



CORPUS CHRISTI CATHOLIC HIGH SCHOOL

Together in One Body

# SEND Information and Accessibility Report

MARCH 2023

## **SEND INFORMATION REPORT**

### **1. The kinds of special educational needs for which provision is made:**

Corpus Christi Catholic High School is a mainstream school that caters for pupils from age 11-16 years.

Our vision is one of Catholic education at its best: an education of the highest quality that enables all children to thrive. We have a very strong Catholic ethos and a strong belief in the unique dignity and unique God-given potential of each individual child; not just the potential to achieve academic success, but also the potential to flourish and grow in every way possible. At Corpus Christi, every teacher is a teacher of every child, including those with SEND.

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

Pupils with special educational needs are initially identified during the Year 6/7 transition visits to the primary schools.

All Year 7 pupils are assessed using CAT 4 Tests.

In addition, Year 7 pupils are also assessed using the LASS Dyslexia Screener.

If appropriate, pupils will be referred to the Educational Psychologist for further assessment and diagnosis following consultation with parents/carers.

Teaching and support staff liaise with the SENCO if they have any concerns regarding any child who appears to be having difficulties in accessing learning.

Corpus Christi works hard to ensure that this identification of SEND is part of a partnership approach to education with parents. If a parent/carer thinks their child may have special educational needs they should contact the SENCO, Miss J Bell, to discuss their concerns and explore whether assessment of need is required. Advice will be provided on how to access links with outside agencies that work in partnership with the SEND Team to support the needs of our pupils.

Parents/carers are informed that their child has been placed on the Special Educational Needs Register. The SENCO invites parents/carers to make an appointment to meet informally to hear their views in order to consider the best options for support and to work together in partnership to good effect.

### **3. Information about the school's policies for making provision for pupils with special educational needs, whether or not pupils have EHC Plans:**

**a. How the school evaluates the effectiveness of its provision for such pupils, and reviewing their progress;**

The school currently has seven pupils with Educational, Health and Care Plans. Education, Health and Care Plans are reviewed on an annual basis and are carried out in line with statutory guidance for reviews.

Advice is provided by the school, external agencies, the pupils and the parent/carer. Documentation is shared in advance and meetings held at mutually agreed times. Summary advice is sent to the Local Education Authority. Pupils are always encouraged to participate in their review meeting.

Progress of other pupils with special educational needs who require support is monitored each term in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.

Progress data is shared with parents three times each year, in written format, as well as face-to-face at parents' evenings and review meetings.

The SENCO is available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality.

The effectiveness of our provision is measured in terms of the progress that individuals and groups of pupils make over time. The school assesses the progress and attainment of each child termly and this is reported to parents. The progress of pupils engaging in intervention programmes is measured each term.

#### **b. The school's approach to teaching pupils with educational needs:**

Teachers strive to adapt teaching and learning styles to suit the whole class, groups or individuals. All staff share high expectations to ensure that every pupil, including those with SEND, achieves their goals regardless of their circumstances, or barriers to learning.

An understanding of learners' needs is critical to planning for high-quality teaching and learning. The process of profiling pupils' needs begins by visiting the feeder primary schools, and continues in secondary school through baseline assessments on transfer to Year 7 and more in-depth diagnosis of need by our SENCO or Educational Psychologist, if required.

Each pupil, who is identified as having SEND, is provided with a Pupil Passport document, which places them at the centre of their own provision. It informs the range of strategies that teachers can consider using; it informs the type of provision and it informs the nature of required adjustments. Meetings with parents/carers and pupils are arranged to enable staff to draw on pupils' own views and the views and experiences of parents/carers leading to a greater clarity of a child's strengths, difficulties, gaps in and barriers to learning. Staff aim to use this knowledge and understanding to plan the approaches to teaching and learning that are likely to be most effective.

The process of planning targeted support and intervention takes place in consultation with subject teachers, parents and pupils and is recorded by means of a provision map and includes intervention from external agencies.

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

At Corpus Christi, every teacher is a teacher of SEND. We pride ourselves on providing an accessible curriculum for all of our pupils in order to ensure quality first teaching, which enables every pupil to fully participate in all areas of the curriculum.

At Corpus Christi, we believe that all pupils, including those with SEND, should access a broad and balanced curriculum. This is achieved by providing an exceptional level of support, in various forms, for pupils in all subject areas. Heads of Department work to establish departmental expectations and strategies for the teaching of all pupils, including those with SEND. Creating an accessible curriculum for pupils with SEND is based on scaffolding, appropriate language and resources, and use of additional adult support where it is available. This enables pupils with SEND to demonstrate a deeper understanding of each subject, in line with departmental expectations.

Pupil Passports are used in order to identify and provide the provision required in the classroom for each individual pupil. Each pupil with SEND has a Pupil Passport document, which is reviewed by the Learning Support team on a termly basis. Pupil Passports place each young person at the centre of their own provision by clearly outlining how they are specifically affected by their barriers to learning and the supportive measures that they require in order to access learning in the classroom. By establishing clear, personalised strategies, we ensure that the support in place for each pupil is consistent across all subject areas. Heads of Department ensure that the strategies stipulated in the Pupil Passport documents are implemented by their teams to support pupils with SEND to meet the demands of their subjects.

A team of experienced Teaching Assistants are also placed in classrooms where the need for additional support has been identified. Intervention provided by Teaching Assistants, in either small groups or on a 1:1 basis, is provided both inside the classroom and as part of an intervention programme.

A range of intervention programmes are implemented to meet the individual needs of pupils. The best options for support are discussed with pupils and their parents in order to work in partnership to good effect. They include:

- Fresh Start Phonics programme
- Interactive Data Language programme
- maths intervention programmes
- support for homework
- support for social, emotional and mental health difficulties
- academic mentoring
- PIVATS
- nurture/managing emotions
- additional English lessons for pupils for whom English is a second language
- handwriting intervention

**d. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum:**

We are extremely proud of the quality and variety of extra-curricular opportunities available to our pupils. We recognise that learning outside the classroom can have a major impact on a child's experience of school life providing additional challenge and enjoyment.

We have an excellent reputation for our strength in team sports and we also provide opportunities for our pupils to try a variety of alternative sports. We have outstanding sports facilities including a fully equipped fitness suite and a sports hall capable of hosting a number of activities including cricket, badminton, football, basketball, table tennis and netball.

An excellent range of residential trips takes place each year. Additionally, there are a number of opportunities throughout the year for pupils to take part in visits to places of special interest, and at the end of each term pupils are able to attend our rewards trips. Additional support and/or adaptations are made to enable pupils with SEND to attend all trips, including residential.

Pupils are allowed to go into the school restaurant from 8.20am before school starts, until morning registration begins.

There are a range of activities held every evening after school and a late bus is provided at 3.30pm each day.

Social clubs to develop friendships and social skills are provided by staff each lunchtime.

Letters are sent out to all parents regarding permission for all school trips and are accompanied by a medical form requesting all relevant details.

The activities listed in this section are available to all pupils, including those with SEND. In order to ensure that they are fully accessible pupils with SEND, the strategies outlined in their Pupil Passports are utilised.

**g. Support that is available for improving emotional and social development of pupils with special educational needs:**

Corpus Christi takes a whole-school approach to well-being and mental health, with the genuine involvement of all staff, pupils, governors, parents, the community and outside agencies. As a school, we strive to provide a culture in which talking about emotions and feelings, mental health and well-being is the norm, where it is acceptable to acknowledge difficulties and ask for help, where extra input to those with more serious problems can be provided in a coherent and non-stigmatising way, and where the whole school population has the skills and attitudes to support those with greater needs.

Our CPSHE programme specifically tackles a wide variety of safeguarding issues for our pupils including personal safety, e-safety, health and well-being, safe travel, HRSE and bullying.

Pupils are reminded about personal safety prior to holidays when they are away from school, safety near water, railways, roads and staying safe on line.

The pastoral structure of the school is enhanced by the work of pastoral support officers. They are highly supportive of vulnerable pupils who thrive and succeed as a result of their help.

Attendance procedures including the monitoring of punctuality ensure that all pupils are rigorously tracked with a rapid response to absence to ensure all pupils are accounted for.

Throughout the year all pupils complete a Pupil Voice survey which allows them to give a view point on their school. This information is collated and any negative responses are followed up by Heads of

Year and Pastoral Support Officers. The school also has a Pupil Council with a representative body drawn from each year group. Each form is represented and the Head Boy and Head Girl sit as the chair on this body.

4. **The name of the SEND co-ordinator is Miss J Bell who can be contacted by phone on 01772 716912, or by email at [jbel@ccc.lancs.sch.uk](mailto:jbel@ccc.lancs.sch.uk).**
  
5. **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:**

Training is delivered frequently in order to equip the school's workforce with the knowledge and skills necessary to ensure that pupils with SEND make good progress. The SENCO is responsible for identifying staff training and support needs, and ensuring that those needs are met in a timely manner.

At an interview with the OFSTED inspector on 28th February 2019, improvements were discussed and evidence of impact was accepted by the inspector. The OFSTED report published in March concluded:

"Those pupils with special needs and/or disabilities (SEND) are identified quickly and receive appropriate support. Leaders have established strong links, both with parents and with local primary schools. Leaders ensure that teachers are aware of and plan to meet the needs of this group of pupils. They monitor their progress carefully so that pupils with SEND catch up with their peers. There have been improvements in both the attendance and behaviour of this group of pupils."

"Teachers know pupils well. There are effective systems in place to ensure that teachers have a good understanding of the needs of pupils with SEND. As a result, they plan learning that allows this group of pupils to make good progress in most subjects."

At Corpus Christi we have a versatile, flexible team that participates fully in ongoing learning and a skilled staff who are able to tackle new areas that need covering. Teaching Assistants have received individual training in:

- behaviour management
- specific and moderate learning difficulties (including teaching staff)
- safeguarding (all staff)
- teaching English as an additional language
- differentiating the curriculum
- exam invigilation
- teaching phonics and grammar

Specialist support can be accessed through the Inclusion and Disability Support Service as required. The SENCO holds specialist teacher status, enabling diagnostic testing to be carried out in-house. Educational Psychologist, David Wasilewski carries out full investigations for specific pupils who present as having complex needs.

6. **Information about how equipment and facilities to support children and young people with special educational needs will be secured:**

- Disabled parking is available and there is wheelchair access to all buildings except the humanities block. For any occasion where this might be necessary, a temporary ramp can be installed.
- The majority of classrooms are carpeted, have window blinds and wall displays. All pupils, including those with SEND, access specialist classrooms for each subject.
- New seating has been installed in the main hall. Seats on the bottom row can be used by those whose medical conditions prevent them from climbing stairs, or those with an injury which temporarily prevents them from doing so.
- There are disabled toilet facilities in both the main building and in St Vincent's Hall. There are showering facilities in the disabled toilets in St Vincent's Hall.
- There is a lift to all floors in the main school and in St Vincent's Hall. However, there are six steps leading to the modern foreign language corridor and four steps leading to the humanities block. For any occasion where this might be necessary, a temporary ramp can be installed.
- Wherever possible, the school will endeavour to engage an interpreter for parents and families whose first language is not English.
- If possible, the school will always try to provide assistance for parents/carers who use sign language as a means of communication.
- Policies are available in print format from the website. All information can be downloaded and/or adapted as necessary to ensure that it is easily accessible to young people and their parents.
- Specialised equipment can be purchased if appropriate. Textbooks and examination papers can be modified if necessary.

7. **The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child**

**AND**

8. **The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

The Learning Support Department strives to maintain regular communications with parents, keeping them up to date with the level of support and the effectiveness of interventions for their child. It is particularly important that the school and parents work together, enabling each pupil to gain independence in their learning.

Engaging children and young people in the decision-making processes about their education, and the support they may require, is an underpinning principle of the SEND reform programme. Pupils are included in the meetings organised by the SENCO with parents/carers. Pupils and parent/carers are able to contribute their views in order to consider the best options for support and to work together in partnership to good effect. Pupils and parents/carers also contribute their views during annual EHCP reviews by completing the pupil advice form and parent advice form. Pupils' views are also sought by the Educational Psychologist during detailed assessments to determine specific areas of special educational need. Reports from the Educational Psychologist are made available to all staff.

9. **Any 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 school:**

The policy of the school is to work in partnership with parents and the wider community. It is based on the belief that co-operation and a sense of joint purpose between staff, parents and the school will assist in ensuring open and positive relationships. From time to time, however, parents and members of the public may express concern or make a complaint, either orally or in writing, about some aspect of the conduct/operation of the school, the conduct of the Headteacher, an individual member of staff, the governing body or an individual governor. The school will always give serious consideration to concerns and complaints that are brought to its attention. However, anonymous complaints will not normally be considered. In considering concerns or complaints, the school will ensure that they are dealt with effectively and with fairness to all parties.

In the first instance, a complaint related to the school's approach to provision for pupils with SEND should be raised with Miss J Bell, who can be contacted by phone on 01772 716912, or by email at jbel@ccc.lancs.sch.uk. If a satisfactory resolution is not reached, Mr J Hankin (Headteacher) should be contacted.

The complaints procedure for the Local Authority's SEND service can be accessed here: [Complain about a SEND service - Lancashire County Council](#)

10. **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:**

There are times when a multi-agency approach is required to meet the needs of our pupils. We always strive to work in collaboration with parents, pupils, external agencies and support services.

The school has strong links with the local authority SEND service.

Specialist teachers assess, monitor and support pupils who are visually or hearing-impaired by providing advice and resources for staff to use in school.

The school employs its own Educational Psychologist, David Wasilewski, who serves as a specialist teacher, providing advice and support as well as formal assessment and diagnosis of special educational need. The school SENCO also holds specialist teacher status.

The school works closely with professionals from the SEND Information Advice and Support Service who provide a valuable service by working with parents at home and at school.

The school works with physiotherapists, occupational therapists, speech and language therapists and epilepsy and diabetic specialist nurses.

The SENCO and the Learning Support Manager meet with the SEND Governor, Mrs Butterworth, to report on the work of the department. In addition, the SENCO provides a written report each term to the full governing body.

11. **The contact details of the support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Clause 32 are:**



The SENCO Miss J Bell, can be contacted on 01772 716912 if:

- a parent/carer wants to discuss something about their child
- a parent/carer is worried
- a parent/carer is considering whether a child should join the school

Parents/carers can also get advice from:

- the SEND Information Advice and Support Service.
- Local Parent Carer Forum: <http://www.nnpf.org.uk>
- Independent Panel for Special Educational Advice (IPSEA): [www.ipsea.org.uk](http://www.ipsea.org.uk)

The Local Authority's local offer can be found on Lancashire's Website:

[www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)

**12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:**

- The school works with feeder primary schools and representatives from the SEND Information Advice and Support Service from Year 5, through to arrival in Year 7.
- The school holds an open evening each year in the Autumn term and parents are encouraged to attend. Follow up meetings are offered on a one to one basis with the SENCO.
- The Year 7 team visits all primary schools to collect information regarding pupils transferring to Corpus Christi in September. Information sheets are posted to the primary schools where details regarding pupil ability, Special Educational Need or Disability and any other relevant personal information is recorded to promote a smooth transition into secondary school life.
- Transition visits start in the Spring term for some pupils, following early liaison with feeder schools.
- Individuals and small groups of pupils are given increasing access to the school, via pre-arranged visits.
- Impartial careers advice and guidance is delivered to all pupils. Pupils and parents can request an interview at any point.
- The school offers support to pupils in completing applications.
- The SENCO works closely with pupils, parents and external providers to ensure a smooth transition to post-16 provision.
- Taster sessions are offered and are usually taken up by pupils in the summer term of Year 11 accompanied by a Teaching Assistant if required.
- Additional advice and information is provided to colleges and training providers by the school, with the agreement of the pupil and family.

The SENCO is available to support parents/carers to complete forms and paperwork on request.

A designated member of staff ensures that impartial careers advice and guidance is delivered to pupils through CPSHE sessions, assemblies and career focussed vocational days. A wide range of external agencies and colleges are invited into school to assist in this delivery.

Working in partnership with the Local Education Authority travel department, we support the information received by parents concerning travel plans.