

**The Douay Martyrs Catholic
Secondary School
Mainstream Schools' Local Offer**



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Special Education Needs Coordinator (SENCO)***

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MAINSTREAM SCHOOLS' LOCAL OFFER

The Douay Martyrs Special Education Needs Co-ordinator (SENCO):
Miss C Bradley

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/ young people with special educational needs and disabilities?

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 (MidYIS). These scores along with their KS2 data and any other existing information is used to make an assessment of the child.

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.

1.2 What should I do if I think my child has SEND?

If you have concerns that your child may have learning difficulties, please contact the SENCO in the first instance.

2. Support for children with Special Educational Needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme? How often?

Students with SEND will have their curriculum regularly considered at relevant transition points, included stakeholders are parents, the head of curriculum and the SENCO. When students select GCSE options through our 'pathway' system they will be guided to select a curriculum appropriate to their ability.

2.2 How will I be informed/consulted about the ways in which my child is being supported?

The SENCO may write to you, email you, phone you or arrange a meeting to discuss the support your child is receiving as and when necessary. You may also receive correspondence from the pastoral team or subject teachers regarding general day to day support.

2.3 How will the school balance my child's need for support with developing their independence?

Within lessons subject teachers will promote independent learning through encouraging participation in class discussion, teaching problem solving strategies and self-supported study. Our Learning Support Assistants (LSAs) are attached to core departments, not students. This helps students to gain independence as they move from subject to subject. Our LSAs will work with a number of targeted students each lesson allowing individuals to have access to high level subject specific support.

2.4 How will the school match/differentiate the curriculum for my child's needs?

All pupils at The Douay Martyrs Catholic 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 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.

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.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

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. A range of generic strategies will be used across the school to support SEND students' learning e.g. copies of PowerPoint's printed out, one to one explanations from the teacher and support to write in 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'.

2.6 What additional staffing does the school provide from its own budget for children with SEND?

The SEN Funding does not cover all of the support strategies so the balance of the cost of providing the LSAs, Educational Psychologist support and SENCO support is all funded from the school's budget. Some subject areas organise their curriculum with ability sets, therefore allowing smaller classes to be created for the benefit of students.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Currently the school offers two computerised programs to target literacy and numeracy: 'Nessy' and 'Numeracy Workout'. This is run as a small group and to be successful students do need to attend regularly during the designated form time period.

LSA support is available in English, Mathematics, Science and RE as well as some non-core subjects. Technician support is available in practical subjects such as technology, drama, art and science. Subject areas will also provide their own interventions to increase attainment e.g. lunch time drop in sessions, after school revision or morning intervention lessons from subject specialists.

2.8 What resources and equipment does the school provide for children with SEND?

The LRC stocks a range of dyslexia friendly resources such as: exercise books, coloured overlays and pencil grips. They also have many 'Easy reads' that are printed in a dyslexia friendly format. There are also other products available to support our SEN students e.g. writing slopes.

2.9 What special arrangements can be made for my child when taking examinations?

If a student has a history of need within the centre then the SENCO will be able to apply for relevant access arrangements. The particular arrangement will depend on the need of each individual student.

Evidence of need dated within the last two years is required alongside any existing paperwork e.g. educational psychologist reports, medical letters or evidence of other agency input. Alongside this we must also be able to evidence that these arrangements are part of the student's 'normal way of working'.

It is important that you keep the SENCO up to date on any assessments that are being carried out outside of school and that you send in copies of relevant paperwork as JCQ (The awarding body of access arrangements) need to see documentation that is dated within the last two years prior to the examination being sat. The SENCO is a fully qualified exams assessor for access arrangements.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

We have a whole school tracking system so you will be able to monitor your child's progress across all subject areas and at different points in the school year. You will be asked, as part of the tracking process, to complete a short form that will allow you to express both positive comments and any concerns.

Each year group will also have a parents' evening where you will be able to meet your child's teachers and engage in discussion with them about your child's progress and attainment.

You will also be able to check your child's exercise book for short-term targets, diagnostic marking and general teacher feedback. If you wish to contact a teacher, about a particular piece of work you can also use your child's homework planner as a method of communication.

If your child has an Education, Health and Care Plan you will be invited to attend an annual review where your child's progress can be discussed along with other professionals involved in your child's education/ well-being.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

You will receive your child's tracking detailing the grade they are currently working at and their progress in relation to their targets. Your child will also be given subject specific targets by individual teachers usually after completing either a test or an assessed piece of work: Prompt and React. You will also be involved during the parents' evening where parent input and feedback is always highly valued and appreciated. As well as this your child's progress will also be monitored through the whole school pastoral system and the 'Behaviour for Learning' team.

3.3 In addition to the schools normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

In addition to the school reporting and parents' evening system - you will be able to communicate with your child's form tutor and subject teachers through their school homework planners. You will also be able to phone or email their teachers as and when necessary. If there are more serious concerns you may be invited in for a meeting. You can also contact the SENCO directly and as previously discussed the SENCO will also be in contact as and when necessary.

3.4 What arrangements does the school have for regular home to school contact?

At the end of each academic year you will be asked to update the Parental Data Collection Sheet whereby you can provide your chosen method of communication. This is vital for our ability to be able to communicate effectively with you.

You will be able to communicate with your child's form tutor and subject teachers through their school homework diaries. You will also be able to phone or email their teachers as and when necessary. Further arrangements include the whole school tracking process, Good News Notes, school newsletters and general parental letters/ emails or text messages.

3.5 How can I support my child's learning?

You will be able to support your child at home in a number of ways:

Organisation:

- Check your child's homework planner/ Show My Homework with them regularly to ensure that all tasks have been completed
- Ensure their bag is packed with the correct equipment, books and that they are wearing the full school uniform ready for a day's work and study
- Ensure they have a high level of attendance
- Find a quiet place at home to use as a homework area. It needs a flat surface, good lighting and the right equipment e.g. pens, pencils, ruler etc.
- Encourage a good work ethic
- Praise and reward good effort and achievement
- Support the school in establishing clear boundaries and the importance of respecting rules and procedures

Literacy:

- Read regularly with them at home and check their understanding through questioning after they have finished reading. Also read to them so they can hear correct pronunciation of words and the expressions in your voice
- Visit the local library with them regularly
- To improve spelling play games with your child that relate to spelling for example, using old newspapers or magazines to play word finding games or rearrange letters to make other words (anagrams) out of their name or other words they know
- If your child has a dyslexia diagnosis you may find the following website useful - <http://www.bdadyslexia.org.uk/about-dyslexia/parents/helping-your-child-at-home.html>

Numeracy:

- Be aware of modern teaching methods e.g in long division
- Play board games with your child at home that have a numeracy focus
- Encourage them to tell the time (analogue) – what equipment has the time on it? When do we need the time?
- Do Sudoku/logic puzzles
- Cook with your child and ask them what ingredients they would need to make double/half the quantity. Encourage them to weigh out ingredients
- Practise times tables – in and out of order
- Look at shapes in the house, garden etc. Point out the difference between 2d and 3d
- Watching football matches – who scored more/less. What is the goal difference?

3.6 Does the school offer any help for parents/carers to enable them to support their child's learning, e.g. training or learning events?

The Douay Martyrs Catholic Secondary School often hosts a range of evenings for parents to attend to engage them in their child's learning, for example, Aiming for Excellence Evening, Curriculum Evenings, Prize Giving Events, GCSE Options Evening and Parents' Evening.

Please get involved in the social side of the community too via the PTA (The Friends of The Douay Martyrs Catholic Secondary School) who host a range of fun and educational gatherings.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

All students will be given time to discuss their progress with their form tutor when the tracking data is released and if your child has an Education, Health and Care Plan then their views on a variety of aspects of school life will be sought at their annual review as well.

Students are very welcome to attend the parents' evening whereby they will have an opportunity to discuss their own progress and identify how best to move forward.

Student's views and opinions are sought via the form, year and school council process.

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

There are a range of both accredited and non-accredited courses available for young people with SEND at The Douay Martyrs Catholic School. These could include interventions such as 'Nessy' and 'Numeracy Workout' or curriculum options including a variety of vocational subjects that are offered through the BTEC route. You will be contacted when your child has to select subject options.

3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents/carers and young people take part in this evaluation?

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.

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 assessing effectiveness of provision by evaluation of practice.

3.10 How will I know what my progress my child should be making?

When your child's tracking is released, you will be able to see whether they are on target.

If you have any concerns, you will be able to respond on the included feedback sheet which is to be returned to your child's form tutor. In addition to this at the end of every term departmental certificates and badges are awarded to those who have made an outstanding effort or progress in that subject area.

Parents' evenings are also ideal opportunities to reflect on the progress your child should be making. Discussions with subject specialists shall

identify your child's progress directly and identify the skills and attributes required to enhance attainment for your child in a particular specialism.

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

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 School, spiritual development of each student and holistic approach to school life are encouraged. Friendship group issues and bereavement counselling are part of this remit.

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.

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.

Outside agencies can be utilized as and when required to support emotional and social development.

We have a variety of lunchtime and after school clubs that all students are invited to join and take part in and details of these can be found on the school website.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

Our Catholic community promotes reconciliation. However, all members of staff have very high expectations of students' behaviour, as well as this the school has a very clear Behaviour for Learning Policy that enables all students to understand. We have a stepped incremental sanction process which allows students to learn from their error. The ladder gives a visual representation of their place in the hierarchy of sanctions. This helps students to understand the potential consequences of their actions.

4.3 What medical support is available in the school for children with SEND?

There is no one size fits all answer to this question.

If a child has mobility problems, they will be issued with a lift key to enable them to access all floors of the school building. Despite being a split site school provision for medical support is available on both campuses.

For other medical complaints - a medical pass for immediate access to the Medical Room will be issued. A toilet pass is also available giving individual students permission to access the toilet at any time during lessons.

If a child has a hearing problem, they may keep spare hearing aid batteries in medical.

4.4 How does the school manage the administration of medicines?

The Medical Room facilities are always available during the school day. The Medical Room is kept secure with a clear policy of 'knock and wait' in operation. Medicines are kept in a locked facility only allowing trained personnel access. The administration of medicines is by parent/health professional consent. If a child has a long term or permanent medical condition they will have a hospital treatment plan that we shall adhere to. This will include administering medication when appropriate with the parent giving written consent. If it is occasional administering of medication, i.e. headaches / stomach aches then the child may keep painkillers in the Medical Room. A parent consent form is required.

4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc

At present the school does not provide direct help with personal care in relation to eating or toileting. Canteen and toilet facilities are provided for students however you must be able to use them independently.

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc?

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 the occupational/ physiotherapists.

5.2 What should I do if I think my child needs support from one of these services?

If you think your child may need input from one of these services, please contact the SENCO in the first instance.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

Our speech and language therapist visits once every half term and meets with students who are on her caseload during the school day.

Occupational therapy and physiotherapy do not take place at The Douay Martyrs School but these services can be accessed through your GP.

5.4 What should I do if I think my child needs to be seen by the speech and language therapist, occupational therapist or physiotherapist?

If you think that your child may need to be seen by the speech and language therapist please contact the SENCO. If you feel your child may need to be seen by the occupational therapist, Child Development Centre or physiotherapist please contact your GP in the first instance.

5.5 What arrangements does the school have for liaison with children's social care services?

The Douay Martyrs Catholic Secondary School has a designated Child Protection Officer (Deputy Headteacher - Mr Eugene O'Reilly). The school has a good relationship with Hillingdon Social Services and surrounding social services. Should there be any concerns from the school's point of view about the welfare of a child the Child Protection Officer will ring Social Services to get advice or indeed make a referral. Should they ring us about a concern then we respond immediately with the information they need. In Eugene O'Reilly's absence Lisa Hughes oversees such issues. The SENCO is also on the School Safeguarding Team.

6. Training of school staff in SEND

6.1 What SEND training is provided for all school staff?

LSAs attend at least one external course each academic year. LSAs have attended courses on differentiation for SEN students, Dyslexia, Dyscalculia and they have also had the opportunity to form links with other secondary schools through visits.

Much training and staff development is given in house, but external providers are also invited to our INSET days. E.g. Epi-Pen and asthma training is provided at the start of each academic year. All staff have the opportunity to attend courses of their choice. SEN courses are promoted to relevant teachers by the SENCO on a regular basis. The SEN Department Representative cascades learning from the centralised discussions at SEN Liaison Meetings.

New staff attend an SEN induction session.

6.2 Do teachers have any specific qualifications in SEND?

The SENCO has a M.Ed. that had a particular focus on SEND. The SENCO has completed the National SENCO Award and is a fully qualified exams assessor for Access Arrangements.

6.3 Do teaching assistants have any specific qualifications in SEND?

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.

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

All clubs, activities and trips are available to all students, but may be subject to risk assessment.

7.2 How do you involve parents/carers in planning the support required for their child to access activities and trips?

Pre-set school pro-formas are utilised for each school trip as per the School's Trip Policy and information regarding student needs must be provided accurately by the parents or carers. This information will be utilised to plan the support required.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility/wheelchair users?

The Douay Martyrs Catholic Secondary School was built to accommodate only 700 pupils in 1962, but we currently have over 1400 pupils. The school is split over three sites that have a busy main road dividing them. The main campus (Arrowsmith Campus) is a large three-story building and although this building has a lift, the entrances and general format of the building would not be considered suitable for wheelchair access. The school field is a ten-minute walk away.

8.2 Have adaptations/improvements been made to the auditory and visual environment?

At present there have been no standard modifications to the auditory or visual environment. Class teachers accommodate individual needs where appropriate in their classrooms via seating plan, size of font on written materials, and volume.

8.3 Are there accessible changing and toilet facilities?

At present we do not have changing facilities. However, there are accessible toilet facilities on the ground floor and on the second floor of the main building on Edinburgh Drive (Arrowsmith campus). A disabled toilet facility is also on the Cardinal Hume Campus.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

All school facilities are available for all the students who attend The Douay Martyrs Catholic Secondary School regardless of need. Some physical disabilities are catered for at The Douay Martyrs Catholic Secondary School

however, more substantial or complex needs cannot be met within our current building confines.

8.5 How does the school communicate with parents/carers who have a disability?

The Douay Martyrs Catholic Secondary School will communicate with parents and carers in a variety of formats: text messages, letters, website, phone calls, emails and newsletters. We would also rely on students to communicate with parents using the most effective method e.g. sign language. As well as this it is also common practice for parents in this position to name another relative or friend, who can be the named guardian of that child – so we can contact them if an emergency occurs.

8.6 How does the school communicate with parents/carers whose first language is not English?

As a multicultural community we have a wide range of staff who speak a variety of languages. This community supports a range of languages including: Russian, Polish, Russian, Lithuanian, Gujarati, Arabic, Mandarin, Italian, Spanish, French and German.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

All children have the opportunity to visit the school on an Opening Morning and Open Evening to view the school's premises and meet teachers. To support the transition process from Primary to Secondary successful applicants from Year 6 will be invited to attend an Induction Day to use the facilities and meet their teachers and make new friends.

Most students will have a member of The Douay Martyrs Catholic Secondary School transition team visit their primary school to visit their Year 6 teacher.

Students with additional needs will also have a visit from the SENCO and they shall be invited to a separate parental meeting at the school where their needs can be discussed. If your child has an Education Health and Care Plan (formerly Statement) it is likely The Douay Martyrs SENCO will attend your child's Year 6 Annual Review to support their transition between schools.

Students who join the school at a mid-term transfer will also be invited for a tour of the school. Students with additional learning needs will have the opportunity to meet with the SENCO and discuss appropriate provision as well as attend SEN team building/ sport inductions sessions once a week during the summer term.

The school will prepare to meet the additional needs of all children on its school register appropriate to their requirements.

9.2 How will my child be prepared to move on to the next stage within the school, e.g. class or key stage?

At the start of your child's education at The Douay Martyrs Catholic Secondary School they will be with their form group for the majority of their lessons – until setting is established in the core subject areas. As your child

moves through the school they will be put in classes based on their subject choices.

Key Stage transition will be supported through careful curriculum choices and if your child has an Education and Health Care Plan transition planning will take place at your child's Annual Review.

9.3 How will my child be prepared to move on to his or her next school?

The Douay Martyrs Catholic Secondary School provides education for key stage 3, 4 and 5. Should your child choose an alternative education or training provider at key stage 5 (Sixth Form) we will work with your child's new establishment to ensure a smooth transition. This could include transferring information on exam concessions, special educational needs or medical needs.

9.4 How will you support a new school to prepare for my child?

As discussed above, transition to another school will be made as easy as possible for families and the students through a quick transfer of information and if necessary a meeting.

9.5 What information will be provided to my child's new school?

We will provide your child's complete attendance and punctuality record, attainment tracking data, behaviour and work ethic report, medical care plans and examination concessions. As well as this we shall also transfer your child's complete SEN folder including specialist outside agency reports, information on in-school interventions and outcomes and 'Learning Passport' with strategies that we have found successful when working with your child.

9.6 How will the school prepare my child for the transition to further education or employment?

The Army Cadet programme allows students to develop additional skills that may not be accessible in a standard classroom environment.

The school is a Licensed Duke of Edinburgh Centre and the programme is designed to enhance students' learning experiences and to explore new interests and develop their skills. Participants of the award learn important life skills such as teamwork, problem solving and resilience. The benefits of the award are very highly regarded in the world of business and Higher Education.

We have our own in-house Careers Advisor who works with the SENCO. Students are supported to access information about independent travel facilities and state benefits. Links to local colleges are substantial and direct access to key SEN courses is facilitated. There is an established support network to enable students to have a smooth transition to college or sixth form.

Transition to university will also be supported for all students including SEN. Information about university funding and the application process is given to all students and their parents via an Information Evening.

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

If you have a general question, please contact your child's form tutor. For information specifically related to SEND, please contact the SENCO directly.

10.2 Does the school offer any specific support for parents/ carers and families (such as Family Support Workers)?

We have an established effective Pastoral System that is recognised for its open and inviting nature. We endeavour to offer support to all stakeholders including parents/carers and families. However, if there is something that should require further interventions and outside the scope of the school's provision, we shall signpost you to the relevant service or support network.

As a Catholic School our school lay Chaplain provides additional support to the school pastoral system. An open door policy is operated that ensures support can be accessed quickly and effectively when necessary. The Chaplain is also a member of the School's PTA which provides an additional network of support to parents and carers.

10.3 What arrangements does the school have for sign posting parents/carers to external agencies which can offer support, such as voluntary agencies?

Please see the mini-directory in the Special Educational Needs section in the parent portal of the school website. The mini-directory houses information on a number of charities, local borough services and external support networks. Contact numbers are provided to allow easier access for parents. If you require any further information, please contact the SENCO directly.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

Feedback sheets are published with tracking data information to allow parents to give direct feedback on the information they have received. Parents can also use student homework planners as a method of communicating directly with teachers in a written format. Furthermore, parents can also email or phone teachers directly to discuss any queries, concerns or thanks whenever relevant.

Contact:

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