



**Notre Dame Catholic College  
Reasonable Adjustments**

## Overview

At Notre Dame Catholic College we believe that all pupils should have access to a full curriculum offer and that to enable them to do so, reasonable adjustments are made. This is to ensure that pupils are coming into school, developing a love of learning and have the ability and desire to engage in the curriculum offer. This includes both pupils with SEND needs and those needs that a pupil may develop throughout their time in school.

We believe that Quality First Teaching is the first intervention and provision to be applied within the classroom, however we do understand that some pupils cannot access all areas of the curriculum, based on their individual needs and as such adjustments are made to support them.

When appropriate we engage with and refer to external agencies for support, these include, but are not limited to;

- YPAS
- CAMHS
- SALT
- Bereavement counselling
- Talk Liverpool
- Social Services
- Youth Offending Team
- ASD/ADHD Pathway
- Clinical Psychologists
- Occupational Therapists

The support that these external agencies provide can be provided in school and recommendations are taken on board and where appropriate, with the right supervision, are supported on an individual basis.

At Notre Dame Catholic College, we believe in every child and we will make any adjustments to the curriculum and whole school provision for any pupil.

If you require any further information, please do not hesitate to contact the designated person below:

For all SEND needs, please contact our SENCO Mr. McVerry ([amcverry@notredame.liverpool.sch.uk](mailto:amcverry@notredame.liverpool.sch.uk))

For all medical support needs, please contact Mrs. Chappell ([achappell@notredame.liverpool.sch.uk](mailto:achappell@notredame.liverpool.sch.uk))

### Current Reasonable Adjustments for the Academic Year 2020 – 2021

**Break Card** – Pupils who struggle within the classroom for long periods of time, suffer with anxiety, heightened sensitivities or other individual needs are entitled to a break card. This card can be used to calmly exit a classroom should they need to and if required access the SEND Base for the rest of their lesson. These cards are given out on an individual basis. Teachers are aware of which students have a break card and can also refer pupils to the SENCO and Assistant SENCO should they feel that a pupil requires one. An assessment of the classroom will take place and a discussion with the pupil to understand the triggers and come up with strategies to support them.

**Leave 5-minute early card** – This card enables a pupil to leave the classroom 5 minutes early, this is to avoid the crowding at transition times, to enable them to get their lunch first and also, when required to exit the building 5 minutes early at the end of the day. These cards are given to those pupils who have anxiety and struggle with larger crowds and noises. Staff across the school are aware of which pupils have these cards and can also refer pupils to the SENCO and Assistant SENCO should they feel that a pupil requires one. Other strategies are put into place to support anxiety and we work with pupils on an individual basis when required.

**Toilet Pass** – These passes are provided to those students who require access to the toilets throughout the school day. This enables a pupil to leave the room that they are in and go to the closest toilet that is open. These passes are provided on an individual basis and also a full assessment of needs and advice from external agencies is sought. Staff across the school are aware of which pupils have these cards and can also refer pupils to the SENCO and Assistant SENCO should they feel that a pupil requires one

**Lift Pass** - These passes are provided to those students who require access to the lift so that they can access the entirety of the building. This pass is often used in conjunction with the 'Leave 5-minute early card' to enable pupils to miss the busy transition periods. The pass enables one pupil to use the lift at any one time and these are monitored by the SEND and ICT team. These passes are provided on an individual basis and also a full assessment of needs and advice from external agencies is sought. Staff across the school are aware of which pupils have these cards and can also refer pupils to the SENCO and Assistant SENCO should they feel that a pupil requires one

**Laptop use in lessons** – Laptops are provided to pupils on a need's basis for use within lessons. This can be a long-term adjustment to normal practice within the school or short term should a pupil require it, for example a broken arm. If this is a long-term adjustment then the school would look at this being carried through to examinations and reasonable support through access arrangements would be sought.

**Phased return to school** – For some pupils a long period of time off school can lead to heightened anxiety about returning. The school offers a phased approach to returning to school, which will increase over an agreed period of time. A meeting will take place with the pupil and their parent/carer and a plan will be drafted to support such an intervention. This plan will be supported by the SENCO and the pupils Head of Year. Staff across the school are aware of which pupils have this intervention and the Attendance Team will also support such an intervention. This type of adjustment will be provided on an individual and needs assessed basis and where external agencies are supporting a pupil, we will communicate with the package of support we are providing.

**Reduced Timetable** – For some pupils, certain subjects are a barrier to their full engagement in school or present difficulty due to their own personal reasons. Pupils who are in this position have an adapted timetable with reduced time within a classroom. The school adopts a number of approaches to this;

- Pupils have a staggered start or end to the day with a reduced day within school. This could be due to anxiety or medical issues or a reintegration into school after a phased return to school.
- Pupils are only in school for a number of lessons per day and spend the rest of the time at home due to anxiety or their inability to maintain a full timetable, this is very rare, but must be acknowledged as something we offer and will only be offered if advised by medical or other professionals.
- Pupils spend some time within the classroom, but opt out of some lessons due to personal reasons or on the grounds of medical and other agencies advice. They will spend time within the SEND Base room and will complete alternative work or carry out interventions to support progress in other areas of the curriculum.
- Pupils are only in school for a set number of days, this again is very rare and this is only considered on the grounds of medical or another professionals' advice.

These offers are at the discretion of the school and offered in a supportive way, not as a way of off rolling and under the guidance of a multi-agency approach or a Team Around the Child.

**1:1 Support** – When applicable and when funded, 1:1 support will be provided for pupils who require it. This is on an assessed basis by professionals and when written into statutory documentation. When a 1:1 is provided the aim is to withdraw this over time to allow for the pupil to develop their independence and take ownership of their own learning. This is not a guaranteed one as stated, it must be written into statutory guidance, however the school can, at its own discretion and through additional funding make decisions upon a package of short-term support for pupils who require it, yet again this is not a guaranteed package.

**Specialist teaching groups** – This offer is currently in place for a small cohort of Year 7 and Year 8 pupils. The aim of these groups is to close the gaps in learning that have been acquired over the academic journey of a child and also to support them in a holistic and therapeutic way to progress at their own pace in a supportive and nurturing environment.

The groups are as follows;

- Year 7 Sunflower Group – Taught within a primary model in the main by one primary/SEND teacher (English, Maths, RE, Geography, History, Music) and then specialist teachers for specific subjects (PE, Design Technology, Science, Spanish) and within their form groups for PSHCE.
- Year 7 Nurture Group - Taught within a primary model in the main by three primary/SEND teachers (English, Maths, RE, Geography, History, Music) and then specialist teachers for specific subjects (PE, Design Technology, Science, Spanish) and within their form groups for PSHCE
- Year 8 Sunflower Group – Taught within a primary model in the main by one primary/SEND teacher (English, Maths, RE, Geography, History, Music) and then specialist teachers for specific subjects (PE, Design Technology, Science, Spanish) and within their form groups for PSHCE.