



SEND
Information
Annual
Report

2021

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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 [SEND Common Acronyms](#)

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) Please click [here](#) or 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.
Heads of Year/Pastoral Managers Year 7 – Miss H Jones h.jones@harrytown.stockport.sch.uk Year 8 – Mr M Redmond m.redmond@harrytown.stockport.sch.uk Year 9 – Miss L Harrold l.harrold@harrytown.stockport.sch.uk Year 10 – Miss N Ashley n.ashley@harrytown.stockport.sch.uk Year 11 – Mrs R Chadwick r.chadwick@harrytown.stockport.sch.uk Mrs J Jackson j.jackson@harrytown.stockport.sch.uk Mrs M Swain m.swain@harrytown.stockport.sch.uk	<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>Mrs J Fahy j.fahy@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

	<p>is still responsible for ensuring that your child's needs are met.</p> <ul style="list-style-type: none"> ensuring that the Governing Body is kept up to date about any issues in the school relating to SEN.
SEND Governor –	

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*
- Dyscalculia
- Dyspraxia*
- 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)*
- Oppositional Defiant Disorder (ODD)*
- Attachment Disorder*
- Neurological Disorders
- Tourette's Syndrome

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

How do we know if your child needs extra help?

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

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 [here](#)
- 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.
- We work closely with the Pastoral Support team and outside agencies to support children. If we feel necessary we can refer agencies that help us plan for our young people. We can refer to:
 - School Nurse
 - Healthy Young Minds Stockport (HYMS)
 - Targeted Youth Support (TYS)
 - Behaviour Support Service (BSS)
 - Educational Psychology Service (EP)
 - Sensory Support Service (SSS)
 - Stockport Autism Team (Previously called ASD Partnership)
 - Learning Support Service (LSS)
 - Stockport Inclusion Team
 - Secondary Jigsaw Service
 - School Age Plus Team
- 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

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 annual 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

SEND Department school based provision

- One Learning Support nurture based classroom
- Primary Specialist Intervention Teacher
- Small Group intervention targeted at need
- Learning Support Assistants (LSAs)
- Specialist SEN Learning Mentors
- Break and lunch nurture club
- Social Communication groups
- Prince's Trust Qualifications
- 1-1 support
- Dyslexia in the Open
- Rapid Plus Reading Intervention
- Literacy and Numeracy intervention with HLTAs and LSAs based in departments
- Motor Skills United
- Reasonable adjustments to accommodate the specific needs of any child to help them fully access mainstream education.

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 Progress Leader, 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 Academic Reviews and school annual reports.

How have we supported young people with SEN and adapted teaching to best support them?

Aside from Quality First Teaching, within Harrytown we have a Learning Support Department with dedicated LSA's 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.

To support students further we have a break and lunch time 'safe place' where we hold a social club for students who find social time a barrier to their school day. Alongside these we offer interventions as outlined above in this report. 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 will consider any reasonable adjustments to the curriculum or timetable to meet the individual needs of our pupils.

When we have needed expert advice and support how have we secured that and what services have they provided?

The department consults with students, parents/carers, class teachers, other schools and colleges, alternative curriculum providers, Stockport Learning Support Service, Stockport Behaviour Support Service, Stockport Autism Team, Educational Psychologists, Occupational Therapy, Speech and Language Therapy, HYMS, Social Care, Young Carers, Stockport Sensory Support Service and The Together Trust to ensure that each SEND student is able to access a personalised curriculum.

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 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 provided SISRA 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 PE and Design Technology. They also support students on trips who may find the change of environment difficult.

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. 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.