

# **Special Educational Needs or Disability (SEND) School Information Report**

**Spring 2024**

## **What types 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, SENCO and HLTA 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, SENCO and HLTA 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 SEND 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:

Tier 1 - Universal: This is the high quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Tier 2- Targeted: This takes the form of more specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or

above age-related expectations. Tier 2 interventions are often targeted at a group of pupils with similar needs. It 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.

Tier 3 - Specialist: This is targeted provision for a minority of children where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. This specialist advice may include regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. 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 **SEND 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 SEND 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 SEND. 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 SEND.

All parents are encouraged to contribute to their child's education through:

- Discussions with the class teacher
- Involvement with setting and reviewing targets
- Parents' evenings
- During discussions with the teacher, teaching assistants, SENCO or other professionals
- Commenting and contributing to assessment, planning and reviews

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually. Specific support to help you support your child at home will include;

- Meetings with teachers and SEND staff to discuss progress and support including ideas for home.
- Parents as educators programs e.g. Maths workshops, early writing, phonics and reading

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged. Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

## **How do we consult with children with SEND and involve them in their education?**

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. 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. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- Providing them with relevant information in accessible formats
- Using clear ordinary language and images rather than professional jargon
- Giving them time to prepare for discussions and meetings
- Dedicating time in discussions and meetings to hear their views
- Involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- Supporting their access to an adult who can help them express their views where necessary (this may be a family member or a professional)

## **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, broad and balanced curriculum. Teachers have high expectations of all children, including those with SEND, and all children receive high quality teaching and a differentiated curriculum to meet all the needs in the class. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as Teaching Assistants, and other more specialist staff, may be directed to work with pupils, in pairs, small groups or sometimes individually for individual and group interventions which provide extra support for those children with SEND who need more specific teaching. The type of SEND support provided is based on reliable evidence of what works. The list of interventions is subject to review and changes.

The senior leadership team ensures that staff have sufficient skill and knowledge to deliver interventions that children need.

### **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 programs 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.

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents on their child's progress, normally at the end of the school year.

Where a pupil is receiving SEND support, we provide feedback to parents more regularly. Staff can talk parents at the end of each day or use a home school book to give daily feedback on how a child has been at school that day. We also contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We also have a review meeting at least three times each year.

Reviews involve the child, the family and other professionals where this is appropriate. They are used to:

- Discuss what is working well and where further progress can be made
- Find out if the SEND provision has been delivered as planned
- Review the pupil's progress towards their goals and longer term outcomes
- Discuss and agree clear outcomes for the future
- Discuss and agree the support needed
- Share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- Identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

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

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?**

All children and young people with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.



Transitions are carefully managed according to pupils' needs.

Additional arrangements for children with SEND (examples)

Nursery / Reception

- Swift transfer of records
- Find out if the SEND provision has been delivered as planned
- Review the pupil's progress towards their goals and longer term outcomes
- Discuss and agree clear outcomes for the future
- Discuss and agree the support needed
- Share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- Identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

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- Home visit
- Work with RBKC's Early Years Team
- Transition meeting with the previous setting
- Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')

When moving to another school or moving to secondary

- We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.
- Swift transfer of records
- Transition meeting with the new setting

- Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex

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.

When moving groups/ forms/ classes in school

- Transition meetings are held within school with the new class teacher.
- Work with child to prepare for the next class through: Transition books, transition program, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays.

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

We are committed to meeting the needs of all pupils including those with SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. 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. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers. 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.

We work closely with families and partners to work out what children with disabilities might need before they start with us, and what adjustments we might need to be made. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to getting additional resources and support.

Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example we might need to:

- Provide visual resources to support learning
- Install a wheelchair ramp
- Rearrange the layout of the classroom
- Install sound loops into classrooms
- Create a quiet area in the school
- Buy specialist ICT software
- Identify appropriate ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC) and support the family's application for funding to purchase the equipment.

In considering what adaptations we need to make, the SENCO will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

### **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 SEND
- 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
- Lego 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. Every classroom has a visual timetable which shows children the structure and routine of the day.

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

### **What are the arrangements for consulting and involving pupils with SEND in their education?**

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- Supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)

We always involve parents in any decision to involve specialists. The SENCO will be the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- Help us train staff e.g. epilepsy and diabetes, tube feeding,
- Get more specialised advice e.g. advice on hearing impairment
- Carry out assessments e.g. a social care assessment
- Ask for a service to be delivered e.g. physiotherapy
- Setting programmes for implementation at home and in school
- Review progress and plan provision e.g. at annual reviews

### **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?**

A Special Education Needs Coordinator (SENCO) is a qualified teacher working at the school who has responsibility for SEND. They work closely with the head teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCO. The SENCO is Miss Jaidz Majasi

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

SENCOs are responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Overcoming barriers to learning and sustaining effective teaching
- Managing teaching assistants – (where this is agreed by the Head Teacher)
- Overseeing the records of all children with SEND and Disability
- Liaising with parents of children with SEND
- Planning successful movement (transition) to a new class group or school
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- Liaising with external agencies including the LA's support and educational
- Psychology services, health and social services, and voluntary bodies

### **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.

### **Where can I find more information about SEND services in Kensington and Chelsea and the local area (the Local Offer)?**

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- Make families aware of the kind of support available to them and where to find the Local Offer
- Help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting
- Consult children and young people and their families directly in preparing and reviewing the Local Offer
- Keeping the Local Offer information up to date and identifying gaps in provision