



Loreto High School SEND Information Report

Updated October 2018

What types of SEN do we provide for?	Loreto High School, Chorlton is a co-educational mainstream secondary school, catering for children and young people between the ages of 11 and 16, within the Year groups 7-11. We are a Roman Catholic school founded eleven years ago and are part of the 400 year old Loreto family, which has a reputation for delivering excellence in education on an international basis. We believe in inclusive practice and therefore do not offer specific units or separate provisions for any of our young people.
How do we identify and assess students with SEN?	<p>The school SENCO is part of the transition team and so key information from primary school is passed on prior to the young person starting at Loreto. This enables any necessary information to be passed on to the relevant people and specific arrangements to be made.</p> <p>All students take part in annual reading assessments, which are assessed and analysed by the SEND Team. Anomalies or difficulties in these areas are identified and further exploration of the student's abilities is undertaken. We use Lucid Rapid as a means of initial screening for Dyslexia and Boxhall profiles for students identified as potentially requiring the support of the Nurture setting.</p> <p>Teaching and support staff raise concerns about students by completing a SEND referral form which is then explored by the SEND Team and necessary assessments completed. Evidence of reasonable adjustments made within the classroom is included within the referral process so as to more effectively pinpoint the concerns.</p> <p>The school is developing and extended the range of tests it keeps as the SENCO completes the CPT3A training as a JCQ Access Arrangements assessor. In Year 10, students are reviewed by the SEND Team and those who have benefitted from the use of access arrangements as their usual way of working at Key Stage Three are assessed by the SENCO to make these permanent for the remainder of their school career and for their GCSE examinations. The school employs a Speech and Language Therapist for a day each week and has a link Educational Psychologist, both of which can be called upon to support should a concern arise.</p> <p>The SENCO analyses data of all students on the SEND register, prompting on occasion further assessment individual need.</p> <p>Should a parent express a concern regarding the progress of their child or the potential of any SEND need, a period of observation is undertaken in the first instance to gain information around the presentation of these</p>

	<p>needs within the school setting.</p> <p>Liaison with CAMHS and other medical professionals takes place, where appropriate.</p> <p>In addition to the two formal levels of SEN as identified within the Code of Practice, students who do not meet criteria for SEND Support but who the SENCO is monitoring are identified on the register as Additional Needs. These students are not census reported SEN students, but are under review by the SEN team and their addition to the register ensures that teaching staff are aware of the additional needs of these students.</p>
<p>Who is our SENCO (Special Educational Needs Co-ordinator) and how can she be contacted?</p>	<p>Our SENCO is Mrs Lyndsey Meechan.</p> <p>Originally trained as Secondary Music Teacher through Homerton College, University of Cambridge, she has achieved Masters level qualifications within SEND and Inclusion, with a particular focus on attachment and Autism. She holds the National Award for Special Educational Needs Coordination and is an experienced SENCO.</p> <p>She can be contacted through the main school switchboard – 0161 881 9448 Or via email on meechanl@loretochorlton.manchester.sch.uk</p>
<p>What is our approach to teaching students with SEN?</p>	<p>Due to the wide range of abilities and SEND needs within the Loreto community, the approach to teaching these students varies from person to person.</p> <p>Within Year 7 and 8, a small nurture group is available with a maximum group size of 18. These are mixed ability groups but support the students who may find the transition from primary to secondary more challenging. These groups do not encounter as many teaching room moves and each has a base room where a large majority of their lessons are taught, thus providing a safe and supportive environment in which to learn. Subject specialists teach the students and an additional second teacher, the SENCO in Year 7, provides additional support and differentiation for the group.</p> <p>Our team of Teaching Assistants are placed across all year groups of the school, reducing the ratio of children to adults with key SEN groups.</p> <p>Our SEN students are included within all teaching groups and we do not operate a specific SEN class, thus promoting full inclusion and the opportunity to access all areas of the curriculum.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>At Loreto, our students select their option choices towards the end of Year 8, to commence teaching in Year 9. We offer a Study Skills option, supporting literacy and numeracy development and from Year 9, an additional option entitled 'alternative curriculum', offering level 1/ 2 pathways is available.</p> <p>The Year 7 and 8 nurture group provides a safe alternative for those that require support through the lesson to lesson transitions and although the curriculum content mirrors that of the other teaching groups in the year group, delivery ensures a multi-sensory approach. The year 7 group also have drama lessons, supporting the development of confidence and self esteem.</p>

	<p>For students with an EHCP, through discussion at annual review, withdrawal of non core subjects or a specific option group can be made available to establish 1:1 work around key focus areas. These decisions are not made without the full agreement of all those involved, and primarily the parent/carer and the young person and relevant members of school staff.</p> <p>As a school we use person-centred approaches to teaching so all work in all lessons is differentiated to the needs of the students, including those with SEND. With a keen focus on challenge and progress, students are supported and encouraged to be the best self and to reach individual potential.</p> <p>All teachers create Data Rich Seating Plans, ensuring that care and attention is paid with regard to the positioning of the students within each classroom. SEND information supports the decisions made, ensuring that individual needs are taken into account.</p> <p>Teaching assistants frequently support the understanding of students by providing additional visual prompts, objects of reference and further descriptions to ensure understanding.</p> <p>Many of our corridors are relatively narrow and can be busy and crowded during lesson changeover but there is lift access to all floors for those with mobility difficulties. Disabled toilets and a disabled changing area within the PE department is available. Additional facilities are in place to support the access to the curriculum for those who are wheelchair users</p>
<p>How do we enable students with SEN to engage in activities with other students who do not have SEN?</p>	<p>We do not have SEN specific classes and therefore the very nature of our school enables students with a wide variety of needs and abilities to engage with each other. This year we have allocated a TA to a large majority of the PE classes, ensuring that the students receive the appropriate level of support in order to partake in the range of activities available.</p> <p>We also have a flexible team of Teaching Assistants who support students to take part in additional extracurricular opportunities, such as the school production.</p>
<p>How do we consult parents of students with SEN and involve them in their child's education?</p>	<p>Children in Year 6 with and Education, Health and Care Plan who have expressed a preference for Loreto High School are invited to additional meetings and planning sessions in advance of the September start date. The majority of the primary schools will invite the Loreto SENCO to the Year 6 reviews and so the relationship between parents and SENCO begins early. Parents are then invited to an interim review meeting shortly after the first half term to review whether the transition package is working and how we can further adapt to meet the child's needs.</p> <p>EHCP reviews take place at least once each academic year, with additional interim reviews held if required. Each year group has a designated parents' evening and all teachers are available to discuss progress in specific subjects. Members of the SEND team are also present to discuss more holistic needs.</p> <p>Each year group also has a curriculum information and support evening each academic year. The SENCO is</p>

	<p>present and available to speak to parents at each of these events.</p> <p>The SEND department holds more informal coffee mornings and such events, giving parents of students with SEND the opportunity to speak more informally regarding SEN issues.</p> <p>Parents of other SEN students are invited into school to discuss issues as they arise and frequent communication is encouraged with all.</p> <p>A large majority of the students identified as SEN and therefore on the SEND register are allocated a key worker. These are all members of the SEND team and frequent communication occurs with parents through the method chosen by the parent. Information gleaned from these communications is shared with the SENCO via communication logs and weekly keyworker information sheets, enabling further action should this be necessary.</p> <p>Questionnaires are distributed at each of these year group events and parents and carers are encouraged to complete</p>
<p>How do we consult students with SEN and involve them in their education?</p>	<p>All students at Loreto High School create a pupil passport, which is shared with all staff. This acts in a similar way to a one page profile but is non-SEN specific. These are created in conjunction with formation tutors and regularly updated. The passports for the SEN students are read and quality assured from an SEN perspective by the SEN team and, where necessary, additional information is added to ensure that the additional needs are included within the document.</p> <p>Heads of Year have overall ownership for the progress of the students within their year group and they regularly track and report to Senior Leaders on these areas. This will involve discussion and meeting with individual students, including those with SEND.</p> <p>The SEND department completes Pupil Voice collection at various points throughout the year. This takes a variety of forms, including anonymous surveys, discussions and group meetings</p> <p>All students take the lead in the decisions regarding Key Stage Four option choices, with short interviews being offered to all students to discuss this. Students with an EHCP or identified as SEND support are offered additional support with their key worker or the SENCO to discuss in more detail.</p> <p>A large majority of the students identified as SEN and therefore on the SEND register are allocated a key worker. It is the role of the key worker to meet with and be the first point of contact for their key students and they are tasked with discussing data and results, classroom concerns and general progress (and barriers to) with the student. This information is shared with the SENCO via the specific keyworker paperwork completed each week.</p>
<p>How do we assess and review students' progress towards their outcomes?</p>	<p>The school uses a variety of assessment processes as relevant to different key stages. All students are entered for appropriate Key Stage Four external examinations and flight paths have been created for students to track progress from Year 7 through to GCSE results. Progress is reviewed daily in individual lessons which informs</p>

	<p>planning. Data drops are planned for each year group at least three times per year and regular assessment within each class is encouraged. Baseline assessments are completed at the start of each academic year so that starting points are identified. Data and progress are monitored by class teachers and Heads of Department at subject level and at Head of Year and SENCO level for monitoring across the board.</p> <p>Assessments and progress are tracked using the new GCSE 9-1 system and those not yet achieving the grade 1 are identified using a working towards grade. Each grade is split into fine grades, identified by + and – so that progress and lack of is more clearly identified. Data drop information is shared with parents via a report card and a full report is issued once each year.</p> <p>There are many opportunities for pupils to reflect on their progress in lessons, including our whole school ‘Make a Difference’ or ‘M.A.D’ time and they are encouraged to consider next steps and or what they might do differently.</p>
<p>How do we support students preparing for adulthood?</p>	<p>All Loreto students are encouraged and supported to be as independent as possible. Students with a full time 1:1 support are given the opportunity to move between lesson independently and spend social and unstructured times with peers.</p> <p>Systems are put in place for individuals for whom this degree of independence is a step too far initially, with organisational support and phased levels of independence put into place.</p> <p>Additional Careers support is offered to those students with SEN to ensure that they have the correct support when deciding on their post 16 provision and representatives are invited to Year 11 EHCP Review meetings. Assisted transitions are offered to those students who require this level of support and key workers and teaching assistants will arrange additional visits to the planned provision once GCSE exams are complete to support with route planning and finding their way around. Close liaison takes place with our sister establishment, Loreto College.</p> <p>The study skills sessions are entirely student centred and are planned around the specific needs of the group with opportunities to work on independent skills such as crossing the road and going to the shop in addition to key literacy and numeracy support.</p>
<p>How do we support students with SEN to improve their emotional and social development?</p>	<p>The school views relationships and emotional wellbeing as vital to learning. In many of the key SEN classes there are good ratios of staff to pupils so that they can feel nurtured, valued and have their needs met. The SENCO believes that every behaviour is a communication and she encourages the SEN team to consider this when supporting the students in our care. Group and individual sessions with the Speech and Language Therapist take place to support a variety of communication needs and bespoke therapies such as art and lego therapy are available where appropriate.</p> <p>Key workers provide personalised tutorial sessions to support with social and emotional needs and development and all are trained in social story and comic strip conversation work.</p>

<p>What expertise and training do our staff have to support students with SEN?</p>	<p>The SENCO is trained to work with students with SEN and holds the National Award for SEN Coordination along with Masters level work within SEN and inclusion. She continues to develop skills and experience through constant professional development.</p> <p>Whole staff SEN related CPD sessions are held throughout the year, with additional sessions delivered to the SEND department in particular. Teaching staff utilise the skills and knowledge of the SENCO to inform their own practice within the classroom and resources are created to support with this.</p> <p>Many of the team of teaching assistants are undertaking additional training in the form of supporting teaching and learning qualifications through Trafford College. Specific training is provided through Catalyst Psychology on topics and areas raised as areas of concern at the given time and all staff within team SEN attend the MANCEP Inclusion training day each year.</p> <p>There are trained safeguarding professionals within the school staff to ensure that students are effectively protected from harm. These staff ensure that all other staff are aware of their duty of care to keep children safe.</p> <p>The SENCO works closely with other professional such the Speech and language therapist, teacher of the deaf, EP and CAMHS practitioners who provide support and guidance to school staff. Knowledge, skills and practice is shared within the school and the school is closely involved with other like schools and special schools across the region so that we keep abreast of ideas and practice that we could use.</p>
<p>How will we secure specialist expertise?</p>	<p>Loreto has employed a Speech and Language Therapist on a 0.2 contract, working one day a week in school. A contract is also in place with Catalyst Psychology, providing the school with a named Educational Psychologist. The SENCO leads the process of completing referrals to both of these professionals and ensures that advice is sought, where needed.</p> <p>The school also seeks the support of the Outreach services at other local schools, namely Piper Hill and The Grange to ensure that the needs of our students are effectively met.</p> <p>We have close links with Lancasterian School and utilise the support of their HI department through regular visits from the HI technician to check hearing aids and BAHAs and also a teacher of the deaf.</p> <p>The school nurse is a link to accessing the support of other medical professionals, where appropriate. The SENCO is keen to liaise with other professionals and specialists involved with each student and keeps communications open, where possible. We also grow our own expertise by utilizing the passion, skills and knowledge of the workforce.</p>
<p>How will we secure equipment and facilities to support students with SEN?</p>	<p>The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the students. The school is aware of charitable organisations and specialist provisions who could be approached to support more specific equipment sourcing.</p>
<p>How do we involve other organisations in meeting the needs of students with SEN and</p>	<p>The school is supported by Lancasterian School, in particular the HI service and also Children’s safeguarding services to meet pupil’s needs. Some of these services attend reviews and visit pupils in school to monitor their</p>

supporting their families?	progress/needs and to share information with the school.
How do we evaluate the effectiveness of our SEN provision?	<p>The school evaluates its own effectiveness and this is monitored through a variety of processes. The SEN department completes the same level of self-evaluation and quality assurance as the rest of the school and procedures for monitoring teacher performance are mirrored with the SEN support staff. Data and review systems are subject to strict validation procedures, in line with the whole school format.</p> <p>Provision mapping software provides a platform to review the effectiveness of individual interventions and provisions impact data for each is collected and reviewed.</p> <p>The school is subject to a regular Ofsted Inspection and SEN provision is included within this. The SEND department monitors the school's effectiveness in the annual review process for SEN Statements and EHC plans. The school commissioned an external whole school SEND review in September 2018 and the SENCO works closely with the LA.</p>
How do we handle complaints from parents of children with SEN about provision made at the school?	<p>There is an opportunity for all parents to raise concerns about their child's progress at any time through contact with either the subject teacher, formation tutor, Head of Year or, if the concern is connected to SEN, the SENCO. A parent might also contact the Headteacher if the concern is more serious. If a concern is more formal then the parent would be directed to the Complaints procedure which is found on the school's website. We would hope that through early intervention any complaints would be resolved without the need for this.</p>
Who can young people and parents contact if they have concerns	<p>Students may raise a concern to their keyworker, TA, formation tutor, their subject teacher or indeed a teacher with whom they may have a good relationship. Parents may wish to address the class teacher directly or take their concern directly to the head of the department, Head of Year or SENCO. They can, of course, take their concern directly to the Headteacher.</p>
What support services are available to parents?	<p>The school works closely with the IAS Manchester (Information, Advice and Support Service – formerly known as Parent Partnerships) and will signpost parents to this service, should it be deemed necessary. We also signpost parents to Contact (formerly known as Contact a Family) for independent support and advice - www.contact.org.uk</p> <p>Loreto High School also has our own Parent support worker, Mrs Bramwell. She can be contacted via the school Switchboard on 0161 881 9448.</p>
Where can the LA's Local Offer be found?	<p>The Local Offer for Manchester can be found via the Loreto High School website and also at www.manchester.gov.uk/sendlocaloffer</p>
Additional contacts within the school with regard to SEND.	<p>The school's link governor for SEND is Mr J Hannoway.</p> <p>The general email contact for SEND at Loreto High School is senco@loretochorlton.manchester.sch.uk</p>

The SENCO, Mrs Meechan, is assisted by the SEND Manager, Mrs Mulai, who is an experienced Teaching Assistant with experience within SEND and, more specifically, at Loreto. She can be contacted at mulais@loretochorlton.manchester.sch.uk