



SEND
Information
Annual
Report

2021

Date – September 2021

Review Date – September 2022

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Harrytown Catholic High School - SEND Information Report

‘Striving to live the Gospel, promoting excellence and achievement for all and nurturing partnerships.’

OUR MISSION STATEMENT

As a Catholic school we intend to put Jesus Christ at the centre of everything we do.

‘I have come that they have life and have it to the full’ John 10:10 Therefore we will strive:

- To live the Gospel.
- To promote excellence and achievement for all.
- To nurture partnerships.

This will be done by;

- proclaiming and living out the faith of the Catholic Church, supporting each other in the shared endeavours of teaching and learning, prayer, worship and charitable works,
- promoting and practising just and caring attitudes and actions towards all persons,
- respecting the unique value of each individual and seeking therefore to respond to the talents and needs of all its members in an environment of praise and celebration, nurturing self-esteem and mutual encouragement,
- ensuring that the most effective opportunities for the education of Pupils are established in all areas of the curriculum, pursuing the highest Standards in all we do and by constantly seeking improvements,
- developing and maintaining close co-operation with the Parents who entrust their children to us, with the parishes who also seek the spiritual and religious formation of our young people, with our local associated schools and colleges and with the wider community.

This SEND report details how Harrytown Catholic High School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities and that those needs are made known to all who are likely to teach them. The school will do its best to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs and/or disabilities, to allow those pupils to join in all activities of the school together with those pupils who do not have special educational needs.

For the purposes of this report, SEND will refer to Special Educational Needs and/or Disabilities. For a full link of acronyms/abbreviations commonly referred to within SEND, please click here



Common
Acronyms.docx

Harrytown Catholic High School follows the Code of Practice (January 2015) when carrying out its duties towards all pupils with special educational needs and disabilities and we affirm our responsibilities under the Equality Act 2010.

For further information on Stockport’s LOCAL OFFER (A one stop shop of information and support services for children and young people aged 0-25 and their families with SEND) visit www.sensupportstockport.uk

Who should I contact in school to discuss my child's SEND needs?

Role	Responsibility
Form Tutor	<ul style="list-style-type: none"> Form tutors have a good understanding of the day to day needs of all children in their forms. This would be a great point of contact for you to discuss any general concerns/needs. Form tutors are the first form of pastoral support for any child.
Class Teachers Heads of Department	<ul style="list-style-type: none"> Class teachers are responsible for the progress of all children in their classes in their subject area. They are responsible for differentiating resources appropriately Heads of Department are responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support etc.) and letting the SENCo know as necessary. They are also responsible for ensuring that the school's Teaching and Learning Policies are followed in their classrooms for all children including those with SEN.
<p>Heads of Year/Pastoral Managers</p> <p>Year 7: Head of Year - Mrs R Chadwick r.chadwick@harrytown.stockport.sch.uk Pastoral Manager – Miss C Ball c.ball@harrytown.stockport.sch.uk</p> <p>Year 8: Head of Year - Miss H Jones h.jones@harrytown.stockport.sch.uk Pastoral Manager – Mrs J Fahy j.fahy@harrytown.stockport.sch.uk</p> <p>Year 9: Head of Year - Mr M Redmond m.redmond@harrytown.stockport.sch.uk Pastoral Manager – Mrs M Hooley m.hooley@harrytown.stockport.sch.uk</p> <p>Year 10: Head of Year - Mr M Shleiner m.shleiner@harrytown.stockport.sch.uk Pastoral Manager – Mrs M Swain m.swain@harrytown.stockport.sch.uk</p> <p>Year 11: Head of Year - Miss N Ashley n.ashley@harrytown.stockport.sch.uk</p>	<ul style="list-style-type: none"> Heads of Year are responsible for co-ordinating the provision of pastoral support including behaviour support and monitoring for the whole year group.

<p>Pastoral Manager - Mrs J Jackson j.jackson@harrytown.stockport.sch.uk</p>	
<p>SENCo – Miss J Bayfield j.bayfield@harrytown.stockport.sch.uk</p> <p>Deputy Headteacher Mrs L Garratt l.garratt@harrytown.stockport.sch.uk</p>	<p>The SENCo has responsibility for...</p> <ul style="list-style-type: none"> • coordinating the support for all students with SEN • developing the school’s SEN Policy/report to make sure that all students get a consistent, high quality response to meeting their needs in school. <p>Ensuring that you are:</p> <ul style="list-style-type: none"> • involved in supporting your child’s learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them • liaising with all the other people who may be coming into school to help support your child’s learning, e.g. Speech and Language Therapy, Educational Psychology etc. • updating the school’s SEN register (a system for ensuring that all the SEN needs of students in the school are known) and making sure that there are excellent records of your child’s progress and needs • ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • providing specialist support for teachers and support staff in the school so that they can help your child (and other students with SEN in the school) achieve the best possible progress in school.
<p>The Headteacher – Mr K Turmeau</p> <p>Administration Manager f.russell@harrytown.stockport.sch.uk</p>	<p>He is responsible for...</p> <ul style="list-style-type: none"> • the day to day management of all aspects of the school, including the support for students with SEN. He will give responsibility to the SENCO, Pastoral Team and Subject Teachers but is still responsible for ensuring that your child’s needs are met. • ensuring that the Governing Body is kept up to date about any issues in the school relating to SEN.
<p>SEND Governor –</p>	

SEND Department Staff – Roles

Miss K Harrold K.harrold@harrytown.stockport.sch.uk	Transition and Nurture Teacher
Miss Z Fitzpatrick Z.Fitzpatrick@harrytown.stockport.sch.uk	SEND Learning Mentor – Learning Support Room
Mr A Woods A.Woods@harrytown.stockport.sch.uk	SEND Learning Mentor – Phoenix Support Room
Miss R Wood R.Wood@harrytown.stockport.sch.uk	SEND Learning Mentor – Social Communication and SEMH Learning Mentor
Mr R Holland R.Holland@harrytown.stockport.sch.uk	SEND Learning Mentor – Social Communication and SEMH Learning Mentor
Mrs K Whittaker K.Whittaker@harrytown.stockport.sch.uk	Learning Mentor – Literacy Intervention Specialist
Miss L Young L.Young@harrytown.stockport.sch.uk	Learning Mentor – Numeracy Intervention Specialist
Mrs S Barnes S.Barnes@harrytown.stockport.sch.uk	Learning Support Assistant – Classroom based
Mrs A Byrne A.Byrne@harrytown.stockport.sch.uk	Learning Support Assistant – Classroom based
Mr J Flemming J.Flemming@harrytown.stockport.sch.uk	Learning Support Assistant – Classroom based
Mrs A Ryan A.Ryan@harrytown.stockport.sch.uk	Learning Support Assistant – Classroom based with responsibility for Prince’s Trust at KS4
Mrs G Cunningham G.Cunningham@harrytown.stockport.sch.uk	Administration

What kinds of special educational needs do we provide for in our school?

We provide for pupils who have needs under the four main categories of SEND.

- Cognition and Learning needs
- Sensory and Physical needs
- Social, communication and interaction needs
- Social, emotional and mental health needs

This can range from the needs listed below but is not restricted to:

- Autistic Spectrum Condition (ASC)*
- Dyslexic type tendencies and Specific Learning Difficulties*

- Dyscalculia
- Developmental Coordination Disorder*
- Attention Deficit (Hyperactivity) Disorder (ADD/ADHD)*
- Speech, language and communication needs*
- Mild visual impairments (VI)
- Hearing impairments (HI)
- Social, emotional (including mental health) needs*
- Moderate learning difficulties (MLD)*
- Attachment Disorder*
- Neurological Conditions
- Tourette's Syndrome
- Narcolepsy

*if you feel your child may be displaying tendencies of those asterisked above, please have a look at our Initial Identification checklists (below) or speak to an appropriate person, named above, about this.



Current Student Numbers (Correct July 21)

	Year 7	Year 8	Year 9	Year 10	Year 11	Totals
Total	173	157	149	136	139	754
EHCP	5 (3%)	6 (4%)	6 (4%)	4 (3%)	4 (3%)	25 (3%)
K SEN Support	33 (19%)	20 (13%)	26 (17%)	18 (13%)	21 (15%)	118 (16%)
(With ASC)	5 (3%)	2 (1%)	10 (7%)	4 (3%)	6 (4%)	27 (6%)

Targeted SEND Provisions

Transition and Nurture Provision

We strive to ensure every pupil has a successful transition to Harrytown Catholic High School and we appreciate that this can be more challenging for some pupils than others, for a variety of reasons. Those that have additional needs can sometimes find this particularly overwhelming. Our Transition and Nurture teacher works with pupils predominantly in years 7 and 8 who are struggling to make expected progress and present as vulnerable in a mainstream school. We understand that some pupils are just not fully 'ready' for secondary school and anxiety about the demands of the curriculum and the changes in routine can lead to other difficulties that perhaps may not have presented had the support been available. This is a new provision for Harrytown beginning in September 2021.

The role of this teacher is to deliver a curriculum that will ensure pupils are ready to take a full and active part in the life of mainstream classrooms within Harrytown Catholic High School when they are ready. Primary trained, Miss K Harrold brings a wealth of experience of upper Key stage 2 and can utilise Primary resources/schemes of learning to support our pupils who may have not yet met age related expectations and are not yet ready for the full demands of Key stage 3.

The strategy is to provide a primary style classroom where children will be taught English, Maths, Science and Humanities in a group of no more than 15 pupils who are not able to yet access the curriculum effectively in order to achieve their potential. Entry and exit to this provision will be carefully controlled and monitored and will be based on the cognition and learning needs of individuals. This will be ascertained by data usually from Key Stage 2 assessments but in this current year, data from Primary Teachers, Education Health and Care plans and testing on entry to our school.

Learning Support Nurture Classroom

Our Learning Support room is a quiet, nurturing environment where pupils of all ages who are struggling to access their mainstream classrooms can attend and learn on a short term basis. This can be on a flexible part time timetable, on a lesson by lesson basis or for short, planned periods of time. Pupils often need to use our room for a variety of different reasons. Illness and injury, social, emotional and mental health needs and sometimes a bespoke package is needed to ensure our pupils can continue to attend school with support that meets them where they are at that moment in time. Pupils do not need a diagnosis or to have 'special educational needs' to access this provision. It is discreet and bespoke to the needs of individuals.

Our Learning Support Mentor organises and delivers this work to pupils across the age and ability range and ensures a quiet and supportive environment is provided.

This provision aims to reduce exclusions and school refusal and improve attendance of our pupils, mainly those with additional needs. It is also available before school and during break and lunchtimes where pupils can come to socialise and play games.

Phoenix Room Nurture Classroom – (Social, emotional, mental health)

In Greek mythology, a phoenix is a long-lived bird that cyclically regenerates or is otherwise born again. Associated with the Sun, a phoenix obtains new life by arising from the ashes of its predecessor.

This provision is designed to support children who have suffered trauma, Adverse Childhood Experiences (ACE's), and who exhibit Social, Emotional and Mental Health difficulties (SEMH) that present as challenging behaviours. Our Phoenix, teaching, SEND and Pastoral staff work together to create a supportive environment that meets the holistic needs of children who have difficult, challenging or complex life stories.

Our mission is to ensure we work in a therapeutic way to help every child or young person to achieve their full potential, both academically and personally.

Our aims are to:

- Meet the previously unmet needs of children and young people to enable learning and employment.
- Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.

Behaviour for learning can only happen when children feel safe enough to take risks and open themselves up to challenges. For children with Adverse Childhood Experiences (ACE's), this can be difficult. We use a variety of therapeutic methods to encourage emotional and social stability and growth and create a joy for learning. Behaviour is a means of communication and we will seek at all times to understand the communication behind the behaviour.

Consistent expectations for positive behaviour

We teach our pupils to be READY, RESPECTFUL, SAFE.

We expect and model:

- Respect for ourselves and all others in our environment
- Respect for resources, property and the buildings
- Making sure everyone else feels safe
- Allowing everyone in our school to access learning
- Tolerance of others
- Engagement in learning and therapeutic activities

All children who access this provision will need to meet the criteria outlined below:

- Will be struggling in the main school environment and have a history of social, emotional, mental health (SEMH) difficulties that present as challenging behaviour in the school environment.
- Will have completed the Childhood Experiences Survey with their Head of Year or Pastoral manager – We need to know the ‘story’ of the child and their family.
- Will score highly on the school ‘Register of Need’ for Persistent Poor Behaviour which tracks ACE score and other disruptive life events.
- Will have Assess, Plan, Do, Review inclusion support process already in place.
- Will be eligible for the Team Around the Family process – before the Provision is accessed or on entry to Phoenix provision.
- Will be in KS3 – It is anticipated that this provision will need to include KS4 pupils at this point until this provision has been embedded for some time. It is expected that after a three year period, all referrals will be KS3 unless a significant event/s lead/s to a dramatic change in behaviour at KS4.

On entry to this provision the following will be completed:

- A pupil passport to support reintegration.
- A TAPS Grid – Approach to Tasks, Adults, Peers, Self.
- An RCADS assessment – Revised Children’s and Adolescent Depression Scale.

Phoenix Timetable

Children referred to Phoenix will follow the Phoenix Timetable which will be different to their normal school day. Teaching staff from the main school and other external agencies will support and teach children referred to this provision. Previously, children needing the most support are often isolated away from teaching staff and the aim of this provision is to ensure that the life chances of these children are improved by having consistent access to teachers in a safe environment that meets their needs. Teaching includes core school subjects plus Careers and Aspirations, Mindfulness, Zones of Regulation and Think Good/Feel Good CBT.

Literacy Intervention – Small Group Withdrawal

Our Literacy Intervention Learning mentor delivers a range of specific intervention to those children who have literacy difficulties that impact on their ability to access the wider curriculum. This consists of individual and small group reading sessions including dyslexia support and intervention. This provision is in addition to the literacy support pupils receive through their regular, timetabled English lessons. Testing data is used to determine who needs this provision and those with weaker reading

skills are prioritised. IDL dyslexia Intervention and Rapid Plus Reading Intervention are offered to those needing targeted provision.

Maths Intervention – Small Group Withdrawal

Our Maths Intervention Learning Mentor delivers specific intervention to those children who have numeracy difficulties. This consists of individual and small group sessions in addition to the regular, timetabled maths lessons. Testing data is used to determine who needs this provision and those with weaker skills are prioritised.

Social Communication and Interaction SEMH Learning Mentors

Our Social communication and Interaction SEMH learning mentors work in a specialised way with pupils with a diagnosis of Autistic Spectrum Conditions (ASC) and those with Autistic traits. They also work with pupils who have social, emotional and mental health difficulties. Our mentors work closely with Stockport Autism Team and use strategies to support pupils holistically. A variety of interventions are timetabled including Social Communication Group, Mindfulness for Teens, Motor Skills United and Fit 4 School.

We strive to ensure every pupil is successfully included at Harrytown Catholic High School and we appreciate that the needs of certain pupils can be additional to and different from other groups of pupils. Those that have additional needs can sometimes find school particularly overwhelming.

The number of children who present with difficulties in social communication and interaction is increasing across the borough. The complexity and individuality of needs of this group of pupils requires us to develop our provision, including specialist learning mentors to provide support, guidance and have a relentless focus on removing their barriers to learning. They will provide bespoke support and act as a key point of contact for this group of pupils. We are committed to creating an inclusive school community and the mentors in this provision work tirelessly to drive this ethos, providing specialist strategies and interventions for our Autistic pupils during the school day and during extra-curricular time.

Prince's Trust Provision – KS4 Option Group

KS4 pupils may opt to do Prince's Trust at KS4 as one of their option choices. Entry to this group will be by invite only as determined by middle and senior leaders. Pupils follow modules in life skills including Money Management, Enterprise and Healthy Lifestyles and achieve a widely recognised certification at the end of the course. During this time, pupils also receive additional support for their core subjects through greater access to Learning Mentors and Learning Support Assistants.

How do we know if your child needs extra help?

SEND Support:

If your child is already identified as having SEND at Primary school then this will be made known to us during the transition process. We try our best to:

- Identify whether a child needs extra help through SENCo and transition team visits to primary feeder schools in summer term.
- Attend review meetings during Year 6 for those pupils with SEND, particularly with EHCPs, that are expected to attend Harrytown.

- Offer SEND transition days in addition to those on offer for all pupils in order to meet the pupils in school and discuss their needs
- Liaise with primary school SENCOs
- Plan accordingly for the needs of pupils expected to attend Harrytown

All Year 7 pupils transitioning to Harrytown will complete a battery of assessments within the first few weeks to identify any learning needs and to allow us to plan appropriately for the cohort within departments.

Pupil Passports

Each child with additional needs will have a 'Pupil Passport' which outlines their additional needs and gives advice and strategies to support them. This is circulated to all their teachers and is regularly updated.

Inclusion Plans

Those pupils who require a greater package of support will have an Inclusion Plan which follows our Assess, Plan, Do, Review cycle structure. These are created in collaboration with pupils and their families and are regularly updated to show the impact of the support and the progress pupils have made.

Early Identification

If your child has not already been identified as having SEND then we follow pathways of identification and support as outlined below in the first instance.

- Progress and attainment data is used regularly, tracked by all class teachers in curriculum areas, Heads of Department and SENCo. Any child failing to make progress can be flagged up to SENCo after our regular data captures if quality first teaching has not helped to reduce the gap.
- All class teachers and non-teaching staff have access to Initial Identification checklists if they have concerns over the learning and wellbeing of all children. These are completed in co-operation with families at home and the Pastoral Support team at Harrytown. These can be passed to the SENCo for further investigation and discussion in co-operation with families. If you have any initial concerns, please contact an appropriate person, usually the child's form tutor or have a look at our Initial Identification checklists ([See page 6](#))
- To identify literacy difficulties and/or Dyslexic type tendencies, all pupils new to Harrytown will complete Literacy testing including Literacy On-Line and **Wide Ranging Achievement Tests** and or **Cognitive Abilities Tests**. This informs both the Learning Support department and the English department.
- To identify Moderate Learning Difficulties as opposed to Specific Learning Difficulties, pupils will need to have been tested at 3 years below their chronological age in two or more areas of their learning including Literacy, Numeracy, Speech, Language and Communication assessments and working memory assessments.
- Any child with concerning behavioural needs will also be referred to our SEND team to assess for any underlying learning needs that have not yet been identified. This can include but not be restricted to:
 - Cognitive Ability Tests (CATS)
 - Dyslexia Screener
 - Speech and Language Assessment (SALT)
 - Educational Psychology Assessment
 - Counsellors

High Needs – Education, Health and Care Plans (EHCP):

If your child already has an Education, Health and Care Plan (EHCP) prior to entry to Harrytown, this will be made known to us through Stockport EHCP Team and it is highly likely the SENco will have contacted you prior to entry.

If you feel your child requires an Education, Health and Care plan in order to meet their needs, please contact school to discuss. Application for this usually follows multi agency involvement and a history of the child being additionally supported in school settings. They are usually required when a school has exhausted all the supports available to them and more is required. EHCPs are legal documents that outline what support a school needs to provide for the individual child. Multi-agency annual reviews take place to see how far a child has progressed with the support provided.

If you feel your child requires an Education, Health and Care plan to support them in school, please contact the SENco to discuss. Alternatively, information can be found on Stockport's Local Offer www.sensupportstockport.uk

How do we work with and seek advice from professionals outside of school?

We work closely with a range of teams within and outside of Stockport Family to ensure we have the best possible knowledge and resources in order to support our pupils. Please see the graphic below that shows our network of professional support.



How do we consult with young people about their SEND and involve them in their education?

At Harrytown Catholic High School we believe that a student should be at the centre of their education and in doing so involve them in the review process of their Passports (a document that communicates their needs to all staff in school). We also invite them to attend and take part in their review meetings, and actively take part in pupil voice questionnaires regarding support. We follow an Assess, Plan, Do, Review structure that takes into account the needs of the child and their family situation.

How do we help you to support your child's learning?

At Harrytown we believe in working in partnership with the students' parents/ carers. If your child has an EHCP then you will be invited to attend an annual review for your child. The SENCo attends all parents' evenings as do the Heads of year, at which you will be able to consult with one or both of them.

The SEND department will endeavour to:

- Keep you informed of all interventions planned to help your child make progress and their success
- Respond to all communication timely
- Invite you to all review meetings
- Send home any relevant documentation that Stockport Authority recommend to support children and families
- Signpost the LOCAL OFFER around school and on our website

How do we know what progress your child is making and how do we keep you and them informed?

Annual review meetings for all those with EHCPs take place which are designed to track the progress of individuals towards their individual targets and design the individual plan of support. All interventions are measurable and tracked by our Learning Mentors, SENCo and Heads of department. All pupils on our SEND register will have a 'Passport' outlining their needs and strategies to support this. This is reviewed regularly. Any pupil involved in intervention and support will have this communicated to families. This is in addition to regular Progress Monitoring reports and School Annual reports.

How do we support young people with SEND and make adaptations to best support them?

Aside from Quality First Teaching, within Harrytown we have a Learning Support Department with dedicated members of staff who support our students in class, in group situations and 1:1 support. To support quality first teaching, we hold regular training sessions in school with specific SEND foci on how to support children with additional/specific needs within mainstream education.

We will also consider any reasonable adjustments to timetables and curriculum that we feel beneficial to support the needs of individuals.

How have decisions been made to adapt the curriculum or change the learning environment to best meet SEND needs?

The Senior Leadership Team and the SENCo monitor the effectiveness of teaching and learning through work sampling, lesson observations and pupil voice to decide how the curriculum may or may not require adaptation. We also work with a network of professionals from within and outside of Stockport Family (please see our network graphic) and keep up to date with all relevant public and government advice relating to children, families and SEND. We will consider any reasonable adjustments to the curriculum or timetable to meet the individual needs of our pupils. Our Targeted provision are set up using research based intervention strategies and we regularly consult with our Educational Psychology Team to support us with any new approach.

How do we check how well we are doing in meeting the needs of pupils with SEND?

At Harrytown we are constantly monitoring the progress of all our pupils, whether it be academic or social and emotional and follow an Assess, Plan, Do, Review structure. Senior leadership team and Subject Leaders discuss and check the progress of students through line management meetings. Data collection provides valuable information about the progress of students, as well as intervention data.

Pupils with SEND are invited to annual review meetings where their academic and social progress can be discussed and monitored. This in turn provides school with the knowledge of the pupils needs being met, or, if not, then how suitable interventions and organisations can be put in place to help the pupil and their families to ensure all needs are being met.

How do we ensure that your children are included in activities outside the classroom, including physical activities and school trips?

Adaptations are made to the current school system to support SEND students in the decisions whether to attend school trips. This is to ensure that no SEND pupil is discriminated against and as a school we adhere to the Equality Act 2010. LSAs support pupils with motor skills difficulties in practical lessons, for example Food and Design Technology. They also support students on trips who may find the change of environment difficult.

Harrytown*Extra* is our extra curricular offer and we have over 20 different activities that are well attended. As of September 2021 there were over 500 pupils per week taking part in at least one of our clubs/activities. These activities are not just for pupils with SEND but we ensure that all clubs are suitable for all pupils.

How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

Please refer to our accessibility plan. We are unable to cater for severe physical disabilities and those pupils needing wheelchairs due to the nature of our multi-building, multi-level site. We can make arrangements for early exits from lessons for those who find crowded corridors too difficult to manage and pupils can have alternative changing places for PE lessons.

What are our arrangements for handling complaints from parents of children with SEND about our provision?

In the first instance parents with any issues should speak to the SENCo, who will then deal with the issue or direct your grievance to the appropriate person or persons. If you still feel your issue has not been dealt satisfactorily, please contact the Harrytown Admin Manager.