

**St Gabriel's Roman Catholic High School**  
Children and Families Act 2014  
**Local Offer for Pupils with Special Educational Needs and Disability**

Special Educational Needs and Disability - The School Information Report

The Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website, and also be available through the local authority's published Local Offer. This document is taken from Bury Council, Children Services framework and sets out the School Information Report for St Gabriel's Roman Catholic High School.

Our Mission Statement

We are a Catholic community united by Christ's teaching and prayer and mutual respect establish a sense of belonging as we strive to live the Gospel message. We aspire to a secure, supportive and stimulating Christian environment where justice, tolerance, forgiveness and generosity are practised with courtesy, consideration and common sense. We believe that each person should be known, loved and valued by encouragement to realise his/her full potential through positive commitment and achievement. We practise our faith freely, valuing the sanctity of life. We aim to develop the whole person and enable him/her to make a positive Christian contribution to society.

All children in school receive quality first teaching; this means that a range of teaching and learning styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. Some children may present with difficulties in accessing learning. They may need provision that is additional to, and different from the whole class differentiated teaching approach, in order for them to access learning and make progress. This may mean they have a Special Educational Need or Disability (SEND) which are categorised into four areas according to the 'Code of Practice':

- Social & Communication
- Cognition & Learning
- Emotional & Mental Health
- Sensory and Physical

Who are the best people to talk to about my child's special needs?

We have a dedicated team of highly-trained and skilled professionals who actively want to engage with you as parents and carers to achieve the best outcomes for your child. Please do not hesitate to contact the SENDCO, your child's Head of Year, Form Tutor or Mrs Roberts (Deputy Head).  
The Special Educational Needs and disabilities Co-ordinator (SENDCO) at St. Gabriel's is Mr Bannerman.

	<p>Contact: <a href="mailto:stgabriels@bury.gov.uk">stgabriels@bury.gov.uk</a>  Telephone – 0161 764 3186</p>
<p>What are the different types of support available for children with SEN at St. Gabriels?</p>	<p>Students with SEN are educated in the classroom as part of an inclusive strategy, but will receive intervention and support on a personalised and individual level. They have a personalised support programme with focus on their specific needs. They are encouraged to set their own targets and have high standards of personal achievement.</p> <p>Different formats of support may include and is not exhaustive:</p> <ul style="list-style-type: none"> <li>• A Secure System for monitoring Behaviour</li> <li>• BBM (Reading Buddies, Paired Reading programme)</li> <li>• Functional skills examination</li> <li>• Games Club at Lunchtime</li> <li>• Homework club</li> <li>• IDL (Dyslexia Support Programme)</li> <li>• In class support</li> <li>• Lego Group</li> <li>• Numicon (Numeracy Recovery programme)</li> <li>• Nurture Group teaching,</li> <li>• Pastoral Support</li> <li>• Personalised Learning Programmes</li> <li>• Reflect and Resolve</li> <li>• Smile Group</li> <li>• Social Skills Communication group</li> <li>• Speech and Language Programmes</li> <li>• SpLD specialist teaching and advice</li> <li>• Strategies to resolve conflict</li> <li>• Talkabout, (Social Skills Programme)</li> <li>• Targeted transition group</li> </ul>
<p>How can I let the school know, if I have concerns about my child's progress?</p>	<p>We have a dedicated team of highly-trained and skilled professionals who actively want to engage with you as parents and carers to achieve the best outcomes for your child. Please do not hesitate to contact the SENDCO, Assistant SENDCO, your child's Head of Year, Form Tutor or appropriate Assistant Head of Year.</p> <p>The Special Educational Needs and Disabilities Co-ordinator (SENDCO) at St. Gabriel's is Mr Bannerman  Contact: <a href="mailto:stgabriels@bury.gov.uk">stgabriels@bury.gov.uk</a>; Telephone – 0161 764 3186</p>

<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>If there are concerns about a child's progress parents will be contacted by the SENDCO/ SUBJECT TEACHER/ HOY/ SpLD teacher to discuss their concerns and listen to your views. Should the issues continue our SENDCO or Assistant SENDCo will meet with you and discuss your child's additional needs. If it is thought that these may be over and above those, which can be met, through Quality First Teaching, it may be necessary to place your child on Special Educational Needs Code of Practice.</p> <p>A Pupil Profile is compiled for use by subject teachers identifying issues, concerns and strategies to help your child learn. This will be reviewed with you regularly. Informal discussions occur between SENDCO/ Subject Teachers and parents on a needs basis including written communication in communication logs. School will often call upon the advice of specialist professionals but you will be consulted if staff feel that the advice or support of outside professionals would be beneficial. Requests for help with these outside agencies are only sought if authorisation has been given by the appropriate parent or guardian.</p> <p>Parents' Evenings are held to give parents the opportunity to discuss progress and the SENDCO is always available at this time.</p> <p>For children with a Statement of Educational Need or Educational Health &amp; Care Plan, there is a formal annual review each year. During meetings between teaching staff and parents/carers, you are encouraged to give your feedback to how your child is progressing. Parents, Carers or Guardians are invited to contact school via email or telephone calls to discuss their child's needs.</p>
<p>How will teaching be adapted for my child with learning needs?</p>	<p>All children are assessed and interventions carefully planned, delivered and reviewed as required by the SEN Code of Practice 2014. The success of the programmes and student's progress and attainment are regularly monitored. Students' progress is shared through a variety of methods: whole school, subject and through Curriculum Support. Regular interim reviews are held for all children who are at 'School's Support level' and students with a Statement of Special Educational Needs or an Educational Health &amp; Care Plan have a formal annual review during the school year. This gives parents/carers and teachers, opportunities to formally discuss progress and propose amendments to statements and learning programmes.</p> <p>All Children benefit from High Quality First teaching.</p> <p>Reasonable adjustments may be made in lessons. Students may benefit from Wave 1 Support, for example:</p> <ul style="list-style-type: none"> <li>• Access to ICT</li> <li>• AfL</li> <li>• APP</li> <li>• Behaviour Provision maps to support individual students</li> <li>• Connexions</li> </ul>

- Differentiated curriculum planning, activities, delivery and outcome
- Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, keyword lists, Visual aids / modelling
- Enrichment sessions during lunch and extended schools programme PSHE
- Equality and Access Scheme
- Exam Booster classes
- Flexible teaching arrangements
- Form Tutor
- Homework clubs
- Increased visual aids / modelling
- Medical Information Board
- Multi-sensory learning Aids
- Pastoral Team (Form Teachers, Heads of Year, Deputy Head)
- Progress reports
- RAP Day
- Revision classes
- Risk Assessments Schools
- Staff aware of implications of physical impairment /medical needs -refer to Care plans
- Strategies to benefit Visual, Kinaesthetic and Aural Learners
- Structured school and class
- Study Support
- Target setting
- Timeout card
- Use of symbols (Environmental clues, signs, location systems, picture/object exchange)
- Use of writing frames/graphic organiser
- Whole school /class rules Whole school/class reward and sanctions systems
- Whole school behaviour policy

Support is mapped across the school using a 'Provision Map'. Should students require specific strategies to bridge gaps, research-based interventions will be applied in order to meet their needs.

Students may benefit from Wave 2 support, for example:

- Additional fine motor skills practice
- Appropriate resources
- Barington Stokes reading books
- Bereavement Support
- Caritas

- Coloured coded timetables
- Connexions
- Educational Psychology Service input/assessments
- Handwriting programme
- In-class, Special Support Assistant support
- In-class teacher support
- Involvement of EWO
- Access to Connexions
- Safeguarding Officer
- LAC and PEP meetings
- Keyboard skills training
- TA in class support with focus on supporting Speech and Language and Communication skills
- Overlays, coloured paper or coloured exercise books to assist children who have Scotopic Sensitivity Syndrome (Irlen's Syndrome)
- Paired /buddy reading
- Pastoral Team, (comprising of Form Teachers, Heads of Year, Deputy Head)
- PLC/Mentor/PLC placements
- Pupil Profiles
- Restorative practice
- Reflect and Resolve, including 1 to 1 counselling session
- Social Skills programme
- Spiritual Counselling
- Targeted catch up or adapted programmes:-
- Numicon
- IDL
- Key Workers

Children with Statements of Special Educational Needs or Education, Health and Care Plans, receive the support for which they are legally entitled. Children who require specialised interventions and programmes so that they can access the curriculum will receive Wave 3 support.

Students may benefit from Wave 3 support, for example:

- Access Arrangements
- Additional Needs Team Intervention for children with Cognition and Learning, Social and Communication Complex Learning Difficulties
- Alternative accreditation and vocational courses
- Annual Review and Reporting

	<ul style="list-style-type: none"> <li>• Boxall Profiles</li> <li>• CAMHS</li> <li>• Caritas</li> <li>• Circle of Friends</li> <li>• Connexions</li> <li>• Dyslexia Screening</li> <li>• Educational Psychologist Advice</li> <li>• Exam Concessions</li> <li>• Flexible teaching arrangements</li> <li>• IAPT</li> <li>• In-class LSA support Intervention programmes</li> <li>• Individual counselling</li> <li>• Individual reward system</li> <li>• Involvement of EWO</li> <li>• Numeracy / Literacy Interventions</li> <li>• Pastoral Team, (comprising of Form Teachers, Heads of Year, Deputy Head)</li> <li>• PLC/Mentor, Placements</li> <li>• Safeguarding Officer</li> <li>• School Nurse</li> <li>• Social skills training</li> <li>• Specialist advice from SENDCO, SpLD Teacher, HLTA's</li> <li>• Specialist equipment to suit child's needs</li> <li>• Specialist teachers in Bury for VI/HI/</li> <li>• Speech and Language support from Bury SALT</li> <li>• Spiritual Mentoring</li> <li>• SpLD – Specialist teacher sessions</li> </ul> <p>There is a comprehensive pastoral system in place at St Gabriel's High School which is fully inclusive.</p>
<p>Who are the other people providing services to children with an SEN in school?</p> <hr/>	<p>Our Curriculum Support team consists of many dedicated and committed professional people. They are:</p> <p>Special Education Needs Co-ordinator (SENDCO)  Assistant SENDCO and Specialist Teacher in Specific Learning Needs  A Team of four (Higher Level Teaching Assistants  A Team of ten Teaching Assistants</p>

	<p>We have access to a wide range of services that can be called upon for advice, or in some cases, can provide specific intervention. These include:</p> <ul style="list-style-type: none"> <li>• Additional Needs Team, for children with Cognition and Learning, Social and Communication, Complex Learning Difficulties</li> <li>• Healthy Young Minds</li> <li>• Caritas, Salford</li> <li>• Communications Difficulties Team</li> <li>• Connexions</li> <li>• Dyslexia Screening</li> <li>• Educational Psychology Service</li> <li>• IAPT</li> <li>• SAO</li> <li>• Pastoral Team</li> <li>• PLC/Mentor, Placements</li> <li>• Safeguarding Officer</li> <li>• School Nurse</li> <li>• Social skills training</li> <li>• Specialist teachers in Bury for VI/HI</li> <li>• Speech and Language support from Bury SALT</li> <li>• Spiritual Mentoring</li> </ul>
<p>How will you know if my child needs extra help to learn?</p>	<p>From September 2014 children who transfer may be screened to determine spelling age and reading age. School has access to:</p> <ul style="list-style-type: none"> <li>• On-going assessment is Key</li> <li>• Data is used to identify attainment and progress to show whether a child is falling behind their peers and/or whether the child is not progressing as expected</li> <li>• Annual Review meetings</li> <li>• Baseline assessments</li> <li>• Discussions from home visits/school visits prior to admission into school</li> <li>• Educational psychologist reports</li> <li>• Information from the child's primary school</li> <li>• Input from social care, Children in Public Care (CYPIC) meetings, from Pupil Learning Centre/outreach</li> <li>• Interim Review meetings</li> <li>• KS2 SATS results</li> <li>• Meetings with subject teachers, form teachers and Heads of Years</li> <li>• Observations/interactions with pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• On entry Screening Data is used to determine reading age, spelling age and writing levels</li> <li>• Parental meetings</li> <li>• Transition meetings</li> <li>• WRAT scores</li> </ul> <p>to help determine if additional support is required.</p>
<p>How are teachers in school supported to work with children who have SEN and what training do they have?</p>	<p>All Teachers put the needs of the children at the heart of what they do. Ongoing, Professional Development sessions, help teachers develop the skills that are required to teach all children with learning differences. Specialist training is secured for staff via Bury Learning Collaborative as well as training with specialist teachers and health care professionals.</p> <p>We are part of the Bury Secondary Learning Collaborative and have regular access to specialist SEN training delivered by Bury Additional Needs Team. SEN representatives (teacher from every department) meet on a regular basis to share good practice and receive training in different areas of SEN, Learning Support staff follow ongoing training.</p> <p>Many of the current teachers and teaching assistants have been trained in dyslexia friendly and communication difficulties classroom strategies.</p> <p>The school SENDCO and Assistant SENDCo have been awarded the National Award for Special Educational Needs. The School's SENDCO and Assistant SENDCo will:</p> <ul style="list-style-type: none"> <li>• Monitor, review and evaluate the provision for children with SEN, by accessing advice from and liaising with external specialist professionals who support children with SEN, this includes:</li> <li>• Additional Needs Team (including: Cognition &amp; Learning Team and Communications Team)</li> <li>• Educational Psychology</li> <li>• Pupil Learning Centre (for behavioural concerns)</li> <li>• Sensory Impaired Teams (visual &amp; hearing)</li> <li>• Speech and Language Therapy</li> <li>• Developing and reviewing the school's SEN policy.</li> <li>• Ensuring that parents are involved in supporting their child's learning, informed about the support provided for in school for their child and participate in reviewing progress of their child</li> <li>• Providing specialist support and training for teachers and support staff in the school. Class teachers, draw on SEN advice and draw on Quality First Teaching.</li> </ul> <p>All Children benefit from High Quality First teaching. Teaching at St Gabriel's is graded 'good' overall.</p>



	Reasonable adjustments are made in lessons and students benefit from Wave 1 Support:
<p>How will you support my child, as he/she is preparing to move to another Key Stage?</p>	<p>Students and Parent's / Carers of students who are at 'Schools Support' are carefully guided and supported when making Options Choices, to ensure they make the right decisions. They have full access to the schools Information, Advice and Guidance Programmes. This includes intensive liaison between the two deputy head teachers, the SENDCO, Assistant SENDCo, Head of Year and Progress Leaders at KS3 and KS4. Pupils are offered a curriculum which accounts for their needs and prepares them for post 16 courses and career opportunities. At KS4 some pupils follow a Key Skills(ASDAN) course, and visit colleges, apprenticeships events and career fairs. College and job applications alongside Curriculum Vitaes re given priority and the school's Learning Mentor provides expert support in this area. All pupils also receive a mock interview. Alternative Pupil Provision is also sometimes appropriate and is considered accordingly for those children identified as potential beneficiaries.</p> <p>School works carefully with the Connexions Service, who advises students with additional needs by offering guidance to ensure that the transition to possible further education, employment or training is smooth and appropriate. Intensive and enhanced career interviews are arranged for all pupils with additional needs.</p> <p>School has an extensive transition programme for pupils. To reduce any negative impact of moving on for children with SEN, enhanced transition includes additional visits to the new classroom and interaction with new teaching staff. For children with social communication difficulties, photographs are taken of the new setting and the pupil is involved in completing an introduction booklet that they take home over the summer. Where appropriate, additional transitional meetings are held between parents, outside professionals, teaching staff and SENDCO.</p> <p>For children with a statement of SEN or EHCP in the summer of Year 10 a transition plan is established during the Annual Review. As this is effective until the child is 25, as soon as the next setting is chosen the SENDCO is invited to attend transition meetings.</p> <p>SENDCO, Assistant SENDCo, Assistant Headteacher and Heads of Year meet with colleagues to ensure that assessment and progress data, attendance and behaviour information and information about friendship groups, is passed from St Gabriel's to enable a smooth transition to the next setting. From both an academic and pastoral perspective.</p>
<p>How is extra support allocated and how do they move between the different levels?</p>	<p>Transition visits and activities are organised between KS2 (primary) and KS3 (secondary) to determine potential needs on entry to secondary school. This activity is performed jointly between the Head of Year 7, SENDCO, Assistant SENDCo, Assistant Headteacher and Class Teachers. All children are assessed and interventions are carefully planned, delivered and reviewed as required by the SEN Code of Practice 2014. The success of the programmes and student's progress and attainment are regularly monitored by the SENDCO,</p>

Assistant SENDCo, Assistant Headteachers, Heads of Year and SPLD teacher. Students' progress is shared through a variety of methods: both whole school, subject and through Curriculum Support. Regular interim reviews are held for all children who are at 'School Support' and students with a Statement of Special Educational Needs have a formal Annual Review during the school year. This gives parents/carers and teachers opportunities to formally discuss progress and consider amendments to statements and learning programmes.

There are three waves of provision. (Already identified in this document). In summary:

#### Wave 1

All children are entitled to High Quality first teaching at wave 1. This is also described as universal provision. Within Wave 1 teaching your children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to suit differences in learning. If your child has difficulties that cannot be sorted within the Wave 1 provision they can be given additional help and support at Wave 2 or 3.

#### Wave 2

Small group work (occasionally 1:1) will often be delivered by a teaching assistant. Children chosen for Wave 2 may be demonstrating certain difficulties and can 'catch up' with the rest of their age group. We will make a decision as to whether your child could benefit from Wave 2 support. The decision is based on how well your child is doing and how they are progressing compared to their age group. Wave 2 interventions last a specified number of weeks, and by the end of the intervention children in the group should have caught up. The pace of this type of intervention will suit some children who need a quick boost. Some children who have greater difficulties, and who is unlikely to catch up with their age group through a Wave 2 intervention should be given an intervention at Wave 3.

#### Wave 3

Features of wave 3 interventions are:

- Taught by a teacher/trained teaching assistant in a 1: 1 situation.
- Based on the needs of your child.
- Highly structured so that the steps in learning are small and achievable.
- Time-limited.
- Designed to boost progress and help the child close the gap between themselves and their year group.

	There are a number of sound and effective interventions at Wave 3 and schools have been provided with guidance on which ones are most likely to lead to good progress.
How are the governors involved and what are their responsibilities?	The SEN link governor Mr J Costello and has oversight of the procedures in St Gabriel's. Regular briefings take place to the curriculum and pupils committee from the SENDCO and governors are able to further investigate how further developments are progressing. The governors also look at the outcomes of SEN pupils on a regular basis.
What support do you have for parents of a child with SEN?	<p>We operate an 'Open Door' Policy and you are encouraged to contact school with any issues or questions that you may have. We will guide you through the process of identifying Special Needs and meeting the needs of your child. We will always listen and discuss the options that are available to you, to ensure that you have the correct information, to make important decisions.</p> <p>We can put you in touch with Parent Partnership Teams who can give further advice and we can liaise between outside agencies and yourselves if that is appropriate.</p> <p>We can provide information about any other support that may be available to you, including Free Transport to School.</p>
How have you made the school accessible to children with SEN (including after school clubs)	<p>The physical age of the school is variable: some buildings are 'new' and others much 'older'. The 1950's design of the school means that many teaching classrooms are inaccessible to pupils with significant physical demands.</p> <p>The site is 'split level' and as such, has many staircases and slopes.</p> <p>Whilst the main buildings are on a 'single' level, others are not. The Diocese of Salford and Bury Council opted to invest capital in another Catholic Secondary school elsewhere in the Bury LA to support SEN with physical challenges.</p> <p>Some improvements have been made to provide ramps for single floor access which have had a significant impact.</p> <p>This however restricts access to the whole curriculum; never the less, these ramps do provide access for the majority of enrichment activities which are held on a single level.</p>
Where is the Local Authorities Local Offer published?	www.bury.gov.uk; telephone: 0161 253 5000 (accessed via the school's website also) Address: Town Hall, Knowsley Street, Bury, Lancashire, BL9 0SW
How will my child's emotional and	There is a comprehensive pastoral system in place at St Gabriel's which is inclusive. Students are placed into

<p>social welfare be improved?</p>	<p>forms and have a form tutor who is overseen by a Head of Year and Deputy Headteacher. PSHE and Citizenship is delivered to form groups as part of the curriculum and through Rap days.</p> <p>Vulnerable students have access to the Learning Support Base at social times. Such provision allows students to develop their social skills in a safe and supportive environment. The work of the Inclusion Manager also reinforces the school's capacity to deal broadly with SEMH (Social, Emotional and Mental Health) pupils. (See School's Behaviour Policy)</p> <p>A dedicated member of the Learning Support has responsibility for the transition of SEN students or those who are identified from their primary schools as vulnerable which could cause their transition to be more problematic. Where appropriate a programme of enhanced transition is organised which may include extra visits to St Gabriel's and close liaison with our family of Primary Schools and parents takes place.</p> <p>St Gabriel's has a team of staff whose responsibility is to oversee the various medical needs of all students. They liaise with outside agencies and particularly the School Nurse team to ensure that the medical needs of students are met. (See School's Medical policy)</p> <p>St Gabriel's has a clear Behaviour policy that sets out how students are expected to behave in school. The Standards Card provides a clear illustration of consequences of poor behaviour and all pupils are encouraged to use this system as a positive reinforcement of their expected excellent behaviours. Some students will meet with an SSA at the beginning of the day to discuss worries and anxieties and try and alleviate these. All students with a Statement are assigned a 'key worker' an Teaching assistant who will meet with the student to offer additional mentoring support as well as prepare them for their Annual Review and provides an opportunity to seek pupil's opinions and feedback about the support they receive and how it may be improved.</p> <p>Students' views are sought through pupil voice. Additional opportunities are obviously available through Annual Reviews, Parents' Evening and review days.</p>
<p>How will my child be involved in the decision making process?</p>	<p>St Gabriel's has a School Council where the children's views are sought about their learning experience at school. All students are encouraged to promote it and stand for election or volunteer.</p> <p>Feedback on the learning experience of the children with SEN is sought in writing annually. Informal feedback is sought throughout support programmes. Self-assessment of tasks is encouraged throughout the curriculum to encourage dialogue between pupil and teacher.</p> <p>All children are invited to Parents' Evening and Review Meetings enabling feedback from them on their progress and the effectiveness of support provided.</p>

<p>What can I do, if I am not happy with the provision that my child is receiving?</p>	<p>Should you as the parents of a children with SEN have concerns about the provision provided at St Gabriel's, the SENDCO will discuss these concerns, take action to resolve it and feedback within 10 school days. If the issues cannot be resolved then the SENDCO will contact the Deputy Head teacher to consider action already taken or determine new action.</p> <p>The Governing Body has a designated SEN link governor who can be contacted via the school should parents wish to discuss any issues with them. However, normally it would be expected the Headteacher would have been involved before contacting a member of the Governing Body.</p> <p>The school also provides parents of children with SEN details of Bury Parent Partnership who can liaise between parents and school if necessary.</p>
<p>What if my child needs specialist equipment?</p>	<p>St Gabriel's works closely with specialist professionals including the sensory impaired teams, occupational health and physiotherapy services who provide or loan specialist equipment. Further assistance is secured via the Additional Needs Team who provides advice concerning the equipment needs of individual children. Loans or purchases are then made according to specific needs.</p>
<p>How will I know how my child is progressing?</p>	<p>Students' progress is shared through a variety of methods: both whole school, subject and through the Learning Support Team. Students with a Statement or EHCP have a formal Annual Review during the school year. In line with the new Code of Practice 0-25 (2014) pupils identified on the SEN record will have termly reviews through a review day in September, parents evening and Learning Support review evening.</p> <p>Students are regularly assessed and formally reported to via interim reports twice per year. There is also an annual report for all students that reviews progress and attainment and sets targets for students. There is also a year 9 Information evening where details are provided about KS4 options and available courses.</p> <p>Support programmes are regularly reviewed throughout the year and students and parents receive feedback about progress and attainment during this period. In addition, students have Parents' Evening where staff, students and parents can meet to review how progress and attainment are made.</p> <p>Parents are welcome to meet with members of staff to review any issues that there may be with the progress and attainment of their child.</p>
<p>How will you measure the progress of my child in school?</p>	<p>In 2017-18, we will expect two sub levels progress in Year 7, four sub levels progress (as a guide) for Year 8 and subsequently six sub levels progress for the end of Year 9. There may be some variations to this, for example, in modern languages.</p> <p>However any pupil who exceeds their target at the end of a year will then be given a target two sub levels</p>

higher. For a small number of pupils, progress targets may be unachievable due to individual challenges and targets are personalised in consultation with the SENDCO.

Whilst, in Year 10 and 11 the target setting process is more complex, each subject teacher reviews progress by recording a projected grade for achievement at the end of the course. This is also then compared against set targets, and a pupil and teacher agreed target is set or adjusted following discussion with the pupils at five review points in these two years.