



## SEND AT MARICOURT

At Maricourt we welcome all pupils into our Christian Catholic school community. We are a fully inclusive school in all we do, our philosophy and actions are rooted in our school mission statement:

*'Maricourt seeks to provide and sustain a living Catholic Community which is rooted in Christian Values and where growth and knowledge, respect, love and fellowship are shared by all'*

We have a strong desire to make a difference. We aim to foster a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take into account their varied needs. We are a nurturing school and support children to be resilient, confident and responsible. This is reinforced through a strong pastoral system

We recognise that children learn at different rates and that there are many factors affecting achievement, including SEN and /or disability. In Maricourt we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential

The differing needs and capabilities of students will be met through:

- Consideration of the appropriateness of resources used.
- Variation in teaching and learning styles used in the classroom.
- Use of a variety of different tasks and teaching techniques for individual pupils.
- Varying lengths of time spent on particular issues and activities.



- Making use of differing classroom organisation.

We aspire to enable all children to be successful and have high aspirations

### Self-Evaluation overview of impact 2018-19

Analysis of feedback	Outcomes	Evidence of impact:
<b>Teachers</b>		
<ul style="list-style-type: none"> <li>• Information re student's needs - should be shared earlier in the year</li> <li>• In exam PE some of our weaker pupils could access in class support</li> <li>• Compare progress of pupils with SEND throughout school across all curriculum areas not just how they are in your subject information on how other departments use this data</li> <li>• Information required on past support given and how this helped.</li> <li>• more practical strategies when dealing with students</li> </ul>	<ul style="list-style-type: none"> <li>• Updated SEND policy and sent to all teaching/support Staff (Dec 2018) – and calendar of SEND activities – reiterating dates for information sharing</li> <li>• Reiterated at Curriculum Leaders meetings / and disadvantaged meetings to share the termly overview of progress to share at department meetings</li> <li>• Asked staff to share with me strategies to support underachieving disadvantaged students - to add to support plans</li> <li>• Added an additional box on support plans on strategies worked in the past</li> </ul>	<p>Staff using strategies in class as part of the Plan, Do, Review process</p> <p>Students feel more supported</p> <p>Teachers confident in talking to parents about strategies used in the classroom</p> <p>Teachers understand student needs as identified on support plans</p>



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	<ul style="list-style-type: none"> <li>• Have emailed TES articles highlighting support for Dyslexia/Autism</li> <li>• February inset was aimed at supporting literacy across the curriculum with a particular focus on more able SEND students</li> <li>• Facilitated x2 ITT insets on differentiation</li> </ul>	
<b>Parents</b>		
<ul style="list-style-type: none"> <li>• More peer mentors were available for young people</li> <li>• Contact with class teachers could be better.</li> <li>• Could try and notify parents or Carers before the child gets the help.</li> </ul>	<ul style="list-style-type: none"> <li>• A robust system and processes is now in place to support our Wellbeing provision - using the thrive model – this was share in a parent workshop (with school nurse)as well as the May whole school inset on SEMH</li> </ul>	<p>Better support for parents and understanding of what students have experienced through the day so that support is ongoing from school to home and vice versa</p> <p>Anxious students and those with Mental health issues are dealt with more</p>



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<ul style="list-style-type: none"> <li>• More regular feedback on how getting on and things could go to help at home</li> <li>• More confidence building needs to be instilled.</li> </ul>	<ul style="list-style-type: none"> <li>• We have additional support from CAMHS student worker working with KS5</li> <li>• I shared parent feedback with whole staff in February inset as well as Children's plan meeting in Feb 2019</li> </ul>	<p>effectively through referrals and exit reports</p>
<ul style="list-style-type: none"> <li>• More could be done to involve the child to maybe set their own targets to work towards.</li> <li>• Teachers are provided with training to develop awareness and strategies for dealing with anxiety and autism.</li> </ul>	<ul style="list-style-type: none"> <li>• We have set up a focus group to collaborate and coordinate whole school provision to support wellbeing</li> <li>• SEND newsletter spring term was focused on SEMH and building resilience</li> <li>• All SEND reviews are now person centred</li> <li>• SENCo attended training in October 2018</li> <li>• KS3/KS4 focus groups are set up to gather feedback from students in an informal setting facilitated by TAs whom they are close to</li> <li>• Summer term newsletter is focused on ASC and will be shared with staff/parents</li> </ul>	



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	<ul style="list-style-type: none"> <li>HTLA attended 'supporting sensory needs of ASC students' and PPT and tips were shared with whole staff</li> </ul>	
<b>Students</b>		
<ul style="list-style-type: none"> <li>Include us in decisions about our learning           <ul style="list-style-type: none"> <li>More individual help from Teachers/TAs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensured that x3 students with SEND are on school Council</li> <li>All reviews are person centred</li> <li>Annual student forums filmed with each year group – share with Progress Leader</li> </ul>	Students feel more empowered in their learning and proactive in regulating their behaviour

#### Refining practice 2019-20

- Use outcomes of SEND reflection framework to plan CPD 2019-20 – (Particular focus on sensory needs)
- Work collaboratively with CL English/whole school literacy to develop a coherent reading development policy to support new Ofsted focus
  - Greater sharing of good practice SEND Clinics
- GROW reading programme to be implemented for KS3 struggling readers by September
- Research and implement changes to support quality of curriculum for students with SEND
- Bridge intervention for SEND and PP under Disadvantaged
- Work collaboratively with Learning Mentors to incorporate the Wellbeing provision into Social Emotional and Mental Health SEND provision – embed the thrive model
- Explore and commit to training for the 'Thrive' approach to social and emotional wellbeing
  - Embed person centred reviews to ensure that students with SEND are full partners in all decisions
- Monitor and evaluate kS4 new personalised COPE curriculum: