carers are invited to become a school governor. • All parents/carers are invited to participate in the voting process for a new parent governor.

	<ul style="list-style-type: none"> Parents/carers are encouraged to join CAFCA (Cardinal Allen Family and Community Association) where they are able to attend many meetings and events.
<p>5. How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups?)</p>	<ul style="list-style-type: none"> Link SEN Governor. Governors regularly attend staff INSET training.

What Help and Support is available for the Family?

<p>1. Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</p>	<ul style="list-style-type: none"> Yes, the Learning Support Department and Pastoral Team often give support in this area and are in regular contact with parents. Parents/carers are encouraged to contact school if support is needed in this area. Parents are welcome to come into school for support or home visits can be arranged if more convenient.
<p>2. What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</p>	<ul style="list-style-type: none"> The Pastoral Team are always available for advice and guidance. Parents, carers and young people are encouraged to see the Pastoral Team if they have any problems or need advice. The Learning Support Department and SENCO are available for specific advice for pupils on the SEN Register or for parents and carers of pupils who require additional support. All pupils on the SEN Register have a Key Worker who can provide support when needed. All pupils have access to impartial careers advice from our school Careers Advisor. A representative from YPS meets with pupils and attends SEN Annual Reviews at the key transition points of Year 9 and Year 11. Representatives from Further Education Providers visit school in

	<p>Year 11 to given presentations and discuss future study and career options with pupils.</p> <ul style="list-style-type: none"> • Parents are welcome to contact the School Office where they will be directed to the relevant person. A telephone conversation will then take place and, if necessary, a meeting arranged. • Pupils can access Pastoral Support when required. • Pupils can be referred to the school counsellor for appointments. • The School Chaplain is available for pupils to speak to if they are experiencing difficulties. • The majority of teaching staff are also Form Tutors and a strong emphasis is placed on the pastoral responsibilities of every member of staff. Pupils are encouraged to speak to someone if they have any concerns. • Several pupils in Year 11 are given Mentors and have regular 1:1 mentoring sessions.
<p>3. How does the school help parents with Travel plans to get their son/daughter to and from school ?</p>	<ul style="list-style-type: none"> • Information on travel services is available from the school upon request. • Pupils are encouraged to contact school if they are experiencing difficulties with travel arrangements.

Transition from Primary School and School Leavers

<p>1. What support does the school offer for Year 6 pupils coming to the school? (e.g. visits to the school, buddying)</p>	<ul style="list-style-type: none"> • The SENCO and SENCO Administration Assistant visit primary schools for transition meetings. This is an opportunity to meet with key staff from Primary School, parents and pupils before they start in Year 7. • Year 7 Progress Leader visits Primary Schools for meetings and presentations.
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	<ul style="list-style-type: none"> • Year 6 pupils attend a full induction day in the summer term before they start in September. • Parents/carers and pupils are welcome to visit school during the working day to familiarise themselves with the environment and staff. • All teaching staff are made aware of pupils with SEND who are starting in Year 7. This information is given by the SENCO during staff INSET in September. • Year 8 pupils are selected to support Year 7 pupils in the courtyard area during break and lunchtimes. • The Pastoral Team are available for general support with well-being, punctuality and attendance.
<p>2. What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc.)</p>	<ul style="list-style-type: none"> • Work experience in Year 10. • Year 11 Information Evening. • Year 11 Progress Evening and Careers fayre. • 1:1 Careers Advice Sessions for Year 11 pupils. • Visits from Further Education providers. • Mock Results Assembly. • Representatives from Further Education providers attend SEND Annual Review Meetings in Year 11. • Meetings with YPS for pupils with a Statement or EHCP in Year 11.
<p>3. What advice/support do you offer young people and their parents about preparing for adulthood</p>	<ul style="list-style-type: none"> • Pupils are supported to have excellent levels of attendance and punctuality. • KS4 Vocational Skills Course is designed to prepare pupils for adult life by teaching budgeting, interview techniques, practical skills and building social and communication abilities. • Pupils are encouraged to play an active role in their community by regular charity fundraising,

	<p>community projects and work with local primary schools.</p> <ul style="list-style-type: none"> • Pupils are taught the importance of being a responsible individual through PSHCEE lessons in KS3 and PSHCEE day events in KS4.
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Extra Curricular Activities

<p>1. Do you offer school holiday and/or before and after school provision? If yes, please give details.</p>	<ul style="list-style-type: none"> • Homework Club is available after school each day. • After School revision classes are available for Year 11 pupils. • Year 11 pupils are invited to attend revision sessions during Easter and May Half Term Holidays.
<p>2. What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?</p>	<ul style="list-style-type: none"> • Numerous lunchtime and after school clubs/activities are available. More information regarding this is available from the school upon request. • The SEN Department run a small lunchtime club for pupils who struggle with being amongst large groups of pupils outside. • All activities are free unless additional charges are incurred, then a contribution is requested.
<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<ul style="list-style-type: none"> • The Educational Visits Coordinator ensures risk assessments are carried out and suitable visits are chosen. • Letters/permission/ and medical forms and issued to parents/carers. • Experienced, trained members of staff accompany pupils on trips. • Reasonable adjustments are always made to ensure that trips are inclusive.
<p>4. How do you help children and young people to make friends?</p>	<ul style="list-style-type: none"> • The topic of 'Friendship' is delivered to pupils during Year 7 PSHCEE lessons. Pupils are encouraged to discuss what makes a good friendship. • Assemblies on anti-bullying are regularly delivered.

	<ul style="list-style-type: none">• Pupils are encouraged to join at least one extra-curricular activity during the Year 7 'Fresher's Fayre' event. This widens their friendship group and encourages them to meet people with mutual interests.
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