



St Damian's SEND Information Report 2023-2024

Definition of Special Educational Needs

'The Special Educational Needs (SEND) Code of Practice: 0 to 25 years' (2014) states that: 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition:

'A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

Note: Defining a child or young person as having additional needs does *not* mean that they will necessarily require additional support outside of the classroom as most children's needs can be met through high quality teaching. Support that was in place at primary school, or the child's previous school, does not mean that this will be in place at St Damian's. All pupils with SEND are taught in mainstream classes and academic support and intervention is solely classroom based. St Damian's may not be suitable provision for all children's special educational needs, disabilities or their aptitude.

1. The kinds of special educational needs or disability (SEND) 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 SEND Co-ordinator

The SEND Co-ordinator (SENDCO) 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

3. Information about the school's policies for the identification and assessment of pupils with SEND

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

- Evidence from teacher observation, classroom tasks, assessments and homework
- Their individual performance and their performance measured against the class average
- Reading assessments such as NGTR
- CAT4 assessments
- Fluency and Reading Speed data
- Standardised screening or assessment tools such as the Lucid LASS and RAPID Assessments or Qb Check (if seen as appropriate by the SENDCO)
- Assessments designed to analyse pupils' memory, literacy and reasoning skills
- SEND Protocol in place for HOY: Referral Regarding Possible SEND
- Relevant diagnostic tools or specialist assessment, for example, through CAMHS, SALT, the Sensory Support Team or Educational Psychologist
- Liaison with parents: gathering their views and the views of the child.
- Assessments and progress data for English and Maths
- Ongoing SEND processes: Assess, Plan, Do, Review approach
- Helen Sanderson person-centred approaches.

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

- SEND focused Learning walk cycles
- SEND focused Work scrutiny
- Lesson observations
- Pupil data (external and internal)
- Pupil voice
- Parent voice (phone calls home and Parents' Evening questionnaires)
- Staff voice
- Progress Check data
- Analysis of practice, mock and external examination performance
- Repeated NGRT, fluency and reading speed assessments
- Weekly Line Management meetings with Assistant Headteacher for Inclusion
- Fortnightly meetings between the SENDCO and the Assistant Headteacher for Literacy
- Termly SEND Link Governor meetings
- Termly SEND Leadership Group meeting
- Termly Literacy Leadership Group meeting
- SENDCO is member of Quality of Education Team

- Half-termly SEND Quality of Education Report
- Review of SEND Strategic Plan
- Fortnightly SEND department meetings
- Teaching and support staff appraisal

5. The school's arrangements for assessing and reviewing the progress of pupils with SEND

- Progress Checks and Achievement Action Plans
- Discussion at departmental meetings
- Liaison between teachers and pastoral staff
- Liaison with parents and pupils
- Consultation with specialist services
- Assessment calendar: assessment and examination/ classroom based assessment weeks
- Practice and mock examinations
- Parents' Evenings
- PEPs and LAC reviews as applicable
- Person centred approach to review meetings
- EHCP reviews

6. The school's approach to teaching pupils with SENDAs a Catholic school, inclusion is at the heart of all we do at St Damian's and therefore, it is critical that our best endeavours are made to ensure learning and teaching strategies are matched to pupils' individual needs. This includes:

- Delivery of an ambitious, broad and balanced curriculum for all pupils with SEND
- High curriculum aspirations and expectations for pupils with SEND
- A knowledge rich curriculum designed so that pupils know more and can do more
- Quality First teaching and learning with high quality feedback aimed at ensuring excellent pupil progress
- A safe, warm and welcoming classroom environment
- Key Stage 2 trained 'Middle Teacher' working with pupils requiring more support for progress
- Endeavouring to have relevantly trained and skilled staff who are experienced and dedicated in working with children with a wide range of learning difficulties and disabilities. (Note: the staff profile includes Early Career Teachers. St Damian's does not have staff with specialist training/ qualifications e.g in SEMH or Autism)
- Reasonable adjustments made to teaching and learning strategies in the context of a mainstream school and commitment to a broad and balanced curriculum for all
- Various technologies designed to engage and enthuse pupils in learning such as visualisers and IPADs
- High expectations of all pupils' attitude to learning and to what they can achieve
- Aspirational targets for KS4 designed to inspire outstanding pupil progress

- The importance of literacy is embedded across curriculum areas
- Note: It is not always possible to have smaller class sizes for pupils with Special Educational Needs due to an increased PAN and being oversubscribed

7. How the school adapts the curriculum and learning environment for pupils with SEND

- Pupils with SEND access a broad, balanced and ambitious curriculum
- The Learning Journey for each subject is shared with pupils. Teachers are clear about what pupils need to learn and when this knowledge is taught
- The curriculum is interleaved and carefully sequenced to build on prior learning and embed knowledge. This enables teachers to revisit prior learning with pupils.
- Curriculum delivery has a clear focus on retention of learning
- Reasonable adjustments are in place to meet need
- Scaffolding and support is provided with the aim of building pupil independence

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:

- 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
- Different pathways at KS4 to enable some students to achieve in a very small number of vocational courses
- Literacy and numeracy Masterclasses on the timetable for some pupils

(Please note: St Damian's does not have SEND base or unit)

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

- Curriculum at KS4 delivers GCSEs and a very small number of vocational courses. St Damian's does not use alternative provision.
- Reasonable adjustment for curriculum delivery in subject areas
- Delivery of an interleaved and sequenced curriculum, supporting the development and embedding of knowledge, understanding and skills

9. Additional support for learning that is available to pupils with SEND

Our key intervention strategies at St Damian's include:

- In class Learning Support Assistants/ HLTAs for pupils with EHCPs in some lessons to increase independence
- Literacy Intervention (fluency, comprehension and reading for pleasure) during form time
- Numeracy Intervention during form time
- Fresh Start Phonics Programme in Year 7 for some pupils
- The Literacy Hub and support from librarian (breaktime, lunchtime and after school)
- Homework/ Study club for Year groups after school on two days per week
- Games/ Club Club and Key Stage 3 Social Club at lunchtime to support social skills development

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

- 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.
- All pupils with SEND participate in PE up to the level of their physical ability and with regard to Health Care Plans and medical advice.

11. Support that is available for improving the emotional, mental and social development of pupils with special educational needs. Arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

- Ambrose quiet space with Time-Out pass if relevant
- Anti-bullying culture including sexual harassment, homophobic and racial bullying
- Anti-bullying assemblies
- Restorative Justice practices
- Bully Busters pupil group raising awareness and offering support
- Systematic Whole school and SEND focused pupil voice throughout the year
- Student Support Officers for KS3 and KS4
- Referral to CAMHS and liaison with CAMHS
- Referral to Educational Psychology
- Referral to Tameside Medical Panel
- Healthy Young Minds/The Anthony Seddon Trust referrals
- Health mentor intervention
- School nurse intervention
- Social Worker in School intervention

- PSHE curriculum addresses a wide range of topics such as Healthy Relationships
- Form Tutor/ Head of Year/SSO pastoral support
- LSA/HLTA support
- Young Carer support led by Student Support Officer
- TOGMind counsellor
- Intervention from Tameside Pupil Referral Service
- Aspire Days content addressing mental health
- Lunchtime Social Club and Games Club
- LGBTQ+ Club
- Signposting families to support e.g. Our Kids Eyes
- Liaison with Family Support Workers and Social Care
- EHCP, PEP and LAC review as appropriate
- Regular contact home

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:

- NASENCO Qualification (Distinction) held by SENDCO
- Key Stage 2 trained Middle Teacher
- CPT3A Exams Access Qualification held by two Special Support Managers
- CPT3A Exams Access Qualification being undertaken by 2 further Special Support Managers
- Two Special Support Managers trained to deliver Read. Write. Inc. Phonics programme
- All Special Support Managers trained in Phonics
- Extensive staff training in Literacy (Reciprocal Reading, Prosody, Tier 2 Vocabulary)
- Research CPD model to embed staff knowledge about SEND
- Wednesday meeting cycle, INSET and Twilight
- Lesson observation and Learning Walk feedback to individuals and staff
- Cycle of SEND briefings
- Specialisms developed within the SEND team when possible e.g. SALT, Phonics, Neurodevelopmental Pathways, EHCP processes
- CPD of SEND team through external providers such as SALT
- Whole staff trained about Autism
- Service Level Agreement with Educational Psychology provider
- Liaison with LA SEND Caseworkers
- Liaison with agencies such as CLASS, Pupil Support Outreach Services (spot-purchases), Sensory Support services, SALT and ISCAN
- Online training modules, for example, through The National College
- SENDCO participation in Local Area SEND network

13. Information about how equipment and facilities to support children and young people with SEND 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 seeks to be a barrier-free school. These resources and equipment include:

- Wheelchair anti-slip mat
- Adapted equipment such as protractors and rolling pins
- Disabled toilets
- Standing frame space
- Lift accessibility
- Specialist cutlery
- IPADs allocated as appropriate
- Departmental netbooks
- Software such as Impero
- Liaison with external agencies
- Adapted printed resources
- Reading Rulers purchased for classrooms
- Aravis Dyslexia friendly font purchased
- Revision Packs given to pupils

14. Arrangements for consulting parents/carers of children with SEND about the education of their child

- The SENDCO and Special Support Manager attend Parents' Evenings for all year groups.
- Annual reviews for pupils with EHCPs are person-centred and allow for parents/carers and pupils to contribute to what is effective in moving forward
- 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 makes a good day/bad day; 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 with sharing their views at school by a member of staff that they work closely with.
- 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
- Telephone contact from the SEND team
- Transition processes. SENDCO attends Year 6 reviews and speaks to/meets with parents in the summer term before transition.
- SENDCO support throughout Options process

15. Arrangements for consulting with young people with SEND 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 makes a good day/bad day; 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.
- Follow up discussion after Progress Checks with a member of the Learning Support Team
- Pupils are offered support to complete these at school by a member of staff who they work closely with.
- Systematic Pupil Voice throughout the year
- Pupils are encouraged to attend Parents' Evening with their parents.
- Support through Options Process
- SENDCO meets pupils in Year 6 at reviews and prior to transition

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

- Any concerns or questions about the progress or provision made for a pupil with SEND should firstly be raised with the SENDCO, 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 Brophy (Assistant 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

- The SEND Link Governor is Mrs K. Lowe, who is a former SENDCO. Monitoring of SEND takes place each term. The Pastoral Link Governor is Mrs K. Connor who monitors safeguarding and pastoral support termly.
- 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.
- Health 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 such as the Local Area Medical Panel.
- St Damian's has Student Support Officers, who work closely with and offers support to our most vulnerable pupils. They liaise with a range of other bodies such as Children's Social Care.
- Medical emergencies are dealt with in a calm sensitive manner. A central Medical

Register is maintained. School actively seeks medical updates from parents. 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 such as the School Nurse Service, visiting therapists including physiotherapists, the school counsellor, the SENSORY Support Service, Health Mentors, Educational Psychology, CAMHS, SALT and Occupational Therapy as required.

18. Contact details of support services for the parents of pupils with SEND

The support services for parents/carers with children with special educational needs are:

- **Tameside** Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) Jubilee Gardens, Gardenfold Way, Droylsden, Tameside, M43 7XU.
Telephone: 0161 342 3383
Email: sendiass@tameside.gov.uk
- **Oldham** SENDIASS, contact POINT, Chadderton Court, 451 Middleton Road, Chadderton, Oldham, OL9 9LB.
Telephone: 0161 503 1540

Email: iassoldham@point-send.co.uk School's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living.

We work closely with our feeder and other primary schools, and post-16 providers, to support transition, including:

- Transition meetings for Year 6, Year 9 and Year 11 pupils with SEND as required
- Additional visits to St Damian's and post 16 educational providers for pupils with SEND as required
- Close liaison between the SENDCO and other educational providers
- Timely annual reviews for pupils with EHCPs in Year 9 and Year 11 with the LA and Positive Steps invited
- Transfer of all files and key information is shared with educational providers as required
- Peer mentoring/ buddying for pupils with SEND as needed
- Close liaison with Positive Steps.
- Comprehensive Careers programme in place to meet The Gatsby Benchmark
- Pupils are supported with college applications and personal statements
- Pupils are signposted to college Open Day events
- Liaison with LA SEND post-16 team as needed
- Additional visits are facilitated as much as possible
- EHCP Outcomes may reflect actions needed to prepare pupils for adulthood and independence

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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>