

## **Convent of Jesus and Mary Language College Offer Information Report**

**Updated July 2018**

All Brent maintained schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen. The local authority has described their local offer for children with SEND in Brent schools at:

<https://www.brent.gov.uk/localoffer>

The Convent of Jesus and Mary Language College is a fully inclusive school which ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities (SEND), in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children. Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs we have specific needs based plans and pupil profiles which help support their development and accelerate progress. Other useful documents such as our Additional Needs (Inclusion) Policy, SEND policy, and Accessibility Plan are available. If you would like further information about what we offer, then please do not hesitate to contact us directly.

If you are considering the Convent of Jesus and Mary Language College as the school of choice and your child has special educational needs or disability please contact our Deputy SENCo Ms Rampaul on, 0208 965 2986 where we can discuss how the school could meet your daughter's needs.

## **These are some frequently asked questions about provision for children with SEND**

- **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your daughter's progress you should speak to your daughter's Pastoral Support Manager initially. Concern's regarding Special Educational Needs will be brought to the schools Special Educational Needs Co-ordinator who will arrange to meet with you to discuss provision. Please talk to us as we believe in working together in partnership with parents to achieve the best outcomes for your daughter.

We advise you to keep us updated with medical conditions and treatments and also share any reports with regards to mental health or Special Educational Needs you may have from external professionals.

- **How will the school consider my views and those of my daughter with regards to her difficulties with learning, special education needs or disability?**

At the Convent of Jesus and Mary we feel that it is important for parents and carers to be involved in all areas of their daughter's learning and we encourage discussions. There are many points throughout the year where these discussions can take place, either at parent's evenings or pre-arranged meetings with parents/ carers. If your daughter has an Educational Health and Care Plan (EHCP) you and your daughter will be able to share your thoughts and feelings at the Annual Review. If getting to the school can be problematic then telephone appointments can be arranged.

- **How will the school let me know if they have any concerns about my daughter's learning, special needs or disability in school?**

If the school is concerned about your daughters overall progress you may be contacted by a member of staff. If it is in a particular subject, the class teacher or head of department will contact you. Should staff observations and data indicate that your daughter has a particular barrier to learning; Miss Rampaul (the Special Educational Needs Coordinator) will contact you to discuss this with you in more detail and to:

Listen to any concerns you may have too.

Plan any additional support or interventions your daughter may receive.

Discuss with you any referrals to outside professionals to support your daughter's learning.

- **How does the school identify and measure the progress of children with SEND? How do pupils move between levels of support?**

Where concern is expressed by a parent or individual teachers that a pupil may have a special educational need, for example if they are making less than expected progress given their age and individual circumstances, the subject teachers takes early action to assess and address the difficulties by differentiating classwork and homework.

In most cases, an initial concern is logged with the SENCO, evidence gathered and progress reviewed. Assessing the pupil's needs involves drawing on teacher assessment and

experience of the pupil, their previous progress and attainment, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services. If a child is deemed to need provision which is additional to or different from quality-first teaching, a discussion will be had between the pupil (where appropriate), the parents, SENCO and subject-teachers and the pupil may be added to the school's SEN register. Targeted support is provided for the child in a cycle of assess, plan, do, review and is recorded. This is regularly reviewed with the involvement of parents/carers and a plan for the next term made.

If a child is later assessed as no longer needing additional/different support, in discussion with parents, they may be removed from the school's SEN register.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care needs assessment (formerly Statements). The progress of children with a statement of SEND/EHCP is formally reviewed at an annual review involving all adults involved with the pupil's education.

- **What types of Special Educational Need are provided for?**

Communication and Interaction - *includes children with speech and language delay, impairments or disorders.*

Cognition and Learning - *includes moderate learning difficulty and specific learning difficulties.*

Social, Emotional and Mental Health – *Includes Attention Deficient Hyperactivity Disorder, Emotional and mental health difficulties.*

Sensory and/or Physical Needs – *Includes Medical needs, asthma, allergies, sickle cell disease, hearing and visual impairment.*

- **What is an EHC Plan and who can request one?**

The purpose of an EHC Plan, which is replacing Statements of SEN, is to ensure special education provision meets the special education needs of a child or young person. The aim is to secure improved outcomes for your daughter across education, health and social care and as she gets older and prepares for adulthood.

An EHC Plan will contain: The views and aspirations of your child, a full description of her special educational needs and any health and social care needs, establish outcomes for your daughter's progress, specify the provision required and how education, health and social care will work together to meet your daughter's needs and support the achievement of the agreed outcomes. You, your daughter (if 16 years old and over), the school and usually the SENCo or Head Teacher, can request that the local authority conduct an assessment of your daughter's needs. This may lead to an EHC Plan.

- **How is extra support allocated to children and how do they move between the different levels?**

The school budget, received from Brent LA, includes money for supporting children with SEND.

The head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school and resources available within the given budget.

The pupil's progress is discussed with Curriculum Leaders, Heads of Year the Inclusion team termly any gaps in their learning are highlighted. This is a further opportunity to discuss and plan support where required.

All resources/training and support are reviewed regularly and changes made as needed.

- **Who are the other people providing services to children with SEND in this school?**  
Directly funded by the school (these limited services are accessed via the school and prioritised by the Inclusion team/ SENCo/head teacher on a needs basis):

Special Needs Co-ordinator

Highly Trained Enhanced Learning Support Assistants

Inclusion Team which includes a Learning Mentor

School Counsellor (The Catholic Children's Society)

Additional Educational Psychology input to provide a higher level of service to the school

Paid for centrally by the Local Authority but delivered in school (these limited services are accessed via the school and prioritised on a needs basis):

Speech and Language Therapy for those children with a statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority).

Brent Visual Impairment Service (BVIS)

Brent Outreach Autism Team (BOAT)

Educational Psychology Service (EPS)

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

School nurse

Physiotherapy (As required)

Occupational therapy (As required)

- **How are the teachers in school helped to work with children with SEND and what training do they have?**

At the Convent of Jesus and Mary we believe that your child's learning needs will be met first through the high quality teaching and differentiation delivered by the teachers in mainstream classrooms.

Teaching is observed regularly and in conjunction with the schools SENCO who will support teachers planning and differentiation of classroom materials and homework. Teachers also attend regular meetings with the Enhanced Learning Team to share good practice and develop strategies in removing barriers to learning and development.

The school has a training plan for all staff to improve the teaching and learning of pupils including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their teaching class e.g. from BOAT.

- **How will the curriculum and the school environment be matched to my daughter's needs?**

We carefully plan our curriculum to match age, ability and needs of all children.

The class teacher will adapt lesson planning and teaching to match the needs of the pupils in their class.

If appropriate, different strategies and resources will be adopted in order to meet your daughter's needs.

Additional specialist advice is sought when appropriate, and where necessary, accessibility aids and technology may be used to support your daughter's learning.

- **What types of support are available for my daughter?**

This is dependent on the nature of your daughter's needs and difficulties, but we have a range of educational provisions to match the needs of the four areas of need

There is now a 3 tiered approach to support learning:

**Tier 1 Mainstream** This is the quality teaching that your daughter will receive from her teachers which may include language friendly classroom resources and learning aids. We have targeted Enhanced Learning Assistants in core subjects for the classes with the highest needs.

**Tier 2 Targeted** At the Convent of Jesus and Mary we have targeted withdrawal groups for Literacy, Numeracy and Social Emotional Development. We also offer 1 on 1 support with an Enhanced Learning Assistant on an extra-curricular basis to focus on particular areas of needs including subject specific support, homework support and organisational support.

**Tier 3 Specialist** It may be necessary to seek specialist advice and regular long term support from a specialist professional in order to plan the best possible learning outcomes for your daughter. This may include our school counsellor, educational psychologist or speech and language therapy. The school may need to prioritise referrals to these services.

- **10) How do you Evaluate the effectiveness of the provision made for children and young people with SEND**

The school will evaluate the effectiveness of provision for pupils with SEND such as measuring both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling pupils to attain specific outcomes. Quantitative data will examine both progress and attainment levels.

Many pupils with SEND make progress which we call, 'soft targets'. Soft targets are difficult to measure compared to Quantitative data. Examples of soft targets are: Being respectful to peers and adults, having all equipment for subjects, contributing to group discussions. Soft targets are recorded in pupils tracking sheets and are discussed with pupils and parents at the end of a six week intervention. Soft targets are measured through observations in-class and in intervention sessions by a highly trained learning support staff and SENCO.

Examples of data collection are as follows:

- Reviewing feedback from parent and pupil surveys
  - Regular meetings to discuss pupils progress towards outcomes
  - monitor planning and other evidence to ensure that children with SEND are receiving a full and inclusive entitlement
  - Analysis of progress data for SEND pupils to ensure they make at least expected progress
  - Monitoring the impact of interventions/support provided through the student support trackers
- **What if my daughter is put on the SEN register, will this be a label for her entire school life?**

If your daughter has a persistent difficulty she will be added to the Special Educational Needs register which acts as a way to alert all staff to pupils that need additional support along with how to support her effectively. The aim of this is to put the right provisions in place to help the pupil to make good progress so that they can be taken off the register. The register works as a way to insure that the pupil will receive necessary provisions to help her to overcome her barrier to learning. When your daughter makes good progress she will be taken off of the register but will still be monitored by the department. There are some students who may need to remain on the register for a variety of reasons, for example medical or mental health or a diagnosed Special Educational Need.
- **What support is there for emotional and social development, behaviour, avoiding exclusion and increasing attendance?**

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. This can be seen in every pupils school planner.

If a pupil has behavioural difficulties, targets and strategies are drawn up with the pupil and parent and recorded on a Pastoral Support Plan. As a result of the support we give, our rate of exclusions is low.

After any behaviour incident we expect the child to reflect on their behaviour with a member of the inclusion team, the pastoral support manager or the head of year. This helps to identify why the incident happened and what the pupil needs to do differently next time to change and improve their behaviour.

If a child has an emotional, social or mental health need, we have a range of support available within school, including a senior learning mentor, a leaning mentor social skills groups and a counsellor. These members of staff work closely with the pastoral team, SENCo and with parents to provide a targeted and personalised support system for the pupil. Where necessary we also work closely with the Brent Inclusion and Alternative Education Service to ensure pupils receive appropriate support from outside of school provision, for example additional mentoring, support for families or a pastoral support plan.

Attendance of every pupil is monitored on a daily basis by the Attendance Officer. Good attendance is actively encouraged and rewarded throughout the school.
- **How will you support my child to reach her learning goal?**

The strategies to improve outcomes may be short (revision classes, after school sessions) or long term depending on the progress your daughter makes. This provision will be reviewed by the Enhanced Learning Department, parents may want to see the records that demonstrate outcomes for the provision, and these records can be both quantitative and qualitative.

External agencies and specialist may also review your daughter's progress and adapt their planning accordingly.

- **How will we support your daughter through transitional phases?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When moving from Primary school to our school:

Prior to your daughter attending the school, there will be an open evening where you are welcome to talk with the SENCo to discuss any aspect of provisions and have a tour of the facilities.

The school makes arrangements to support a smooth transition for pupils into year 7; these include a transition day before attending in September, a transitional 3 day summer school and a two week period of intensive Enhanced Learning Assistant support in the first weeks of September.

The Enhanced Learning Department supports the transition into KS4 at the option stages and during the transition, along with providing an alternative curriculum for those who would be best suited to it.

The SENCO will receive information from the local authority if your daughter already has an EHCP and will arrange a separate visit to the primary school and will also invite the parents/guardians and pupil for a visit and meet the staff within the SEN team.

The Senior Leadership Team visits the primary schools of the pupils who have a place at our school before the end of the summer term.

When moving classes in school:

Information will be passed on to the new class/ subject teacher in advance.

All support plans are shared with teaching staff.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

- **How is the Convent of Jesus and Mary Language College accessible to children with SEND?**

The school has an Accessibility Plan in place, available on the school's website.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided.

- **How does the school manage the administration of medicines?**

The school has a policy regarding the administration and managing of medicines on the school site. Information is given on our website.

Parents need to contact the school/ Welfare Officer if medication is recommended by health professionals to be taken during the school day.

On a day to day basis the Welfare Officer oversees the administration of any medicines.

As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

- **How can my daughter be supported in exams?**

Support for public exams is determined by conditions set out by exam boards. The process for deciding whether your daughter will be eligible for support in her public exams begins in year 9 as all schools must demonstrate to the exam boards a history of need. During year 10, the Enhanced Learning Department will identify pupils who have shown specific difficulties and will seek to out assessments in both cognition and learning. The exam boards only give concessions if there are scores in standardised assessments of 84 and below.

If the pupil has a medical condition that is long or short term, providing a letter from a consultant or Hospital dated in the year the exam is to take place is able to verify the circumstances, additional provisions can be made.

- **Arrangements for handling complaints from parents of children with SEND about the provision made at the Convent of Jesus and Mary Language College.**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

The Headmistress – Mrs McGowan

Associate Deputy Headteacher – Mrs Bornman

SENCO – Miss Rampaul

**For further information about Special Educational Needs, Support or Advice please contact: Brent SENDIASS aim to empower parents and families of children with SEND. They offer impartial and confidential advice and can be contacted on [sendias@brent.gov.uk](mailto:sendias@brent.gov.uk) or 020 8937 343.**

**We also encourage parents and carers to use our school website where you will find more information about the Enhanced Learning Department and Special Educational Needs.**

**<http://cjmlc.co.uk/index.php?/Departments/SEN>**