

## SEND Information Report September 2020

*Carry each other's burdens, and in this way you will fulfill the law of Christ. Galatians 6:2*

Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core.

Students of Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

- **Fellowship** - Collaborating with others, we treat everyone with respect, dignity and kindness.
  
- **Aspiration** - We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
  
- **Integrity** – We demonstrate fairness, equality and honesty.
  
- **Tenacity** – We are determined and resilient when faced with challenges.
  
- **Humility** - We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who 'experience life in all its fullness' (John 10:10)

Policy Status	Date	Review Date
Approved by LGB	Oct 2020	Oct 2021
Reviewed by SLT	Sept 2020	Sept 2021

**\*\*Covid-19 Update: We would expect that all students with SEND attend school unless this is contrary to health advice. If they are not able to attend school for a Covid-19 related (or any other health reason) any remote learning provided will be tailored to their individual need and they learning they would have accessed if they had been in school. For daily updates and the school's full Covid-19 risk assessment please visit our website\*\***

This document contains all our key information about how the School implements effective and progressive provision for Special Educational Needs. This information is updated annually.

### **General Data Protection Regulation**

In keeping with article 39 of the new GDPR Derby Cathedral School has a designated Data Protection Officer to ensure compliance with current legislation.

## **The kinds of SEN that are provided for:**

DCS caters for SEND students from across the spectrum of Educational Special Needs. These are broadly described by the SEN Code Of Practice January 2015 as being:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and/or Physical Needs

## **Identifying pupils with SEND and assessing their needs:**

DCS will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Whenever possible, appropriate personnel from DCS will liaise directly with corresponding personnel in the school a student is transferring from, in order to discuss current / potential SEND requirements. The school will use baseline assessments in Year 7 as an initial guide alongside Key Stage 2 outcomes to make solid predictions for expected levels of progress.

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
- 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 may include progress in areas other than attainment, for example, social needs and emotional development.

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.

## **SEN Planning Meeting**

This happens once per term between the SENDCo and the Educational Psychologist. Its focus is to identify certain categories of students, including Looked After Children, Travellers children and those with EHCP/Statement. It is at this meeting that any concerns regarding pupils are raised and a course of action decided as part of our 'Assess, Plan, Do, Review Cycle'

## **Consulting and involving pupils and parents/ carers:**

We will have an early discussion with the pupil and their parents/ carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' / carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents / carers when it is decided that a pupil will receive SEN support if they have not been identified at the primary stage. We hold weekly SEND clinics with the SENDCO and/or HLTA that are available for parents/carers to attend where they can come and discuss any issues/concerns they may have. Parents/carers are able to contact reception who will be happy to book them an appointment

### **Assessing and reviewing pupils' progress towards outcomes:**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher 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 and a more specialist assessment of strengths and weaknesses by the SENDCO accompanied by possible interventions and / or support
- The individual's development in comparison to their peers and national data
- The views and experience of parents / carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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.

### **Supporting pupils moving between phases and preparing for adulthood:**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The school will operate a full transition programme for those pupils moving from Key Stage 2 and if appropriate this can be tailored for SEND students i.e. an individual visit or an accompanied visit.

### **Our approach to teaching pupils with SEN:**

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 all pupils including those who have SEN. This will be differentiated for individual pupils.

We can also provide the following interventions/services:

- Phonics' intervention aimed at improving students literacy, decoding and encoding abilities.
- Age Related Reading. For SEND students who are phonologically aware but need to practice their skills.
- Additional Numeracy. For SEND students who need to improve their basic number skills.
- Lego Therapy for students who have social, emotional and communication needs (especially those with Autistic Spectrum Disorders ASD).
- Homework club. Where student can receive support with homework teaching assistants and staff
- The SENDCo works in conjunction with the Derby City STePS team (Specialist Teaching and Psychology Service) to ensure students who require specialist external agency support and equipment receive it and that staff are trained in its use.
- DCS Access arrangement protocols are followed for those pupils who may require support during exams and assessments.
- Staff also receive specialist training relating to the needs of specific students as required.

### **The role of SENDCo**

Mr Mark Chapple is the SENDCo.

The SENDCo can be contacted via the main switchboard: 01332 325710

Although the SENDCo is heavily involved in all of the above it is just a small part of the role. As well as teaching commitments, the SENDCo also:

- Assesses students for specific difficulties such as dyslexia and complete reports for information to be passed on to staff, parents and the Educational Psychologist.
- Assesses students for access arrangements for exams and submit reports to the exam board.
- Leads the TA Team.
- Delivers CPD for staff around SEND.
- Monitors the work of the department.
- Advises teaching staff on SEN issues.
- Observes students and teachers in lessons.
- Applies for additional funding for those with EHCP's.
- Applies/supports applications for EHCP's for those students who require them.



Other TAs: Mr T. Griffiths, Ms. Kalira-Peters, Ms. C. Roberts plus one vacancy

## Other Support

As well as offering in class support to students with additional needs, our department also offers:

### Literacy and Numeracy Programmes

Students are identified early on in the new term through a variety of diagnostic tests and are placed on a specific programme to address their needs. This could be up to 3 sessions per week intensive literacy support or numeracy catch up sessions. We also run short high frequency interventions for those with SPLD's such as Dyslexia. These support programmes include:

### Toe By Toe Programme

Developed over the course of 25 years, Toe By Toe is described as the ultimate tool for the teaching of reading and is endorsed by the BDA (British Dyslexia Association) Designed to help any child with reading difficulties, particularly those diagnosed with Dyslexia, Toe By Toe combines 'a multi-sensory approach with a memory bonding technique'. Students can be identified for the programme through the dyslexia screening assessment.

### Student Pastoral Support

Our pastoral support is managed mainly by a student's form tutor and Heads of year. For those needing additional social and emotional support Mrs J Nethercott (pastoral manager) can provide additional intervention.

### Homework Club

This is a very successful scheme which runs on a Tuesday, Wednesday and Thursday after school, where students are given support and guidance with completing homework from members of the Learning Support Team.

### Lego Therapy

This is a programme designed by Derby City Council's Specialist Teaching and Educational Psychology Service 'STEPS', and is delivered by specially trained Teaching Assistants. It is aimed at students with communication and interaction, and social, emotional and mental health needs, to try to improve social and communication skills and reduce anxiety.

We work with the following agencies to provide support for pupils with SEN:

- Derby City Specialist Teaching and Psychology Service (STePs)
- NHS
- CAMHS
- Derby City Youth Offending Team

### **Expertise and training of staff:**

Our SENDCO has 11 years' experience in SEND and has worked as a KS3 SENDCo and full secondary SENDCO (including Post 16) as well as having been a qualified teacher for over 15 years.

Since opening, staff training has been organised by the SENDCo to meet the needs of students with specific difficulties. Further CPD for SEND will be delivered at regular intervals through the school year.

Where required we use specially trained staff for students who require specific support such as toileting, moving and handling, physiotherapy and administration of medicines.

### **Securing equipment and facilities:**

Specialist equipment, such as tracking hoists, rise and fall tables, mobile ramps and adapted work stations are purchased and installed to meet the needs of students as required. Staff are given appropriate training in their use.

### **Evaluating the effectiveness of SEND provision :**

DCS evaluates the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after an academic term
- Liaison with classroom teachers
- Liaison with external stakeholders appropriate to an individual
- Using pupil questionnaires / interviews
- Where appropriate using parental questionnaires / interviews
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Holding an annual review of the school's policy through the Local Governing Body.

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) and where possible appropriate modifications will be made to facilitate this

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **Support for improving emotional and social development:**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council



- Pupils with SEN are also encouraged to be part of the lunchtime nurture group to promote teamwork/building friendships etc.
- Involving specialist external services for those with specific socialisation needs
- In addition to current intervention specialist support from the STePS team can be bought in as required to meet the needs of students with social and emotional needs as part of an individual's graduated response.

### **Working with other agencies:**

DCS supports a multi-disciplinary approach in order to provide a more cohesive and inclusive service and to maximise the educational provision for students with SEND by working with other agencies and support services. The following lists some of the external agencies working in partnership with the DCS:

- Specialist teachers for the physically impaired
- Specialist teachers for the visually impaired
- Specialist teachers service for the hearing impaired
- School Nurses
- Physiotherapy services (NHS)
- Occupational Health (NHS)
- CAHMS (Child & Adolescent Mental Health Service)
- Autism Outreach services

SEN Locality Officer

Alix McLeary is our SEND officer at Derby City Council (DCC), who can offer additional advice on SEND issues. We also work in partnership with the DCC Inclusion/exclusion team

### **Complaints about SEND provision:**

Complaints about SEND provision in our school should be made in the same manner as any other issue. In the first instance contact should be made with the classroom teacher or form tutor who will either assist in reaching the desired outcome or will direct the issue accordingly. Further escalation will see the matter referred to the SENDCo and without satisfactory resolution, to the Headteacher as per 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

### **Contact details of support services for parents of pupils with SEN:**

Derby Cathedral School works in close co-operation with Derby City Council, the Specialist Teaching and Educational Psychology Service, School Health, Social Care

and their associated partners. This is to ensure we comply fully with Derby City Council's local offer for those students needing an Education, Health and Care Plan. Further details of the Derby City Council local offer and the contact details of support services can be found on DCC website or by following the link below.

<https://www.derby.gov.uk/sendlocaloffer>

**Contact details for raising concerns:**

*The school website will detail the contact details for all staff within the school i.e. an email address.*

**Monitoring arrangements:**

This policy and information report will be reviewed by the Governing Body of Derby Cathedral School on an annual basis. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board at a scheduled LGB meeting.

**Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions

**Arrangements for admissions/access for disabled students**

DCS strives to ensure fair and equitable access for all students regardless of disability or physical impairment. DCS takes its duty of care under the 2010 Equalities Act extremely seriously. As well as the information provided above further detail regarding how we support pupils with disabilities, the steps we take to prevent students being treated less favourable than other students and the facilities to help disabled pupils access the school, please refer to our Accessibility Plan located on the school website located under 'Policies'.