

Special Educational Needs or Disability (SEND) School Information Report

October 2020

What kinds of SEND do St. Cuthbert with St. Matthias provide for?

St. Cuthbert with St. Matthias recognises the value of a truly inclusive school where all members of the school feel valued as individuals. Additional and/or different provision is made for all children whose needs may fall in to one or more of the four broad areas of needs as defined in the SEND Code of Practice 2015:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health difficulties**
- **Sensory and/or physical needs**

These four broad areas of need give an overview of the needs that should be planned for, rather than to fit a pupil into a category.

How do we identify children with SEND and assess their needs?

Parents and carers are encouraged to inform us of any learning needs that their child has.

Through regular data analysis and pupil progress meetings, children who are underachieving or not making expected progress are quickly identified and extra provision is put into place. Teachers that have any concerns about a child, whether it is academically, socially or emotionally, will raise the concerns with the SENCO and an initial concerns form will be filled in. The SENCO will then carry out an observation, look at the child's work and talk to the child, if appropriate. A meeting will then be arranged with the child's parents to discuss the concerns and gather more information about the child. Interventions and support will be discussed and put into place.

The Intervention Cycle:

1. The school assesses all pupils' strengths and areas for development.
2. Teachers and SENCO discuss individual pupil learning needs and whether additional support would be appropriate and effective.

3. The teacher and the SENCO meet and speak with parents and the pupil to agree a written support intervention plan that will lead towards specific targets.
4. The Teacher and learning support assistant monitor pupil progress towards planned outcomes and adapt if necessary.
5. Teacher and SENCO evaluate the effectiveness of provision within an agreed time period. They report to parents and discuss whether more or a change in intervention is needed.

The cycle then begins again if necessary.

If it is felt, after a period of time, that the child is still having difficulties, then we will refer the child, with the parents' permission, to an outside agency for more support and guidance.

Referrals may be made to the following outside agency/service teams:

Speech and Language therapy

Occupational therapy

Cheyne Child Development Services

Early Years and ASD intervention

Educational Psychology

CAMHS (Child Adolescent Mental Health Services) Early Intervention

How do we involve outside services in meeting children and young people's SEN and supporting their families?

The school works closely with the service teams above as well as health and social care bodies to meet the needs of children with SEND and to support their families. This normally happens at the 'specialist' level as described below.

We have a 3- tiered approach to supporting a child's learning:

1. Universal:

This is the high quality teaching your child will receive from his or her class teacher and may include some very minor adaptations to match learning needs.

2. Targeted:

It may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of

- a) assessing your child's needs,
- b) planning the most effective and appropriate intervention,
- c) providing this intervention and
- d) reviewing the impact on your child's progress towards individual learning outcomes.

Specific targeted one-to-one or small group interventions may be run outside the classroom.

3. Specialist:

It may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through an Educational Health Care Plan (EHCP).

When the provision for a child becomes increasingly additional to and different from what similarly aged pupils needs to access the learning, the class teacher and the SENCO will consult with the parent to explore why this is the case. Such a discussion may or may not lead to the child being identified as having a special educational needs and/ or a disability and being placed on the SEND register. If the child is placed on the SEND register, this means they are on **SEN support**.

If the child has been identified as needing a particularly high level of individual and small group teaching/ support, which cannot be provided from the resources already delegated to the school, additional expertise and support for their SEND is therefore required. The school or parent can request that the Local Authority carry out a statutory needs assessment of the child's needs. A statutory needs assessment can only be carried out if all avenues of support both external and internal to the school, have been used to maximum capacity and with little impact on the child's progress. The statutory needs assessment may result in an **Educational Health Care Plan (EHCP)** where needs are the child's needs are deemed to be severe, complex and long-term.

How do we consult with parents / carers of children with SEN and involve them in their child's education?

We have an open-door policy and we always make ourselves available to discuss any concerns you may have about your child. We listen to what parents/ carers tell us about their children and use that information to ensure that we understand the child's needs. We have parent consultations three times per year for all children. Additional parent meetings are held with the SENCO and/or class teacher for children who have SEN. St. Cuthbert with St. Matthias puts the child at the centre of their learning and seeks to put the aspirations and views of both the child and their parents/carers at the heart of the planning and reviewing processes. Meetings with outside agencies, along with the parents where possible, are also held to review targets and progress for children with SEN.

How do we consult with children with SEN and involve them in their education?

We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. 1:1 meetings take place with children on the SEND register to gain their views and aspirations and to involve them in their Personal Learning Plan which has termly outcomes and associated short-term targets.

What are the arrangements for assessing and reviewing pupils' progress towards their outcomes?

We use the 'Assess Plan Do Review' cycle where teachers are continually assessing children's learning through marking, questioning and discussions which then informs future planning. We hold termly Pupil Progress meetings to assess and review the progress of all children. Also children's progress is monitored closely by class teachers, senior leadership and the SENCO. For some children, external agencies may carry out specific assessments and reviews. There is also an assessment week each term to monitor progress. Progress is also reviewed through the entry and exit data in Provision maps, and through individual targets for children with Personal Learning Plans.

We believe it is very important that parents/carers are involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others. If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and SENCO to discuss current progress, support strategies being used and expected outcomes. Close partnerships with parents are encouraged to ensure that both the child and the parent are at the heart of 'Assess Plan Do Review' cycle and that progress towards the Personal Learning Plans outcomes is reviewed at least once a term with parents.

If your child has an Education, Health and Care plan (EHCP) you and your child will also be able to review progress towards the outcomes on the EHCP and share views/ any concerns at the Annual Review.

What is our approach to teaching pupils with SEND?

Every teacher at St. Cuthbert with St. Matthias is committed to providing a creative, differentiated and interesting curriculum. Teachers have high expectations of all children and all children receive high quality teaching and a differentiated curriculum to meet all the needs in the class. Individual and group interventions provide extra support for those children with SEND who need more specific teaching.

How are staff enabled to support children with SEN?

Learning needs will first be met through the high quality teaching delivered by the class teacher. We regularly review the school training schedule and professional development for all teaching and support staff to ensure that there is the appropriate expertise to support children with special educational needs. The school is able to access training programmes from different organisations and individual training can also be arranged when necessary.

How do we evaluate the effectiveness of the provision made for pupils with SEND?

Every teacher at St. Cuthbert with St. Matthias is committed to the achievement of each child through high quality teaching and carefully thought out interventions, enabling children to fulfil their potential. The SENCO oversees the provision and interventions and monitors their success through observations and data analysis. We use the 'Assess, Plan, Do, Review' cycle for all teaching and learning. We evaluate the effectiveness of interventions through the use of Provision maps.

How are pupils with SEND enabled to engage in activities available with those in the school who do not have SEN?

We are an inclusive school and committed to providing equal opportunities for all children. We ensure activities outside the classroom such as school clubs and school trips are available to all. We will carry out risk assessments for each school trip and if necessary, will make reasonable adjustments to ensure that pupils with SEND are included.

What arrangements do we make for supporting pupils moving between phases of education?

Transitions are carefully managed according to pupils' needs. This may include the SENCO accompanying pupils and parents on visits to new school, inviting SENCO and class teacher of new school to visit St. Cuthbert with St. Matthias, visits to prior settings (Nursery or School) and may include using transition books with photos to support the process. We take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.

What adaptations are made to the curriculum and the learning environment for children with SEND?

We carefully plan our curriculum to match the age, ability and needs of all children. Each classroom is inclusive and supports a wide range of needs. A wide range of visual support and working displays are used to support children's learning. The learning environment is adapted for individual needs, for

example, an individual workstation for specific children. Children may be strategically positioned in the classroom, e.g. Children with a hearing or visual impairment will be seated at the front.

How do we support children with emotional and social development?

We aim to provide a safe and secure environment where all children can learn, feel valued and respected. We use a positive behaviour system which is consistent throughout the school so that children are always clear of expectations and take responsibility for their own actions and behaviour.

To support emotional and social development we provide the following:

- Sessions with the learning mentor for listening to the views of children with SEN.
- Zones of Regulation programme to support children to become more aware of their emotions and to support them in regulating their emotions.
- Play and drama therapy.
- Nurture groups which involve developing social and friendship skills.
- Family support sessions through CAMHS (Child and Adolescent Mental Health Services).
- Lunchtimes are supported with structured activities.

We plan for the children in school who find change and transition difficult by giving them visual structure and pre-warning them of a change in the school day.

Anti-bullying messages are regularly part of assembly and classroom agendas.

Who would parents contact if they have a concern?

Parents would be advised to speak to the class teacher with any initial concerns they may have regarding their child's needs. The class teacher would then pass the concern onto the SENCO who would observe the child, look at the child's progress and attainment and arrange a meeting with the parents to discuss the concerns.

Who is the SENCO and how do I contact her?

The SENCO is Ms Pat Adjei.

You can contact the SENCO by email: senco@scwsm.rbkc.sch.uk or phone the school on the school number 0207 373 8225.

What do you do if you have a complaint about the provision for your child?

We welcome feedback from parents. If a parent is unhappy they should initially speak to the class teacher and/ or the SENCO who should be able to address your concerns. However, if a concern can't be handled through discussion and working together, please contact the Head Teacher who may direct you to the school's Complaint's Policy and procedure.