



## Cardinal Griffin Catholic College

### The College SEN Information Report - 2017-2018

If you need this report in a different format or language please contact our office staff.

Key members of staff to contact:

**SENDCO: Mrs A Kelly**

**Inclusion Manager: Mrs T Turner**

*Please do not hesitate to contact Mrs Turner or Mrs Kelly by telephone, email, letter or talking with our Office Staff to arrange an appointment should you wish to discuss any queries or concerns you may have regarding SEND.*

At Cardinal Griffin Catholic College we believe that **'Every Teacher is a Teacher of Special Needs'**.

The College SEN Information Report gives information about Special Educational Needs and Disability provision at Cardinal Griffin Catholic College. The school is working with the SEND Code of Practice (2014) and this report forms part of the Local Authorities' *Local Offer*.

We believe that every child is an individual and has the right to have their needs met in order for them to achieve their maximum potential. Students with barriers to their learning are the shared responsibility of all staff,

Inclusion is at the centre of our ethos at Cardinal Griffin Catholic College and we recognise the value of every individual student.

**Aims: The aims of our provision at Cardinal Griffin Catholic College in regards to pupils with additional needs and/or disability are:**

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles of the National Curriculum Inclusion Statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special provision for pupils for whom this is required, that is 'additional to and different from; that provided within a differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning

3. Social, mental and emotional health
  4. Sensory/physical
- To request, monitor and respond to parent/carer and pupil views in order to evidence high levels of confidence and partnership.
  - To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
  - To support pupil with medical conditions to achieve full inclusion in all activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
  - To work in co-operation with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of vulnerable pupils.

## 1. What is a special educational needs (SEN) or a disability?

At our college we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special educational needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
  - I. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
  - II. Special educational Provision means educational or training provision that is additional to or different from that made generally for others of the same age in a mainstream setting in England
- **Disability:** Many children and young people who have an SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

There are often but not always overlaps between a SEN and a disability.

## 2. What are the kinds of special educational needs (SEN) for which provision is made at our college?

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our college, in line with the school admission policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this college.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC Plan unless:
  - I. It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or

- II. The attendance of the child or young person there would be incompatible with the efficient use of resources
- Before making the decision to name our college in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before the final decision is made. In addition, the local authority must also seek the agreement of the college where the draft EHCP sets out any provision to be delivered on their premises that have been secured through direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

### **3. How does the College know if young people need extra help and what should I do if I think my child may have special educational needs?**

Students are usually identified as having a special educational need from primary school. The first step in sharing information begins with the liaison between primary staff and our SENDCo / Inclusion Manager and this begins in Year 5. Teaching staff from Cardinal Griffin attend Annual Review meetings prior to transition; this helps to build a clear picture of student need, but also helps to secure a positive relationship between new parents and teaching staff.

*The following helps provide information so that we know if children/young people need extra help*

**Screening:** Prior to transition, students are tested using MIDYS. This, alongside Key Stage 2 assessment data, helps to ensure that students are taught at the appropriate ability level. A standardised reading test (e.g. Star Reader) and spelling tests (e.g. Single word Spelling test) are used to identify any additional concerns.

If further **diagnostic testing** is required, the SEN team will carry this out on an individual basis to assess more precisely using a range of tests relevant to the needs of the student.

**Tracking:** Whole school tracking of attainment outcomes indicates a lack of expected rate of progress.

Observation: This may indicate that they have additional needs.

**Concerns:** These may be raised by a parent/carer, external agency, teacher, previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.

### **4. What should a parent do if he/she thinks their child may have special educational needs?**

If, as a parent you have a concern relating to your child's learning or inclusion then please initially discuss these with your child's subject teacher or House Tutor. This may result in a referral to the SENDCo. Parents may wish to contact the SENDCo/Inclusion Manager or the Headteacher directly if they feel this is more appropriate. **A telephone call is often the first step.**

## 5. How will the college staff support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching will be monitored through a number of processes that include:

Classroom observation by the senior leadership team
Ongoing assessment of progress made by pupils with SEND
Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
Teacher meetings with SENDCo to provide advice and guidance on meeting the needs of pupils with SEN
Pupil and parent feedback on the quality and effectiveness of interventions provided
Attendance and behaviour records

- Pupils with a disability will be provided with reasonable adjustments such as auxiliary aids and services to overcome any disadvantage experienced in the college and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as parent evenings.
- Pupils' attainments are tracked using the college tracking systems and those failing to make expected progress are identified quickly
- Additional action to increase the rate of progress is then identified and recorded. It will include a review of the impact of differentiated teaching being provided for the pupil and if required, provision for the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN Support will follow and **Assess, Plan, Do Review model.**

**Assess:** Data on the pupil held by the college will be collated by the teacher/SENDCo in order to make accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support identification of outcomes

**Plan:** If review of the action taken indicates that 'additional to and different from' support will be required, then views of all involved including parents and the pupil will be obtained and appropriate interventions identified, recorded and implemented.

**Do:** SEN support will be recorded on a plan that will identify a clear set of structured outcomes. This may include, for young people, targets around preparing for adulthood.

**Review:** Progress towards these outcomes will be tracked and reviewed termly.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of the pupil. This will only be undertaken after parental permission has been obtained and may include:

- LA Support Services e.g. Specialist teachers, Educational Psychologist
- Specialists in other schools e.g. teaching schools, special schools
- Social Services
- Health partners such as School Nurse and Child and Adolescent Mental Health Service (CAMHS)

NB For a very small percentage of pupils, whose needs are significant and complex and the SEN Support needed to meet their needs cannot be reasonably provided from within college's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan provided.

## 6. How will the curriculum be matched to a child's/young person's SEN or disability requirements?

Planned provision for vulnerable students with an identified need/barrier to learning takes the form of a **Graduated Approach** as outlined in the SEND Code of Practice 2014. The following approaches are in place to support planning for students with additional learning needs:

**Reasonable Adjustments Plan:** A tool for teachers to plan for learning needs across the wider class group to enable students with barriers to learning to access the curriculum.

**One Page Profile (Similar to previously called Classroom Support Plan):** A personalized page which family, child and teachers write together which provides an 'snapshot' of strengths and difficulties along with information about what is important to the child.. The One Page Profile outlines useful strategies which support student learning in class.

**SEN Support Plan:** A focused individualized teaching plan for students who require additional teaching which is in the form of small group or individualized teaching, mentoring or coaching. These will usually contain SMART\* targets. (\* Specific, Measurable, Achievable, Realistic, Time Frame))

Additional support may include:

- Additional lessons of literacy in KS3 replacing Modern Foreign Language;
- Smaller class sizes with a teacher and an additional member of staff for Literacy;
- Withdrawal sessions for students with significant literacy / numeracy difficulties;
- Small group work for additional reading, spelling, handwriting and nurture;

- Word Shark, Number Shark, Lexia and touch typing programmes for specific difficulties;
- Scribes and readers for students with access arrangements for examinations;
- Use of IT to increase accessibility e.g. Reader pens and laptops/netbooks
- Controlled Assessment and coursework support for students who qualify for access arrangements – this is requested by subject teachers;
- Homework Club;
- Lunch Club.

## 7. How will parents know how well their child is doing?

We encourage our parents to contact the school at any point if they are concerned or would like updates on their child's progress. This can be achieved either by telephone call, letter or email. All intervention programmes are reviewed regularly to check that they are making a positive difference to student's progress.

Reports on progress, effort and attainment are sent home following teacher grade collection within school. The opportunity to contact class teachers is available and encouraged in relation to the contents of the report.

A range of assessments also provide us with information about how well your child is doing and the progress they are making. Assessments can take a range of forms, with examples as follows:

**Standardised Assessments:** These are assessments which are 'standardised' nationally so that the progress of individual students can be compared with students of a similar age (peer group). Students who are performing with an average range will score between 85-115. Examples of these assessments include Star Reader and Single Word Spelling Test.

**Summative Assessments:** These could be tests taken at the start of a teaching programme e.g. maths times tables test and then a re-test taken at the end of a teaching programme. This shows progress that a student has made. This type of test is often very specific and is particularly valuable to measure progress in smaller steps.

**Progress against \*SMART targets.** These are targets set which can be personalised in order to provide a measure of progress for students. The targets are **Smart, Measureable, Achievable, Realistic** and set within a **Time** frame. These are usually set within the framework of a **SEN Support Plan or Behaviour Plan**. SMART targets are particularly effective when working towards smaller personalised goals/targets within a broader learning plan. When developing SEN Support Plans and/or Behaviour plans the aim is to work together, where possible with students and parents when setting the SMART targets.

## How will parents be helped to support their child's learning?

- Please look on the college website as this includes a range of information and links to websites and resources.

- The subject teacher or SENDCo can suggest additional ways of supporting your child's learning.
- If, as a parent/carer you have ideas on support that you would like to access in order to further support your child's learning, please contact the SENDCo who may be able to locate information and guidance for you in this area.

## **8. What support will there be for my child's/young person's overall well-being?**

**The college offers a wide variety of pastoral support for pupils. This includes:**

- The most important way that the College supports pupils is through the House system. There are three Heads of Houses who support pupils pastoral needs and the Heads of Houses are key members of staff. **Mrs Archer (Allen and Vaughan), Mrs Burrowes (Newman and Wiseman) and Miss Malpass (Manning and Wiseman).** If you have pastoral concerns please contact these members of staff.
- An evaluated Personal, Social, Health and Emotional Curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- As a College we are involved in **The Hope Project** which is a programme of support for children and families in need of emotional support.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor responsible for this area.
- Small group interventions to support pupil's well-being are delivered to targeted pupils and groups. These interventions aim to support improved interaction skills, emotional resilience and well-being.
- All pupils normally stay with the same house tutor from Year 7 (Rudiments) to Year 11 (Syntax). The forms are vertically grouped so that students can get to know students across all year groups. This helps to break down barriers and provide positive role models and peer support.
- Provision is made for pupils who find outside class times difficult in the form of various 'clubs'. There are small group opportunities to develop social interaction skills.
- Behaviour systems are in place including positive behaviour reports and time out cards with teaching assistants and teachers at hand to monitor and mentor.
- All Year 11 (Syntax) students have a member of staff allocated to them as a mentor.

## **9. How are the needs of pupils with medical needs met? (Statutory Duty under the Children and families Act)**

**The key member of staff who manages Health and Care Plans for medical needs is Mr D. Bradbury**

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan compiled in partnership with the school nurse, parents, pupils and health professionals as required.

- Staff who volunteer to administer and supervise medications complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department for Education (DfE) guidelines included within supporting pupils at school with medical conditions 2014.

## **10. What specialist services and expertise are available at or accessed by the College?**

The College has access to a range of specialist services for example:

- AOT – Autism Outreach
- Visual/ Hearing Impaired service
- Educational Psychologist
- SENIS - ENTRUST
- Behaviour Management Advisor - ENTRUST
- CAMHS
- School Nurse
- Local Support Team

Some of these are part of Staffordshire’s Local Offer and some are bought in services.

## **11. What training do the staff supporting children and young people with SEND receive?**

- Training is provided for all new teachers to the school as part of their induction programme, including for NQTs and Training Teachers.
- Teaching assistants are trained regularly and this training has included memory skills, Dyslexia, Autism and Safeguarding. Teaching assistants meet weekly to share good practice and have monthly training to develop skills, knowledge and expertise
- Whole school INSET is included on staff training days and during twilight sessions. Last year all staff took part in Autism Awareness training delivered by the Autism Outreach Team. This December 2018 the Education Psychology service will deliver Attachment Training.

## **12. How will my child be included in activities outside the classroom including College trips?**

- All students are actively encouraged to embark on educational activities;
- Teaching assistant support is put in place, if required, and in the past they have supported many school trips including activity days and trips to France and Germany;
- Parental advice is sought to ensure young people can benefit from the activities being offered. Communication with parents is crucial to ensure that students with a SEN need and/or disability can be included in activities and College trips.



### **13. How accessible is the College environment?**

The college aims to be an inclusive learning environment and aims to be accessible for students with disabilities. The nature of the school buildings, layout and large numbers of steps cause a degree of difficulty for wheelchair users and those with limited mobility. Handrails and contrast paint have recently been completed to both inside and outside of the building. There are two toilets suitable for students with physical disabilities and two ramps which enable wheelchair users to fully access the lower ground teaching rooms.

Sometimes a pupil may experience a short term difficulty which affects mobility. As a College we assess the individual needs and plan accessibility support accordingly. Risk Assessments may be required to ensure health and safety issues are considered fully.

The school has a separate Accessibility Policy.

### **14. How will the College prepare and support my child to join the College, transfer to a new school or the next stage of education and life?**

- The College has close links with its feeder primary schools and many primary school sporting and musical events take place at the school;
- All Year 5 pupils who are interested in coming to Cardinal Griffin attend a structured teaching day in September / October;
- All Year 6 pupils come to the College for an induction period in July, prior to starting the school in September;
- If it is considered beneficial to the Year 6 pupil, enhanced transition can be arranged.
- SENCO/Inclusion Manager visits the primary schools;
- SENCO/Inclusion Manager involved in Year 5 and/ or 6 Annual Reviews.
- When transferring to a new school or the next stage we ensure that key information is passed on with meetings as appropriate. We would fully support any transition days and transition processes and provide staff support if beneficial.
- All students have access to careers advice and the college adheres to guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014 <http://tinyurl.com/mn5muuo>. This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on a range of education and training options, including apprenticeships and other vocational pathways.
- Pupils are encouraged to participate in work experience as well as being given opportunities to participate in voluntary endeavours e.g. as part of the Duke of Edinburgh award.
- Parents may like to use the website: <https://nationalcareersservice.direct.go.uk> or examine options identified in the local offer published by the LA which sets out details of SEN provision, including post 16 options and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

- Where a pupil has an EHCP, all annual reviews of that plan from Year 9 at the latest and onwards will include a focus on preparing for adulthood including employment, independent living and participation in society.

## **15. How are the College's resources allocated and matched to children's special educational needs?**

The college receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for the education called Age Weighted Pupil Unit
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND
- For those pupils with the most complex needs, the school may be allocated additional needs funding from the LA High Needs Funding allocation.

As part of the College's financial formula, the SEN department is allocated a budget based on capitation.

Our priorities for allocation of this funding are:

- Students in possession of a Statement/EHCP;
- Looked After Children (additional funding through Pupil Premium Plus via Virtual Schools)
- Students who receive AEN funding for a specific need;
- Students who have not yet achieved the 'Expected Standard' at Key Stage 2
- Students with a standardised reading score below 85;
- Students experiencing emotional, social or mental health difficulties requiring alternative provision;
- Students who have English as an additional language;
- Students for whom we are in receipt of Pupil Premium funding.

## **16. How are decisions made about what type and how much support a child with SEN or a disability will receive?**

- Through close liaison with the primary schools, the SENDCO will ensure that the correct provision is in place for those students who have had support in Key Stage 2;
- Provision is discussed with staff, parents and SENDCO along with other agencies e.g. Educational Psychologist, Special Educational Needs and Inclusion Service (SENIS), Autism Outreach Team where necessary, to ensure that the level of support matches the individual need of the student.

All support is regularly reviewed to ensure that the provisions put into place are having the desired impact. Further adjustments can be made to ensure that the student is able to achieve its full potential.

## 17. How are parents involved in the College?

**Parents are invited to work collaboratively to plan for their child's SEND support. This can be through face to face meetings, verbally via telephone or in written form e.g. email or letters.**

In addition to this parents are actively encouraged to visit the school and become involved through:

- Attendance at reviews and supporting activities and functions;
- Attendance at Parents' Consultation Evenings.
- Year group Mass
- Social events

## 18. Who can I contact for further information or if I have a concern?

- **SENDCo (Mrs A. Kelly) or Inclusion Manager (Mrs T. Turner)** for specific concerns related to SEND provision or needs;
- Form tutor for initial concerns – pastoral and well being
- Head of House for pastoral and well-being **Mrs Archer (Allen and Vaughan), Mrs Burrowes (Newman and Wiseman) and Miss Malpass (Manning and Wiseman).**
- Head of Department or subject teacher for academic progress concern
- **Mr D. Bradbury** for medical and care needs.

**If as a College we are aware of any concerns we can work together, so please do not hesitate to contact any of the above members of staff.**

In most cases concerns can be handled through talking with the relevant member of staff, however if you have a complaint, the **Complaints Procedure** will provide clear details and this can be found on the College Website.

**Telephone: 01543 502215**

**Email: Office @cardinalgriffin.staffs.sch.uk**

**Address: Cardinal Way, Stafford Rd, Cannock, Staffs. WS11 4AW**

**Would you like to find out more about what Staffordshire has to offer?**

Information regarding the local authority's local offer can be found on the SEND Local Offer Website page within the Staffordshire Connects site. The direct link is:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page>