

**The Douay Martyrs Catholic Secondary School**  
**SEN Information Report**



**What kinds of special educational needs are provided for at The Douay Martyrs Catholic Secondary School?**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The Douay Martyrs Catholic Secondary School is a mainstream school that operates a policy of inclusion recognising that all children are entitled to equal access to the curriculum. The school supports students with a variety of physical, sensory, learning and emotional needs. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. It should also be recognised that some children may have needs beyond those which we cater for. The school is not a fully accessible building and also split over three sites so there is therefore some restrictions regarding meeting the needs of some physical difficulties.

Special Educational Needs and provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or physical

We use our best endeavours to ensure that necessary provision is made any individual who has special educational needs, in cooperation with our local authority.

We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We are constantly striving to improve the accessibility of our school and curriculum.

**Where can I see the policies for identifying children and young people with SEN?**

All statutory documents can be accessed via our school website:  
<http://www.douaymartyrs.co.uk/>

Alternatively, a hard copy of the documents above can be collected via the main reception.

Looked after children with additional needs are included in the arrangements for supporting all SEN students and the school liaises closely with carers and children's services.

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<p><b>What are the contact details of the school SENCO?</b></p>	<p>The SENCO has day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.</p> <p>Please use the details below if you need to make contact with the SENCO:          Claire Bradley          The Douay Martyrs Catholic Secondary School          Edinburgh Drive          Ickenham          Middlesex          UB10 8QY          Direct dial: 01895 679447          Email: <a href="mailto:cbradley@douaymartyrs.co.uk">cbradley@douaymartyrs.co.uk</a></p>
<p><b>Arrangements for consulting parents of children with SEN/ involving them in their education</b></p>	<p>We will have an early meeting and discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> <li>• Everyone develops a good understanding of the pupil’s areas of strength and difficulty</li> <li>• We take into account the parents’ concerns</li> <li>• Everyone understands the agreed outcomes sought for the child</li> <li>• Everyone is clear on what the next steps are</li> <li>• Notes of these early discussions will be added to the pupil’s record and given to their parents.</li> <li>• We will formally notify parents when it is decided that a pupil will receive SEN support.</li> </ul> <p>In addition, Parents are invited to attend our open morning, open evenings and book additional visits and meetings with the SENCO.          Parents will also be contacted by the SENCO to arrange additional transition afternoons for their child during the summer term. Students who have Education Health and Care Plans (EHCP) are fully involved in the Annual Review Process with their parents.</p>
<p><b>How will my child be able to contribute their views?</b></p>	<p>Students will be able to contribute their views in meetings, at parents’ evenings and if they have an EHCP they will complete an ‘All About Me’ document as part of the review process. Students will also be able to work with the SENCO to add to their Learning Passport.</p>
<p><b>How will students be identified as having SEN?</b></p>	<p>By the time students reach secondary school most SEND issues have already been identified through early years and primary school. However when students join our school community in year 7, they are tested to assess their reading and spelling ages alongside their cognitive ability (Cognitive Ability Tests). These scores along with their KS2 data and any other existing information is used to make an assessment of the child.</p> <p>As students move through their school career they will be regularly monitored through the whole school tracking system and should this highlight any concerns further assessment may be carried out by the SENCO. The SENCO meets regularly with departments through SEN Liaison meetings and this provides a forum for concerns to be raised about particular students.</p>

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<p><b>Arrangements for assessing and reviewing young people in moving between phases of education and in preparing for adulthood</b></p>	<p>We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All EHCP pupils have an induction session at their new school or college. Outcomes of any meetings should reflect: ambitions of higher education, employment, independent living and participation in society</p>
<p><b>What is the school's approach to teaching children and young people with SEN?</b></p>	<p>The nature of SEND provision is that these students require something additional or different to others; often this will be through class work being differentiated by the subject teacher. All SEN support begins with quality first teaching. A range of generic strategies will be used across the school to support SEND students' learning e.g. copies of PowerPoints printed out, one to one explanations from the teacher and support to understand homework. However specific strategies from particular agencies involved will also be disseminated to staff and implemented during lessons to support students' learning. As well as this staff will be able to make use of the aforementioned 'Learning Passports'.</p>
<p><b>How are adaptations made to the curriculum and the learning environment for children and young people with SEN?</b></p>	<p>All pupils at The Douay Martyrs Catholic Secondary School benefit from a range of teaching and learning styles. A range of differentiated learning materials (both for reinforcement and extension) will be used in all subjects and assessment procedures will be chosen that emphasise pupils' strengths and achievements. In addition, using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.</p> <p>In the core subjects, students are set by ability so individuals will be working in an environment that is matched to their capacity. Students will often have access to ICT and differentiated literacy booster classes also take place on a carousel system. There is also a broad range of extra-curricular activities for students to take part in and many other intervention strategies.</p> <p>Furthermore staff make use of 'Learning Passports'. Each student on the SEN Inventory will have a page in the 'Learning Passport' booklet; this will highlight their SEN to staff and also explain: what they enjoy in lessons, what they find difficult and strategies that have worked well when teaching that particular student. This is to be used in conjunction with any official advice received from external agents and provides a more personal approach to each student on the SEN Inventory.</p>
<p><b>What is the expertise and training of staff working with SEN students?</b></p>	<p>The SENCO has nine years' experience in Special Needs and a M.Ed. that had a particular focus on SEND. The SENCO has completed the National Award for SENCOs (2015). The SENCO has completed a Level 7 Course in assessing for Access Arrangements (2018).</p> <p>The majority of our LSAs are qualified to degree level and all have attended SEND specific training. The course information has been disseminated to all LSA staff and teaching staff where appropriate.</p>

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<p><b>How do you evaluate the effectiveness of the provision made for children and young people with SEN?</b></p>	<p>Teachers at the school will also take part in an 'SEN Audit' which allows us to assess experience and knowledge amongst staff so that their training needs can be met either through our in-house training program or through external training.</p> <p>The SEN department is also accountable to annual development planning and review, line management by the senior leadership team, analysis of tracking data and regular reports to the school governors accessing effectiveness of provision by evaluation of practice.</p>
<p><b>How are children and young people with SEN enabled to engage in activities available to students without SEN?</b></p>	<p>All clubs, activities and trips are available to all students, but may be subject to risk assessment. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc.</p>
<p><b>What support is available for improving emotional and social development?</b></p>	<p>Catholic education is committed to the formation of the whole person, which aims to develop gradually every capability of every student intellectually, physically, psychologically, socially, morally and religious capacities. As a Catholic School we are staffed with a full time lay Chaplain who facilitates and supports students, parents and staff and seeks to ensure all school activity including the curriculum in all its aspects reflects Christ the Foundation of the whole enterprise, at The Douay Martyrs Catholic Secondary School. Spiritual development of each student and holistic approach to school life are encouraged. Friendship group issues and bereavement counseling are part of this remit.</p> <p>We employ our own School Counsellor for four days a week and teachers make referrals directly as and when required. Drop-in sessions are also available if students require this service.</p> <p>The Pastoral Team encompasses Form Tutors, Pastoral Year Leaders and Heads of Year who are supported by the Behaviour Management Team. Particular programmes of support are put in place for students who have a range of social and emotional issues e.g. Anger Management Programme and a Restorative Justice Group.</p> <p>Outside agencies can be utilized as and when required to support emotional and social development.</p> <p>We have a variety of lunchtime and after school clubs that all students are invited to join and take part in, including: sports, language and science and clubs to enhance their positive experience at The Douay Martyrs Catholic Secondary School.</p>

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<b>How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting children and young people's SEN and supporting their families?</b>	<p>At present we have a range of professionals from outside agencies that work with students at The Douay Martyrs Catholic Secondary School during the school day. We work regularly with the Hillingdon Borough Hearing Advisory Service, the NHS Speech and Language Therapist, the Educational Psychologist and on occasion we work with occupational therapists or physiotherapists.</p> <p>If you think your child may need input from one of these services, please contact the SENCO in the first instance.</p>
<b>What are the arrangements for handling complaints from parents of children with SEN about the provision made at school?</b>	<p>Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"><li>• Exclusions</li><li>• Provision of education and associated services</li><li>• Making reasonable adjustments, including the provision of auxiliary aids and services</li></ul> <p>Furthermore parents can also email or phone teachers directly to discuss any queries, concerns or thanks whenever relevant.</p>

**Reviewed Annually**

**January 2021**