

The kinds of special educational needs that are provided for in school

Welcome to our special educational needs and disability (SEND) information pages. We hope you will enjoy reading about the variety of ways in which we are able to support your child to reach his/her full potential in order to ensure a successful transition into adult life. The School works with due regard to the SEN Code of Practice (July 2014); the Equality Act (2010); and the Children's and Family Act 2013. The school's SEND policy outlines our approach to identifying and supporting SEND students to ensure that all groups of learners make good to outstanding progress across all three Key Stages (3,4,& 5). We are an inclusive school and believe that all children should be valued and treated with respect. We promote a fully inclusive policy with all students attending mainstream lessons to access high quality teaching and learning under Quality First Teaching in the classroom.

For further info please reference : [section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'](#).

The school uses its best endeavours to ensure that the provision for **all** its pupils is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. We are working to achieve this in a variety of different ways.

What is a special educational need?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.
- (b) A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act)' (Draft SEN Code of Practice 2013, 1.8)

What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities, it may amount to a disability.

At McAuley our fully inclusive ethos and approach is to foster, encourage, promote and implement fair access to all aspects of learning for all students regardless of any physical or mental disability / impairment that they may have. Our starting point is access and equality for all members of our school community.

The Children's and Families Act – New SEN Code of Practice from September 2014 has classified the 4 main groups of SEND as:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Mental and Emotional Health
- 4) Sensory and / or Physical

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

Mrs Martine Keane is our Special Educational Needs & Disabilities Co-ordinator (SENDSCO) and has achieved the National Award for Special Educational Needs Co-ordination (Post Graduate Certificate):

The SENDSCO can be contacted at:
McAuley Catholic High School
Lower School / Acacia Road
off Cantley Lane
Doncaster
DN3 3QF
01302 – 537396
mkeane@mcauley.org.uk

Mrs Louise Hampshire is our Assistant SENDSCO and has achieved the National Award for Special Educational Needs Co-ordination (Post Graduate Certificate):

The SENDSCO can be contacted at:
McAuley Catholic High School
Cantley Lane
Doncaster
DN3 3QF
01302 – 537396
lhampshire@mcauley.org.uk

Mrs Amy Campbell is our SEND Team Admin Assistant: (Mon – Weds)

Mrs Alison Hall is our SEND Team Admin Assistant (Thurs – Friday)

McAuley Catholic High School
Lower School / Acacia Road
off Cantley Lane
Doncaster
DN3 3QF
01302 – 537396 extension 252

a.campbell@mcauley.org.uk
a.hall@mcauley.org.uk

The Senior Leadership Team representative for SEND is:

Mr James Tucker
McAuley Catholic High School
Lower School / Acacia Road
off Cantley Lane
Doncaster
DN3 3QF

01302 – 537396

jtucker@mcauley.org.uk

Our SEN Governor is (TBC roles being allocated Autumn Term 2024)

Who are the best people to talk to about your child's progress or related concerns?

In the first instance, all children are supported in school by their form tutor and associated 'Link Form Tutors'. This should be the first port of call in the event of needing to contact staff re any concerns, worries or needs. All pastoral and learning concerns should be addressed with the 'form Tutor' directly in the first instance. Parents / carers can contact form tutors by means of communication in student planners, telephone, and or email directly.

In addition, there are Identified Teams / Mentoring staff responsible for 'Behaviour and Achievement mentoring' that may also be involved directly with individual students as allocated according to needs identified.

Each year group is also supported by 'Achievement Leaders' that have a unique overview and responsibility for the Progress and Achievement of the children within their year group.

Leaders for each year group:
Achievement Leaders and Pastoral care Team

Year 7	Mrs Rachel Hare – Key Stage Manager Miss Victoria Devine – Assistant Key Stage Manager Mrs Paula Isle - Year Leader
Year 8	Mrs Rachel Hare – Key Stage Manager Mr Joe Cole – Assistant Key Stage Manager Mrs Vardy Garner - Year Leader
Year 9	Mrs Rachel Hare – Key Stage Manager Mrs Jane Taylor – Year Leader
Year 10	Mrs Emma Orcott – Key Stage Manager Mr Karl Wood – Year Leader
Year 11	Mrs Emma Orcott – Key Stage Manager Miss Jade Nicholson – Year Leader
Vllth Form Y12, Y13	Mr Ollie Smith – Key Stage Manager Mrs Rebecca Rainsbury- Year Leader & Achievement Manager for Y12 & 13

Engage in House AP - Alternative Provision:

HLTA – Martin Jackson
Housed within Time Away supervised learning spaces

Assessment and Identification of need:

McAuley Catholic High School has a rigorous programme for assessing students learning. The assessment of student progress takes place on a regular and daily basis which may include teacher, peer and self-review assessments. Assessments also take place at the end of specific

pieces of work. These assessments aim to inform teacher's planning of the student's next steps in learning. There is a cycle of formal progress reviews for each year group throughout the annual cycle. The same systems and procedures are in place for children with special educational needs.

In some instances, additional assessments may be appropriate for children with special educational needs in order to provide additional information to determine their strengths and areas for development.

McAuley Catholic High School sets aspirational targets for all its students including those with special educational needs. Individual targets are based on KS2 SATs results with the flight path set at making good to outstanding progress. We at McCauley expect students of all abilities to make outstanding progress.

Progress data are shared with students and parents/carers on a regular basis so that they are aware of what they need to learn next. The teachers and support staff of students with SEND who have a personalised plan are aware of their intended learning outcomes and are engaged in discussions relating to how much progress they feel they have made. Parents are aware of the agreed intended learning outcomes and receive regular communications about progress. If you wish to discuss targets and progress towards them, the class teacher, 'Year Leader' or a member of the SENDCO team will be happy to meet with you / discuss your concerns.

Policies for identifying children and young people with SEN and assessing their needs
(list all relevant policies)

All relevant school related policies include the following:

Mission Statement

SEN policy, Accessibility Plan, Safeguarding,

Intimate Care Policy

Inclusion Policy:

- anti bullying

- behaviour

- equality

- complaints

Admissions,

Examinations and Assessments / Access Arrangements

Teaching and Learning

Literacy / Numeracy

In addition, please see all related CES policies on the CES website for more details.

Arrangements for consulting parents of children with SEN and involving them in their child's education

The INCLUSION policy is the 'umbrella' under which SEND support teams and structures are based. The SEND process and cycle of Assess Plan Do and review within the 'Graduated Approach' remit

Access and participation removing barriers to engagement

Safeguarding and Promoting the Welfare of all children

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. We are aware that SEND children can be particularly vulnerable in terms of safeguarding and well-being. To this end all staff work closely with our Safeguarding Team within school.

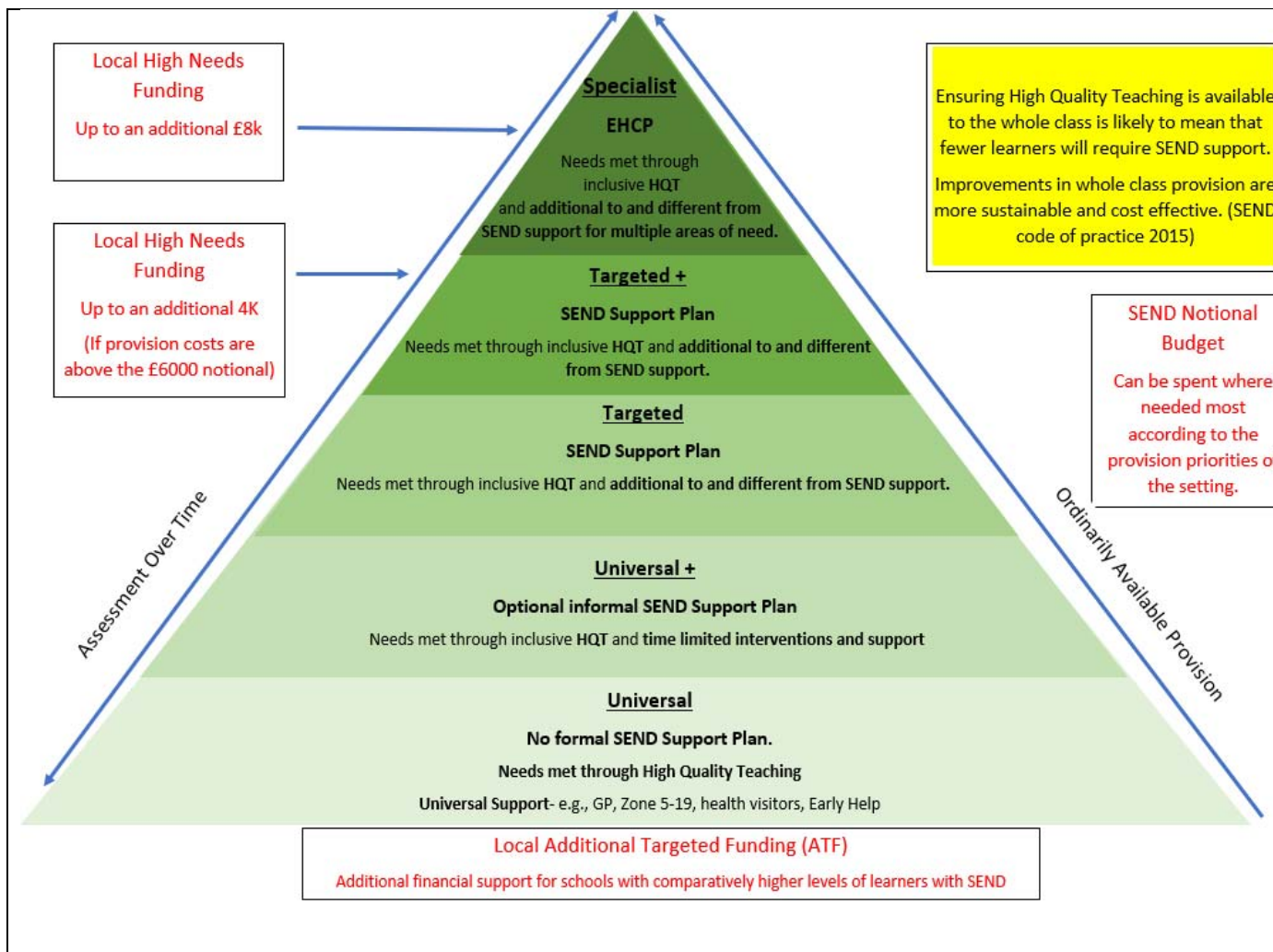
Designated Safeguarding Lead Director of Safeguarding Associate Head of School Julianne Allport			Deputy Designated Safeguarding Lead Associate Head of School Dave Stuart			Sixth Form Lead Safeguarding Y12 &13 Rebecca Rainsbury	
Lead Child Protection/Safeguarding Officer Tracy Newcombe							
Safeguarding Officers							
Head Year 7	Head Year 8	Head Year 9	Head Year 10	Head Year 11	Emmaus	Emmaus	Parent Support Officer
P Isle	V Garner	J Taylor	K Wood	J Nicholson	S Hibbert	C Roberts	Ann Dangerfield

What should I do if I think my child has special needs or a disability?

If you feel that your child may have SEND or have been informed by school that they have been identified then you should speak to their Year Leader or a member of the SENDCO team or the SENDCO. The school closely monitors all students with SEND and would be happy to discuss with you the strategies that are in place already and what impact they are having and what other strategies could be employed to remove any barriers to learning.

Understanding The Graduated Response:

Following the SEND Code of Practice, the School uses a graduated approach when meeting the needs of children with SEND. Up to 20% of children and young people have special educational needs at some stage in their time in school; only around 2% have special educational needs which are of a severe and complex nature.



Universal

(no formal SEND Support Plan)
Differentiating the Curriculum:
'High Quality First Teaching'

For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place they are soon able to catch up with their peers and make expected levels of progress. In School we call this 'differentiating the curriculum'. Your child's subject teachers will be doing this on a daily basis in order to ensure that all the students in the class can make the most of the learning experiences presented. In some instances, 'learning passports' are used to communicate with teaching and support staff. They clearly outline specific barriers to learning for an individual and suggested strategies to support students are recommended to support staff in delivering Quality First Teaching that is fully inclusive and that meets the learning needs of all students regardless of their disabilities or learning styles.

Universal +

Optional informal SEND plan
Met through High Quality and time limited interventions and support
'M' Monitoring:

Students may be monitored at this stage, to ensure that the perceived barriers to their learning have been removed and that their progress and access to learning is as expected. This is also to ensure that their needs are being met via 'Quality First Teaching'. They may benefit from

specific interventions from within classroom teachers or departments to ensure Quality First Teaching is meeting their needs.

Targeted

**SEND Support Plan
Needs are met through Interventions that are
'additional to' and 'different from'
High Quality First Teaching:**

For some students 'differentiating the curriculum' may not be enough to enable them to make adequate progress. They may require interventions which are 'additional to and different from' that which is normally provided for all students. If a student requires this kind of support the school will monitor them according to the SEN Code of Practice. You will be kept informed of the additional support your child is receiving. They will be placed on the SEN register and appropriate support plans outlining the interventions in place will be developed under the Assess Plan Do Review cycle.

Medical Assessment Pathways: Global Development Assessment – GDA Pathway

Once a need has been identified consideration should be given to why further assessment may be of benefit or may be needed.

Further assessment of a learning need via medical pathways can be accessed by referring to the GDA pathway.

- A referral will only be considered when 2 terms worth of support plans are evidenced and available.
- Support Plans can be either TAC meeting mins and action plans or SEND support plans under the 'Assess Plan Do Review cycle'.

To clarify the key reasons for requesting a 'General Development Assessment' specific questionnaires are completed and information collected / gathered from key areas, professionals and Parents.

This could also include a description of the child's current;

- difficulties and strengths,
- behaviour in structured and unstructured situations,
- ability to stay on task,
- attainment in relation to Age Related Expectations (Early Years Foundation stage).

In submitting this request the Referrer and all those involved confirm that the requirements of the SEND Code of Practice 2015 and Local Guidance have been followed, including consideration of the services and provision available under the Local Offer

Once referred to the 'Assessment Pathway' – the time frame can be up to 18 months before appointments from medical practitioners are allocated as it is likely that waiting lists continue to be a factor in this process.

Outcomes from the referral can result in the following:

- Discharge
- Accepted on the ADHD assessment pathway
- Accepted on the Autism assessment pathway
- Therapy pathway routes
- Follow-Up

There is no guarantee of a formal medical diagnosis.

Targeted +

**SEND Support Plan
Needs are met through Interventions that are
'additional to' and 'different from'
SEND Support Plan:**

At this stage, each student will be supported by means of SEND Support Plans. Specific intended outcomes will be agreed each term and additional interventions implemented and reviewed under the 'Assess, Plan, Do, Review' cycle.

Where strategies used by Curriculum Leaders are not having an impact on your child's progress, your child will receive further interventions that will take place in small groups alongside other students with similar needs. Any interventions will be carefully targeted to address the student's needs and progress will be closely monitored and evaluated.

Class teachers set homework to support your child's development and will expect your support in ensuring they access opportunities to practise the new skills they have taught. If you would like advice regarding appropriate support that you can offer at home if your child has SEND then please speak to the school's SEND team and class teachers..

Personalised Learning and Monitoring Progress:

The School will monitor your child's progress at this stage for a period of time. You will be kept informed of their progress through regular meetings. At the meeting the School will share with you how they plan to personalise learning for your child. Often this level of support in addition to the classroom curriculum differentiation is sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some children this may not be enough and the School, with your agreement, will make the decision to increase the level of support provided.

This may involve further referrals to external agencies.

Involving Specialist Support from External Professionals:

This simply means that the School have decided to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.

What if the school wants to complete 'Early Help Hub' referral? Evidence to support GDA referrals

As more people become involved in helping the School to meet your child's needs, your child's Head of Year in School may talk to you about making a referral to the 'Early Help Hub'. Once established, this will help the School to organise Team Around the Child (TAC) Meetings where everyone involved (including yourself) can sit down together and discuss the best way forward to help the School help your child to make progress. The School may decide to draw up a

personalised learning plan. This will record the additional more specialist strategies and interventions that will be required to help remove the barriers to your child's learning. In addition, some staff or the whole school may undertake specific training in order to help ensure that the environment and strategies used are appropriate to meet a student's needs and staff have the relevant skills. Again you will be kept informed all the way through the process and will be able to make suggestions as to how you can help at home to ensure all round support for your child. Again, for the majority of children, actions taken using this graduated approach often mean that the child begins to make adequate levels of progress. If this is the case, then the School, following discussions with yourself, may decide to continue to monitor your child or even decide that he/she no longer needs any additional support because they are making progress.

When Might it be Appropriate to Consider Statutory Assessment?

Only a very small percentage of children require support of an additional nature beyond this. The Graduated Approach dictates that children presenting as being in need of additional support beyond that provided within a 'K Support'. This is a costed provision that evidences more than £6,000 additional support costs pa. If this is the case, then the SENDCO may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs.

If this is considered appropriate, then the School will collect together all your child's information and evidence of all the carefully evaluated additional strategies and interventions that have been put place and with your permission send it (with a referral requesting a statutory assessment for SEN) to the Local Authority for them to consider the information at a panel meeting and make a decision whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place the School will continue to meet your child's needs with the support that is already in place.

Alternatively parents can make the request direct to the Local Authority as per guidance on the Local Authority website <https://www.doncaster.gov.uk/services/schools/graduated-approach>

Specialist

**EHCP – Education Health Care Plan
Needs met through Inclusive HQT & 'Additional To and Different from'
SEND Support for Multiple Areas of Need**

The Statutory Assessment Process:

Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEN Code of Practice. The SENDCO will be able to explain the process and timescales to you or alternatively you would find this in the SEND Code of Practice.

1. Making an EHCP Statutory Assessment Request – On line EHCP Hub request
2. By Week 6 - The Local Authority decides whether to assess
3. By Week 16 - The Assessment is then completed
4. By Week 16 – week 20:

There are only 2 possible outcomes from a request for a statutory assessment. By week 16 – week 20 the Local Authority decide if to Draft EHCP and issue it OR No Plan – recommendations

If the decision is made to go ahead with a statutory assessment, then the Local Authority will signpost you to guidance and support that will assist you through the process for example from the Parent Partnership Service (SENDIASS).

Arrangements for consulting young people with SEND and involving them in their education

Students' views are very important and feed directly into all policies, procedures and daily teaching of children with SEND. Students are given regular opportunities to:

- Self- assess in class
- Complete questionnaires to voice their view points about how good, safe or happy school is
- Attend mentoring sessions (during Form time activities)
- discuss how they feel about their general well-being, learning and progress towards targets
- Attend review meetings, where possible working with their key pastoral worker to lead on a student centred review
- Suggest possible targets to achieve
- Suggest how school can better provide for their needs
- Be part of the school council

Arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review

Students are continuously assessed by their teachers and, attainment data is collected four times each year. The progress of SEN/D students is monitored by the SENCO, Heads of Year, Curriculum Leaders and the Senior Leadership Team. Progress data is analysed after every cycle of Progress Summaries in the school. The information is used when advising teachers about possible teaching & learning strategies and in progress discussions with students, parents and other professionals as appropriate. Students annual review intended learning outcomes are monitored and updated termly in discussion with their key support worker. A 'bring and brag' system encourages the young person to share their achievements on a fortnightly basis with their key worker. Parents, carers and other professionals are invited to review mtgs every term. Throughout our graduated approach to meeting students' needs, there is an ongoing cycle of:



If your child has a special need or disability, we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.

- Ask the Special Educational Needs Coordinator (SENDCO) to support and advise teachers so that your child can learn in the best way for him/her.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.
- Regularly check and inform you about progress
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with Parent Partnership Services who can offer advice and support and inform you about how to make a complaint if you are not happy with what we are doing to support your child
- Talk to you if we think we need to consider asking the local authority for an early review of your child's needs because more advice/resources are needed to help your child to make progress.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Throughout the year students are supported within the following framework:

- Annual reviews (in line with the process for all students with Statements/ or Education Health Care Plans / EHCP) When invited the SENCO attends Annual Reviews and termly reviews as early as Y5 and Y6
- Transition plans (at each key stage in preparation for support from one key stage to the next to ensure a smooth transition) This involves close links and network with primary schools for transition work to secondary school and also which providers of post 16 provision where appropriate. In addition, transition support and action planning takes place for any students with SEND transferring / starting throughout the school year.
- SEN Support Plans are regularly reviewed in formal consultation with parents, students and appropriate staff / professionals involved every term.
- Progress Review Mtgs (regular mentoring, and review meetings within the Early Help Hub / safeguarding framework as appropriate)
- EHCP (being phased in – in line with the schedule determined by the Local Authority)

Approach to teaching children and young people with SEND

What is the approach to teaching children and young people with SEND?

The McAuley Catholic High School offers a distinctive Catholic education in partnership with parents and the local church. We believe in the dignity of each individual within our community and therefore treat each other with deep respect. We commit ourselves to equality of opportunity and access to life-long learning and spirituality. To this end each individual is challenged and nurtured to be the best person that they can be in a Christian atmosphere of peace, justice and reconciliation.

As a fully inclusive school there are a variety of ways in which we are able to support your child to reach his / her full potential in order to ensure a successful transition into adult life. We are an inclusive school and believe that all children should be valued and treated with respect. As a school community, we endeavour to ensure that the provision for **all** our students is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice.

We are committed to narrowing the attainment gap between children with SEND and their non- SEND peers. We are working to achieve this in a variety of different ways as outlined in this information section relating to our 'Local Offer'.

In Year 7 and Year 8 specific literacy difficulties are addressed by means of intervention as outlined below:

KS3 Literacy Intervention Overview

Current Y7

This year, information from primary schools at point of transition has been used to identify children in need of literacy interventions in the first instance. In the first half term predominantly, the focus is transition and settling in. All curriculum areas deliver targeted Tier 2 words and tier 3 words in their key words. Reciprocal reading is rolled out and encouraged across all subject areas as literacy strategies.

Further baseline testing will commence after OCT half term of the Autumn term to inform further interventions. MFL sets will be arranged according to those in need of literacy intervention and a balance of literacy intervention will run alongside their MFL classes / lessons.

Current Y8

This year, Y8 students on Entry in Y7 those identified as at risk were identified by data from their primary schools. They were given Reading Comprehension Tests in term 1 to determine their reading ages and standardised scores, and those with a standardised score of 75 or below were selected for additional Literacy interventions such as Toe by Toe, read and spell, word power. Students working below a Y6 curriculum were removed once per fortnight (mainly from MFL) to take part in the Word Power Reading Intervention.


Students currently in Y9:

started with KS2 scaled scores below 100, so were given a reading test to determine their reading age in Y7*. Students who scored a standardised score of 84 or below were then withdrawn from Modern Foreign Languages. The HLTA then worked with these students using specific interventions in a small group setting. Interventions included reciprocal reading using a wide range of texts, reading aloud, Toe by Toe, Read and Spell, and the Word Power Reading Intervention. In KS3 (Year 7 / year 8), students scoring more than 9 years and 6 months, and/or with a standardised score of over 90 were then re-entered into MFL to continue their studies.

* Students who were unable to access reader tests due to their low ability in reading did the GRTII test and YARC reading comprehension tests instead

SEN Literacy Interventions Overview

What Specific Literacy Interventions and Testing are There?

Intervention	Summary	Delivered by
Read and Spell	<p>Online software that delivers phonics, typing and spelling practice together. Students are given a range of topics to choose from, some taken directly from GCSE topic areas. Each topic has an audio track that accompanies the text on screen, reinforcing sound-letter correspondence. This “it talks, you type” method teaches touch typing. Students are regularly assessed both with and without the visual element.</p> 	HLTA/TA
Toe by Toe	Phonics based intervention used for low ability and dyslexic students. It is focused on letter, word and sentence level instruction. This ranges from recognising the letter “k”, for example, to longer sentences and whole	HLTA/TA

	paragraphs. It also tackles some areas where dyslexics often make mistakes, such as confusing “b” and “d”.	
Stride Ahead	Used for students directly after Toe by Toe, with an established reading age greater than 8 ½, but still struggling. This teaches methods for comprehension alongside reinforcing phonological awareness.	HLTA/TA
Stareway to Spelling	Teaches high frequency words in a systematic way	TAs
SaLT	Speech and Language Therapy Interventions. These were done by Doncaster Hosp., but due to Covid Tas and the HLTA are receiving training 19 th Oct. to be able to deliver some elements. Previously, SaLT interventions were delivered by a specialist, who would then produce a report for the school to act upon by the next intervention.	HLTA & TAs
Kinaesthetic Games	The department holds a range of games, flashcard sets, and so on, that target specific aspects of language acquisition, such as blending individual letter sounds together e.g. “str” to form words.	HLTA & TAs
Word Power Reading Intervention	An intervention focused on inference skills. It incorporates strategies to deepen and sharpen reading comprehension that were positively evaluated in the 2018 – 2020 DFE-funded SSIF3 Word Power project. One per fortnight using mainly Modern Foreign Languages Lessons	HLTA 1:1 & small group
Phonics for Older Learners	A photocopiable book that contains worksheets for students working at a PKS or Y1 curriculum	Literacy teacher & Nurture teachers
<u>Assessment Tools: Assessments</u>		
Visual Stress Assessment	Visual stress assessments are used to determine if a child would benefit from overlays or coloured paper. Not as effective as a visit to an optician.	HLTA
Vernon Spelling	A spelling test that produces a standardised score and reading age. Words range from “up” to “menagerie”.	HLTA
Handwriting intervention	To improve students’ transcription skills, freeing up cognitive capacity to think about meaning.	TAs
GRTII Test	Group Reading Test II is a reading comprehension test that produces a reading age for each child. This reading age is then used to determine what interventions are in put into place.	Literacy teacher
Dyslexia screener	Dyslexia screening will give a broad indication of whether a student may have dyslexic traits, but not a diagnosis	Literacy teacher

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND

Universal
Differentiating the Curriculum:
‘Quality First Teaching’

For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place they are soon able to catch up with their peers and make expected levels of progress. In School we call this 'differentiating the curriculum'. Your child's subject teachers will be doing

this on a daily basis in order to ensure that all the students in the class can make the most of the learning experiences presented.

<p align="center">Step 1 WAVE 1 UNIVERSAL +</p>	<p align="center">Step 2 WAVE 2 Targeted & Targeted +</p>	<p align="center">Step 3 WAVE 3 Specialist</p>
<p>Class teachers are supported in providing Quality First Teaching(QFT) Interventions from teachers and curriculum leaders as needed</p> <p>If appropriate access arrangement Passports in place and reviewed each Key Stage.</p> <p>Tips / strategies to support teachers and the delivery of QFT</p>	<p>More formal support from SENDCO and the SEND team re meeting individual needs</p> <p>Pupil Learning passports / SEN Support Plans / Key workers allocated / interventions offered and accessed and reviewed / SEN register</p> <p>K Support Plans</p> <p>Less complex needs</p>	<p>Individual /team/whole school training provided for staff as required</p> <p>Awareness of disability / impairments and how to remove barriers to learning to improve access to the curriculum</p> <p>K support plans and EHCP</p> <p>Specialist support / EP involvement; asccets; specialist teacher support</p> <p>personalised curriculum Nurture group provision or access</p>

Examples of Differentiating the Curriculum:

Staff are informed and can readily access information regarding ‘barriers to learning’ and are aware of a range of strategies to help remove such barriers and to support students in making progress in their learning. Quality Differentiation is about teachers meeting the needs of all our learners in the classroom. Lessons are carefully differentiated to take account of different learning styles and abilities. Teachers are fully informed about student’s starting point using KS2 data. (Validated results from the SATS process and Teacher Assessment in situations where SATS were disapplied or did not take place.

In addition, the School staff can gain knowledge and skills from the Inclusion Development Programmes for Dyslexia, Speech, Language and Communication needs, Behaviour and Autism which enhance their daily teaching practice in order to make the classroom environment and the delivery of the curriculum more accessible for all students. Teaching and learning is carefully targeted to meet individual needs. This is called personalised learning.

Mixed ability teaching is delivered in Year 7 in the majority of subjects – so teachers are skilled in differentiating delivery in the classroom to a wide range of needs and learning styles. Some subjects set per ability once baseline testing has been completed in the first half term. From year8 onwards, in some curriculum areas teaching groups are ability set to allow for more bespoke and targeted support where it is needed. Once option subjects have been selected and allocated in KS4 some mixed ability teaching groups may be accommodated depending on the level of interest for each option subject.

Some examples of how the curriculum and the learning environment is differentiated to meet the needs of all students includes having a ‘dyslexia - friendly’ approach in the learning environment. Dyslexic Learners are supported through adopting the best practice for students with Dyslexia. Visual cues are clearly displayed when presenting information on PowerPoint’s and Dyslexia friendly materials are also available to students to access.

This is seen in the use of exercise books with cream coloured pages and coloured screens on the interactive whiteboard to alleviate visual distress. It is also seen in supportive prompts and task list to help student organise their work as appropriate.

The School has made a range of reasonable adjustments to internal and external teaching and learning environments to maximise learning outcomes. For some students, the use of Laptops, tablets and alpha smarts are used to support with improved access to all curriculum areas when a 'specific learning need' has been identified. For students with gross motor skills adjustments are made to physical and practical subjects like PE to ensure students are to fully access the learning appropriate to their needs.

Another example of how the curriculum is differentiated according to need is the development of a personalised curriculum in KS3 in the form of a nurture group provision. This is predominantly targeted at children with significant complex SEND needs where significant low attainment skills is evident. Generally Children within the nurture provision are upto 2 key stages below the year cohort / peers.

This provision has been developed in response to a need for a small cohort of SEND students where socially a mainstream setting as parental preference is considered to be in their best interest, but where academically they are not able to access a KS curriculum without additional intense intervention incorporating a skills-based curriculum pathway to compliment a differentiated KS3 curriculum. In addition, the Nurture group provision allows opportunity to develop a Thrive based practice, leading in interventions for other children struggling with transition to secondary school or with emotional difficulties that act as barriers to their readiness to learn.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Specialist Training of staff working with children and young people with SEN includes:

Post Graduate certificate – SEN Coordination Award (SENCO)

Specialist Literacy Teacher

SEN Team Training:

Attachment training and strategies

Trauma awareness training

Foetal Alcohol Syndrome – awareness training

Autism friendly approaches to teaching and learning

Assertive Discipline and Positive behaviours for learning

ADHD / ADD training – strengths and difficulties

Team Teach approach to inclusive teaching

Restorative Justice

Emotional Literacy development

precision teaching strategies for dyslexic learners

Dyslexia awareness and strategies

Hearing Impairment training and awareness

Differentiation

Managing and Handling – wheelchair user training

access arrangements supporting in exams training

work scrutiny / marking and feedback to students

questioning techniques / developing learning dialogues

Thrive practitioner

How is the specialist information shared with staff?

The school works closely with the Educational Psychology service and various strands of Doncaster Inclusion Services (behaviour support and SEND). Relevant specialist information is shared with staff through a secure electronic SEN/D register and hyperlinked to the

register is information on students' 'Learning Passports' and / or 'One Page profiles' - that is updated as live documents as and when appropriate and at each new key stage. Teachers have access to a staff 'sharepoint' where SEND info, resources, strategies and tips are shared. All student's passports and related SEND documents are easily accessible by teachers and staff (as they are hyperlinked to the SEND register on 'Sharepoint').

In addition, this information is attached to secure sims registration programme in school so that staff can also access this information via the schools' register. Electronic schools comms mail is also used to alert staff to ongoing changes and updates. Every Term the SENCO meets regularly with Curriculum Leaders from across all departments in the school and information related to SEND children and their support needs are shared.

Every Fortnight – the SENDCO attends each year groups 'Continuum of Support' (COS mtg) with Safeguarding leads, Key stage managers, SLT and year leaders.

Evaluating the effectiveness of the provision made for children and young people with SEND

All students' progress is reviewed as part of the school's 'progress review' cycle. This progress data is analysed to support the SEND team in adopting a targeted approach to meeting the needs of students. Where any 'un-met' needs are identified, bespoke tailored Interventions are implemented as part of the whole school provision map. Interventions are informed by clear entry and exit criteria and are delivered within a set time frame according to the needs of each student.

The impact of interventions that are delivered are considered and are used to inform the next support strategies for each student. This is managed under the SEND 'assess, plan, do and review' cycle.

SARS progress data is considered each term and any SEND children where progress is a concern are identified and key workers liaise with teachers to consider next steps and best actions to support the teacher's intervention.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

Every student in McAuley is valued and cherished. All students are encouraged and supported as appropriate to ensure they can access all areas of school and community life. Extra- curricular opportunities are available to all students; activities are listed on the school website. Reasonable adjustments are made wherever possible to ensure students can participate in all educational visits and enrichment opportunities.

- All SEND students are encouraged to participate in educational visits and residential trips. Any potential barriers are addressed, removed and reasonable adjustments are planned and implemented when needed.
- All students participate in, attend or are involved in sponsored events and in 'whole school sports day'.
- SEND students are encouraged to volunteer and are trained in the peer mentoring scheme – 'Buddies'. They are actively involved in activities in 'the Emmaus Area base' and in supporting other students.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

As part of the 'Inclusion' arrangements within in school, there is 'Learning zone' where Heads of Year can refer students to access additional intervention and support in addressing their emotional and social development.

The SEMH lead in school uses information to inform if further assessments for Social Emotional aspects of learning might be needed. There is a wealth of intervention and support that can be accessed in school through the 'Emmaus Centre Support Base' including:

Emotional Regulation / Emotional Literacy / Anger management

Buddies – peer mentoring support group

Bereavement counselling

Emotional Literacy

Self Esteem groups

SEAL

Overcoming anxieties, mindfulness

Through the Nurture group provision – opportunities to access Emotional Regulation interventions through 'Bubble Gum Guy & Talk About Teens' interventions through the SEND team support.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

As a school we work in partnership with a raft of specialist professionals from multi agencies across the Local Authority and further as appropriate. This partnership work is managed within the 'Early Help Hub' Framework and referral and as appropriate consists of:

Team Around the Child mtgs (TAC)

Team Around the Family mtgs (TAF)

Child in Need (C in N) or Child Protection (CP) process.

Child in care (C in C) or Looked After Children (LAC) Personal Education Planning (PEP)

The SENCO hosts a planning meeting every term with the Educational Psychologist and with ASCETS services (ASD support service) to determine and plan the terms input with them for the term ahead. This is in addition to the Local Authorities introduction of the termly MAST 'Multi Agency Support Team' referral mtgs (whereby Inclusion Behaviour teams from the Local Authority are linking with SEND Local Authority teams to consider referrals for outreach or external support)

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO / Assistant SENCO, then, if unresolved, by the Complaints Officer (Deputy Head teacher).

The Schools complaints Officer is:

Ms Katie Ratcliffe (Deputy Head Teacher)

McAuley Catholic High School

Acacia Road site

Cantley

Doncaster

DN3 3QF

01302 537396

j.tucker@mcauley.org.uk

Where the complaint lies in reference to decisions made by the Local Authority SEND team there is an official formal complaints procedure clearly documented on the Local Authority SEND Local Offer website. Neutral advocates that may support in the process is the service provided by SENDIASS

Parent Partnership / SENDIASS Service: Contact number 01302 736920 or email SENDIASS@doncaster.gov.uk

Doncaster SENDIAS service provides information, advice and support (IAS) to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues.

The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (*see separate Complaints Policy*)

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Doncaster's Local Offer and related information can be found at:
<http://www.doncastercvs.org.uk/news/the-local-offer-send-doncaster>