



SEND Inclusion Award (SENDIA) Verification Report

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| School name: | Maricourt Catholic High School |
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| School website: | www.maricourt.net |
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| Award verifier: | Mrs Eileen Stubbs |
| Award adviser (if applicable): | |
| Date of verification: | 8.7.19 |



Commentary on the evidence provided:

The school provided evidence for all KPIs, spread across documentation in the portfolio, online evidence, the SENCO's presentation, a tour of the school and discussions with the coordinator and key stakeholders. The comprehensive portfolio was well organised reflecting the high standards of the SENDIA coordinator.

The SENDIA process was well led, involved the whole school and particularly the SEND and pastoral teams. The coordinator was fully supported by both the headteacher, the SLT and governors. Key partners were informed of the school's commitment to achieving the SENDIA and kept updated on the progress by an excellent termly SENDIA newsletter. Governors' meeting minutes demonstrate the high quality of information they receive to enable them to provide challenge and support in relation to SEND.

The portfolio evidenced the effective policies, systems and strategies in the school, the use of the graduated approach, quality first teaching and the wealth of records kept. Key policies incorporate key aspects of the school's SEND provision along with guidance in the Staff Handbook and SEND handbook. SEND information and strategies are included in both teachers' lesson plans and feedback from lesson observations.

Rigorous assessment, analysis and tracking provides a sound basis for allocating support and interventions, which are shown clearly on the provision map.

During the verification visit the verifier observed groups working on their individual targets and / or receiving support in class. The school ensures that all children can access all aspects of the curriculum and school life, including residential visits and extra curricular activities. The Maths department's 'Pizza', homework, IDL and handwriting clubs give additional support to students on learning support.

Posters in the different parts of the school advise students on who to speak to for support and help with SEMH concerns. Students can access the Wellbeing Centre. The SEND noticeboards in staterooms keep all staff up to date with SEND issues, students, procedures and developments.

SEND / vulnerable students receive extra support through transition. The Y6 / 7 transition pack is particularly useful, containing a key ring with quick tips / information, laminated colour coded map, timetables and other useful information. Students with SEND and their parents have access to additional careers advice / support.

All the discussion groups were very positive about the school, the SENCO and SEND team:

- Parents and staff spoke about the good communication between school and home, the support parents receive through the regular meetings and training eg on ASD /ADHD. It was also felt that the school understands the needs of children with SEND and their families and that parent / school relationships are based on honesty and trust. These views were supported by the SEND parent and student surveys.
- Staff have a good understanding of the school's SEND and SEMH provision and their own roles in this. The school's systems ensure that all staff have access to relevant information and resources, share good practice, support each other and have regular training.

- The SEND governor meets regularly with the SENCO, feels well informed about all aspects of SEND including funding and progress data, and reports back to the Governing Body each term.
- The teacher from SSENSIS was very impressed by both the school, the SENCO and progress made by students with SEND.
- Students were happy with the support they are given: both TA support and resources such as overlays. They felt they get good feedback on progress, behaviour and targets and are encouraged to take ownership of their own learning. They did however have some issues around homework! They felt that they are included in all aspects of school life.

Strengths identified during verification:

- The school is committed to removing barriers to learning. The SENCO, SLT and Governors ensure that inclusion is at the heart of the school and central to the school ethos. SEND is a priority in the school's self evaluation and school improvement plan.
- Funding for support is allocated in accordance with children's needs, as detailed on the provision map, and is reported to the governors.
- There are strong relationships between staff and students. Staff are proud of the school's commitment to helping students to make the best progress they can and there is an holistic approach to support.
- The highly skilled, hard working and enthusiastic SENCO is highly respected by staff, SLT, Governors, parents and students. She 'champions' SEND and has an in depth knowledge of SEND issues, procedures and legislation, including SEMH, and constantly updates this by reading current research, CPD and using online SEND sites. She is supported by an experienced and skilled SEND team, ensuring that SEND provision is very effective.
- Record keeping and report formats have improved and provide easy access to information for staff, governors, parents and students eg SEND newsletter, SEND in a Nutshell.
- Following positive comments on SEND provision and progress in the recent Ofsted and LIMAS reports, the school is working hard to ensure that this improvement continues and is consistent across subjects.
- The school is a welcoming, nurturing and happy school. Student wellbeing is a priority for the school: should students have any worries, anxieties or concerns they know who they can speak to and that staff will support them. The Wellbeing and SEND teams work closely together e.g. anxious students and those with mental health issues are supported through referrals and exit reports; ASD friendly homework clubs for GCSE students.
- Effective communication and assessments facilitate early identification of students not making adequate progress / with SEND eg communication with feeder schools on Y6 / 7 transition, termly SENCO / Progress Leader meetings. Students are initially monitored and moved on to learning support if their progress does not improve.
- Quality First Teaching, which is the responsibility of all teaching staff, is showing impact in most subjects, ensuring that even the most vulnerable students reach their potential. SEND information and strategies are included in lesson plans.
- Staff are being upskilled in relation to SEND: they have training based on the SEND audit; regular staff updates; the SENCO offers individual support and advice to teachers / LSAs; the SEND noticeboards include useful information. SEND is also part of staff induction and appraisal.
- Interventions are focused and time limited.
- Students with SEND are offered a range of appropriate study programmes leading to qualifications eg ASDAN. All are encouraged to take up post 16 education and training.

- Parents of students with SEND are involved in all decisions and reviews relating to their children. They have regular meetings with the SENCO and are offered advice and support in addition to phone calls (some parents have daily phone contact). The school holds workshops on specific topics and signposts to relevant websites and training with other providers eg on the SEND newsletters.
- Evaluative feedback is gathered from students with SEND and their parents in relation to school policies, procedures and the quality of SEND provision and support eg student forum led by TAs.
- The SEND team works collaboratively with a number of external agencies to improve SEND provision eg SSENSIS, Speech and Language, Together Trust and OSSME, ADHD Foundation, Community Nurses, CAMHS and MADCOS / LINC.
- There are supportive transition procedures throughout school, which provide additional support for SEND and other vulnerable students and their parents, particularly during Y6 /Y7 transition, options and careers choices and post 16 transition. Parents of students with SEND are given the opportunity to meet with other parents at a Y6 /7 coffee morning.

Impact:

- data analysis showed that SEND provision (including SEMH thrive) has a positive impact on attendance and behaviour
- interventions in KS3 for students entering the school with low attainment in English and Maths are successful in raising achievement : students with SEND progress is in line or better than for other students
- parents of students with SEND are more involved in their children's learning and development
- students with SEND feel they have more ownership of their own learning
- staff are well informed and supported in relation to teaching students with SEND

Areas for development:

These are mainly to refine, embed and build on the current SEND offer, maintaining the holistic approach and support.

Some of the priorities identified by the school are:

- work collaboratively with Learning Mentors to incorporate Wellbeing provision into SEMH SEND provision (eg embed thrive) and with the English department to develop reading skills
- research and implement changes to support quality curriculum for students with SEND
- initiate Bridge intervention for SEND and PP under Disadvantaged
- embed person centred reviews to ensure that students with SEND are full partners in all decisions

The school might also consider reviewing and clarifying the SENCO's leadership role in line with current best practice.

Verifier recommendation:

That Maricourt Catholic High School be awarded the SENDIA for a period of three years.



Head teacher comments:

We are delighted to receive this award. As a school we are committed at all levels to removing barriers to learning and inclusion is at the heart of our school and central to our school ethos. The SENDIA Award recognizes the hard work of everyone in our school community and rightly highlights the outstanding practice of our SENCO and SEN team. I am deeply grateful to the Verifier for her report.

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