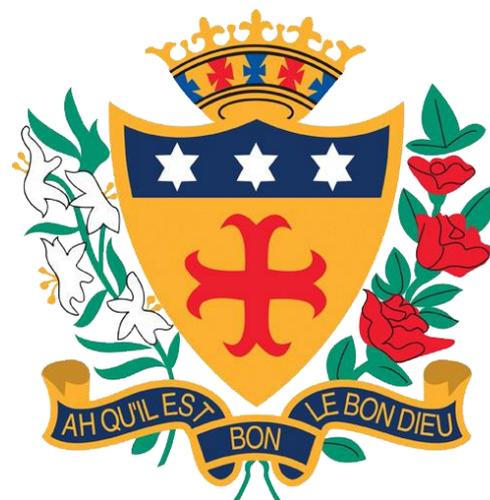


Notre Dame Catholic College

180 Great Homer St,
Liverpool L5 5AF



SEND Information Report

Opening Hearts, Minds and Doors

For further information please contact:

SENDCO: Mr. A. McVerry

SEND Governor: Ms Dawn Finnigan

Tel. **0151 330 5122**

The purpose of this Report is to provide information for parents/carers in relation to SEND Provision at Notre Dame Catholic College.

Covid-19

Due to the Covid-19 lockdown we provide extra support to our SEND pupils, this included phone calls home, Risk Assessments of EHCPs, remote learning support and enhanced transition support for our year 7 pupils and a bank of resources which are located on our Padlet - https://padlet.com/anthony_mcverry/41aoj37yi8nsqxcc

At Notre Dame Catholic College, we are committed to providing the very best opportunities for all our students and this report is firmly set in the context of our college aims:

Mission Statement

We aim to ensure that:

- We challenge our students to become reflective and creative thinkers who embrace their lives with optimism, imagination and the confidence and courage to think for themselves
- We maintain high expectations of all members of the college, staff and students alike, challenging them to be the best they can be, academically, socially, emotionally and spiritually
- We all actively work to make a significant and positive contribution to the community, local, national and international.
- We are committed to the preparation and training of high quality teachers and support staff
- We all strive actively and purposefully to make the vision and mission of the college a reality
- We create a community which is welcoming of all cultural traditions in a climate of joy, tolerance and respect

This report should be read in the context of the Liverpool Local Offer which can be located at:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

Part 1

The report is written as a series of questions which parents may ask about their child. The answers provide information on current practice in relation to students requiring additional support to achieve their potential.

1. How will I be involved in discussions about, and planning for, my child's education?

- If your child has been identified as having Special Educational Needs and/or Disability (SEND) before they start at Notre Dame Catholic College, we will work closely with your child's primary school, any outside agencies and other people who already know your child.
- At this point we would invite you in to discuss and agree your child's needs and use the information gathered to plan with you a programme of support.
- While attending Notre Dame Catholic College, if your child is not making expected progress, we will observe them, assess their understanding of what we are doing in school and use tests to identify any difficulties. We will then discuss these with you. If your child has complex needs, we may also refer to outside agencies for further assessment and support.
- Working with the Head of 6th Form, the SENCO will regularly liaise with the teachers and form tutors. If you have any concerns, please speak to the form tutor in the first instance and a meeting can be arranged.

2. How will school staff support my child?

- The SENCO and Assistant SENCO working with the Head and Assistant Head of Year, including 6th Form pastoral staff, will oversee your child's education. If appropriate, a pupil profile will be written and reviewed with you and your child. This will then be shared with your child's teachers
- The Departmental staff, SENCO and Assistant SENCO will monitor and track your child's progress in each subject at key times within the school calendar and will report back their progress through parent meetings and termly reports
- In addition to this, you might be invited to meet with the SENCO or Head of Year, including 6th Form pastoral staff, to discuss any changes to the pupil profile

See also detailed information in relation to teaching, learning and assessment in Part 2 of this report.

3. How will the curriculum be matched to my child's needs?

- In order to match the curriculum to your child's needs, the teacher will set tasks that will allow your child to understand the work and make progress
- All teachers are highly skilled in planning work that is set at an appropriate level of challenge for your child and this is supported by in-school training.
- In order to maintain these high standards, all teaching staff, including 6th Form staff,

are observed regularly by heads of departments and the Head of School

- Work is regularly scrutinised by heads of departments and senior teaching staff to ensure the work is set at an appropriate level of challenge for your child.
- We have a supportive pastoral team who have regular contact with parents, particularly if there is an issue or problem that needs immediate attention.
- Information is passed to pastoral staff who are able to contact home with relevant information about your child.
- You can arrange a meeting with pastoral or SEND staff if you have concerns about your child's progress in any of their subjects.
- Using data analysis, support is put into place for those students who require additional help.
- Your child will be given their target grade at the beginning of each year in every subject.
- Your child's work will be marked and graded regularly allowing you to see the progress that they are making.
- A parents' evening is held for every year group to allow you to discuss your child's progress.
- Your child will be given homework which you can support them with at home.

4. What support will there be for my child's overall well-being?

- Every year group, including the 6th Form, has their own appointed Head of Year and Assistant Head of Year that are trained on a regular basis to adapt and meet the needs of your child. They work with students with a variety of SEND
- If your child has a medical need he/she will receive appropriate medical care from a designated member of staff who has a medical background which is updated on a regular basis. This will be carried out after consultation with yourself and a medical plan will be devised
- Should your child need support socially, the school and our 6th Form pastoral staff, can provide assistance via our college clinical psychologist
- All staff (including 6th Form staff) and pastoral teams work collaboratively with parents/ carers and the SENCO to develop provision plans and pupil profiles, which aims to avoid exclusion
- At Notre Dame Catholic College, your child will be encouraged to contribute their views by completing questionnaires at key times throughout the academic year on a range of school issues. Your child will be encouraged to offer ideas or take part in the student council

5. What specialist services and expertise are available at, or accessed by, the school?

- Should your child need additional support within the college, the following may be utilised: the clinical psychologist, the Ethnic Minority and Traveler Achievement Service (EMTAS) and specialist SEND teachers. If your child requires additional and different specialist support which is outside the remit of the school, we will contact other services as appropriate for your child

6. What training do staff supporting children and young people with SEND have?

- All our learning support assistants are trained to meet a variety of SEND needs and this training is updated on a regular basis.
- Teaching staff, including 6th Form teaching staff, have ongoing training to meet pupil needs
- All staff, including 6th Form staff, are informed of your child's specific needs so that they can adapt their teaching styles appropriately.
- All staff, including 6th Form staff, update their knowledge and skills of SEND through internal and external training.
- The SENCO and the Assistant SENCO keep up to date by attending current training sessions provided by the Local Authority (LA).

7. How will my child be included in activities outside the classroom including school trips?

As the school is a new building, all facilities for SEND students have been designed to meet the current building regulations, for example:

- There is a purpose built Food Technology room that has an adjustable level oven, hob and preparation area to allow wheelchair access to equipment.
- The Textiles room has lower access tables which give wheelchair access to the sewing machines and other equipment.
- The Science laboratory has a lower access work bench which gives wheelchair access.
- All extra- curricular activities are fully inclusive for all SEND pupils.
- Any trip or activity requires Head of School approval before being undertaken, as well as a detailed risk assessment.
- Provision is made to allow all students to access the trip.
- Parents/Carers are able to attend meetings prior to residential trips to discuss information and activities involved.
- A learning support assistant or general assistant attends all external activities, when appropriate.

8. How accessible is the school?

Notre Dame Catholic College is now housed in a new build Please refer to our Accessibility Plan, however:

- It has full wheelchair access
- The new school is Equality Act (2010) compliant, including mobile hearing loops
- There are disabled changing rooms and toilet facilities
- The school communicates with parents and carers whose first language is not English by using translation services to speak in person or in written form. We also use EMTAS services.
- Notre Dame Catholic College has the facilities to support children and young people with SEND by having a building that is Equality Act (2010) compliant.

9. How will Notre Dame Catholic College support my child when joining the school and how will the school support my child in transferring to their next stage of education?

- When your child moves from their junior school to Notre Dame Catholic College, we will offer transition days, one-to-one meetings with the SENCO and parents' meetings. We also have good working contacts with feeder schools
- As your child moves from Key Stage 3 to Key Stage 4, Notre Dame Catholic College will provide career guidance from our in-house Careers Officer, who works closely with the local careers service
- In respect of our 6th Form provision, Notre Dame Catholic College recognises the need for your child to be an independent young adult by supporting their transition
- Notre Dame Catholic College to either further education or the world of work. Any relevant information will be forwarded to the new placement with your child's full knowledge and involvement

10. How are the school's resources allocated and matched to a child's or young person's special needs?

- All students on entry, including 6th Form entry, to Notre Dame Catholic College are fully assessed to see how best we can meet their individual needs. If your child requires additional and different resources, the SENCO creates a pupil profile outlining your child's needs and appropriate resources are put in place. This could be provided directly from school resources or from outside agencies.

11. How is the decision made about what type of and how much support my child receives?

- Should your child need support, the decisions will be based upon information received from your child's primary school, assessments carried out on entry in Year 7 and from meetings with parents/carers

- Should your child transfer from a different setting and need support, the decisions will be based upon information received from their previous setting and from meetings with parents/carers. This also applies to those students transferring to 6th Form
- The persons involved in this decision making process with you and your child are the SENCO, the Assistant SENCO, the pastoral team, the senior leadership team and the Head of School and Executive Head Teacher
- The impact of support will be monitored at key times during the year, or as needed, on a regular basis and adjustments to the provision will be made, if appropriate

12. How are parents involved in the school? How can I be involved?

- Notre Dame Catholic College welcomes you to take an interest by becoming involved in your child's education
- We will do this by inviting you to meetings i.e., parents' meetings, social occasions and one-to-one meetings as required. Pastoral staff may contact you if necessary and letters informing you of important information will be sent to you

Part 2

Additional Information on teaching, learning and assessment in relation to SEND

Our approach as a school:

High quality class teaching and additional interventions are focused through our person-centered planning approach across the school and this is central to ensuring an appropriate provision for all pupils. These processes help us to regularly review and record what we offer all pupils in our care. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Access

Transition in Year 7

All pupils entering school in Year 7 have been given baseline assessments that are used to identify pupils who may have particular needs in areas of literacy and numeracy.

In conjunction with this process, parent interviews with pupils are held prior to joining our college in September.

Our Senior Leadership Team and SENDCo also meet with primary teachers and primary SENDCos in order to identify your child's needs.

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Plan

The SENCO plans, with parents and the pastoral team, a coordinated approach to meeting your child's needs. At this stage, the type of provision, who will be responsible, how long the provision will be and expected outcomes will be determined.

Do

The plan is then carried out by teaching staff, support staff and outside agencies (if appropriate) who will have access to the plan detailing teaching strategies and expected outcomes. Staff will then make reasonable adjustments to their teaching in lessons.

Review

The plans are reviewed each term by analysing evidence from a variety of sources depending on the area of need for your child. This will be in the form of one or more of the following:

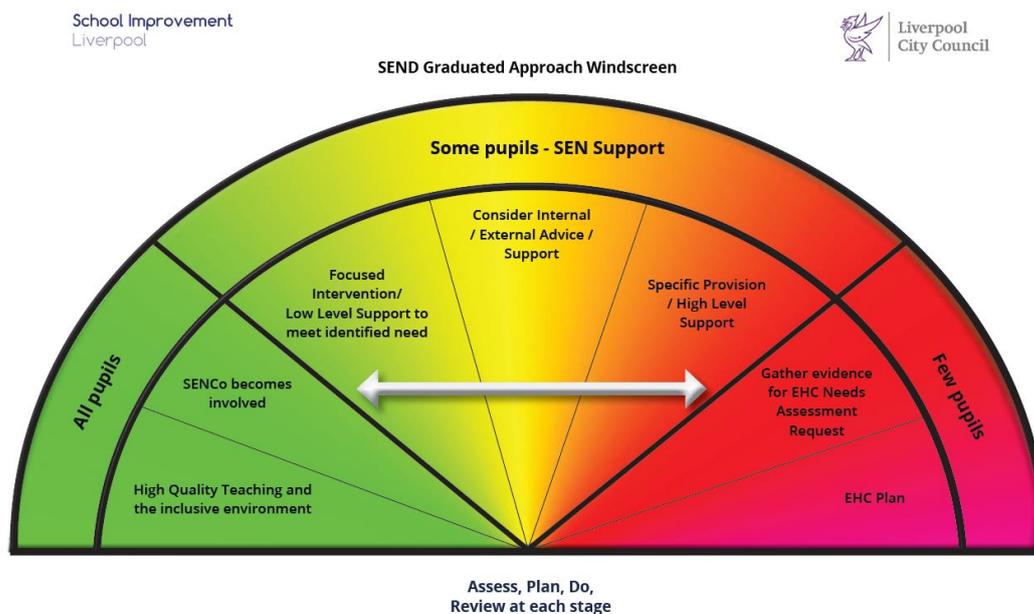
- Teacher reports to parents
- Attitudes to Learning Reports
- Pupil feedback
- Academic progress monitoring
- Reports from specialists (where appropriate)
- It is during this stage that a further cycle of support will be required.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 1 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

The Graduated Approach

The school works in with the Local Authorities Graduated Approach to support within the school, accounting for all evidence at each stage of the approach to support pupils on their journey through the school.



SEND Needs

Children and young people’s SEND are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

- Currently the provision offered to students is firstly within the classroom. Teachers will make reasonable adjustments to their classroom strategies to teach and embed effective communication and interaction in the classroom. This includes children with a variety of communication and interaction difficulties such as Autism Spectrum Disorder, Asperger’s, speech difficulties and English as an additional language

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 2 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

- The college may use the services of EMTAS to support pupils in Key Stages 3 and 4 who have English as an additional language
- The college offers a broad range of activities within the college curriculum and during break and lunch time to create positive interactions for your child. In addition to this, the college will make referrals on your behalf, for example to the Speech and Language Therapist and/or the educational psychologist

2. Cognition and Learning

- Pupils who have cognitive and learning issues are supported using a graduated approach. Teaching staff will plan and deliver differentiated teaching and learning strategies to support your child's needs in the first instance
- When appropriate, however, the college currently offers the following kinds of interventions
- At Key Stage 3, Literacy and Numeracy Catch-up programmes are delivered by one learning support assistant for numeracy and the college Reading Champion for literacy. Both have received training for these programmes and have received a certificate for successful completion
- At Key Stage 3 and 4, teachers of English and Mathematics may provide small group or one-to-one support when appropriate
- The college has appointed a specialist teacher of SEN who supports pupils who have a specific learning difficulty such as dyslexia or moderate learning difficulties

3. Social, emotional and mental health

- The college safeguarding team and all other staff and support staff regard the well-being and safety of pupils the most important.
- The Head of school and the safeguarding team work closely with Child and Family services to ensure the safety of our pupils.
- Pupils who may require support are provided with access to the Assistant Head of Year as a support mentor. Parent meetings are an essential part of this process. All pupils are encouraged to take part in a wide variety of community college activities such as, music club, sports activities, drama club and charity events.

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 3 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

4. Sensory and / or physical needs

- The college pastoral team, SENDCo and medicines administrator work closely with children and parents in ensuring that pupils with sensory or physical needs have full and inclusive access to the curriculum and college environment.
- The SENDCo will seek advice and expertise from services such as the Sensory Support services, school nurse, occupational therapists and physiotherapists in order to identify and remove barriers to learning.
- This section should be read in conjunction with the College Accessibility plans (2019), Administration of Medicines Policy (2019) and Intimate Care policy (2019).
- Pupils who may require support are provided with access to the Assistant Head of Year as a support mentor. Parents' meetings are an essential part of this process. All pupils are encouraged to take part in a wide variety of community college activities such as, music club, sports activities, drama club and charity events.
- We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, formal lesson observations, work scrutiny, data analysis and pupil voice.

In September 2018, a Nurture group was set up to support a small number of pupils who required transition into our mainstream secondary setting, here at Notre Dame, from their former smaller Primary school setting. In September 2019, the work of the nurture group, also known as the Sunflower group continues.

Staff and external outside agencies

At Notre Dame, the following staff and external agencies are made available, when appropriate:

Staff and External outside agencies involved
Heads of Year
Assistant Heads of Year

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 4 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

SENDCo: Mr. McVerry
Assistant SENDCo: Mrs K. Sweeney
Nurture Group Lead Mrs. Fitzpatrick and Miss. Lappert
Learning support assistants
Educational psychologist

The SENDCO and Safeguarding team may also refer to other external agencies such as the Child and Adolescent Mental Health Service (CAMHS) and other medical professionals such as the Neurological development team, where appropriate.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents' evening	All teaching staff and SENCO, Assistant SENCO, parents and pupils	Annually
Referral to external agencies (CAMHS, YPAS, ASD/ADHD Pathway)	SENCO, Assistant SENCO	As an assessment is undertaken
Educational and Health Assessments and reviews.	SENCO, Assistant SENCO, parents, pupils, pastoral and outside agencies	Termly (this may be more frequent)
Educational Psychology Assessments and Support	SENCO, Assistant SENCO parents, pupils, pastoral and outside agencies	As an assessment is undertaken

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 5 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

EHAT meetings	SENCO, Assistant SENCO parents, pupils, pastoral and outside agencies	As an EHAT is opened and reviewed within a specified timeframe
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Staff development

We are committed to developing the ongoing expertise of our staff.

Initials of person	Area of expertise	Level of Qualification (i.e. Masters, NVQ, Degree, HLTA)
AM	SENCO	Degree BA Hons NSENCO Award PG Diploma SEND
KS	Assistant SENCO	Degree BA Hons NSENCO Award
MF	SEND Teacher	Degree BA Hons PGCE
NL	SEND Teacher	Degree BA Hons PGCE
SM	HLTA in mathematics Learning Development and Support <u>Managing Catch-up and</u>	Degree BA Hons OCN level 3
RH	ASD and ADHD training Intimate Care Manual Handling	Degree BA Hons Catch-up Numeracy

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 6 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

CE	Catch-up literacy programme Handwriting support Supporting art students	Geography/ Fine Art BSc degree Catch-up Literacy
CL	Teaching assistant in class support	Level 2 Teaching Assistant (newly qualified June 2019)
ER	Reading champion and Lead Literacy catch-up support	

This year, additional support and training has taken place with the following teaching staff and support staff:

Key area of training	Targeted staff	Delivered by	Date completed	How this will impact on successful outcomes of SEND pupils
Using pupil profiles	All teaching staff	Mrs Martin SENDCo	3 rd September 2019	Staff have access and use of pupil information thereby removing barriers to learning This will enable them to plan and deliver high quality lessons.
Understanding the needs of pupils with hearing impairments	All teaching staff	SENDCo Mrs L. Martin	October 2019	Removing barriers to learning in the classroom environment

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 7 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

Renewal of emergency procedures and recognising symptoms for pupils with medical health care plans	All teaching staff	Medicines administrator	3 rd September 2019	
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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes. This includes enabling them to gain independence so they are prepared for adulthood from the earliest possible age.

How the SEND support team are deployed

- The college will continue to support the transition of our most vulnerable SEND pupils. They will continue to develop literacy and numeracy at Key stage 2 whilst teaching subject content of Key stage 2. A qualified teacher of key stage 2 has been appointed to oversee its development. Two members of staff have commenced training to qualify as primary teachers. Pupils will also receive a programme to develop Social skills.
- There are 3 learning support assistants:
 - One Higher Level teaching assistant (HLTA) will work within the Maths department and continue to deliver the Catch-up Numeracy programme.
 - One learning support assistant, newly qualified will work with pupils either on a one to one basis or within year 7 less able groups.
 - One learning support assistant has a joint role of working in the Art department and has a fine Art degree, and will deliver the Catch-up Literacy programme.
- One SEN support assistant works full time with a pupil who has complex physical and learning needs.
- Our college Reading Champion will deliver the Catch-up Literacy

School external partnerships and transition plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighboring partners. We closely monitor children and young people's destination data.

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 8 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

Year 6 to 7 transition

This year, we worked closely with our feeder partners to welcome, children with special educational needs or disabilities. Our approach in supporting the transition of our pupils has been for the college SENDCo and SENDCos of primary schools to share information, to carry out parent interviews and, when appropriate, arrange for individual or group visits to the college in addition to taster sessions.

Year 9 – 10 transition

All SEND pupils (2019) received information advice and guidance as part of the whole year group offer.

Year 11 to 12 transition

All SEND pupils (2019-20) received information, advice and guidance from an external Education and Training advisory service Career Connect.

Year 13 pupils academic achievement and next steps

- There were 3 pupils on the SEND register.
- Pupil A took English, Applied Business, Health and Social Care, Travel and Tourism. They achieved grades in all subjects and passed them all in line with their target grades. This pupil went onto Higher Education.
- Pupil B took Business, Dance and Health and Social Care. They achieved grades in all subjects, but they are re-sitting this year.
- Pupil C took music and achieved a pass grade. They are now doing an apprenticeship within the school, supporting the music department.

Complaints

Please refer to our complaint procedure policy should you wish to address any concerns.

This year there were no complaints that were dealt with following our schools policies and procedures.

What has and has not worked this year?

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 9 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

Most send pupils have achieved on or above target at the end of each key stage. In a small number of subject areas, these pupils have been less successful. To address this the SENCO, Head of Department and pastoral team will continue to work closely to track progress and modify interventions and implement training as appropriate.

Pupils with an Education, Health and Care plan, EHC (2019 – 2020)

- 6 pupils had an Education, Health and Care plans.
- 4 pupils were in Key Stage 3 - were on target in English, Science, RE, Art, History and PE, above target in Maths, Computing, DT, Geography, Music and Spanish.

2 pupils were in Key Stage 4 was on target in RE and PE, above target in English Literature, English Language and Work Related Curriculum (mechanics) and below target in Maths and Science. This pupil receives additional and different support for literacy and numeracy with a Specialist teacher of SEND.

Outcomes of pupils with Education, Health and Care plans (EHCPs) 2019 - 2020

- There were 6 pupils who had EHCPs during the period of 2019-20

Key Stage 3

Pupil	Year group	Number of subjects on or above target (Including English and Mathematics)	Number of subjects below target
A	7	0	13
B	7	8	4
C	7	0	13
D	9	5	8

Key Stage 4 – Year 10

Pupil	Year group	Number of subjects on or above target (Including English and Mathematics)	Number of subjects below target
E	10	5	7

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 10 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

Key Stage 4 – Year 11

Pupil	Year group	Number GCSEs and/or Vocational qualifications achieved	Number of subjects on or above expected	% pass rate of subjects including English and Mathematics
F	11	5 x GCSE	0	80% (but not grade 4+ in any)

We intend to address any subject pupils have not made progress in by evaluating pupil needs and modifying provision plans where appropriate.

Year 11 pupils of SEND (2018 – 2019)

- The progress of all SEND pupils was measured against the progress 8 of SEND pupils nationally.
- The progress of SEND pupils of individual subjects was compared to non-SEND pupils taking the same qualification.

Year 11 SEND and Non-SEND results	Entries					Progress 8
	Grades:	7+	5+	4+	3+	
Subject	Number of pupils entered	%	%	%	%	
Art Non- SEND	16	56.25	93.75	100	100	1.27
Art SEND	2	0	50	100	100	0.85
Biology Non-SEND	12	83.33	91.67	100	100	1.75
Biology SEND	2	50	50	50	100	0.23
Business Non-SEND	23	26.09	52.17	86.96	95.65	0
Business SEND	3	0	33.33	33.33	100	-1.11
Chemistry Non-SEND	11	90.91	100	100	100	2.01
Chemistry SEND	1	100	100	100	100	0.77
Computer Studies Non-SEND	10	0	30	80	100	-1.68

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 11 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

Computer Studies SEND	2	50	50	100	100	0.36
Dance Non-SEND	6	83.33	100	100	100	1.59
Dance SEND	0	0	0	0	0	0
English Language Non-SEND	117	20.51	61.54	82.05	93.16	-0.23
English Language SEND	25	4	4	24	44	-1.71
English Literature Non-SEND	116	16.38	60.34	78.45	87.93	-0.48
English Literature SEND	21	0	9.52	23.81	52.38	-1.65
Food Non-SEND	8	0	62.5	87.5	87.5	0.11
Food SEND	1	0	0	100	100	0.56
Geography Non SEND	36	33.33	62.89	83.33	97.22	-0.52
Geography SEND	5	0	0	40	60	-1.1
Hair and Beauty Studies Non-SEND	3	0	66.67	100	100	0.87
Hair and Beauty Studies SEND	1	0	0	0	100	0.65
Health and Social Care Non-SEND	24	16.67	41.67	87.5	91.67	0.1
Health and Social Care SEND	7	0	0	0	71.43	-0.15
History Non-SEND	32	40.63	87.5	100	100	0.53
History SEND	1	100	100	100	100	0.77
Imedia Non-SEND	39	10.26	56.41	84.62	92.31	-0.48
Imedia SEND	7	0	0	14.29	100	-0.81
Mathematics Non-SEND	117	14.53	49.57	76.92	93.16	-0.09
Mathematics SEND	25	0	8	28	56	-0.91
Music Non-SEND	10	30	90	100	100	0.17
Music SEND	0	0	0	0	0	0
Physics GCSE Non-SEND	11	63.64	100	100	100	1.31
Physics SEND	1	0	100	100	100	-1.23
Polish Non-SEND	5	100	100	100	100	3.84
Polish SEND	0	0	0	0	0	0
Portuguese Non- SEND	1	100	100	100	100	0
Portuguese SEND	0	0	0	0	0	0
Product Design Non-SEND	8	12.5	62.5	75	100	-0.13
Product Design SEND	3	0	0	0	66.67	-1.05
Religious Studies Non-SEND	93	31.18	75.27	89.25	94.62	0.32
Religious Studies SEND	5	20	60	80	100	-0.74

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 12 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

Russian Non-SEND	1	100	100	100	100	2.13
Russian SEND	0	0	0	0	0	0
Science Trilogy Non-SEND	101	5.94	42.57	69.31	85.15	-0.39
Science Trilogy SEND	20	0	10	30	40	-0.9
Spanish Non-SEND	19	57.89	100	100	100	1.18
Spanish SEND	0	0	0	0	0	0
Sport Cambridge Nationals Non-SEND	20	15	35	75	90	-0.4
Sport Cambridge Nationals SEND	9	0	22.22	66.67	77.78	-0.60
Travel Non-SEND	6	0	0	50	50	-1.37
Travel SEND	1	0	0	100	100	-0.54

Analysis of Results

The results compare the number of SEND and non-SEND pupils.

The percentage of pupils achieving grades above 7 or above, 5 or above, 4 or above and 3 or above. There is a comparison of the progress 8 between SEND and non-SEND pupils.

SEND pupils achieved the highest grades (Grade 7 or more) in Chemistry, History and Biology.

When comparing progress 8 scores SEND pupils performed better than non-SEND pupils Computer Studies, History and Food Technology.

SEND pupils performed as well as non-SEND pupils in Health and Social Care.

The largest gap between SEND and non-SEND pupils were in Physics, English Language and Biology.

Extra-Curricular activities (2019-2020)

All pupils of SEND are encouraged to take part in extra-curricular activities. Many pupils are supported at lunch time to participate in supervised sports activities, computer club and music club. SEND pupils have also engaged in a wide variety of events. These are: athletics competition, chamber choir performances, football tournaments, Aerial trust and

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 13 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

Career Connect interviews and Computer club. We intend to address any pupils who have not participated in any activity by identifying their interests through pupil voice.

Further Development

Our strategic plans for further developing and enhancing SEND provision in our school next year 2019-20 include:-

- Planned lesson observations
- Work scrutiny
- Evaluation of data
- Pupils and parent feedback and collaboration and researching how this impacts on development
- Use of external advisors
- Development of Nurture provision in year 7 and 8
- Development of SEND base
- Parent Workshops
- Family coffee mornings
- SEND clinic for staff

In preparing this report we have included staff, parents and children and young people through:

- Pupil/parent/staff questionnaires
- Parent/ carer meetings
- Formal and informal discussions
- Analysis of pupil progress

Relevant school policies and plans underpinning this SEND information report include:

SEND Policy 2020, Teaching and Learning Policy 2020, Marking Policy 2020, Equal Opportunities Policy 2020, College Accessibility plans (2020) and Administration of Medicines Policy (2020)

Legislative acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 14 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

- Mental Capacity Act 2005

Date presented to / approved by Governing Body: _____

Who can I contact for further information

For further information please contact one of the following people on 0151 330 5122. The details will also be provided on transfer.

Our SENCO can be contacted on amcverry@notredame.liverpool.sch.uk

Our Assistant SENCO can be contacted on sweeneyk@notredame.liverpool.sch.uk

SEND Team

Role	Name
SENCO	Mr A McVerry
Assistant SENCO	Mrs K Sweeney
SEND Teacher Year 7	Miss N Lappert
SEND Teacher Year 8	Mrs M Fitzpatrick
HLTA Maths	Mrs S Matthiason
Reading Champion	Mrs E Rutherford
Teaching Assistant	Miss C Edwards
Teaching Assistant	Miss L Dixon
Teaching Assistant	Miss R Harrison

Pastoral Team

Year	Head of Year	Assistant Head of Year
7	Mrs P Royden	Ms. R Glorman
8	Mrs E Jones	Mrs J Littleboy
9	Mr A Bond	Mrs E Garvey
10	Mrs L Smith	Miss C Lee
11	Miss C Wishart	Mrs S Doran
Sixth Form	Miss K Nicol	Mrs J Kildare

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 15 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	

Policy Owner	Approved by	Approval date	Review frequency	Issue No.	Page 16 of 24
A McVerry	A McVerry	09/11/2020	Annual	2	