

A very warm welcome to Broughton Hall Catholic High School! We are absolutely delighted that your daughter will be joining our vibrant and inclusive community this September. As she embarks on this exciting new chapter in her educational journey, we understand that for parents of children with Special Educational Needs and Disabilities (SEND), this transition can bring unique considerations and questions.

At Broughton Hall, we are committed to providing an environment where every student can flourish and achieve their full potential, academically, socially, and emotionally. Our Mercy Values underpin everything we do, ensuring a supportive and nurturing atmosphere for all. We pride ourselves on being an inclusive school where diversity is celebrated, and every child's individual gifts are recognised and encouraged.

Our dedicated Special Educational Needs and Disabilities (SEND) Department is here to support your daughter every step of the way. Our SENDCo, Mrs Marteau, along with Assistant SENDCos Ms Calvert, work tirelessly to coordinate learning and provision, ensuring that each student receives the tailored support they need. We firmly believe that "every teacher is a teacher of SEND," and our staff are committed to providing quality first teaching that is accessible to all.

The Graduated Approach

To ensure pupils reach their full potential we follow the "graduated approach" which is a framework used in the UK to support children and young people with Special Educational Needs and Disabilities (SEND). While it's primarily a process for schools and local authorities, parents are integral to its success at every stage.

Here's a brief outline of the graduated approach, highlighting the parental role:

Assess: This is the initial stage where concerns about a child's learning or development are identified.

Parental Role: Parents are key in raising initial concerns, sharing their knowledge of their child's strengths, difficulties, and developmental history. Their insights are crucial for understanding the child's needs.

Plan: Once needs are assessed, the school, in collaboration with parents, plans interventions and support.

Parental Role: Parents are actively involved in discussions about the support their child will receive, setting targets, and agreeing on strategies. They should understand what will be put in place and why.

Do: This is the implementation stage where the planned support is put into practice.

Parental Role: Parents should be informed about the interventions taking place and how they can support their child's learning at home. Regular communication with the school is vital to monitor progress and any emerging issues.

Review: The effectiveness of the support is regularly reviewed, and adjustments are made as needed.

Parental Role: Parents are essential participants in review meetings. They provide feedback on their child's progress, both at school and at home, and contribute to decisions about next steps, including whether to continue, modify, or cease support, or to consider a higher level of support like an Education, Health and Care (EHC) needs assessment.

Essentially, for parents, the graduated approach means:

Active Involvement: Being central to discussions and decisions about their child's support.

Open Communication: Maintaining regular dialogue with the school about their child's progress and any concerns.

Shared Understanding: Working collaboratively with the school to understand their child's needs and the best ways to meet them.

Advocacy: Being the primary advocate for their child's needs and ensuring their voice is heard throughout the process.

The graduated approach emphasizes a cycle of continuous assessment, planning, action, and review, with parents at the heart of each stage to ensure the support is tailored to their child's individual needs.

Pupil passports

Pupils on our SEND register have a pupil passport that is shared with staff. The pupil passport contains strategies on how best to support students in lessons and any information both pupils and parents would like staff to be aware of.

Interventions

At times throughout your daughter's journey with she may be asked to participate in intervention sessions. Attending intervention sessions is crucial for your child's academic progress and wellbeing. These sessions provide targeted support, addressing specific learning needs and helping pupils catch up or excel in challenging areas. Consistent attendance ensures that your child receives the full benefit of these specialized programs, building confidence and strengthening their understanding. Please note, if your child does not regularly attend, they may be withdrawn from these sessions. We encourage you to prioritise their attendance to help them achieve their full potential.

We understand the importance of strong home-school partnerships, and we encourage you to communicate openly with us. Please follow the protocol on communications that will be shared by Mrs O'Rourke in September.

To further support you and your family, please familiarise yourself with our key SEND documents; the SEND Policy and Information Report as well as the Accessibility Plan. We have compiled a list of useful websites that offer valuable information, advice, and resources for parents of children with SEND in the UK:

Useful Websites for SEND Needs:

- **Liverpool Local Offer:** This is your local authority's central hub for information on services and support for children and young people with SEND in Liverpool.
 - Website: <https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>
- **Contact:** A national charity for families with disabled children. They offer online, printed, and helpline advice on education, benefits, social care, and more.
 - Website: <https://contact.org.uk/>
- **Nasen (National Association for Special Educational Needs):** A not-for-profit charity and leading professional membership body dedicated to promoting the education, training, and development of individuals with SEND. They provide advice, training, and support to education professionals, and their website also has resources for parents.
 - Website: <https://nasen.org.uk/>
- **Kids:** This charity offers a range of easy-read guides and resources to support children with special educational needs and help parents navigate the world of SEND.
 - Website: <https://www.kids.org.uk/send-advice-home/>
- **SOS!SEN:** An independent registered charity offering a free, friendly, independent, and confidential telephone helpline for parents and others seeking information and advice on Special Educational Needs.
 - Website: <https://sossen.org.uk/>
- **Family Action:** Provides specialist SEND services, including support, advice, and signposting to help young people and families navigate the health, social care, and education systems.
 - Website: <https://family-action.org.uk/our-work-impact/send/>

We are incredibly excited to welcome your daughter into our school family and look forward to working in close partnership with you to ensure her success and happiness at Broughton Hall.

If you have any immediate concerns or would like to discuss your daughter's specific needs before September, please do not hesitate to contact our SEND Department using the details above.