



MARICOURT
CATHOLIC
HIGH SCHOOL
& SIXTH FORM CENTRE

PRESENTER NAME: Mrs J Cowans
DATE: 2021

SEND – A graduated approach to support

LEARN
WITH
MARICOURT

www.maricourt.net

Transition offer 2021

	Whole school offer	Enhanced SEND Offer
Sep-20	Attend the Maricourt Open Evening. Follow Social Media platforms to gain a feel for life around school. FB: Maricourt Catholic High School - Instagram: maricourtchs - Twitter: MaricourtCHS.	Arrange 1-1 appointments with SENDCo for brief discussion
Oct-20	Visit our virtual Open Evening tour. Submit your online application through your Local Authority for your child's place at Maricourt in September 2021. Send the Supplementary Faith Form to the Admissions Secretary.	Attend 1-1 meeting with SENDCo and other relevant staff Arrange visits to primary school Attend EHCP reviews
Mar-21	At the beginning of March you will receive your offer from the local authority for your child's allocated High School place. If your Maricourt preference has been successful, please confirm your acceptance of the place by returning Maricourt's Admission Acceptance and Agreement forms to the school, which will be sent to you mid-March and should be returned by 31st March.	SEND Register is populated Ensure all paperwork for HNF or updated EHCP plans are in place reflecting secondary approach Transition virtual/face to face meetings with primary colleagues via SSENIS
May-21	You will be invited to a parents information evening with the Headteacher; Mr Mangan and the Head of Lower School; Miss Bennett. There will also be an opportunity to purchase uniform on these dates.	Opportunity for an 1-1 with SENDCo
Jun-21	Miss Bennett (Head of Lower School) and the Learning Mentors will endeavour to visit every child who has been allocated a place at Maricourt, and to meet with their Year 6 teacher.	SENDCo visits to primary schools / meeting families Transition coffee morning and opportunity to meet the team
Jul-21	Every child that has been allocated a place for September 2021 will be invited to spend the day at Maricourt, getting to know us, their new surroundings and experience some lessons and the structure of the school day.	Students with SEND will have a TA with them during transition day – feedback shared with SENDCo and parent/carer Students given welcome packs Arrange further visits during school day or during holidays

SEND & Monitoring Registers – what’s the difference?

SEND Support Register					Monitoring Register
Area of Need	Entry Criteria	Possible SEN interventions	QFT should include	Exit Criteria	QFT + Wave 2 Catch up support / Pastoral support/ Mentor support
Cognition and Learning	<ul style="list-style-type: none"> EHCP or HNF Recent diagnosis of dyslexia (or high probability) Recent diagnosis of Dyscalculia Significant working memory difficulties (standardised score of 84 or less) CATs score in 1 or more areas of below-70 Support from outside agencies – including SSENIS and Alder Hey Access Arrangements for a reader/scribe/extra time 	<p>SSENIS Specialist Dyslexic teacher</p> <p>SSENIS Education Psychologist</p> <p>Occupational Therapist</p> <p>IDL spelling programme</p> <p>Access Arrangements in place</p>	<p>Word banks and glossaries</p> <p>Overlays (where appropriate)</p> <p>Use of pale coloured paper</p> <p>Overlearning – through starters</p> <p>Dyslexic friendly strategies -</p> <p>Strategies in support plan being followed</p>	<p>Hasn't had any intervention or significantly different provision for 6 months and is making good progress despite additional learning needs - through QFT</p> <p>Access Arrangements for a reader/scribe are no longer in place</p>	<p>Diagnosis of Dyslexia</p> <p>Dyslexic profile</p> <p>Significant working memory difficulties (standardised score of 84 or less)</p> <p>CATs score in 1 or more areas of below 74</p> <p>Access Arrangements for extra time / Lap top/Quiet room/Rest breaks / Prompter</p>

SEND Journey

START: Student is struggling to make progress – request for support SENCO

- Area of need identified in one of 4 categories
- Communication and Interaction
 - Cognition and Learning
 - Social Emotional Mental Health
 - Sensory and Physical Health

Adjustments are made to in-class provision and intervention put in place for catch up.

Progress leader Referral for Inclusion intervention handed to SENCO.

Student's progress is monitored by class teacher over a term. Possible referral for Progress Leaders support

Is the child making progress?

Yes – Remain in this stage

No

Meeting/phone call with parents/carers, Inclusion team/SENCO to discuss possible next steps and assessments.. Maybe a referral to external agencies.

Referral to external agency may be submitted.

Student added to either SEND Support or Monitoring register

Student's progress is monitored by class teachers and Progress Leaders/SENCO

Is the child making progress?

Yes – Remain in this stage

No

Student is given a support Plan created with Parents/Carers, all relevant teaching staff Inclusion team/SENCO. Child moved to a K on the SEND Support Register




Student is given additional in class support / intervention and recommended actions from external agencies are shared with staff

Quality first teaching

Stage 1

Stage 3

Stage 2

Key:
 Teacher 
 SENCO 
 Teacher & SENCO 

Child's progress is monitored by class teacher and SENCO over time. Plan/targets guided by professionals input

Information maybe gathered if it is agreed that further specialist support and guidance is needed - an application made is made for additional High needs Funding or **EHCP**.
 Evidence of sufficient graduated approach must be gained. Reports from numerous professionals required.

Is the child making progress?

No

Yes – Remain in this stage / if no further intervention for 6 months return to stage 1

SEND Support Plans are reviewed termly by Students /Parents/Carers, all relevant teaching staff and SENCO

SEND provision

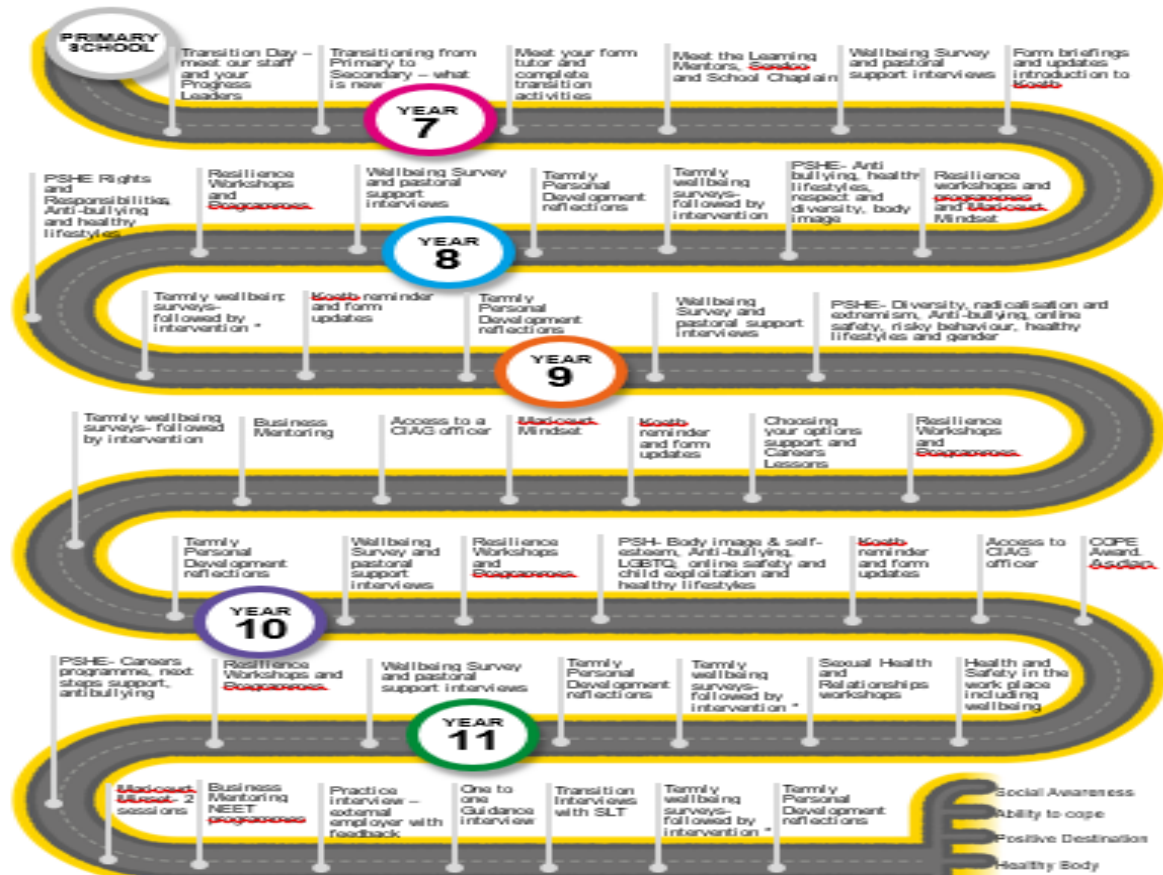
Type of Learning Need	Quality First Teaching Offer (Monitored through school quality assurance programmes including departmental review process)		Quality First Teaching Offer/ Learning Support Offer	
	Wave 1	Wave 2	Wave 3	
Cognition and learning	<p>Differentiated curriculum where possible. Teaching adapted to a range of learning preferences.</p> <p>Reading material accessible to students. Students can present knowledge in a variety of ways.</p> <p>Assessment for learning concepts - students are aware of the next steps in learning and how to achieve them. Accessibility to personalised learning aids such as word banks, number lines etc.</p> <p>Collaborative working opportunities. Questions differentiated in accordance to level of understanding and emotional needs. Interactive learning opportunities as appropriate.</p>	<p>Specialist assessments for literacy and numeracy.</p> <p>Catch Up programmes for literacy and numeracy.</p> <p>IDL /Nessy computer-based spelling programme.</p> <p>Provision of laptops in lessons where necessary.</p>	<p>Specialist SENISS Dyslexic teacher / Fresh Start sessions</p> <p>1-1 or small group.</p> <p>Educational Psychologist assessments.</p> <p>Access Arrangements for examinations.</p> <p>Inclusion Consultant reports. Personalised Work experience programme and careers guidance.</p> <p>In class support</p> <p>Assisted reading technology</p>	

Communication and Interaction	<p>Visual prompts and key vocabulary displayed</p> <p>Outcomes modelled and demonstrated</p> <p>Clear classroom organisation and structures</p> <p>Clear unambiguous use of language</p> <p>Opportunities to work independently without interruption</p> <p>Time provided for students to process language</p> <p>Teacher able to access and employ method of communication appropriate to students' need</p>	<p>1-1 and Paired reading programmes.</p> <p>Lego therapy</p> <p>Sand Play therapy</p> <p>Reciprocal reading.</p> <p>Careers support.</p>	<p>Educational Psychologist assessments.</p> <p>Access Arrangements for examinations.</p> <p>Personalised work experience and careers guidance.</p> <p>Together Trust (Autism support) Programmes</p> <p>OSSME support</p> <p>Nurturing support in our support center at break and lunch</p>

<p>Social, emotional and /or mental health needs</p>	<p>Highly effective pastoral support systems including progress leaders and learning mentors.</p> <p>PHSE (Personal, Health, Social education) Curriculum.</p> <p>Regular communication with parents. Clear rewards and sanctions policy. Safeguarding Policy directives and processes.</p>	<p>Comic Strip conversations resources facilitated by a learning support assistant.</p> <p>Specialist Ekland screening questionnaire</p> <p>ADHD training for staff. Intensive support for transition and work experience including visits and completion of transition passports.</p>	<p>In class support.</p> <p>Well Being Centre – mentor intervention</p> <p>‘Together Trust’ Autism Support. Specialist teacher input from SENISS (Special Educational Needs Inclusion Support Service).</p> <p>Links with and advice from paediatric/ mental health teams including CAHMs. Access Arrangements for Examinations.</p> <p>VENUS counseling Service - Alternative therapies facilitated by the Wellbeing Team.</p>
<p>Sensory and/or physical needs</p>	<p>Environmental adaptations to suit cohort or individual students where possible. Access to equipment to ensure mobility where possible.</p> <p>Effective use of resources and technology.</p>	<p>LSA support in lessons to make adjustments to support learning.</p>	<p>LSA directed learning for practical lessons. Access plans and meetings provided by SENISS.</p> <p>Multi-Agency meetings and care plans if needed.</p> <p>Access Arrangements for Examinations.</p>



WELLBEING MAP (Reviewed post Covid-19)



- ### STAFF ALLOCATION
- Progress Leader (Per year group)
 - Assistant Progress Leader (Per year group)
 - SEND CO
 - Form Tutors
 - 2 Learning Mentors (referrals and drop in)
 - School Chaplain
 - School Nurse (referrals and drop in)
 - Designated SLT Lead
 - 3 Safeguarding Leads
 - Careers Advisor
 - Learning Support Assistants
 - 2 Attendance officers

- ### DESIGNATED RESOURCES
- 2 Student Services
 - Chaplaincy Room
 - Chapel
 - Learning Support Centre
 - Wellbeing Centre and garden
 - Careers Library
 - School Council

*Interventions includes action best to suit. Careers, **Keoth** referral to **Keoth**, **Keoth** mentors, Chaplain, Careers Advisor, school nurse, business mentoring or enrolled onto one of our partnership **Keoth** which focus on mental health, wellbeing, resilience and are written to suit need. Partners who compliment the offer are below. Parent engagement forms an integral part to the process



Working together with parents



SEND Autumn newsletter 2020

Welcome everyone to our first SEND newsletter of the Autumn term. I want to take this opportunity to give you a flavour of the support we have on offer at Maricourt and reassure you that we are doing our best endeavours to continue to provide for the needs of our students with SEND, despite, an ever-changing climate at school. Things have moved so fast and it has taken us some time to adapt to how we work with the current guidance around Covid-19, but the team are doing an amazing job. We have updated all our SEND support plans and completed all our virtual reviews through the platforms of Teams, Zoom or telephone calls. We have two literacy intervention programmes up and running now – IDL and Fresh Start and they seem to be going really well, but we will constantly review this provision. This term has seen a real focus on supporting the wellbeing of our students and we are grateful for the enhanced support we have had from our many partners. Some of which include: Resilience training offered by Talk Talk; Everton in the Community Mentor programme; Comedy and Employability workshops delivered by Push talks. Our Educational Psychologist, Yakub Padua, has also been at hand to offer additional psychological support to some students; all of which has resulted in a smooth transition from lockdown. In terms of training for our Staff, I delivered a two-hour inset in November, on meeting the needs of our 'SEND students'. With a particular focus on supporting remote learning. Here, I used resources provided by the 'Whole School SEND' charity.

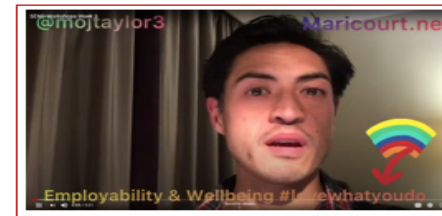
In January I hope to offer our first virtual parent coffee morning, details of which will be shared soon. These will include The Isabella Trust, ADDvanced Solutions and our School Nurse. Finally, I'd like to add that both myself cowansj@maricourt.net and our SEND admin assistant Mrs Byrne byrneec@maricourt.net are available for any concerns/worries you or your child has.

Merry Christmas, take care and stay safe x

Please complete our SEND questionnaire:
<https://www.surveymonkey.co.uk/r/HJ9RMTS>

At Maricourt we have a tiered approach to support students with SEND

- Initial concerns by parents or teachers are addressed through quality first teaching
- Further support may be offered by department intervention
- Concerns are shared with Pastoral leaders who may request Education Psychologist involvement
- At each stage teachers can request support from SENCo
- Student may be placed on the SEND Support or Monitoring registers in agreement with parents/carers and Progress Leader
- Students offered bespoke SEND intervention and individual SEND support plan is shared with all teachers.
- Referral for an Education Health and Needs assessment is made to relevant local authority



Please visit our SEND area in the Parents section of the Maricourt website to see MoJ's overview of the employability workshops he's delivered so far...



To get the most out of IDL, your child should log in at home at least twice a week. To login click on the link:
<https://appuk.idlsgroup.com/#/login>

- Username: SURNAME + INITIAL + @ + E313dz (e.g. SMITHA@E313dz)
- Password: SPELLING

