



**Mount St Mary's**  
Catholic High School

## SEND Information Report

Review Date: October 2024

Next Review: October 2025

Staff responsible: Mr N O'Brien, SENDCo

SEND Governor: Mr P Forbes

This SEND report is information for parents/carers of students at Mount St Mary's who have Special Educational Needs or Disabilities (SEND). It outlines the typical support and provision provided for students attending our school.

### **1. Who to contact at Mount St Mary's regarding SEND**

Parents/carers are advised to contact the school should they wish to discuss any issues relating to their child's progress. We have a large pastoral team dedicated to each year group, accessible through the year team offices. Key contacts at Mount St Mary's regarding SEND are:

Special Educational Needs Co-ordinator Nick O'Brien. [n.obrien@mountstmarys.org](mailto:n.obrien@mountstmarys.org)

Headteacher Mark Cooper [m.cooper@mountstmarys.org](mailto:m.cooper@mountstmarys.org)

Learning Support Leader Gillian Doughty [g.doughty@mountstmarys.org](mailto:g.doughty@mountstmarys.org)

SEND Governor contact Paul Forbes OBE [thehub@mountstmarys.org](mailto:thehub@mountstmarys.org)

### **2. Policies**

At Mount St Mary's we are committed to the development of the whole individual. We are an extremely inclusive community, and the school policies reflect our ethos and the value we place on inclusion, wellbeing and the safety of all students. On our website you will find the following policies to support this:

- SEND
- Anti-bullying
- Behaviour
- Safeguarding and Child Protection
- Accessibility
- Health and Safety
- Collective worship
- Equality

### **3. How do we identify students with SEND?**

In line with the Code of Practice 2015 students at Mount St Mary's are identified as having special educational needs if:

*'They have a learning difficulty or disability which calls for special educational provision to be made for them because they have significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents them from making use of the facilities provided for students at school.'*

At Mount St Mary's, students are identified as having special educational needs at the earliest possible point in order to implement effective provision to support positive outcomes, both academic and pastoral, for the child.

On entry into Year 7 students complete a range of assessments to supplement the SATs data. Reading, Spelling, Cognitive Ability Tests (CATs) and Specific Learning Disability assessments

such as Dyslexia, Dyscalculia and Speech and Language are completed in order to give a depth of information that can be used to identify those students who may have SEND.

Parents/carers, school staff or the students themselves can identify an area of potential need which would also be investigated by the SENDCO, who will organise appropriate assessments and additional support if required. The SENDCO also liaises with over 50 different Primary feeder schools to identify any students' special educational needs during the transition process from Year 6 into Year 7. We will also liaise with schools of those students transferring to Mount St Mary's in Years 8 through to 11. Communication continues with post 16 providers to ensure information is shared to support our students when they leave school.

The special educational needs and disability Code of Practice (2015) identifies 4 broad areas of need as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Mount St Mary's we identify SEND according to the 4 broad areas to allow for accurate recording of need, and allocation of appropriate support and intervention.

### **1. SEND Identification data**

Over the past 3 years we have seen an increase each year in the number of students identified on the Record of Need. Currently 16.7% of the school population are identified as having SEND which is a 0.9% increase from last academic year. This is above the Secondary School national average of 15.6%. The overall percentage of students with an Education Health Care Plan (EHCP) is 0.7% compared to 2.7% nationally. This figure has remained constant for the previous 2 years.

As a school we have seen a steady increase in SEND numbers following the two periods of COVID. In the same period, we have seen increased numbers of students transitioning into MSM in Year 7 with identified needs. This September 38 students in Year 7 have an identified SEND compared to 24 students in the Year 11 group that have just left.

We are also seeing an increase in the number of students entering Year 7 with a Specific Learning Difficulty (SpLD). The number of students diagnosed with Autism Spectrum Disorder (ASD) and/or identified Speech Language and Communication Needs (SLCN) account for over 40% of the Year 7 and Year 8 SEND cohort.

## **2. Support available for Social, Emotional and Mental Health**

At Mount St Mary's we have large pastoral and inclusion teams to support students with their social and emotional development. Intervention we offer includes:

- Access to the Learning Zone at social times
- 1:1 Key worker support
- Dedicated Student Advocates (SA) for each year group
- Staff trained as Mental Health First Aiders in each year group
- An appointed school councillor
- Alternative learning packages within Fresh Start
- Links to CAHMs
- Peer Mentoring
- Access arrangements
- SCRAMBLE programme
- Catholic Care
- Early Help intervention

## **3. Our approach to teaching students with SEND**

As promoted by the SEND Code of Practice, all teachers are teachers of students with SEND and will support students in their classes by personalising their lessons in response to a student's needs.

Support will be personalised based upon previously shared information, identification through assessments and recommendations made by external professionals. An IPP (Individual Progress Plan) will be developed with the child, parents/carers and key staff, outlining the student's needs and strategies that can be used in the classroom to support emotional needs, learning and progress. These will be reviewed and updated accordingly and shared with parents.

Each student identified as SEND is assigned a Key Worker who will meet with them regularly to discuss their progress in learning and their social and emotional wellbeing. Staff receive regular CPD to develop quality first teaching and a range of interventions and strategies to meet specific need.

We have a 'SEND Challenge' group which consists of staff from different faculties, and different roles within school. Their remit is to ensure SEND is high profile throughout school and to ensure provision is continually challenged by identifying opportunities to review current procedures and to look at ways of enhancing what is already in place.

Additional learning opportunities are provided for students identified as SEND. Where possible these interventions complement the curriculum on offer to students and are designed to support progress. Additional opportunities include:

- Lexonic Advance literacy training (Years 9, 10 and 11)

- Lexonic Leap literacy training (Years 7 and 8)
- Speech, Language and Communication assessment and intervention delivery
- Handwriting 1:1
- Accelerated reading
- Paired reading
- Dyslexia support
- Numeracy intervention
- Learning Zone
- IT assisted resources
- LSA support in lessons

#### **4. What training is available to staff to support students with SEND?**

At Mount St Mary's we have dedicated staff training, accessible to teaching and non-teaching staff. Training will look at specific strategies to support students in the classroom, and in their learning. Training will be delivered by a combination of school staff, specialist practitioners and bespoke providers. CPD in the previous two years has had a focus upon ASD and Speech Language and Communication. The SEND Challenge team are a voice for training needs and after consultation with faculties have identified intervention and differentiation planning, and SEND awareness as two areas for training and development this coming year

LSA's receive ongoing training specific to their role and this year we will continue to embed the capacity of LSA's to deliver Lexonic literacy interventions alongside strategies to support those students with SLCN and ASD traits.

#### **5. How are parents/carers informed about their child's progress?**

After each of our data collections, information is shared with parents regarding progress and attitude to learning. Detailed end of year reports set clear targets and areas for support and improvement. Where appropriate, MyEd will be used to communicate progress after assessments carried out in school. Parents' Evenings are held for all year groups, along with an individual target setting meeting with tutors and other key staff. The SENDCO is available at all events. Students with an EHCP will have a personalised annual review with appropriate school staff, SENDCO and relevant outside and specialist agencies.

This academic year we will also introduce bespoke parent forums for Year 7 and Year 8 to focus upon parental voice and sharing of good practice

In the academic year 2023/24 Progress for our Year 11 students was again significantly above national average. Using Progress 8 as a measure of attainment, the national average for SEND students is - 0.67 whilst at Mount St Mary's our SEND students averaged a Progress 8 score of + 0.50, over a grade higher than national data.

## **6. How do Mount St Mary's organise support for students with SEND?**

The SENDCo (Mr O'Brien) and Learning Support Leader (Mrs G Doughty) will identify students requiring support and decide how support is deployed throughout the school to ensure maximum coverage and targeted intervention where appropriate. The pastoral teams and Student Advocates are also part of the process of ensuring all students receive appropriate support, specifically those students with SEMH needs. Support is delivered primarily by LSA's within lessons. Small group withdrawal is only used when delivering specialist, targeted intervention such as Lexonic Literacy programmes or bespoke Speech and Language therapist led sessions.

## **7. How do we allocate resources to match students' Special Educational Needs?**

Students with SEND are recorded on the Record of Need. When students are identified as needing extra support or identified as having a special education need, parents/carers will be informed and invited to discuss their needs. Support and the allocation of resources are driven by the needs of the child, and evidence based through assessments and staff feedback. Resources can take the form of LSA support in lessons, bespoke intervention sessions and physical resources such as laptops and exams concessions, dependent upon the individual's needs. Those students with identified support stipulated in an EHCP will be prioritised.

We currently have a team of 14 full time equivalent LSA's. They are allocated to teams based across different year groups. Staffing is determined by the number of students identified with SEND within each year group. By having a team of LSA's across a year group we aim to deliver consistency of support and relationships.

## **8. What should parents and carers do if they have a concern regarding their child and a potential Special Educational Need?**

If you have any concerns about your child's progress or wellbeing you can contact their Form Tutor, Year Leader or Student Advocate in the first instance for guidance and information. Contact can also be made directly with the SENDCO, Mr O'Brien via telephone or email.

## **9. How does Mount St Mary's enable students with SEND to engage in activities together with students who do not have SEND?**

At Mount St Mary's we believe we are a fully inclusive school and no student is excluded from an activity due to SEND or otherwise. We offer a rich and varied programme of educational and extra-curricular activities accessible to all. These include:

- Sports teams, extra-curricular and recreational sports activities
- Whole school productions/plays

- Helping Hands
- Debate Mate
- School choir
- Careers fairs
- Young Leaders
- Leadership opportunities
- Prefect system
- House system
- Community support and intervention
- Charity and fundraising activities (e.g. Leeds United Foundation, St Gemma's, Irish Health)
- MSM Aspire
- Retribuam

#### **10. What do we offer students with SEND?**

At Mount St Mary's we have an experienced staff who provide wide ranging support for all students, including those with SEND. In our efforts to support SEND students our offer includes:

- All SEND students have a personalised Individual Progress Plan
- Pastoral Support
- Student Advocate intervention
- Individual learning pathways
- Access to a full curriculum
- Key worker
- Access to the Learning Zone
- Personalised Careers Advice
- Individualised support in lessons
- 1:1 and small group intervention
- Support to access all school events and external visits and trips
- External Agency input and support (e.g. DAHIT, SaLT, Educational Psychologist)
- Personalised work experience opportunities
- MSM Aspire

#### **11. How do we develop our staff to support students with SEND?**

At Mount St Mary's we have a robust training programme for all staff. Teaching staff access CPD throughout the year that includes a focus upon differentiation and strategies to meet the needs of individuals. Senior Leaders and external providers also deliver training to Learning Support staff around personalising the support given to students with SEND. All staff, teaching and non-teaching, are given the opportunity to access CPD and accredited courses linked to areas of SEND, Mental Health and Learning Disabilities.

## **12. How do we prepare our students for the next phase of their educational journey?**

At Mount St Mary's we recognise the importance of sharing information promptly and accurately when students arrive at our school, and when they move on. Year 11 is a priority as students prepare for post 16 provision. All students are part of an ongoing MSM ASPIRE programme to prepare them for transition to a new setting. All SEND students receive a dedicated appointment with our in-house careers advisor who will advise on course suitability, arrange provision visits and liaise with parents over appropriateness and accessibility of different courses.

SEND students are provided with work experience opportunities in Year 10, 1:1 opportunities to visit post 16 providers in Year 11, access to targeted SEND careers fairs and receive additional 1:1 in house careers advice over and above the universal offer.

## **13. What is the Local Offer?**

The local offer is information provided by the local authority advising what support and services are available in their local area. Information regarding the Leeds local can be found at:

<https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send>

Parents and carers can also access free and impartial advice and guidance from Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) in Leeds at:

<https://sendiass.leeds.gov.uk/>

For support linked to Specific Learning Difficulties (SpLD) guidance for parents can be accessed via:

Autism:

<http://www.starsteam.org.uk/>

<https://www.autism.org.uk/>

Dyslexia:

<https://www.bdadyslexia.org.uk/dyslexia/about-dyslexia/what-is-dyslexia>

Speech, Language and Communication:

<https://speechandlanguage.org.uk/>

<https://ican.org.uk/help-for-families/>