

Cardinal Pole Catholic School is an inclusive school which values the abilities and achievements of all its students and is committed to providing for each student the best possible environment for learning. We recognise that some students will have special educational needs at some time during their school life and every student will be helped to overcome their difficulties, make the best possible progress in school and feel that they are a valued member of the wider school community.

Cardinal Pole Catholic School fully endorses the **Special Educational Needs and Disability Code of Practice 0 to 25 years 2014** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> core principles:

**All children and young people are entitled to an education that enables them to make progress so that they :**

- ✓ *Achieve their best*
- ✓ *Become confident individuals living fulfilling lives, and*
- ✓ *Make a successful transition into adulthood, whether into employment, further or higher education or training.*

**Cardinal Pole Catholic School is fully committed to the inclusion of students with SEND providing that this is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the school and is an efficient use of the Local Authority's resources.**

We are committed to identifying and meeting the needs of all students in order to allow them to meet or exceed their potential. The school fully endorses the principle of equal opportunity (specified in the Equal Opportunity Act 2010) and recognizes that it is a statutory duty to meet the needs of all pupils and provide maximum access to the National curriculum.

At our school we use the definition for SEN and for disability from the SEND code of Practice. This states:

Special Educational Needs: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

A learning difficulty or disability *is a significantly greater difficulty in learning than the majority of others of the same age.*

Special educational provision *means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

## What kinds of SEND are provided for at Cardinal Pole Catholic School?

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavors, in partnership with parents, to make the provision required to meet the SEN of pupils at this school. According to the SEND Code of Practice we provide for a wide range of Special Educational Needs and Disabilities, divided into four broad areas.

We acknowledge that pupils often have needs that cut across these areas and their needs may change over time:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

## How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

## How does Cardinal Pole Catholic School work with families of students with SEND?

Cardinal Pole catholic School works in partnership with parents, which enables students with SEND to achieve good outcomes. We acknowledge that parents have a unique overview of their child's needs and how best to support them so they hold a key role in this partnership.

We have high expectations of all our students, including those with SEND. In keeping with the principles of Person Centered Planning\* students with SEND are part of the decision-making process affecting them.

We acknowledge that young people are entitled to the same quality and level of information, advice and support as their parents / careers. Students' views, opinions, wishes and feelings are always considered. Subject teachers actively discuss and set academic targets with students on the SEND register. For those students with a Statement / Educational Health Care (EHC) Plan their views will be sought before any Annual Review Meetings and students will be invited to attend them.

We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood.

**Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.** This is where the SEND Team steps in. Support will be assigned through the most appropriate channel – SEND, Pastoral (including Family Support Worker, School nurse, Extended Services and counselling), Pupil Premium Intervention, EAL. We offer targeted interventions and whole school initiatives including ( but not limited to):

- ✓ Speech and Language Therapy
- ✓ Learning Mentoring
- ✓ In class support
- ✓ Literacy interventions ( i.e. Lexia, Literacy Toolbox, Units of Sound, Accelerated reading, Guided reading, LIT, SNIP, Dockside)
- ✓ Numeracy interventions (i.e Dynomo maths, Mathsbox, Numbershark)
- ✓ Small group English and Maths interventions
- ✓ Engagement groups
- ✓ Counselling
- ✓ Homework clubs
- ✓ Social skills club
- ✓ Career advise/ transition support

\* Person centered planning is a process for continual listening and learning, focusing on what is important to someone now and in the future, and acting upon this in alliance with **family** and friends.

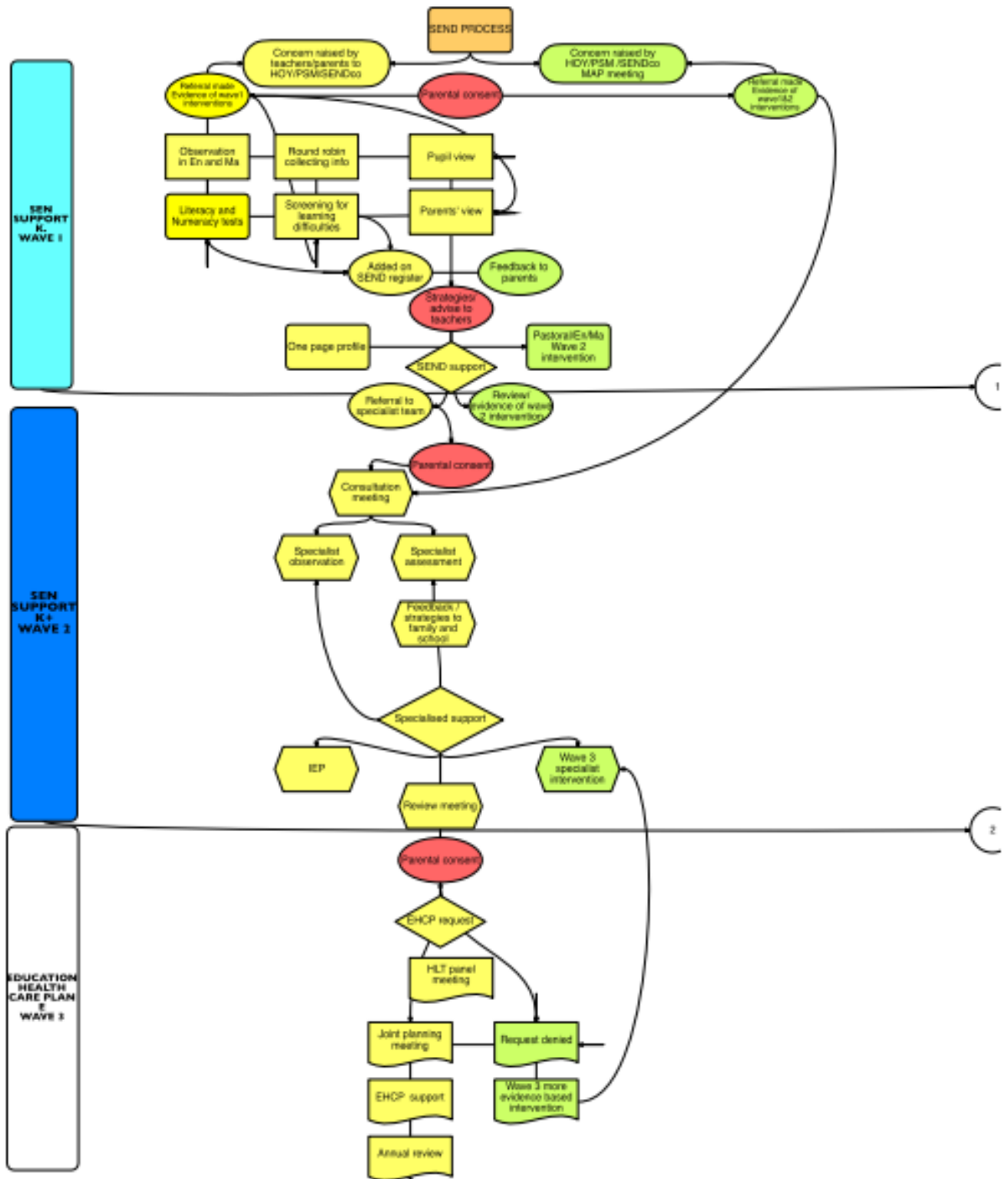
## How does Cardinal Pole Catholic School identify and assess students with SEN?

At Cardinal Pole catholic school we have a clear approach to identifying and responding to SEND. All teachers are responsible for identifying students with SEND, and in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage.

- On entry to the school every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional support based interventions and/or further assessment.
  - We have detailed exchanges with feeder primary schools. Information gained is used to both shape the student's curriculum and pastoral provision.
  - Regular information is collected from within the school about every student's progress, alongside national data and expectations of progress. Academic data is updated four times a year and shared with students and parents. Progress is the crucial factor in determining the need for additional support.
- Students may also be identified via pastoral and academic tracking meetings with Cardinal Pole Catholic school staff and in some cases within Multi Agency Professionals (MAP) meetings where attendance and other relevant details are considered.
  - Where subject teachers decide that a student is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents. A period of additional subject based interventions will then follow.
    - If, despite subject teacher intervention the student continues to make less than expected progress, the SENDCO is consulted.
    - The SENDCO is then responsible for investigating and where necessary assessing the student to determine if the student has Special Educational Needs and additional support is needed.
      - These will imply early discussions with parents and agreed outcomes sought for the student and the next steps.
      - With parental agreement, the school will liaise with outside professionals if they are already involved with the student.
      - For higher levels of need, the SENCO will draw on more specialized assessments from external agencies and professionals, depending on the area of need.

### Dedicated contacts in School.

If you have questions or concerns about your child please contact the school SENDCO on 02089855150 ext 2107 or via email on [gabrielatoma@cardinalpole.co.uk](mailto:gabrielatoma@cardinalpole.co.uk). If you require urgent reply please contact the SEN administrator in the main office on 02089855150 ext 2170



**How will families know if students with SEND are making progress?**

We believe that the most important factor in ensuring academic and personal success is outstanding classroom teaching. We practice a rigorous “Plan, Assess, Do, Review” approach which clearly identifies students who require academic or social, emotional and well-being support and interventions. Parents of SEND students are welcome to contact the school at any time to request an informal update on their child’s progress. All parents will be sent a printed copy of students’ Assessment data at the end of every term and are also invited to two annual parents’ meeting with their child’s Subject Teachers and an Annual written Report is provided. In addition to this, parents of pupils with a Statement / EHC Plan will have an Annual Review with the SENDCO, outside agency workers and key worker and receive a fortnightly update. Parents of students at SEND Support stage ( K ) will have review meetings to update the One Page Profile and IEPs.

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All students at Cardinal Pole catholic School have access to a broad and balanced curriculum and we have high expectations of all.
- The school regularly (i.e. at least 3 times a year) reviews the quality of teaching for all students, including those at risk of underachievement. In addition SENDCO carries out Learning Walks to ascertain how support staff enables SEND students in lessons.
- Teachers are able to access detailed advice on all students with SEND via the school 's system.

### **Increased levels of provision and support**

However, in spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting the school 's curriculum or whether something different or additional is required.
- All teachers and support staff who work with the students are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school 's information system (SIMS) and on Go4school (where is available to parents).
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff.
- Where it is agreed, in consultation with parents, that a student has a SEND this decision is recorded in the school 's records.
- Subject teachers remain responsible for working with the student on a daily basis. Teachers are expected to work closely with any TAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDCO should support subject teachers in the further assessment of the student'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 student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students.
- The SENDCO working with subject teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the student's parents. SIMS will be updated as appropriate.
- If a student continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.

For some students with complex level of need it may be appropriate for the SENDCO to request an statutory (EHC) assessment. Students and their parents are strongly encouraged and supported to be active participants in this process.

As part of the EHC Assessment the school may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the national threshold.

## What provisions are available at School A to meet the needs of students with SEND?

The school's notional SEN Budget is used to commission a range of services, including Speech and Language therapy, Educational Psychology, pastoral care and counselling services to support our students:

Provision	Details	Target students
In class support from a TA	Support the personalization of lessons.  Ensure that target students meet their lesson objectives.	Those with a Statement of SEN or EHC Plan, where it is necessary in order to meet objectives.  Other students with SEND who require additional staff support to meet lesson objectives.
Engagement/ Foundation Learning KS4	KS4 provision which includes vocational learning and functional skills.	Students with an interest/ aptitude in a vocational area who may struggle with a predominantly academic curriculum.
Bridging the Gap Graduate Achievement Coaches	In class support 1:1 withdrawal Differentiation	Borderline students working directed by HOD and liaising with teachers
Speech and Language Therapy	Speech and Language Therapists are employed by The Learning Trust They carry out assessments, design programmes of intervention, deliver interventions, review progress and train staff	Students presenting speech, language or communication needs including Nurture Class Students.
LIT Literacy interventions	We run a wide range of literacy interventions aimed at students with significant reading, writing and comprehension difficulties. For year 7 we run LIT programme Literacy Toolbox which focuses on phonics. Guided reading and Reading recovery. Lexia – software designed to support dyslexic students AR and Units of Sound	Each intervention has its own entry criteria based on the assessment of reading, spelling, academic progress data, and specialist literacy assessments.
Pastoral support	Each Head of Year is supported by a PSM who oversees the pastoral needs and liaises with outside agencies, refers students further and keeps a close link with the families	Each year group has a designated PSM.
Learning Mentoring	Support with : <ul style="list-style-type: none"> <li>Organizational skills</li> <li>Attitude to learning</li> <li>Appropriate communication and Interaction with teachers and peers</li> <li>Motivations</li> <li>Emotional difficulties</li> <li>Social difficulties</li> <li>Behavioral difficulties</li> </ul>	In house referral system HOY and HOD referrals
Counselling Service	Counsellors from Aspace are contracted by school. <ul style="list-style-type: none"> <li>Emotional difficulties</li> <li>Students going through a bereavement , parents divorcing aso</li> </ul>	Self-referrals or referral via Inclusion team, according to need
Alternative provision	Specialist off site provision for students with marked emotional and behavioral difficulties, or for those with a particular aptitude for a vocational area. Short and long term placements. <ul style="list-style-type: none"> <li>New Regent's College</li> <li>The Boxing Academy</li> </ul>	Students with a high level of need, in particular those with social, emotional and mental health difficulties. Students of risk of being NEET
Young Hackney	Service which focusses on: Prevention – working with young people who might get involved in antisocial behavior or crime <ul style="list-style-type: none"> <li>Youth justice – working with young people who have been arrested to make sure they do not offend again</li> <li>Substance misuse</li> <li>Mental health issues</li> </ul>	Students at risk of disaffection or disengagement
WAMHS	Service which focusses on: <ul style="list-style-type: none"> <li>In house triage, check ins.</li> <li>Weekly meetings with CAMHS , MHTS, YH, REU and Inclusion team</li> <li>CAMHS, YHM REU, other referrals</li> </ul>	Students at risk of disaffection or Disengagement Students raised as concern for wellbeing and mental health
Social services	Service which focuses on students that are at risk for <ul style="list-style-type: none"> <li>safeguarding reasons</li> <li>poverty</li> <li>family problems</li> <li>accommodation</li> </ul>	Students at risk
Specialist teachers	Visual Impaired Hearing Impaired Traveler Education service Educational Psychologist	Targeted support for students with identified specific needs.

The above provisions are reviewed regularly by the SENDCO to establish whether they are contributing significantly to student progress and offer value for money. The impact of the additional support and intervention in place for SEND students is evident in their attainment and the progress made against national averages.

The SENDCO is responsible for maintaining an individual provision map for each student with SEND. This clearly outlines the support put in place which is additional to or different from that which is offered through the school's curriculum. It demonstrates how any additional funding is used.

### **How are Cardinal Pole Catholic School's resources allocated and matched to the student's Special Educational Needs?**

The SEND budget is allocated each financial year by The Learning Trust. The money is used to provide the provision and resources described in the table above dependent on an individual's needs. Additional agreed resources may include:

- Specialist assessments, for example dyslexia or cognitive ability tests
- Specialist learning tools or materials
- Access to specialist computer equipment / programs
- Specialist provision

### **What additional specialist services are accessed by Cardinal Pole Catholic School to meet the needs of students with SEND?**

Where deemed necessary and in consultation with families, School A makes referrals to the following outside agencies in order to access specialist advice and support for pupils with SEND:

- Educational Psychology Services
- First Steps / CAMHS (Child and Adolescent Mental Health Services)
- CFCS (Child and Family Consultation Service)
- Occupational Therapy
- Young Hackney – pastoral, behavior support, engagement and emotional support
- Educational Welfare Officer (EWO)
- School Nurse/ School Doctor
- Career Advice Service ( Section 139Sa interviews )
- EAL support
- Parent Partnership Team
- Disabled Children Team
- Family Intervention Team

### **How does Cardinal Pole catholic School support students with SEND during public examinations?**

The SENDCO ensures that students on the school's SEN register complete a series of agreed tests set by the Joint Council for Qualifications to determine if they qualify for additional support (Access Arrangements) during their public examinations. This support might include word processor, additional time, a reader and / or a scribe.

### **How does Cardinal Pole catholic School support students with medical needs / physical disabilities?**

- All students with medical needs will have a Health Care Plan created in consultation with the School Nurse, SENDCO or Pastoral Support Manger, Parents / Carers. All staff are informed about students on the medical register.
- Medication is administered in the school in agreement with Parents / Carers and a completed Medical Consent form is signed and on file. All medication administered in the school is recorded on a centralised document.
- Relevant staff have received Epipen training and seizure training
- There are a significant number of staff who are First Aid Trained and can be called to administer basic first aid if required.
- Specialist Teacher time is accessed from The Learning Trust to support students with either visual and / or hearing impairments and their relevant staff. 7

## How accessible is Cardinal Pole Catholic School?

Our school building is fully accessible for disabled students. We are happy to discuss individual access requirements. Facilities we have at present include;

- Lift access to all teaching spaces
- Lift access to all non-teaching spaces.
- Low level access to school entrance

Facility	Location	Quantity
Unisex fully accessible toilet and shower	PE	1
Unisex fully accessible toilet	On each floor	6
Lift to gym and changing rooms	First floor -gym	1
Lift to MUGA	MUGA (access with lift )	1

## What support does Cardinal Pole Catholic School give to children who are having a difficult time emotionally?

The school offers a wide variety of pastoral support for pupils who have emotional, social and mental health difficulties, these include:

- Pastoral Support Manager for each year group.
- Lunch clubs and after school clubs are available to students who find long periods of unstructured times difficult.
- The outside space is divided into distinct areas so students can interact within their year group.
- Counselling services are available for students with the highest levels of emotional and social difficulties. This service is accessed through an in-school referral.

Our Bullying policy makes it clear that all our students have the right to feel safe from bullying. We have a consistent, transparent approach which all pupils are aware, of which makes it clear that bullying will not be tolerated. In some cases students with SEND may be more vulnerable so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly, through our strong pastoral framework.

## How is the school staff supported and trained at Cardinal Pole Catholic School?

### Staff specialisms/expertise around SEN or disability

- Full time SENDCO and Deputy SENDCO
- 11 Teaching Assistants
- Higher Level Teaching Assistant trained in catch up literacy
- Graduate Achievement Coaches for core subjects
- Regular Training sessions
- Team teaching
- Support for NQT Teachers and new teachers
- 

## What ongoing support and development is in place for staff regards supporting children and young people with SEN?

- An extensive programme of in house and external trainers timetables on the school's calendar.
- Performance management where training needs are highlighted for teachers and Teaching Assistants
- Close liaison with specialist SEND schools within the borough
- Network of support within the Hackney Authority via attendance of termly meetings with other SENDCOs
- Attendance of authority led training about SEND
- Attendance of external courses designed to support specialist teachers of SEND, such as NASEN
- A line management system where everyone is given support that is required when working with challenging situations both with behaviour and learning difficulties.
- Annual child protection and de-escalation of conflict training, with reference to protected characteristics – most teaching and non teaching staff;
-



## How does Cardinal Pole Catholic School support the transition of students with SEND from Secondary to Post 16/ Post 18 options?

We pride ourselves on supporting high quality destinations for all our students. To facilitate this the following strategies are employed:

- We have a full time Career adviser that has interviews/ meetings with all our students transitioning.
- During Year 9, 11, 12 and 13 School A's link Prospects Careers Advisor is invited to attend all Annual Reviews for Students with a Statement / EHC Plans and where possible Year 10 Annual Reviews.
- Where a need is identified a key member of staff supports specific students in completing sixth form / College of Further Education / Apprenticeship / University application forms.

### Who can I contact for further information?

A list of the policies can be found on the School Web Site. Parents can request a copy if they contact school reception. Any copies may be emailed or a hard copy provided.

If you require further information about the wider SEN provision in Hackney, please visit the Hackney Learning Trust Website [www.learningtrust.co.uk/SEND/Pages/SendReforms.aspx](http://www.learningtrust.co.uk/SEND/Pages/SendReforms.aspx)

The **Local Authority's Local Offer** can be found on the Hackney Learning Trust website or <https://www.learningtrust.co.uk/SEND/Pages/send.aspx>

**Local Offer** - information on local services and support for children and young people 0-25 with SEND: [www.hackneylocaloffer.co.uk](http://www.hackneylocaloffer.co.uk)

For independent support contact Hackney Parent Partnership Service on 0207 014 7123 or email [Parent.partnership@homerton.nhs.uk](mailto:Parent.partnership@homerton.nhs.uk)

For **Transport Solutions**- Service that provides transport for children and young people with special educational needs to and from school, using buses and other sub-contractors.

Contact :Transport solutions

8 Rigg Approach

Lea Bridge Road

London

E10 7QN

Tel: 020 8558 4283

Fax: 020 8532 8926

Email: [transport@learningtrust.co.uk](mailto:transport@learningtrust.co.uk)

Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
ASP	Additional Support Plan
BSP	Behaviour Support Plan
C & I	Communication and interaction
C & L	Cognition and learning
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CLA	Child who is Looked After
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
FSW	Family Support Worker
GDD	Global Developmental Delay
HI	Hearing Impairment
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSD	Physical or Sensory Difficulty
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator
SMEHN	Social, mental and emotional health need
SpLD	Specific Learning Difficulty
VI	Visual Impairment

**Next steps:**

- To further refine interventions and Special Educational Needs support programmes to improve the progress, attainment and therefore educational outcomes of students.