



SEND Information Report 2024-25

Notre Dame school is a Roman Catholic mainstream girls school. It is an inclusive school for girls aged 11-18. The school complies with the requirements set out in the Special Educational Needs Code of Practice (2015). A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that which is normally available to students of the same age (SEND Code of Practice, 2015, p.94). There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with:

- Cognition and Learning;
- Communication and Interaction Speech, Language and Communication needs (including those on the Autistic Spectrum or with speech, language and communication needs);
- Social, Emotional and Mental Health (including those with ADHD);
- Sensory and/or Physical Difficulties.

Identification and assessment of students with special educational needs

Notre Dame accepts the principle that early identification and assessment is vital to support the progress of all students. There are several ways in which identification and information is shared about the additional needs of individual students.

Parents are encouraged to discuss their child's individual needs with the tutor or subject teachers. Tutors/teachers will implement support at classroom level, targeting the area of need. However, if the need persists, tutors and teachers can refer students to the SEND Department following consultation with parents and the Head of Year or Head of Department. This may, if considered necessary, lead to a

separate meeting with the KS3/4/5 SEND lead and/or the SENDCo to discuss next steps.

Where students continue to make less than expected progress, despite high quality teaching targeted at areas of need, the SEND Department will assess whether a student has special educational needs.

We use a number of indicators and methods to do this:

- The analysis of information, including entry profiles, reading ages, and student assessments.
- Parental concerns and experience.
- Referrals from key members of staff to identify areas of concern.
- Tracking individual student progress over time in academic subjects.
- Communication with feeder schools before transfer.
- Information from previous schools.
- Information from other services including specialist assessment and professional advice.
- The student's own views.

Provision for students with special educational needs (for students with and without EHCPs)

Evaluating the effectiveness of provision

All leaders in the school will know the strategies (provided by subject and pastoral teams or from the SEND Department) needed to support each student with SEND. Leaders will use book looks, learning walks, and data monitoring to ensure these strategies are being used effectively to ensure student progress. SEND is part of each Department's Quality Assurance process.

	<p>The SENDCo will regularly monitor subject, behaviour and attendance data, as well as data from interventions, to evaluate the student success and the quality of support. All interventions and class support will be evaluated in an assess-plan-do-review cycle.</p> <p>Students with high needs will be regularly assessed through individualised support plans such as a SEND Support Plan or EHCP. In these cases, students will have an individualised provision map and assess-plan-do-review cycle supported by regular meetings with the KS3/4/5 SEND lead and/or the SENDCo.</p> <p>Students with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed. If a child is supported through the 'Team Around Me' process or an 'Early Help Assessment', the multi-agency team working with the child will meet every six weeks to review progress against outcomes.</p>
<p>Assessing and reviewing the progress of students with special educational needs</p>	<p>Subject data will be assessed at each report cycle. The success of students in KS3 will be determined by their English and Maths subject data, as well as reading age scores. Students in KS4 will be monitored in all their GCSE subjects with each report cycle. In cases where a student in Year 9 and 10 present difficulties accessing assessments, they will be tested to determine whether they require Access Arrangements at GCSE.</p> <p>Students with SEND Support Plans and EHCPs will be assessed based on their individual outcomes. This will involve liaising with</p>

	<p>teachers, form tutors, parents/guardians and any other professionals supporting the child.</p> <p>In cases where a student with an EHCP has had a high level of support but still struggles to succeed in education, the school will refer to an Educational Psychologist for support.</p>
Our approach to teaching students with special educational needs	<p>At Notre Dame we pride ourselves on being an inclusive school. We aim to provide for all students' needs as they arise in a caring, flexible, professional manner. We promote positive self-esteem, plan individualised curriculum pathways, support all transitions and work with parents/carers, students and external agencies to ensure students' learning experiences are extended through partnership.</p>
Adapting the curriculum and school environment	<p>Notre Dame recognises that the majority of students with additional needs will have those needs met by High Quality teaching and learning in the classroom from subject specialists. Teachers primarily adapt the curriculum to meet students with additional needs using 'Five A Day' Principles of:</p> <ol style="list-style-type: none"> 1. Explicit Instruction; 2. Cognitive and metacognitive strategies; 3. Scaffolding; 4. Flexible grouping; 5. Using technology. <p>From September 2024, we are beginning to implement a Universal Provision Map based on Plymouth's Ordinarily Available Provision (OAP) guidance. Currently, teachers are focusing on:</p> <ul style="list-style-type: none"> ● creating a low sensory learning wall at the front of every classroom; ● using dual coding to provide visual cues; ● using task boards to support explicit instruction.

<p>Preparing for Adulthood</p>	<p>Uniquely to Notre Dame we have the "Learn for Life" curriculum for students in all year groups who are working below age related expectations (BARE) or have significant communication and interaction needs. Most of the students have an EHCP and some may not be in their chronological year group. The curriculum is particularly tailored to allow for full engagement in learning with additional Life & Social Skills work. While some students will use the Learn for Life curriculum throughout their time at Notre Dame, we also offer it to students who may need a longer transition between primary and secondary settings.</p>
<p>Additional support for learning</p>	<p>All of the provisions and interventions outlined below aim to ensure that students with additional needs have the skills and support to be able to access mainstream lessons with their peers.</p> <p>All students on the SEND register at Notre Dame are supported primarily through the allocation of a key worker (KS3/4/5 SEND Lead) who is responsible for working with SENDCO to implement the assess-plan-do-review process. Following a decision to put students onto the register, the key worker will work with the student and parents to co-produce a student passport. This document details an overview of the student's needs, their barriers to learning and strategies to support them. This allows classroom teachers to plan effectively for each student.</p> <p>Notre Dame has a small team of dedicated Learning Support Assistants who deliver a range of small group and 1:1 interventions. They also provide shared in-class support to classes where a high level of need is identified.</p>

	<p>The learning support base at Notre Dame is permanently staffed and is made up of three distinct spaces and can offer students with additional needs a variety of support measures throughout the day. Examples of some of the provisions/interventions we provide are:</p> <ul style="list-style-type: none"> • Access to laptop / computer work station; • Individual work spaces; • Storage trays to support organisation; • Time out and Sensory Breaks; • Adult supported craft and games at break/lunch time; • A sensory room; • Adult support. <p>In addition, we have an extensive provision map. Below are examples of the interventions we offer under the four broad areas of need:</p> <p>Cognition & Learning:</p> <ul style="list-style-type: none"> • Literacy intervention • Numeracy intervention <p>Communication & Interaction</p> <ul style="list-style-type: none"> • Social interaction intervention • ASD Support Group <p>Social, Emotional, & Mental health</p> <ul style="list-style-type: none"> • Emotional First Aid: Daily Drop in • Mentoring <p>Sensory & Physical</p> <ul style="list-style-type: none"> • Sensory breaks • Movement breaks
Participation in wider school life	<p>Notre Dame believes in the importance of ALL students accessing ALL opportunities within and outside of school and so reasonable adjustments are made for full inclusivity. Risk assessments are carried out for school visits including residential trips and</p>

	<p>reasonable adjustments will be made where required. Where needed, the risk assessment will include a meeting with parents/carers as well as taking account of any medical advice. When choosing the destination of these trips we will take into account the needs of all students. On some occasions a member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.</p>
<p>Support for improving the emotional, mental and social development of students with special educational needs</p>	<p>We offer a range of support and successful interventions including:</p> <ul style="list-style-type: none"> • Tutor support • Heads of House guidance and monitoring • Pastoral/academic mentors/ tutor group 'buddies' • SEND Team interventions • Outside services e.g. Speech and Language Therapy. • Proactive use of the EHAT (Early Help Assessment Tool) • Attendance officer support and guidance • Careers advisor (Careers South West) • The Governing Body – allocated SEND governor • A recognition of academic progress, positive behaviours and achievement through a system of rewards.

Expertise and staff training
<p>The SENDCo holds the National Awards for special education needs coordinator (NASENCo).</p> <p>We have a rolling programme of training and support for staff based on the needs of the students within the School. All LSAs have a specific CPD programme throughout the year and are monitored and evaluated at regular intervals via observations and performance management by the SEND Leads and the SENDCo.</p>

Staff are sent on individualised training if they are supporting a student with a more specific need, such as those with auditory or visual impairment. Staff have had training in the following:

- Phonics
- Speech and Language support – comprehension group
- ASC
- ADHD
- Psychometric Testing – Access Arrangements
- VI/HI adaptations
- CAMHS & STORM training
- Mental Health and Well-being Courses

Accessing specialist services and expertise

We have a varied range of specialist staff in our SEND Department, covering many speech, language, ASC, and emotional needs. There are also a range of services that work within the School. These include:

- The Educational Psychology Service
- The Communication & Interaction Team
- The Educational Welfare Service (EWO)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Occupational Therapist
- The Youth Service
- Parent Information Advice and Guidance (PIAS)
- VI / HI support team

Allocation of school resources to students with special educational needs

The school budget includes money for supporting pupils with SEND. The school will use its SEND funding in the most appropriate way to support the student. This support may include some individual or small group Learning Assistant support, but this will be monitored through the young persons' SEND Support Plan or Education, Health & Care Plan (EHCP). The funding may be used to put in place a range of support strategies depending on the needs of the student. SEND funding may also be used to purchase specialist equipment or support from other specialist support services.

Involving with parents/carers

It is our aim that Notre Dame works in close partnership with parents/carers and maintains regular and purposeful communication.

All students who are on the SEND register will be allocated a designated member of the SEND team who will be the first point of contact.

For KS3 (Years 7-9) this is Anita Shaw: ashaw@ndonline.org

For KS4/5 (Years 10-13) this is Catherine Fisher: cfisher@ndonline.org

We work with parents/carers to co-produce plans with them and their child as part of the assess-plan-do-review process.

Support for families

Families can access independent advice from PIAS Plymouth Information Advice service (PIAS) <https://www.plymouthias.org.uk/> This is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits.

They are also able to support parents to reach agreement when issues are faced at school.

For Devon children, the Devon Information and Advice service (DIAS) <https://devonias.org.uk/> offers easily accessible information and advice in a similar way to PIAS.

Contact details for the Local Authority

Families based in Plymouth:
SEND Strategic Advice and Support (SEND SAS)

Windsor House
Plymouth
PL6 5UF

Telephone: 01752 260256

Families based in Devon:
Devon 0 – 25 Team

Room L102
County Hall
Topsham Road
Exeter
EX2 4QD

Telephone: 03451551091

Email:
csc.childrenyoungpeoples-
ervices-
mailbox@devon.gov.uk

Families based in Cornwall:
The Assessment and Education Provision

Inny Building
Cornwall Council
Old County Hall
Truro
TR1 3AY

Telephone: 01872 322406

Involving young people in their SEND provision

We hold the views of students very highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of the review process and at the end of a targeted intervention.

Concerns

If you are unhappy with an aspect of your child's SEND provision you should contact the SENDCo in the first instance.

If the matter remains unresolved, our complaints policy can be found on our policy page by clicking [here](#).

Support for transferring between phases of education

We recognise that transitions for a student with additional needs will need careful planning and we take steps to ensure that any transition is coordinated as smoothly as possible.

If a student is moving to another school in year or post 16:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for the student.
- We will make sure that all records about the student are passed on as soon as possible.
- Careers information, advice and guidance (CSW), careers conventions, and support will be available and accessible during both key stages to inform option choices, career paths and post 16 choices.
- The SENDCo may arrange additional visits for students identified as having SEND and additional meetings will be arranged with parents and any other services who have been involved with the student (e.g. Communication and interaction team)
- Students with a SEND Support Plan or an Education, Health & Care Plan (EHCP) will have an enhanced transition program personalised to their needs. Transition starts as soon as we know the student is

	<p>joining or leaving. Communication between all parties is vital in ensuring as much information as possible is shared between the student, parents and staff from both schools.</p>
In Year 6:	<ul style="list-style-type: none"> • The Year 6 teacher and/or SENCo will discuss the specific needs of the student with the SENCo at Notre Dame • The student will have focused learning about aspects of transition to support their understanding of the changes ahead. • Where possible the student will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in their current school (enhanced transition). These visits will involve observations of the student both in the classroom and a less structured environment e.g. break time • Students with a SEND Support Plan or an Education, Health & Care Plan (EHCP) will have a personalised transition program as well as accessing the main transition in place for all students joining the School in Year 7. • Transition starts as early as possible in order to make the students as prepared as possible for September. Communication between all parties is vital in ensuring as much information as possible is shared between the student, parents and staff from both schools. • In some cases transitions begin in year 5 to support the needs of students <p>A range of methods, suitable for your child, may be used to support them at the time of transition. For example, if your</p>

	child would be helped by a book/social story to support them to understand moving on, it will be provided for them.
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Accessibility of the school environment

The school is aware of the access needs of disabled children on roll, and adaptations to the school are made accordingly.

For more information please see the school's Accessibility policy and Disability & Equality Policy <https://ndonline.org/information/policies/>

[Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2014/12)

Section 69 of the above legislation details the arrangements for the admission of disabled persons as pupils at the school; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; the facilities provided to assist access to the school by disabled pupils; the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan).

Information on Plymouth's Local Offer

The Plymouth Local Offer provides a definition of what is meant by SEND. It explains what services are available across education, health and social care. It tells you who these services are for and how to access them. [Plymouth City Council Local Offer](#)

The Plymouth Online Directory (POD) <https://www.plymouthonlinedirectory.com/> has an Early Help Assessment Tool (EHAT). Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges.

It can be required at any stage in a child's life from pre-birth to adulthood and applies to any problem or need that the family cannot deal with or meet on their own. The Early Help Assessment Tool (EHAT) is an assessment for multi agency support.

For more information see Plymouth's Local offer:

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

Arrangements for children and young people who are Looked After and have SEN

The SENDCo will work closely with the Assistant Headteacher responsible for students who are looked after to ensure the assess-plan-do-review process works effectively.

SEN Policy

The SEN Policy can be found on our policies page through the link [here](#).

Key Contact details within the SEND team:

KS3 SEND lead: Mrs Anita Shaw

Email address -

ashaw@ndonline.org

Telephone number - 01752 775101

KS4 & 5 SEND lead: Miss Catherine Fisher

Email address -

cfisher@ndonline.org

Telephone number - 01752 775101

<p>SENDCo: Mrs Clare Sampson</p> <p>Email address - csampson@ndonline.org</p> <p>Telephone number - 01752 775101</p>	<p>SEND Administrator: Mrs Sophie Holmes</p> <p>Email address -</p> <p>sholmes@ndonline.org</p> <p>Telephone number - 01752 775101</p>
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An invite for feedback

This information report is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer, or make suggestions to improve the information, please email csampson@ndonline.org

This report was reviewed by the SENDCo during September 2024.