

## SEND Information Report

### **1.0 The Cumberland School Mission Statement**

The Cumberland School is an ambitious school, within a diverse and exciting community. Our motto, 'Determined, ambitious learners,' encompasses all of our school community: students, staff and LSB members. Our commitment to providing the best opportunities to learn and excel goes hand in hand with our commitment to equal opportunities and effective inclusion.

### **2.0 Policy links to the school mission, aims and values**

All of the work of The Cumberland School is intended to support the delivery of our mission statement in full. This policy is specifically intended to ensure that our Special Educational needs provision is timely and effective.

### **3.0 Special Educational Needs (SEND) Code of Practice**

The Special Educational Needs (SEND) Code of Practice for 0 to 25 years states that: 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition:

'A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

The Four Categories for Special Educational Needs and Disability are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas.

### **4.0 Special Educational Needs and Disability (SEND) provision at The Cumberland School**

SEND provision for all four categories of need is available at The Cumberland School. Students' needs are met through high quality first teaching supported by curriculum and pastoral differentiation and modifications according to need. With the exception of the students in the Resourced Provision, students with a SEND are taught in mainstream classrooms and academic support and intervention is

largely classroom based with a small number of students provided with further literacy or other support to increase their progress across the curriculum.

## **5.0 Assessing special educational needs**

Inclusion for The Cumberland School means ensuring that all students can access the curriculum and wider school opportunities and this is done by supporting teaching colleagues with appropriate strategies in order to deliver Quality First Teaching. The students in the Resourced Provision will benefit from their bespoke timetable and small group teaching and learning.

### **5.1 How does the school know when a student has a special educational need ?**

We can identify when a young person has a special educational need using the following methods:

- information from Primary School, including KS2 SATs
- information received from parents
- information received from external agencies eg. Educational psychologists or occupational therapists
- assessment data highlighting underachievement which leads to investigation
- any concerns from parents/carers/students
- staff concern form
- observations in response to staff concerns
- specialised additional testing if required, for example reading tests/comprehension tests, and writing speeds
- SENCO referral to external agencies for assessment e.g. for formal identification of autism or ADHD.

### **5.2 Who should parents/carers contact if they want to talk about their child's special educational need and the SEN provision in the school or make a complaint?**

Ms. Angela Moore (SENCO, Assistant Headteacher)

Ms. Lauren Nash (Assistant SENCO)

Ms. Amanda Bonner (Manager of Resourced Provision for children with autism)

Mr. Francis Bray (Deputy Headteacher)

Ms. G. Dineen (Headteacher)

### **5.3 How does the school include parents/carers in planning to meet their child's special educational need ?**

- all parent/carers of pupils with additional needs have the opportunity to meet all teachers on a yearly basis and can request meetings to discuss any issues
- parents/carers of students with an EHCP or Statement are invited to an Annual Review of their child's needs
- parents/carers have an opportunity to meet the SENCO and other inclusion staff if they need to discuss their child's SEN
- parents/carers are invited to school to meet relevant external agencies when they come to school
- for students who have communication difficulties, parents/carers are encouraged to engage in the daily home-school book which is intended for parents/carers and staff to communicate.

#### **5.4 What are the arrangements for consulting young people with special educational needs and involving them in their education?**

- all students with special educational needs are supported by curriculum staff, pastoral team and SEND staff
- some students will have a pupil centred profile written in conjunction with a member of the SEND team. This is then shared with all staff
- students complete the section of their annual review ahead of the meeting with parents/carers and any external agencies
- students meet and talk to external agency visitors when they are involved in the student's education
- all pupils with an EHCP/Statement have all of the above and in addition attend and contribute to their annual review.

#### **6.0 How will the school support young people with special educational needs when moving between phases of education and in preparing for adulthood?**

##### **6.1 KS2 transition to KS3**

All students who gain a place at The Cumberland School will, in the summer term of Year 6, attend school for an Induction Day.

Some students will, because of the child's more complex needs, for example a student in the Resourced Provision, require an enhanced transition. This often requires a programme of additional visits in order that students can experience various aspects of the school day. It is TCS's expectation that primary schools will liaise with us to identify pupils requiring enhanced transition.

##### **6.2 Post-16:**

Under section 41 of the Children and Families Act 2014 we will carry out the following specific statutory duties:

- cooperate with the Local Authority on arrangements for children and young people with SEND
- support young people in preparation for adulthood

The school prepares students through:

- arranging college visits
- offering support with post-16 applications
- providing careers advice
- homework club
- supporting students to increase their independent mobility skills
- entry level qualifications
- Speech and Language programmes with external agencies.

#### **7.0 What does teaching young people with special educational needs look like at TCS ?**

- Quality First Teaching delivering differentiated lessons to meet SEN needs
- use of TA to help the student access the differentiated materials
- personalised timetables for some students if there is a need to offer an intervention
- very small group teaching for all students in the Resourced Provision with increased adult support
- personalised objectives on the DPR where appropriate
- appropriate PPathways on the DPR

- appropriate target setting to show progress
- intervention lessons eg Lexia
- targets which focus on the specific strategies for improvement delivered by external agencies
- life skills eg. Cooking
- guided reading
- colourful semantics
- sign-along
- signing for those students in the Resourced Provision
- small group literacy work
- educational visits to the local community for students in the Resourced Provision
- for students who have complex autistic Spectrum Condition, there are detailed Pupil Profiles which cover specialist recommendations and interventions, curriculum targets within P levels and specific targets.

## **8.0 How are adaptations made to the curriculum and the learning environment of young people with special educational needs ?**

### **8.1 Curriculum :**

- differentiation takes place in lessons following SOW plans and DPR pathway
- alternative curriculum pathways such as entry level accreditation and ASDAN
- teaching staff are provided with specific training to meet a range of special educational needs e.g. speech and language training, behaviour training, P Scale training (for students in the Resourced Provision)
- literacy and numeracy interventions are provided to meet the needs of students' across Key Stages 3 and 4
- quality TA training to enable students to make progress
- support at exam and test times are provided to those students who qualify. Eg scribes, readers and extra time.

### **8.2 Learning environment:**

- Lifts are available for students with mobility issues
- disabled toilets are accessible
- teachers pay careful attention to seating plans and ensure that students with physical disabilities are placed in the seat that best meets their needs (e.g. for students with a hearing impairment, wheelchair access, crutches etc.)
- all resources are available in large format for students with visual impairment
- the school has wide doorways and corridors for wheelchair access
- a special desk is available in every classroom for wheelchair users.
- posture packs for students' motor skills difficulties
- specific equipment is sought and purchased to support students in the Resourced Provision to facilitate therapy and /or sensory stimulation.

## **9.0 How do we know that the provision made for children and young people with special educational needs is effective ?**

- assessment data is collected three times a year
- observations are made of students working in lessons
- feedback is sought from students (e.g. at the beginning and conclusion of an intervention)
- feedback is sought from parents, e.g. at parents' evenings and annual reviews

- feedback is sought from teaching staff (e.g. commentary on progress and achievement for annual reviews)
- an SEN Student Tracker is used
- RAISE online
- data reports from SISRA
- data reports from school's assessment system, DPR

#### **10.0 What expertise and training do the staff who support SEN students have?**

- staff in the Resourced Provision have received training from an external providers on autism accreditation standards
- all HLTAs are qualified
- LCIS and the speech and language team regularly come to give training to key staff
- TAs and HLTAs have regular CPD
- faculty training is delivered by external agencies to enhance practice
- one inclusion staff member has a dyslexia qualification
- our SENCO (AHT) will be starting the SENCO training in January 2019
- all teachers, TAs and student managers are trained or have experience in the pastoral care of vulnerable students in addition to those with emotional and social needs.

#### **11.0 What arrangements are made to support students with SEN taking part in extra – curricular activities ?**

- risk assessments are completed for all journeys
- appropriate support is put in place (e.g. through a risk assessment)
- consultation with parents (e.g. meeting with SENCO)
- consultation with staff (e.g. ensuring they are briefed about the student's needs through relevant training)
- appropriate staff to student ratio
- assessing the appropriateness of the visit against the student's special need or disability, e.g. for a physically disabled student, visually impaired student etc.
- option to visit ahead of school journeys to assess what reasonable adjustments would need to be made where appropriate.

#### **12.0 How are children and young people with special educational needs enabled to engage in activities with children and young people who do not have special educational needs?**

- all students with SEN have equal access to all subject curriculum activities in lessons alongside their peers
- all students are able to join any extra-curricular activity on site if they wish.

#### **13.0 How does the school support students' emotional and social development ?**

- The school has a comprehensive and effective SMSC program
- SHS work/Family Support Worker
- PSHE program
- anti-bullying policy
- assemblies focusing on the school's values e.g. friendship and honesty, British values
- safety and resilience mentoring
- pastoral support plan
- lunchtime Clubs
- home-school contact

- adherence to safeguarding procedures
- establishing positive relations with students

#### **14.0 How does the school involve other bodies in meeting the children and young people's special educational needs and supporting their families ?**

The SENCO or other key person makes referrals to a range of external agencies to identify needs and make recommendations. All of these agencies provide support/strategies/information for parents/carers in addition to the young person referred.

The agencies are:

- Educational Psychology Service (EPS)
- Language, Communication and Interaction Service (LCIS)
- Occupational Therapy (OT) service
- Hearing and Visual Impairment (HI/VI) Service
- Behaviour Support Service (BSS)
- Speech and Language Therapy (SALT)
- Child and Family Consultation Service (CFCS)
- Headstart

and for children and young people who are SEN and a **Looked After Child ( LAC)**:

- LA and SS for the PEP meetings (LAC).
- Specific provision for LAC eg Social Worker (LAC)
- Careers service (LAC)
- Specific curriculum support if required (LAC)
- SS (Social Services) (LAC).

#### **15.0 What additional support for learning is available to children and young people with special educational needs?**

- guided reading
- literacy and numeracy interventions
- Homework Club
- Dyslexia program
- Speech and Language Program
- signing
- life skills such as cooking.
- behaviour support plans
- student manager mentoring
- bespoke learning objectives given by subject teachers using the school's assessment system, DPR
- social skills program.

#### **16.0 What are the arrangements for the admission of disabled students to school?**

We have an admissions policy, an accessibility plan and an equal opportunities policy. All of these are available on the school's website.

**17.0 What are the steps take to prevent disabled students from being treated less favourably than other students?**

We have an equal opportunities policy, a behaviour policy and a safeguarding and child protection policy which are available on the school's website.

**18.0 Further Information**

The contact details of support services available for parents of children and young people with SEND are as follows:

Children's Rights and Parent Partnership  
The Web Building, Ground Floor  
London Borough of Newham  
49 - 51 The Broadway  
Stratford  
London E15 4BQ

**Policy documentation control**

Responsible for Review:	Angela Moore, Assistant Headteacher and SENCO
Version:	1
Reviewed:	October 2018
Next Review Date:	October 2019