



## St Damian's SEN Information Report

### 1. The kinds of special educational needs for which provision is made at the school

St Damian's caters for the special educational needs of pupils with:

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

### 2. The name and contact details of the SEN Co-ordinator

The SEN Co-ordinator at St Damian's is Mrs C Walker who is available by telephone 0161 330 5974 or through the college email address [admin@stdamians.co.uk](mailto:admin@stdamians.co.uk)

### 3. Information about the school's policies for the identification and assessment of pupils with special educational needs

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- Evidence from teacher observation and assessment
- Their performance against the grade descriptors within the Mastery Learning Curriculum
- Standardised screening or assessment tools such as the Diagnostic LASS Assessment
- Programmes designed to analyse pupils' memory, literacy and reasoning skills
- SEN Protocol: Referral to put a pupil on the SEN Register
- Relevant diagnostic tools or specialist assessment, for example, through CLASS or EP
- Liaison with parents: gathering their views and views of the child.
- Literacy testing, for example, NGRT and Accelerated Reader
- SEN Processes within the SEN Policy – Assess, Plan, Do, Review approach and Helen Sanderson person-centred approaches.

### 4. How the school evaluates the effectiveness of its provision for such pupils

- Learning walks
- Lesson observations
- MPP (Monitoring Pupil Progress)
- Pupil data (external and internal)
- Pupil voice
- Parent voice
- Staff voice
- Analysis of Progress Check data – Attainment and Progression
- Analysis of practice, mock and external examination performance
- Cycle of Team Meetings (SEN, Head of Year and Catch Up Premium)
- Line Management meetings with Deputy Headteacher
- RAG of SEN Strategic Plan
- SEN Link Governor meetings

## 5. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

- Progress checks
- Full Assessments
- Discussion at faculty meetings
- Liaison with teachers and pastoral staff
- Liaison with parents and pupils
- Consultation with specialist services
- Assessment calendar
- Cycle of Team meetings eg SEN and Year 7 Catch Up
- Annual reports
- Practice and mock examinations
- Parents' Evenings
- PEPs and LAC reviews as applicable
- Person centred approach to review meetings

## 6. The school's approach to teaching pupils with special educational needs

As a Catholic school, inclusion is at the heart of all we do at St Damian's and therefore, it is critical to us to ensure that learning and teaching strategies are matched to pupils' individual needs. This includes:

- Outstanding and good teaching and learning with high quality feedback and excellent pupil progress
- A warm and welcoming classroom environment
- Wherever possible, smaller class sizes for pupils with Special Educational Needs
- Highly trained and skilled staff that are experienced and dedicated in working with children with a wide range of learning difficulties and disabilities
- Highly differentiated teaching and learning strategies and a wide range of resources and schemes of work designed to match the individual needs of all pupils
- A differentiated curriculum which is matched to the needs of all of our pupils
- Various technologies designed to engage and enthuse pupils in learning
- High expectations and aspirational targets designed to ensure outstanding pupil progress
- Literacy and numeracy focus across the curriculum

## 7. How the school adapts the curriculum and learning environment for pupils with special educational needs

Pupils with additional physical needs have the physical environment of the school altered in whichever way is required in order to allow them to fully access all areas of the curriculum, including:

- Benedict Suite (space designated for physical care)
- Movement of classes in order to allow for standing frame use
- Practical Assistance as far as possible in practical subjects
- Lift access
- Disabled parking
- Disabled toilet facilities
- Room 11 with half a suite of computers

**8. How the curriculum and learning environment are altered for the additional needs of some SEN pupils. This includes:**

- Differentiated curriculum at KS4 (vocational courses and college placements for some SEN pupils with more complex needs if applicable)
- Differentiation of stimulus material and curriculum topics in subject areas

**9. Additional support for learning that is available to pupils with special educational needs**

Our key intervention strategies at St Damian's include:

- In class Learning Support Assistants and Carer intervention
- Toe-by-Toe Reading Programme
- Lexia Learning Programme
- Literacy Intervention form group
- Numeracy Intervention form group
- Fresh Start Phonics Programme
- Homework club
- Memory Booster programme
- Comprehension Booster Programme
- Film, craft and games club

**10. How the school enables pupils with special educational needs to engage in activities (including physical activities) with children who do not have special educational needs**

St Damian's is a Catholic school and therefore, all activities, physical or otherwise are made available to pupils with special educational needs. Risk assessments are undertaken for educational visits.

**11. Support that is available for improving the emotional, mental and social development of pupils with special educational needs**

- Ambrose Inclusion Unit intervention
- Student Support Officer intervention
- Healthy Young Minds referrals as applicable
- Health mentor intervention
- School nurse intervention
- PSHE lessons
- Form Tutor/Head of Year pastoral support
- Young Carers intervention
- Off the Record counsellor
- Aspire Days
- Referral to external agencies e.g. Healthy Young Minds.
- Bully Busters in Key Stage 3
- Year 11 'Anti-bullying' Prefects

**12. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise is secured**

Staff regularly receive training and opportunities to develop their practice when teaching pupils with special educational needs, including:

- Learning walks
- Lesson observations
- MPP
- INSET training
- Staff briefings
- Specialisms developed within the SEN team eg dyslexia and phonics
- CPD of SEN team through external providers such as Everybody Learning and ISCAN/SALT
- NASENCO qualification held by SENCO
- Specialist Assessor qualification held by Special Support Manager

### 13. Information about how equipment and facilities to support children and young people with special educational needs is secured

Equipment and resources for pupils with special educational needs are reviewed and updated regularly in response to the changing needs of the pupil population. St Damian's is a barrier-free school. These resources and equipment include:

- In class Learning Support Assistant and Carer intervention
- Toe-by-Toe Reading Programme
- Lexia Learning Programme
- Wheelchair anti-slip mat
- Adapted equipment such as protractors and rolling pins
- Disabled toilet and changing areas
- Standing frame space
- Lift accessibility
- Specialist cutlery
- Specialist desks
- Ipads as appropriate
- Department netbooks
- Hoist
- The Benedict Suite

### 14. Arrangements for consulting parents/carers of children with special educational needs about the education of their child

- The SENCO and Special Support Manager attends Parents' Evenings for all year groups.
- Annual reviews for pupils with EHCPs are person-centred and allow for parents/carers and pupils to express what is effective in moving forward and discuss any additional support that would be beneficial.
- All professionals working with the child will be invited to the annual review. If they cannot attend, it is anticipated that they will forward a report that can be shared at the meeting.
- Each child is invited to join the review and share their pupil voice overview that includes what they like/dislike about school; what they have learned so far; what they have enjoyed learning; what they would like to learn in the future and how they learn best. Pupils are offered support to fill these in at school by a member of staff that they work closely with on a daily basis.
- Parents and carers are invited to contact school at any time, if they need advice or support in regard to their child's education.
- Through PEPs and LAC reviews as applicable
- Parental Surveys at Parents' Evenings

#### 15. Arrangements for consulting with young people with special educational needs about, and involving them in, their education

- Each child is invited to join reviews of their progress and provision and they can share their pupil voice overview that includes what they like/dislike about school; what they have learned so far; what they have enjoyed learning; what they would like to learn in the future and how they learn best.
- Pupils are offered support to fill these in at school by a member of staff that they work closely with on a daily basis. The college has an active Pupil Learning Forum which includes pupils with and without SEN.
- Pupils are encouraged to attend Parents' Evening with their parents.

#### 16. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

- Any concerns or questions about the progress or provision made for an SEN pupil should firstly be raised with the SENCO, Mrs Walker on 0161 330 5974 or through the school email address: admin@stdamians.co.uk
- Should a parent/carer feel a concern not be rectified satisfactorily by Mrs Walker, they should contact Mrs Henshaw (Deputy Headteacher) on 0161 330 5974 or through the school email address: admin@stdamians.co.uk
- Should a parent/carer still feel concerned that their complaint has not been responded to appropriately, they should follow the school's complaints procedure, which is available on the school website

#### 17. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

- Care plans are written to meet the health needs of those children requiring them; the school works in close liaison and consultation with any external agencies as required.
- St Damian's has Student Support Officers, who works closely with and supports our most vulnerable pupils.
- Medical emergencies are dealt with in a calm sensitive manner. Staff are informed of pupils' health needs and know when and how to call for assistance.
- The school works closely with all health and therapy services; there is a school nurse who works with pupils as required. The school works closely with visiting therapists including physiotherapists, the school counsellor, health mentors, the educational psychologist, the Communication, Language and Autistic Spectrum Support Service and speech and language therapists as required.
- A Link Governor monitors SEN/inclusion provision through meetings with relevant school staff such as the AHT (Pastoral) and the SENCO
- The full governing body receives updates about pupils with complex needs and the provision made for them including the involvement of other bodies such as social services.

#### 18. Contact details of support services for the parents of pupils with special educational needs

The support service for parents/carers with children with special educational needs is:

Tameside Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)  
Jubilee Gardens, Gardenfold Way, Droylsden, Tameside, M43 7XU.  
Telephone: 0161 342 3383

#### 19. School's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

- Transition across key stages can be a challenging time for both our pupils with Special Educational Needs and their families. For this reason, we work closely with our feeder primary schools and have developed a comprehensive package to support transition, including:
- Transition meetings for Year 6, Year 9 and Year 11 pupils with Special Educational Needs as required
- Additional visits to us and post 16 educational providers for pupils with Special Educational Needs as required
- Close liaison between the SENCO and other educational providers
- Early annual reviews for pupils with EHCPs in Year 9 and Year 11
- Transfer of all files and key information to be passed across educational providers as required
- Peer mentoring for pupils with Special Educational Needs, who may find the transition to Year 7 or Year 10 more challenging.
- Liaison with Positive Steps
- Liaison with LA SEN post-16 team

#### 20. Information on where the local authority's local offer is published

- Tameside's Local Offer can be found at: <http://www.tameside.gov.uk/localoffer>