

SEND Information Report – October 2023

Under the terms of the Education Act 1996, section 317(5)(a), schools have a duty to report annually to all parents on the provision made by the school for Special Educational Needs and Disability.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty if they have:

- A significantly greater difficulty in learning than the majority of others of the same age

Or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

Special educational provision is education or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

1.1 The kind of SEND that are provided for

St. Cecilia's School currently provides additional and/or differentiated provision for a range of needs, including:

- *Communication and interaction*, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- *Cognition and learning*, for example, dyslexia, dyspraxia
- *Social, emotional and mental health difficulties*, for example, attention deficit hyperactivity disorder (ADHD)
- *Sensory and/or physical needs*, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- *Moderate and multiple learning difficulties*

We currently have 7 on our SEND register with no EHCP's in place

1.2 Identifying pupils with SEND

We will assess each pupil's current skills and levels of attainment on entry, which will build on information from previous settings and Key Stage tests, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Is significantly below age related expectations
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This will often include progress in areas other than attainment, for example, social, emotional and mental health needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to

determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

1.3 Education, Health and Care Plan (EHCP) and Individual Provision Plans (IPPs)

When required the SENDCo will make a needs assessment referral for an EHCP. An EHCP is provided where after a Statutory Assessment the home LA considers the pupil requires provision beyond what the school can offer. An EHCP includes details of learning objectives of the child and will be reviewed at least once a year with input from all stakeholders in the plan. The school is able to support children with an EHCP where we are able to meet need.

An IPP will be provided for each child on the SEND register requiring additional support. The IPP will include SMART targets for the pupil and will be reviewed at least once a term.

1.4 Working with all stakeholders

The school values the parental voice and the SENDCo will consult with them on referrals and consultations with external professionals. Parents are invited to share their voice during EHCP and other SEND reviews. A copy of the reviewed IPP is shared with parents who are invited to give their input. Parents are able to make appointments to meet with the SENDCo as well opportunities to meet during meet the teacher sessions, open days and parents' evenings. Young people are also given a voice in the support that they are given through the child input of the EHCP and through meetings with the SENDCo.

Some children with SEND support may have a referral made to or receive the support of external agencies. These may include:

- The LA SEND department
- The Educational Psychology Service
- A medical service such as Speech and Language Therapist, Occupational Therapist or Physiotherapist (CYPIT)
- Foundry College
- Addington Outreach Service
- Learning Support Team CAMHS (Child and Adolescent Mental Health Service)
- School Nurse/ Community Nurse
- The Sensory Consortium Service (VI/HI/MSI)
- Parent Support
- Family Support Workers
- Education Welfare Officer
- Children's Services

1.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The classroom staff will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and all teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

1.6 Supporting children with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. This could include:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, development of suitable resources etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using visual resources and timetables etc.
- Modelling expectations clearly and providing scaffolds

We also provide the following interventions:

- Pre-teaching interventions
- Small group phonics sessions
- Small group and 1:1 targeted support focusing on reading, maths and literacy
- Small group social skills activities
- OT exercises

1.7 Evaluating the effectiveness of SEND Provision

We regularly evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term via pupil progress meetings
- Reviewing the impact of interventions at the end of each half term
- Observations by the SENDCO
- Using individual provision plans (IPP's) to set targets and measure progress
- Holding annual reviews for pupils with EHC plans
- Having review meetings with external professionals working with the child.

1.8 Complaints

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Policies

SEND Policy - <https://www.st-cecilias.wokingham.sch.uk/assets/Documents/Attachments/SEND-Policy.pdf>

