

## **SEND Information Report 2019/20**

### **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 governors. Our commitment to providing the best opportunities to learn and excel goes hand in hand with our commitment to equal opportunities and effective inclusion.

As a school we are determined to improve the life chances of every one of our students. Determination and resilience are essential qualities for our students if they are to achieve their potential. Our curriculum, both in the classroom, and outside of it, ensures that students are given opportunities to challenge themselves and develop confidence, independence and resilience.

We want all of our students to have high standards. We encourage all students to understand their responsibilities to each other, the school, and the wider community. Pride, respect and high aspirations are valued and developed so that Cumberland is a safe place to take risks and grow.

Above all, TCS is a learning community. We believe that all students and staff have the right to exceed expectations and we recognise that hard work, challenge and collaboration are vital to ensure exciting and effective teaching and learning in the classroom. We are an outward facing school, collaborating with other schools, colleges and businesses. We believe there is much we can, and must, learn from each other.

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

All of the work at 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 and Disability (SEND) Code of Practice**

The Special Educational Needs and Disability (SEND) Code of Practice for 0 to 25 years states that: 'a child or young person has SEND 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 SEND 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 recognised 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 teaching, supported by curriculum and pastoral differentiation, and modifications according to need. With the exception of the students in the Resource Provision, students with SEND are taught in mainstream classrooms. 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 and Disability**

Inclusion at The Cumberland School means ensuring that all students can access the curriculum and wider school opportunities and this is achieved by ensuring all teaching colleagues are supported and developed to deliver appropriate strategies for High Quality Teaching (HQT). The students in the Resource Provision benefit from a bespoke timetable and curriculum, and small group teaching and learning, from specialist autism teachers.

#### **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/Occupational Therapists
- assessment data highlighting underachievement which leads to investigation
- any concerns from parents/carers/students
- TCS staff concerns 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/ADHD

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

Ms. Angela Moore (SENCO, Assistant Headteacher)

Ms. Lauren Nash (Assistant SENCO)

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

- all parents/carers of students with additional needs have the opportunity to meet teachers on a yearly basis and can request meetings to discuss issues at any time

- parents/carers of students with an EHCP or Statement are invited to an Annual Review of their child's needs each year
- parents/carers have an opportunity to meet the SENCO and other inclusion staff if they need to discuss their child's SEND
- parents/carers are invited to school to meet relevant external agencies when external agencies visit students in school
- for students who have severe 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 teams and SEND staff
- some students will have a student centred profile written in conjunction with a member of the SEND team, which is 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 or assessment
- all students with an EHCP or 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 at least one Induction Day.

Some students will, because of the child's more complex needs, for example a student in the Resource Provision, receive an enhanced transition. This can include a programme of additional visits in order to ensure that students experience various aspects of the school day. It is TCS's expectation that primary schools will liaise with us to identify students 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 (accompanied, if needed)
- offering support with post-16 applications
- providing careers advice
- homework club
- supporting students to increase their independent mobility skills
- entry level qualifications

- Addressing the student's needs as outlined in the EHC Plan for the KS4/KS5 transition
- Speech and Language (Sp and Lge) programmes with external agencies.

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

- High Quality Teaching (HQT) delivering differentiated lessons to meet SEND needs
- use of TAs to help the students access the differentiated materials, where appropriate
- personalised timetables for some students if there is a need to offer specific intervention
- very small group teaching for all students in the Resource Provision with increased TA and teacher support
- personalised objectives on the DPR, where appropriate
- appropriate Pathways on the DPR (Pathway S with bespoke objectives for some students)
- appropriate target setting to show progress
- intervention lessons eg. Literacy, Social Skills or Lexia
- targets which focus on the specific strategies for improvement, suggested by external agencies
- life skills eg. cooking
- guided reading
- colourful semantics
- sign-along
- signing for those students in the Resource Provision who have severe (Sp and Lge) needs
- small group literacy work
- educational visits to the local community for students in the Resource Provision
- for students who have complex autistic spectrum condition: detailed student profiles which cover specialist recommendations and interventions, curriculum targets and bespoke targets which address the specific learning needs of the student

### **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 Medium Term Plans (MTPs) and DPR pathways
- 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, curriculum training for students in the Resource 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. e.g. scribes, readers and extra time

#### **8.2 Learning environment:**

- lifts are available for students with mobility issues
- disabled toilets are accessible for those in need and who carry a toilet pass
- 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.)
- 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
- specific equipment is sought and purchased to support students in the Resource 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?**

- the DPR allows daily tracking of student progress across all subjects
- 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 end 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
- data reports from SISRA for all students including those on the SEND register (but not those students in the Resource Provision)
- data reports from the school's assessment system DPR

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

- staff in the Resource Provision have received training from external providers on autism accreditation standards
- all HLTAs are qualified
- LCIS and the Speech and Language team regularly give training to key staff
- TAs and HLTAs have regular CPD
- Training is also delivered by external agencies to enhance practice
- SENCO (AHT) has completed the NASENCo qualification at the Institute of Education (October 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 SEND taking part in extracurricular activities?**

- risk assessments are completed for all journeys/activities
- 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(s) 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

### **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

- all students are encouraged and supported to engage in social - out of lesson - activities with their peers

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

- all students have a tutor who follows them up through the school
- the school has a comprehensive and effective SMSC program
- the school has a 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
- high importance is placed on staff establishing positive relations with all students

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

The SENCO or other key staff make referrals to a range of external agencies to support in identifying needs and making 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
- Child and Mental Health Services (CAMHS)

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

- Local Authority and Social Service representatives for the PEP meetings (LAC)
- specific provision for LAC students e.g. Social Worker (LAC)
- careers service (LAC)
- specific curriculum support, if required (LAC)
- 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

- life skills, such as cooking
- pastoral support plans
- Student Manager mentoring
- bespoke learning objectives given by subject teachers using the school's assessment system: DPR
- social skills program for students with autism
- TA support, where appropriate
- small group teaching, where appropriate, and mainly at KS4

**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 taken to prevent disabled students from being treated less favourably than other students?**

We have an Equal Opportunities Policy, Behaviour Policy and 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
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