



# Cardinal Pole Catholic School

Cardinal Pole Catholic School  
205 Morning Lane, London, E9 6LG  
Tel: 020 8985 5150

[www.cardinalpole.co.uk](http://www.cardinalpole.co.uk)

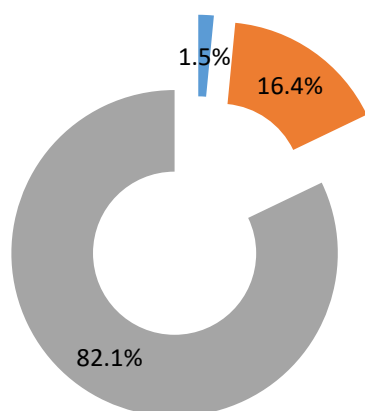
Headteacher: Ms J Heffernan

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	Whole School			YEAR 7:			YEAR 8:			YEAR 9:		
	1113	% of SEN	% of all	188	% of SEN	% of all	170	% of SEN	% of all	169	% of SEN	% of all
All pupils	1113			188			170			169		
<b>TOTAL SEN:</b>	183	100.0%	16.4%	39	100.0%	20.7%	40	100.0%	23.5%	27	100.0%	16.0%
SEN Girls:	62	33.9%	5.6%	13	33.3%	6.9%	8	20.0%	4.7%	12	44.4%	7.1%
SEN Boys:	121	66.1%	10.9%	26	66.7%	13.8%	32	80.0%	18.8%	15	55.6%	8.9%
SEN Support:	1611	88.5%	14.6%	38	97.4%	20.2%	34	85.0%	20.0%	22	81.5%	13.0%
EHCP:	22	11.5%	1.9%	1	2.6%	0.5%	6	15.0%	3.5%	5	18.5%	3.0%
Cognition & Learning	57	31.1%	5.1%	11	28.2%	5.9%	14	35.0%	8.2%	12	44.4%	7.1%
Communication & Interaction	68	37.2%	6.1%	15	38.5%	8.0%	14	35.0%	8.2%	6	22.2%	3.6%
Social, Emotional & Mental Health	41	22.4%	3.7%	7	17.9%	3.7%	8	20.0%	4.7%	5	18.5%	3.0%
Sensory & Physical	6	3.3%	0.5%	2	5.1%	1.1%	3	7.5%	1.8%	1	3.7%	0.6%
Other	10	5.5%	0.9%	3	7.7%	1.6%	1	2.5%	0.6%	3	11.1%	1.8%
	YEAR 10:			Year 11			YEAR 12:			YEAR 13:		
	165	% of SEN	% of all	170	% of SEN	% of all	118	% of SEN	% of all	63	% of SEN	% of all
All pupils	165			170			118			63		
<b>TOTAL SEN:</b>	31	100.0%	18.8%	33	100.0%	19.4%	10	100.0%	8.5%	3	100.0%	4.8%
SEN Girls:	8	25.8%	4.8%	14	42.4%	8.2%	5	50.0%	4.2%	2	66.7%	3.2%
SEN Boys:	23	74.2%	13.9%	19	57.6%	11.2%	5	50.0%	4.2%	1	33.3%	1.6%
SEN Support:	26	83.9%	15.8%	30	90.9%	17.6%	9	90.0%	7.6%	3	100.0%	4.8%
EHCP:	5	16.1%	3.0%	44	9.1%	1.8%	1	10.0%	0.8%	0	0.0%	0.0%
Cognition & Learning	7	22.6%	4.2%	7	21.2%	4.1%	5	50.0%	4.2%	1	33.3%	1.6%
Communication & Interaction	14	45.2%	8.5%	17	51.5%	10.0%	2	20.0%	1.7%	0	0.0%	0.0%
Social, Emotional & Mental Health	10	32.3%	6.1%	7	21.2%	4.1%	3	30.0%	2.5%	1	33.3%	1.6%
Sensory & Physical	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Other	0	0.0%	0.0%	2	6.1%	1.2%	0	0.0%	0.0%	1	33.3%	1.6%
	KS3:			KS4:								
	527	% of SEN	% of all	335	% of SEN	% of all						
All pupils	527			335								
<b>TOTAL SEN:</b>	106	100.0%	20.1%	64	100.0%	19.1%						
SEN Girls:	33	31.1%	6.3%	22	34.4%	6.6%						
SEN Boys:	73	68.9%	13.9%	42	65.6%	12.5%						
SEN Support:	94	88.7%	17.8%	56	87.5%	16.7%						
EHCP:	14	11.3%	2.3%	8	12.5%	2.4%						
Cognition & Learning	37	34.9%	7.0%	14	21.9%	4.2%						
Communication & Interaction	35	33.0%	6.6%	31	48.4%	9.3%						
Social, Emotional & Mental Health	20	18.9%	3.8%	17	26.6%	5.1%						
Sensory & Physical	6	5.7%	1.1%	0	0.0%	0.0%						
Other	7	6.6%	1.3%	2	3.1%	0.6%						



More than 10% of SEND students have an EHCP compared to the national figure of 2.9% only. This year, 9 students were identified as having Special Educational Needs and added to the SEND register. 5 students came off the register this year, as their needs are no longer a barrier to learning and progress. 2 statutory assessment requests have been made and EHCPs approved.

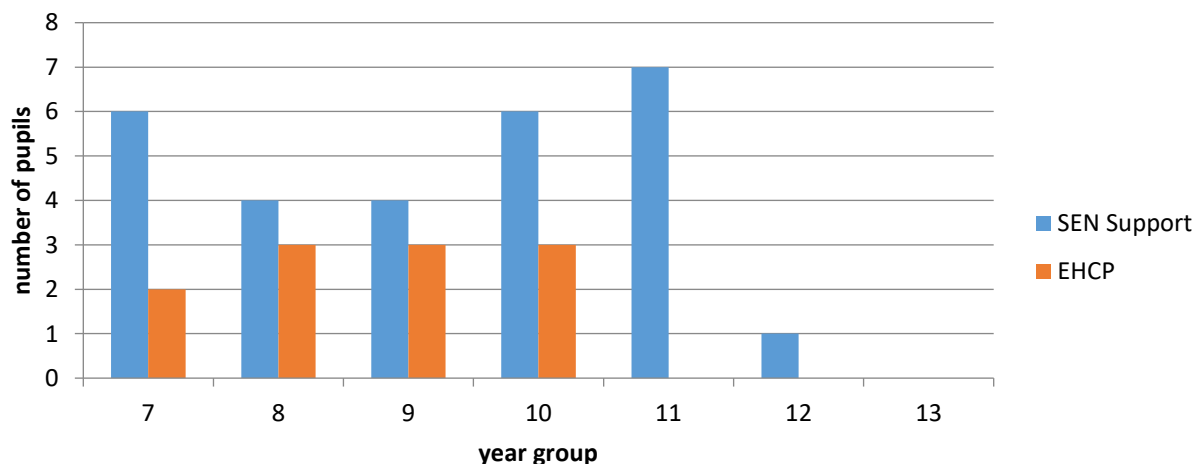


In January 2020, 22 pupils had an EHCP. This is a decrease of 4 since 2019  
A further 161 pupils were on SEN support, 17.4% of all pupils, which is up from 16.9% in 2019

■ EHCP ■ SEN support ■ No SEN

Out of the 183 students on the SEND register, 44 pupils are taught within Nurture/Engagement Resource Base. 2 SEN students were being educated off-site (1 year 11 student is home schooled due to complex medical needs and 1 year 8 student was shielding and was educated in the hospital).

## Level of support





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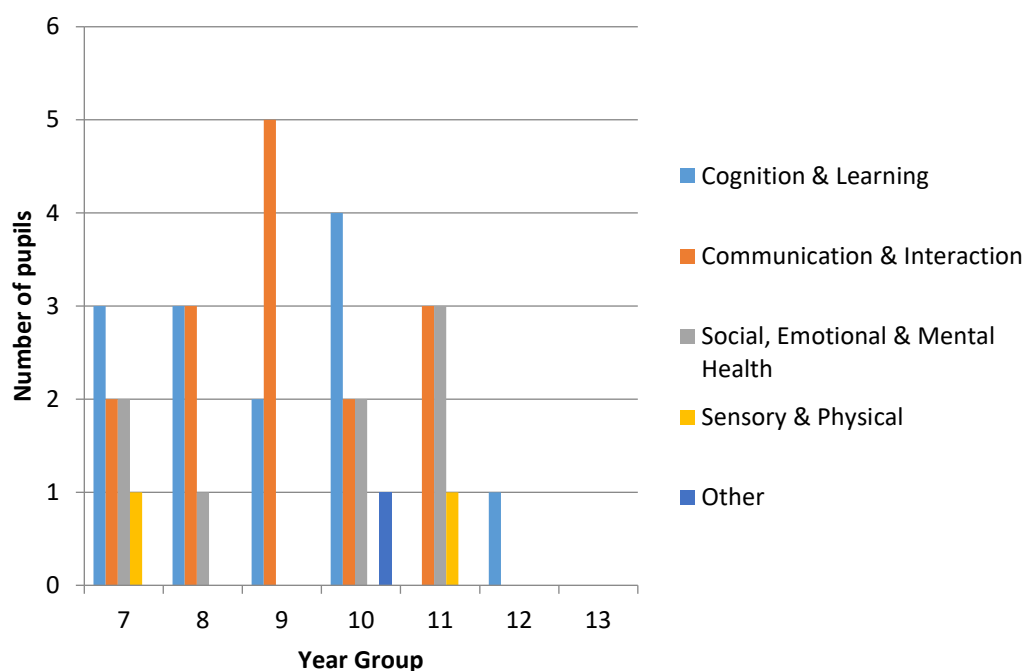
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## Area of need



## Links with other agencies

In 2019-2020, the school has been working closely with the following agencies:

- CAMHS (13 referrals)
- Grief Counselling (5 referrals)
- Aspace (28 referrals)
- Young Hackney (21 referrals)
- Targeted Services (2 referrals)
- Educational Psychologist (9 referrals)
- Speech and language Therapists (9 referrals)

## Attendance

Attendance	Cardinal Pole	Nationally
All Students	96.7%	94.5%
ALL SEN	95.2%	94.5%
Education, Health and Care Plan	96.6%	91.8%
SEN Support	95.04%	92%
NO SEN	97.08%	94.9%



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Percentage of pupils on SEN support or with an EHCP with each primary type of need in Cardinal Pole School July 2019

	SEN Support	Primary Type of Need	EHCP	
	3.4%	Specific Learning Difficulty	8.7%	
	11.6%	Moderate Learning Difficulty	0.0%	
	1.4%	Severe Learning Difficulty	0.0%	
	0.0%	Profound and Multiple Learning Difficulty	0.0%	
	22.7%	Social, Emotional and Mental Health	17.4%	
	11.1%	Speech, Language and Communication Needs	13.0%	
	2.4%	Hearing Impairment	0.0%	
	2.4%	Visual Impairment	0.0%	
	1.4%	Multi-Sensory Impairment	0.0%	
	1.4%	Physical Difficulty	8.7%	
	8.7%	Autistic Spectrum Disorder	4.3%	
	4.8%	Other Difficulty/Disability	0.0%	

## AIMS

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in that all pupils can thrive by paying attention to these specific areas:

- identifying, at an early point, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each pupil
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school that will promote a happy, sensitive and secure environment to ensure the most effective learning for all pupils
- providing for pupils' individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those pupils with SEND
- using a variety of teaching strategies, that include different learning styles, to facilitate meaningful and effective learning for all pupils
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a pupils' individual needs
- ensuring access to a range of resources to support staff in their teaching of pupils with SEND
- including the voice of the pupil in monitoring and reviewing



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## OBJECTIVES

- ✓ identify and provide for pupils who have special educational needs and additional needs
- ✓ work within the guidance provide in the SEND Code of Practice, 2014
- ✓ operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- ✓ provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy
- ✓ provide support and advice for all staff working with special educational needs pupils

## What does Special Educational Needs mean?

Pupils have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- Have a disability that prevents or hinders the pupil from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institutions.

Pupils are regarded as having Special Educational Needs if they require educational provision that is additional to, or different from, the educational provision made generally for pupils of their age.

As a school we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled pupils and young people
  - We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled pupils and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

## TYPES OF SEND – categories of need

SEND is divided into 4 types:

- ❖ **Communication and Interaction** - this includes pupils with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum
- ❖ **Cognition and Learning** - this includes pupils who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.  
Pupils can be considered to have SEN (special educational need) under cognition and learning if their attainment in a specific area of development, across a range of subject skills, or globally, is more than 2 years below their peers (e.g. a pupil in Year 7 with a reading age of 8:11 or lower), or standard score (scaled score) of <85.
- ❖ **Social, mental and Emotional Health** - this includes pupils who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
- ❖ **Sensory and/or Physical Needs** - this includes pupils with Sensory, multisensory and physical difficulties



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### What isn't included -

- Behavioural difficulties do not necessarily mean that a pupil or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.
- Slow progress and low attainment do not necessarily mean that a pupil has SEND and should not automatically lead to a pupil being recorded as having SEND.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has SEND.
- Identifying and assessing SEND for pupils or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

### Disability

Many pupils and young people who have SEND may have a disability under the Equality Act 2010 – that is „...a physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities“.

This definition provides a relatively low threshold and includes more pupils than many realise: „long-term“ is defined as „a year or more“ and „substantial“ is defined as „more than minor or trivial“.

This definition includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupils and young people and those with SEND. Where a disabled pupil or young person requires special educational provision they will also be covered by the SEND definition.

### ASSESSMENT, PLAN, DO AND REVIEW

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

The school records assessment and needs for most pupils identified as having a special educational need on a "live" SEND register.

This process maintains information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teachers in consultation with the SENDCo takes early action to assess and address the difficulties. The educational needs are identified, the level of support they are expected to offer is clarified. Review of pupils on the SEND register takes place twice a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting is held in addition to this. Some pupils will have their provision recorded through the OPP process with an individual plan.



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### A Graduated Approach to SEND Support

At Cardinal Pole RC School, we adopt a “quality first teaching” approach. The key characteristics of quality teaching are:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, work scrutinies and pupil review meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress that:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, the School takes action to remove barriers to learning and put effective special educational provision in place.

This SEND support takes the form of a four-part cycle – **Assess, Plan Do, Review** -through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND

of pupils and young people. Such additional to and different to intervention is carefully tracked.



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## Assess

In identifying a pupil as needing SEND support the class teacher/s, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teachers' assessments and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The school takes seriously any concerns raised by a parent. These are recorded and compared to the setting's own

assessment and information on how the pupil is developing. As part of this information gathering process the school may use a range of screening tools, checklists and baseline assessments.

In some cases, outside professionals from health or social care may already be involved with the pupil. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them subject to informed parental consent.

## Plan

Where it is decided to provide a pupil with SEND support, the parents should be notified. The teacher/s and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The plan may be recorded on a school systems and the pupil's views will be reflected in the One Page Profile. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's Whole School Support Plan and where practicable and appropriate on SIMS - information system.

## Do

The class teacher should remain responsible for working with the pupil in their subject. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher should still retain responsibility for the pupil. They should work closely with any Learning Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SEND Team should support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support



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and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

## The success of the school's SEND provision is evaluated through:

- School Quality Assurance Framework
- Monitoring of classroom practice by HT/ SLT / SENDCo /Heads of Department – learning walks, lesson observations, work scrutiny
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the nominated member of the Governing Body
- School Self-Evaluation document
- OFSTED inspection arrangements
- Parent and Pupil Voices, both formal and informal

## MANAGING PUPILS NEEDS ON THE SEND REGISTER

Some pupils on the SEND Register will have an individual plan especially if there is a multi agency plan (MAP) approach to meeting needs. A plan details important information about the pupil, including their areas of strengths and weakness, their outcomes and steps taken to allow pupils to achieve them and any other professionals who have contact with the pupil. Class teachers, parents, pupils and other professionals will all contribute to it and it is designed to be a working document that is updated to reflect the current needs of the pupil. Formal review meetings will take place during the year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for contributing to maintaining and updating plans. These are then shared with everyone involved with the pupil. The SENDCo reviews all records, including Provision mapping , provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

## CRITERIA FOR ENTRY ONTO THE SEND REGISTER/RECORD

There are three levels of support for pupils with SEND:

**Wave 1** – inclusive quality first teaching that includes reasonable adjustments

**Wave 2** – Wave 1 + additional provision (usually advised by SEND Team as part of review cycle or indicated by prior attainment / cohort standardised testing or individual screening / assessments) and (usually time-limited) interventions that are needed to allow an individual pupil to learn / make expected educational progress based on prior attainment and compared with academic peers. (Wave 2 may include provision that becomes the normal way of working for the pupil that is different from most pupils of the same age in order for progress to be maintained and that indicates access arrangements for exams.)



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e.g.

- ✓ Small group – specified period of time
- ✓ Designed for pupils with the potential to „catch up“ and reach age- related norms by the end of the programme delivery
- ✓ Relatively fast pace of learning
- ✓ Delivered by a trained member of staff
- ✓ Class teacher has a full understanding of the intervention and how to integrate learning into the classroom
- ✓ Additional individual resources, e.g. coloured overlay, additional time
- ✓ Not a stepping stone to Wave 3

**Wave 3** – Wave 1 + highly personalised, individual interventions, involving additional

- specialist provision
- e.g.
  - For a small percentage of children and young people
  - Even with high-quality Wave 1 teaching and support, do not make progress and have significant needs
  - Structured and intensive programme that is tailored to individual's specific difficulties
  - One to one programme by a teacher/SEND Team member who has undertaken some additional training
  - Narrow the gap between an individual and their peers
  - Class teacher has a full understanding of the intervention and how to integrate learning into the classroom where applicable Specialist Support

The school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the pupil in the same way as other SEND support.

## Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil or young person, the pupil or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

## CRITERIA FOR EXITING THE SEND REGISTER/RECORD

If it is felt that pupils are making progress that is sustainable without Wave 2 provision then they may be taken off of the SEND register. If this is the case then the views of the teacher/s, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the pupil. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting).

The pupil will continue to be monitored through the School monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.



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## SUPPORTING PUPILS AND FAMILIES

Class teachers, in partnership with the SENDCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a pupil's needs mean that they are unable to access standardised tests then the SENDCo will liaise with the class teachers to assess pupils' eligibility for access arrangements.

## SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan that brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions, that can be found under the "Policies" tab on the school website.

## TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed as part of the Learning Trust's offer, and both teaching and support staff will be made aware of training opportunities that relate to working with pupils with SEND.

The school's SENDCo regularly attends Trust SENDCo network meetings in order to keep up to date with local and national updates in SEND.

## SUMMARY OF ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole.

The Governing Body will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- The school profile informs parents under the heading „How we are making sure we are meeting the learning needs of individual pupils“
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014 )
- Parents are notified if the school decides to make SEND provision for their pupil
- They are fully informed about SEND issues, so that they can play a major part in school self-evaluation



# Cardinal Pole Catholic School

Cardinal Pole Catholic School  
205 Morning Lane, London, E9 6LG  
Tel: 020 8985 5150

[www.cardinalpole.co.uk](http://www.cardinalpole.co.uk)

Headteacher: Ms J Heffernan

Follow us on Twitter @CardinalPoleRC  
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- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

## **The Headteacher is responsible for:**

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the Governing body informed about SEND issues
- Working closely with the SENDCo
- The deployment of all special educational needs personnel within the school
- Monitoring and reporting to governors about the implementation of the School's SEND policy and the effects of inclusion policies on the school as a whole

## **The special educational needs co-ordinator (SENDCo) is responsible for:**

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Carrying out assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, drawing up PMPs, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, etc
- Contributing to the in-service training of staff
- Liaising with the SENDCos in other secondary schools and/or other primary schools or academies to help provide a smooth transition from one setting to the other.

## **Class teachers are responsible for:**

- Providing high quality teaching for all pupils
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the pupil, including working with the pupil on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.



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- Directly liaising with parents of pupils with SEND

## **SEND Team members should:**

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.

Learning Assistants and Mentors work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing individual plans, EHCPs and monitoring progress.

## **SEND Year 11 exam analysis**

**Context:** 32 SEND students 10 of which were in the Engagement group

80% made expected progress

3 EHCP students 9%

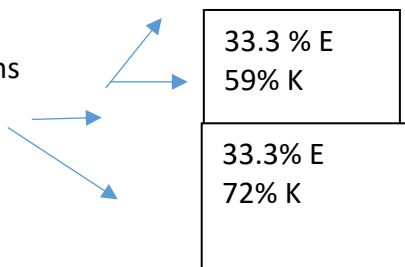
29 SEND Support students 91%

## **Highlights:**

- 53% secured both English and Maths
- 63 % secured 5 GCSEs or more

## **Breakdown of results:**

- 72% secured English
- 59% secured Maths
- 59% secured Science
- 75% secured RE



## **EHCP (E) students:**

LW secured all 10 GCSEs 2x6s, 1x7, 7x9s

WC and AE secured Science, RE and 3 options

NS secured RE and 1 option

## **Success stories:**

- CK – the highest achiever in the year group – ASD - K
- LW 10 entries – 10 passes
- 8 students 25% 9 entries – 9 passes
- CP – managed move in year 10 secured 6 GCSEs

## **Underperforming:**

- NS due to his complex needs and poor attendance
- JJMB due to poor attendance , lack of student and parent engagement and specific needs
- WC due to his medical needs and extremely poor attendance
- MT joined us in year 10, new to country