

St Cuthbert Mayne Catholic Primary School

SEND Information Report 2019/20

The kinds of special educational needs that are provided for in our school:

St Cuthbert Mayne is an inclusive Catholic Primary School and currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD) and speech and language difficulties
- Cognition and learning, for example, dyslexia or learning disabilities
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments

Policies for identifying children and young people with SEND and assessing their needs and the name and contact details of the SENCo

The school has a SEND Policy which sets out the Vision and Values which underpin our approach to SEND. We also have an Assessment Policy which describes how progress is recorded and how children's learning needs are assessed. The overall policy of the school is that all children benefit from Quality First Teaching and that all staff take responsibility for the learning of all children. Children with SEND are identified using an Assess, Plan, Do, Review approach.

The model of providing learning support to children is based on the 'Waves' model of intervention (see Fig 1). Wave 1 is Quality First Teaching; this is universal and is what should be delivered for **all** children. It is the way in which learning opportunities are made accessible to every child (Inclusion). This ranges from providing child sized furniture in EYFS and KS1 to differentiation (scaffolding) of work in all the lessons across all Key Stages, so that the learning outcomes can be made accessible to all the pupils.

A child does not need to have SEND to get support. Wave 2 are targeted interventions offered to children who may need to catch up or close a gap in learning. Giving children support at Wave 2 does not mean they have been identified as having a special educational need, but it can form part of the process of identifying their needs. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

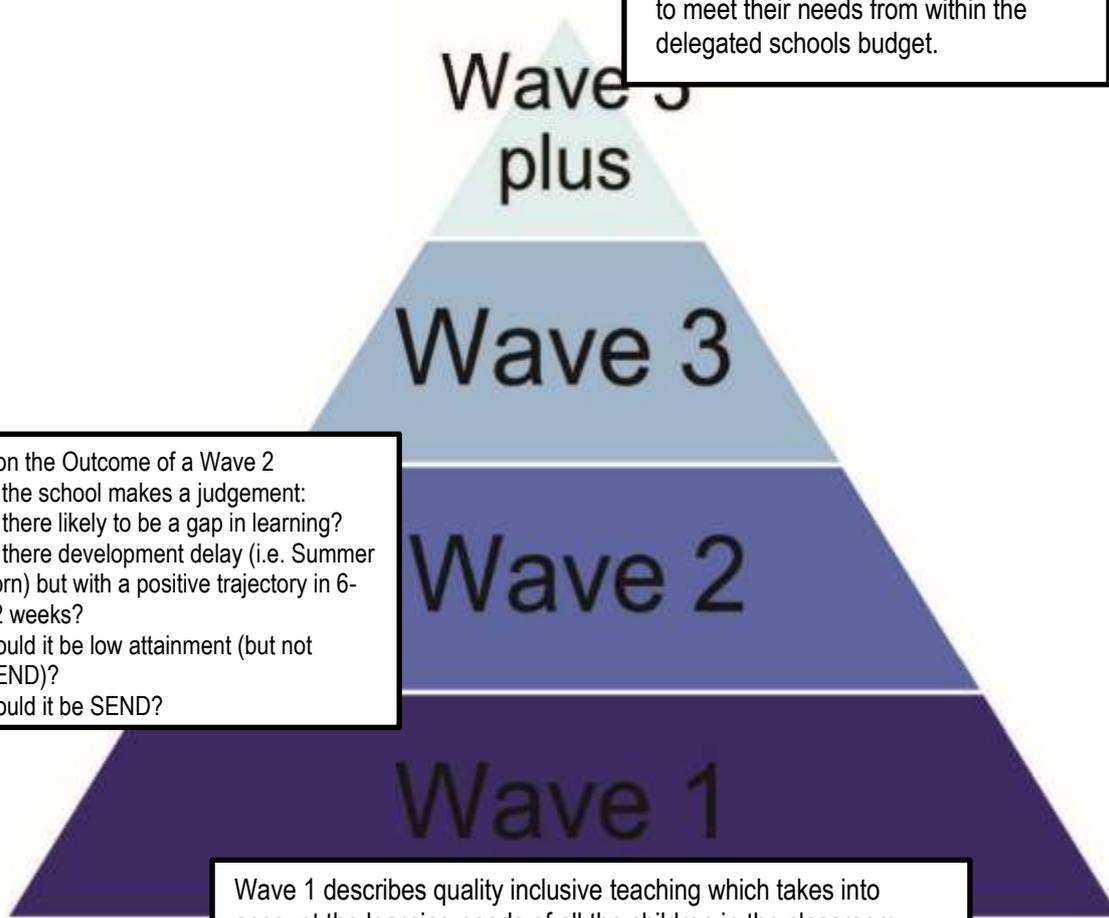
- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Interventions will be put in place for children identified in this way. These interventions will initially be at Wave 2. This model of intervention relates primarily to children whose needs are related to their learning, although strategies to support behaviour can also be put in place at Wave 2. The strategies and support which have been put in place by the class teacher at Wave 1 and 2 are reviewed three times a year with the Head teacher and the SENDCo at pupil progress meetings. It is at this stage that the level of support already being provided will be reviewed. If it has not enabled a child to make expected progress, then further support will be discussed. This could be more support at Wave 2, or it could be support at Wave 3. Support at Wave 3 is usually more intensive (for example one to one or small group work). At this point means that a child has been identified as having a need for more precise interventions. At this point other professionals will be called upon to support the child. The nature of the child's needs. This is so that appropriate interventions will be able to child to make progress.

Wave 3 are specific, targeted interventions which are put in place to support children who have been identified as having a Special Educational Need or Disability (SEND). Wave 3 + are children with an Education Health Care Plan (EHCP). The majority of children with SEND will not meet the criteria for one of these and it is the responsibility of the school to meet their needs from within the delegated schools budget.

Fig 1.



Depending on the Outcome of a Wave 2 intervention the school makes a judgement:

1. Is there likely to be a gap in learning?
2. Is there development delay (i.e. Summer born) but with a positive trajectory in 6-12 weeks?
3. Could it be low attainment (but not SEND)?
4. Could it be SEND?

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated (scaffolded) work and creating an inclusive learning environment.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. A child can have lower attainment and not have a special educational need. Pupils with pre-existing conditions or complex needs can be 'fast tracked' to the SENDCo using the referral to SENDCo Form which is an appendix to the SEND Policy.

- The person to contact in relation to SEND is Dr Jane Oliver who is a highly experienced SEND consultant currently working with the school
senco@stcuthbert-mayne.surrey.sch.uk

The arrangements for consulting parents of children with SEND and involving them in their child's education

- If a child is having support at Wave 2 this will be discussed between the parents and the class teacher.
- If it is decided to increase the level of support to Wave 3 a meeting will be arranged with the parents and the SENDCo to discuss this. It is likely that if the parents have concerns themselves then other meetings will already have taken place as the SENDCo is always happy to meet with parents and discuss concerns.
- The school is developing the use of Child Friendly Learning Support Plans. These plans detail the package of support that is in place for each child at Wave 3. The plans are discussed and agreed with parents, who sign the document at three points throughout the academic year. Each plan is then reviewed with parents who are involved in planning the next steps for their child.
- Reviews of these plans will be an indicator of the child's progress towards agreed outcomes and will indicate whether the child needs further intervention to enable them to make progress
- The plans give parents an opportunity to support their children at home
- When a plan is first drawn up it will be explained to parents that this is because the child needs extra support at Wave 3 and the child will now be placed on the school's SEND Register
- Any referrals to other professionals are discussed in detail with parents and consent is sought, without which the referral cannot be processed
- If a child's level of need indicates that the level of support needed is increasing the SENDCo will meet with the parents and escalate the Learning Support Plan to the level of Surrey SEND Support Arrangements, as a precursor to applying for an EHCP.

All children at St Cuthbert Mayne are actively involved in their own personal and academic development. In order to ensure that pupils with SEND are fully aware of their own learning journey the school are doing the following:

- Developing 'child friendly' Learning Support Plans. This will give children access to their targets and information about the strategies in place to help them in a way that is age appropriate and appropriate to their needs
- Ensuring that each child with a Learning Support Plan has an easily accessible copy of their targets, in a format which they can access.

Ensuring that strategies which are put in place for children (for example wobble cushions, traffic light cards, etc.) are fully explained to each child so that they understand how and why the strategy is designed to help them.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Foundation Stage

- All children joining the school in Reception have had the opportunity to visit the school and their new classroom
- Pre-school settings of the children are contacted or visited and information about individual needs is shared

Key Stage Two

In Year 5 all children are invited to attend a taster day at St Peter's Catholic Comprehensive school irrespective of whether this will be the school to which they transfer for their Key Stage 3/4 education.

Teachers from St Peter's and Glebelands Secondary schools come to talk to the children during Year 6 about secondary education and the opportunities available in each school. Both schools offer open days/ evenings where children

The arrangements we have made for consulting young people with SEND and involving them in their education

and their parents/ guardians can view the school and hear from/ talk to current pupils and staff.

Once secondary schools have been allocated discussion takes place between our school and the appropriate secondary school about each pupil transferring to them. This gives an opportunity for us to highlight the strengths and needs of each child and the support they have received so far. SEND Records are transferred.

Towards the end of the Summer Term in Year 6 the children are invited to induction day/s in the secondary school to which they will be transferring. The organisation of this differs from school to school but all children will have visited their new school before leaving us.

For children with particular needs additional visits during the school day and in some cases at the weekend are offered and special arrangements are made to meet the needs of individuals. We encourage all parents/guardians of children with SEND to speak with the SENDCo/ Inclusion manager of the school to which their child is transferring during Year 6, support can be offered either from the SENDCo or Home School Link Worker if needed.

How adaptations are made to the curriculum and learning environment of children and young people with SEND and the approach to teaching children and young people with SEND

We make the following adaptations to ensure all pupils' needs are met:

- At Wave One work is scaffolded to ensure that all children can access the learning objective. This includes using writing frames, apparatus in maths and technology such as Clicker7
- Using recommended aids, for example, laptops, coloured overlays, visual timetables, larger font.
- Use of work stations and other strategies to support pupils on the autistic spectrum
- Use of individualised visual timetables
- Use of pre-teaching of key vocabulary
- Differentiated questioning
- We have TAs who are trained to deliver interventions such as Five Minute Box and Number Box. TAs work with children on a one to one or small group basis, depending on need. They offer in class support (under the direction of the class teacher) and withdrawal when needed.

- Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality, Wave 1 teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We will also provide the following interventions at Wave 2 and 3:
- Five Minute Box
- Number Box
- Rapid Writing
- Rapid Reading
- Clicker7
- Referral to HSLW
- Referral to ELSA
- Specific SaLT groups in conjunction with the speech & language therapist
- Other targeted interventions for specific groups/individuals, as required

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

The school has a lift

All staff receive training in SEND annually as part of a rolling programme of CPD. They also receive other training as required, for example;

- SaLT interventions are regularly delivered by TAs, under the direction of the Speech & Language Therapist
- TAs have had specific training in Precision Teaching
- Teachers and TAs have had training in ADHD
- A member of staff is trained in ELKLAN
- Two members of staff have been trained as ELSAs

Expertise is sought from a range of other professionals, who provide help and advice (including modelling strategies) as required on a case by case basis according to individual need.

Evaluating the effectiveness of the provision made for children and young people with SEND and the arrangements in place for

assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

The school follows the graduated approach and the four-part cycle of Assess, Plan, Do, Review. The class teacher will work with the SENDCo to carry out a clear analysis of the progress of each pupil. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Gaining feedback from parents and pupils at Learning Support Plan reviews
- Ensuring interventions are baselined and are reviewed for impact after a minimum of six weeks
- Holding annual reviews for pupils with SEND or EHC plans

This information helps to build a picture of the child and their needs. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This is summarised in the Learning Support Plan. This process is monitored by the SENDCo who has oversight of Learning Support Plans, interventions and TA training.

The school uses Target Tracker to track the progress of all pupils. If children are working below their Chronological age, then their progress is tracked in the curriculum year I which they are working. There is an expectation that all children will reach Age Related Expectations, unless they have specific problems with their cognitive abilities. There is however an expectation that 100% of pupils will make expected progress from their starting points.

We are currently developing ways of making the children more involved in this process, as appropriate to their age and needs.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

St Cuthbert Mayne is an inclusive school. All of our extra-curricular activities and school visits are available to all our pupils. In some cases, a risk assessment will be completed before a pupil with SEND participates in an extra-curricular activity. This is to ensure that risks are minimised and the right level of support can be put in place.

- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops

We encourage visitors who can contribute to a rich and varied extra-curricular offering and no pupil is ever excluded from taking part in these activities because of their SEN or disability

Support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

We provide support for pupils to improve their emotional and social development in the following ways:

- The support for all pupils is rooted in a strong Catholic ethos which celebrates the unique value of each individual
- We have two staff trained as ELSAs and they offer targeted interventions
- We work closely with other agencies including the Home School Link Worker
- Pupils with SEND are encouraged to be part of the school council
- We hold weekly celebration assemblies
- We have a zero tolerance approach to bullying
- The Head is currently strengthening the teaching of PSHE throughout the school

- How the school has involved other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The school is part of Xavier Academy Group. We can still refer to Surrey CC Services including;

- Educational Psychology
- Learning & language Support
- Speech and Language Therapy services
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Freemantles (ASD Outreach)

In addition to the above we have access to the designed Xavier Educational Psychologist, Alison D'Amario. It is our policy to work proactively with any and all professional agencies whose expertise can be called upon to support our children.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

The class teacher is the first port of call if a parent has a complaint about SEND provision, but concerns about SEND can also be directed to the SENDCo. The head teacher should then be approached, before having recourse to the Complaints Policy. The Complaints policy can be downloaded from the school the website.

The Surrey Local Offer can be downloaded at;

www.surreylocaloffer.org.uk.