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SEND Governor: Andy Keefe

Special Educational Needs and Disabilities (SEND) Report 2023

Schools are required to publish information about their arrangements for identifying, assessing and making provision for students with SEND. This SEND information report details the provision that our school offers to students with Special Educational Needs and Disabilities. SEND provision at Cardinal Pole is overseen by the school's SENDCo (Special Educational Needs and Disabilities Coordinator).

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



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 difficulties, 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 or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
Pupils can be considered to have SEND 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 <84.
- ❖ **Social, mental and Emotional Health** - this includes pupils who may be withdrawn or isolated, hyperactive or lack concentration or are disengaged.
- ❖ **Sensory and/or Physical Needs** - this includes pupils with Sensory, multisensory and physical difficulties



What isn't included -

- **Behavioural** difficulties do not necessarily mean that a pupil or young person has a SEND and does 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 it does 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.

Percentage of pupils on SEN support or with an ECHP 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%	

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 different from their peers 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. The class teachers in consultation with the Head of Department (HoD), Head of Year (HoY) and SENDCo takes early action to assess and address the difficulties. See annexe 3 flowchart.

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 have their provision recorded through the OPP process with an individual plan.

Overview and Context of SEND

Cardinal Pole RC School is an inclusive secondary school offering places for students aged 11-18 years in Hackney. The school has above the national average of students with Education, Health and Care Plans (32 last year).

SEND profile for the last 12 months

	KS3:			KS4:		
	All pupils	% of SEN	% of all	All pupils	% of SEN	% of all
TOTAL SEN:	124	100.0%	23.4%	70	100.0%	20.8%
Pupil Premium	92	74.2%	17.4%	50	71.4%	14.8%
SEN Girls:	44	35.5%	8.3%	26	37.1%	7.7%
SEN Boys:	80	64.5%	15.1%	44	62.9%	13.1%
SEN Support:	109	87.9%	20.6%	59	84.3%	17.5%
EHCP:	15	12.1%	2.8%	11	15.7%	3.3%
Cognition & Learning	48	38.7%	9.1%	25	35.7%	7.4%
Communication & Interaction	44	35.5%	8.3%	17	24.3%	5.0%
Social, Emotional & Mental Health	20	16.1%	3.8%	20	28.6%	5.9%
Sensory & Physical	3	2.4%	0.6%	4	5.7%	1.2%
Other	4	3.2%	0.8%	3	4.3%	0.9%

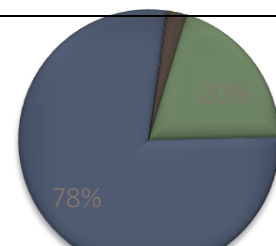
For a detailed breakdown refer to Annexe 1

The school supports students across all 'four broad areas of need', as detailed in the SEND Code of Practice (2015). The SOAR vision applies to all our students; we offer a broad provision to enable students with additional needs to flourish and thrive.

We continue to provide support for students who are diagnosed with a SEND at primary school as well as using our internal processes to identify students with an undiagnosed learning need as Annexe 2 flowchart. The progress of all students with SEND is regularly reviewed

More than 6% of SEND students have an EHCP compared to the national figure of 4.9% on Over 22% of our students are on the SEND register and benefit from targeted provision.

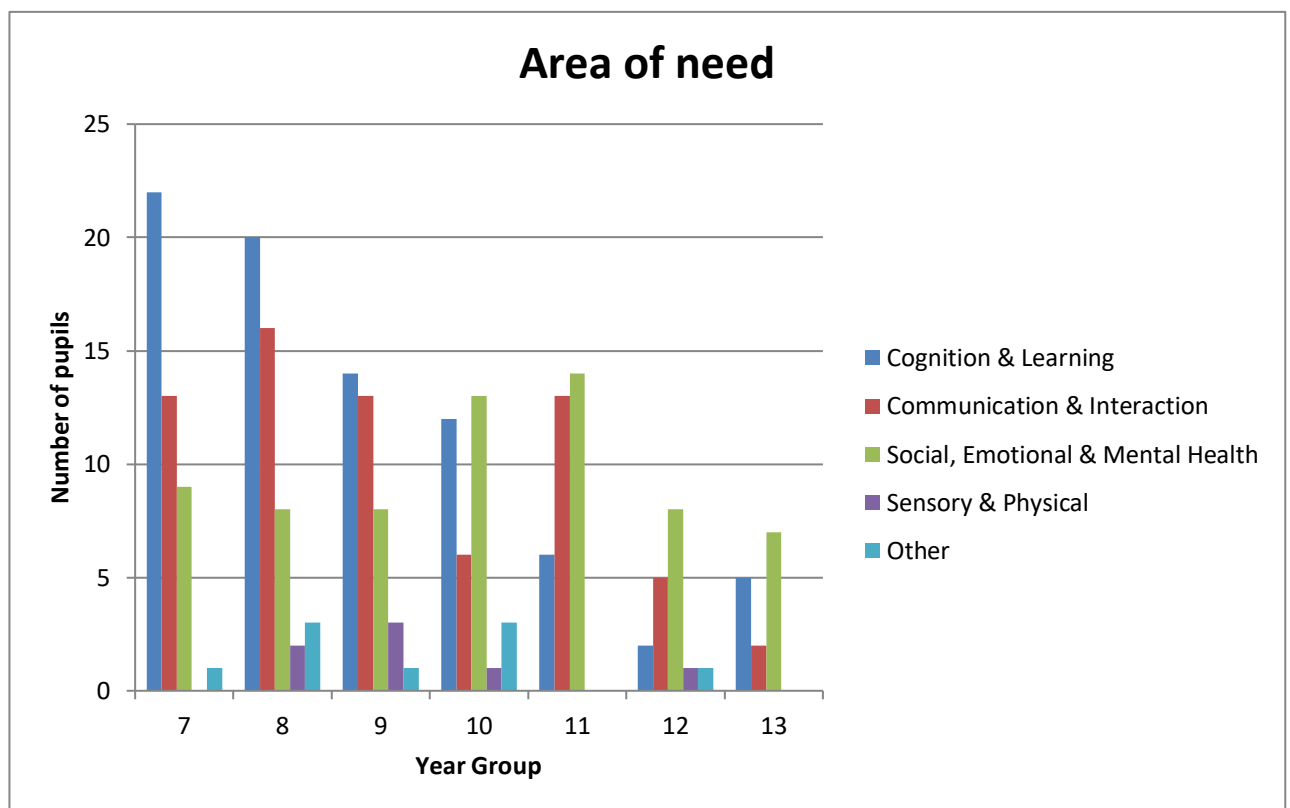
SEND students have an allocated key worker which liaises with family and teachers and has a wellbeing check in and one for support with home learning.





In school provision

Out of the 203 students on the SEND register, 25 pupils are taught within St Nicholas Resource Base Centre.



The graph indicates the general picture of high Cognition and learning need in year 7. Through targeted interventions this has decreased over the year and it halves from one KS to the other. The area of need in which the impact is less measurable is SEMH and Physical/Medical Needs. This is for various reasons and to what we have responded by having 3 Aspace counsellors, a Mental Health Therapist on site, a CAMHS clinician working alongside the wellbeing team as well as the school nurse and a well-trained and specialised inclusion team.

Overall quality of provision for pupils with SEND

SEN students' attendance is higher than the whole school average attendance for the same period. Attendance figures for the SEND students indicate improvements, above average school attendance.



Attendance	Percentage
All Students	95.39%
ALL SEN	96.51
Education, Health and Care Plan	96.58%
SEN Support	95.04%
NO SEN	96.08%

Weekly Monday meetings are held, where students of concern are discussed. TAs liaise closely with families and support when issues arise. Parents of all students provided for within the St Nicholas Centre, as well as students with complex needs and/or an EHCP are called weekly and updated on progress an/or areas of concern. All communications are logged centrally. Half termly monitoring forms are completed and saved in individual student files. Students that progress well towards their targets are rewarded at the end of each term. Postcards are also sent home to families, with specific praise to support understanding of what went well and what they should do next.

Our **provision** has been reviewed to ensure that:

- SEND/EAL children are supported to access a mainstream curriculum which challenges them academically, socially and sets high aspirations for their progress and achievement.
- Teaching staff are trained to know and understand how best to support children with SEND/EAL, building a repertoire of strategies in response to simple, pragmatic information provided by the Inclusion Team.
- Improve provision and outcomes for SEND students by ensuring that they receive support from well qualified support staff who foster independence and challenge.
- In this year the school has the following development priorities:
- To implement rigorous monitoring and evaluation of interventions to assess their impact and adapt practice to enhance impact.
- To ensure our overall Progress 8 score for SEND EHCP students is in line with national averages for these groups.

A Graduated Approach to SEND Support

At Cardinal Pole , 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(SLT), review the progress of all pupils. These seek to identify pupils making less than expected progress given their age, ability 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

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.

Assess

In identifying a pupil as needing SEND support the class teacher/s, working with the SENDCo, HoD and HoY carry out a clear analysis of the pupil's needs. This 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. 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 makes the relevant referrals, subject to informed parental consent.

Plan

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



Where appropriate, plans are shared and seek parental involvement to reinforce or contribute to progress at home. The plan is recorded on a school systems and the pupil's views are reflected in the One Page Profile.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. **Do**

The class teacher remains 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 is still responsible for the pupil. They work closely with key workers/Teaching Assistants (TA) 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 supports the students and the 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 is reviewed in line with the agreed timeline. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. The class or subject teacher, working with the SENDCo, revises the support in light of the pupil's progress and development, deciding on any changes to agreed provision. This and outcomes are shared with the parent and pupil. Where a pupil has an Education and Health Care plan (EHCP), the local authority (LA), in cooperation with the school, must review that plan as a minimum every twelve months. If required, emergency annual reviews are carried out.

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

- School Quality Assurance Framework
- Monitoring of classroom practice by HT/ SLT / SENDCo /HoD/HoY- 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, school council , both formal and informal

MANAGING PUPILS NEEDS ON THE SEND REGISTER

Some pupils on the SEND Register 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 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 take place during the year, where parents and pupils are involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Key workers are responsible for contributing to maintaining and updating plans.



These are then shared with everyone involved with the pupil. The SENDCo quality assures all records, including Provision mapping, to ensure consistency across the school and appropriateness as well as 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.)

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

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 considers involving specialists, including those secured by the school itself or from outside agencies. The involvement of specialists and what was discussed or agreed is 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 considered, 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 are kept until the pupil leaves the school (and passed on to the next setting).

The pupil continues 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 is followed.

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 complies 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.

At Cardinal Pole we work closely with relevant professionals, such as the School Nurse, specialist nurses, relevant hospital, to meet the Medical needs of children, which may include creating, alongside parents, a Health Care Plan. All staff are informed about students on the medical register. Medication is administered in school in agreement with parents/carers and a completed Medical Consent Form.

All medication administered in school is recorded on a centralised document.

Accessibility

Our school is a safe environment for all members of our school community. Reasonable adjustments have been made for students who are visually impaired, students in wheelchairs and with other physical needs. The school has lifts/mobility platforms to all student teaching areas above the ground level. The school has purchased adapted furniture, fittings and equipment which can be deployed in response to

individual access assessments undertaken for disabled students as required. The school purchased physical aids to ensure disabled students are able to access the curriculum e.g. enlarged computer screens, food workstations for wheelchair users and other physically disabled students.

Accessibility is considered in all purchase decisions of equipment. Staff have the relevant specialist training including manual handling and information to meet the needs of all students. Disabled toilets with space for a hoist are at every floor.



Cardinal Pole Catholic School

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Inclusion

All students on roll at Cardinal Pole School are fully included in all aspects of the school's life e.g. educational trips, extra-curricular activities and special events. Risk Assessments is undertaken, where necessary, and additional support provided in partnership with parents.

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 are discussed as part of the Hackney education (HE) offer, and both teaching and support staff are made aware of training opportunities that relate to working with pupils with SEND.

The school's SENDCo regularly attends HE SENDCo network forum 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
- 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:



“An Outstanding Catholic School” - *Diocese of Westminster* 2016



Diocese of Westminster



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- 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.
- 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.

TAs 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.

Complaints





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Complaints regarding children with SEND, about their provision or about any other matter follow the school's 'Complaints Policy', which can be found on the school's website.

Complaints for children with SEND comply with The Special Educational Needs and Disability Regulations 2014 and follow the Cardinal Pole School Complaints Procedure in liaison, as appropriate with the SENDCo.

SEND Policy and Next Steps

Our policy (see website) seeks to value all students and capture their voice in our planning and reviews; encourage and welcome the involvement of parents; ensure all students are respected, trusted and cared for; maximise the academic and social potential of all students regardless of need.

Further Information – see local offer and information available on school website