



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

Frequently Asked Questions from parents and carers

1. My child has autism and difficulty organising his school work; what can Maricourt offer?

We work closely with outside agencies who will advise us of the child's specific need/s and support us to develop an ASD friendly learning environment. Classrooms can be adapted to minimise sensory overload and teachers are trained to support language and sensory needs within the classroom.

There is a break and lunch provision available for students who find unstructured parts of the day difficult. We also run a social skills group to support your child's social development. Homework clubs are also run to support children with organising and completing their independent learning tasks.

2. What support is there for students with dyslexia for exams?

Different support is available for children with dyslexia when sitting exams, depending on their type of need and support they require. These arrangements are applied for by the school to the Joint Council for Qualifications and, if awarded, apply to all public examinations. Examples of support include extra time, a reader, a scribe, a break between activities and re-wording questions. An assessment of your child's needs will be carried out before they sit formal exams to show what support they can access. Once access arrangements have been completed, children will benefit from this type of support throughout both formal and school exams, where appropriate.

3. How many hours of dyslexia support does/will my child get?

Your child will receive different levels of support depending on their need. In the majority of cases, this support will happen in class but extra support is also given outside of normal school hours.

4. Which lessons will my child miss for specific interventions?

In the majority of cases, intervention is timetabled outside of normal class time to ensure that students do not miss vital learning time. If withdrawal is to take place, this will be time specific with the goal of ensuring the student's return to lessons as soon as possible and should not impact on core subjects.



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5. Do parents get to know what strategies are used so we can support at home?

Yes all intervention is documented on SEND support plans and discussed termly at reviews. If an outside agency has observed or worked with your child, there will be meetings more regularly to discuss the impact of the intervention and the planned support, this is also an opportunity to share strategies to support at home. The SEN team are always available to meet parents to discuss further strategies, so please do not hesitate to make an appointment.

6. How often do I get to meet the SENCo and class teachers?

The SEN team believe parental involvement is of the utmost importance and encourage meetings regularly throughout the year. You will have x3 opportunities per year with the SENCo to discuss and review support as well as an annual parent evening with all your child's teachers. In addition, this may take a more informal approach at SEN coffee mornings and information meetings.

7. What extra support will my child receive?

Every child receives quality first teaching and differentiated lessons according to their need. Additional support is different for each child and their specific need. This can vary from TA support in class to specific interventions outside of class time and varies hugely according to the needs of the child. To find out more about extra support for specific needs, please visit the provision map examples or contact the SEN team to discuss further support that can be offered.

8. How many staff are there in the SEN team?

We have a qualified SENCo, Mrs Cowans who is responsible for all SEN provision. The team consists of x1 HLT Teaching assistant / x1 Level 2 TA / x4 level 1 TAs / x2 Learning Mentors. However, our approach to SEN puts outstanding classroom teaching at the heart of every students' progress, including those with SEN and as such, every member of staff is part of the SEN team and their endeavour to ensure barriers to learning are removed for all students. Maricourt Catholic High School firmly believes that every teacher is a teacher of children with special educational needs.

9. What is the procedure for transferring previous school records to Maricourt?

School files are sent to Maricourt from previous schools. The SEN team also make follow up phone calls to other schools regarding children with SEN to find out specific children's needs, successful interventions and strategies. If your child has an Education, Health, Care plan or High Needs Funding, it is



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likely that a member of the SEN team will be invited to your child's annual review to support your child with transition before joining Maricourt.

10. My child often feels 'different'. How will Maricourt manage this?

As we have many students with additional needs and we are an inclusive school, students rarely feel different. If they do we work on their resilience and self-esteem, recognising their differences as strengths and ensuring they feel valued.

11. Are there any staff who have experience with ASD at Maricourt?

The SEN team have had a great deal of training in different Special Educational Needs. The SEN team also work closely with Sefton's complex needs team and Autism specialists 'Together Trust' so are able to ask for support with strategies for specific needs if needed.

12. Do students receive support during break time/down time/ unstructured time?

Support is offered at unstructured times. We offer a base in both lower and upper school for students who finds unstructured times difficult. This is managed by the TAs who will support with peer interactions as well as offering reassurance for the child.

13. Are high targets set for students with SEN?

Maricourt Catholic High School has high expectations for all children, including those with special educational needs. Lessons are differentiated to ensure they are appropriate for the level your child is working at, but there is also an emphasis on challenge, to ensure everyone is reaching their full potential.

14. Do you run counselling sessions?

We are very lucky to have mentors and a CBT therapist who work as part of the school.

Mentoring sessions can take the form of 1:1 work and small group work.

Children can see Mentors for many different reasons and time period.

Examples include, anger management, friendship breakdowns, changes to family life and anxiety. If you feel your child would benefit from counselling, please contact the SEN team.



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15. Are parents involved in SEN training sessions?

There will be specific training and information sessions that are run to accommodate parents, but training specifically for teachers to assist in meeting students' needs are not attended by parents.

16. Does the school offer a Dyslexia test/assessment?

We offer a Lucid Lass Dyslexia screening test to identify and highlight difficulties students may have. These are then shared with all teachers.

17. Is there extra support for pupils with English as a second language?

Students will have access to a bilingual dictionary that they can access in their lessons and teachers will be regularly informed and trained in how to meet the student's needs.

18. Do you cater for children with speech and language difficulties?

Yes, Maricourt has a number of children with specific speech and language difficulties. We benefit from working closely with a speech and language therapist from Sefton Local Authority that assesses students where there are concerns involving speech and language. The therapist then makes specific recommendations regarding how to support your child further in school and at home. 'Speech, Language and Communication Needs' as an SEN classification can refer to a child's pronunciation, their understanding of language and how they process information. If you have concerns about your child, please do not hesitate to contact the SEN team.

19. My child currently has 1:1 support, will the support be the same at Maricourt?

If your child has an Education Health Care plan or receives High Needs Funding, then the recommendations outlined by those documents will be followed.

20. How do you assess children for SEN?

There are many ways to assess a students' needs and the academy works closely with Sefton's multiple agencies when referring our students for further assessments.



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21. What involvement can parents have to support their children?

Maricourt believes working with parents is essential to children's development; parents can support their child by working on specific targets or recommendations. Parents can support in many ways from recapping basic skills, such as, reading every day, learning spellings, helping with homework.

If you feel that you have an additional question or would like some clarification, please do not hesitate to contact the SEN team.