



SEND Information Report 2022 - 2023 Policy

'There should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it'
1 Corinthians 12:25-26

We work within the Wandsworth guidance on provision for children with SEND in mainstream schools which explains the ways pupils and students with different additional needs are provided for within the school. We also follow our Equality Policy and have an Accessibility Plan.

At Saint Cecilia's all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs:

- Classes in Extra English and Mathematics at Key Stage 4 in place of one option subject to support in need. Small group literacy and numeracy support.
- Speech and language support groups.
- Social skills groups.
- Behavioural support.
- Emotional and social development projects.
- 1:1 Mentoring and coaching.
- Work with outside agencies such as Speech and Language therapists/Wandsworth Autism Advisory Service.
- In class support across the curriculum.

At Saint Cecilia's, our Special Education Needs Co-ordinator is Catherine Bull. She can be contacted via email at: SEND@saintcecilias.london.

What should I do if I am concerned about my child's progress or special educational needs?

The progress of all pupils is monitored throughout their time at Saint Cecilia's and subject reports are sent home every term. Subject teachers are responsible for monitoring the progress of all pupils or students in their class. Support plans and interventions will be put in place if they do not make expected progress, usually through in class personalisation or department interventions. However, should a child continue to make little or no progress then teachers and support staff will share their concerns regarding SEND with the Learning Support team and the SENCo. Further assessments (informal or formal) and/or liaison with other professionals will be carried out where appropriate.

If you are concerned about your child's progress in a particular subject you should contact the subject teacher in the first instance or your child's mentor. If you have concerns about the overall

progress of your child, then your child's mentor may at this stage involve the Year Leader. If you have further concerns and feel that your child may have special needs contact the SENCo (as above).

How does the school decide whether a child has special education needs and what extra help they need?

Learning Support liaise with primary schools on transfer to secondary school. At the beginning of Year 7 staff review other measures of attainment such as their Key Stage 2 National Curriculum Test scores. All this information will be used to determine whether a child has special educational needs and the support that is needed, whether this is in class or through additional support outside the classroom. Progress continues to be monitored and tracked during their time at Saint Cecilia's.

The SEND register is regularly reviewed and, in some instances, it may be appropriate for a pupil to be removed from the register. In some instances, the SENCo may need to make a referral to an outside agency or even make a consideration for an EHCP.

Parents are encouraged to be part of this decision-making process and therefore, should raise any concerns that they might have. These will be discussed with the SENCo and the best course of action decided upon.

How will I know how my child is doing and how will you help me to support my child's learning?

Progress is reported every term to parents/carers and via parents' evening. Subject teachers and Learning Support staff may also contact parents/carers if there are concerns.

In addition to contacting the subject teacher if you have subject specific concerns you may also wish to contact your child's mentor or Year Leader who will have an overview of their progress.

The SENCo and other Learning Support staff are available to discuss any SEND concerns.

Pupils and students with statements or Education Health and Care Plans (EHCP) will also have an Annual Review meeting to discuss progress and set targets.

Parents are encouraged to support their children. Homework tasks are available on Show My Homework. In addition, parents are encouraged to check and sign their child's planner in order to monitor homework and to use it for home/school liaison.

The Bethany Centre hold coffee mornings and regular drop-ins for parents/carers.

How will my child be involved and consulted?

All pupils and students are encouraged to take ownership of their own learning through regular reviews and target setting both in class and with their mentor. Each term mentors meet formally with pupils and students to discuss progress and set targets.

Where pupils and students are identified as having SEND, they are involved in discussion with staff, can contribute to a Learning Passport and are encouraged to attend meetings.

Where pupils and students have a statement or EHCP their views are sought as part of the annual review process.

How do you assess and review my child's progress?

Pupils and students are assessed regularly using a variety of methods, both formal and informal. These may include written tests and assessments, teacher assessment, peer assessment and self-assessment. The results of these are used to inform planning and support.

Subject teachers, Curriculum Team Leaders and Year Leaders all monitor and track pupil progress. Where a pupil has an identified SEND, the Learning Support Department will also be involved in tracking progress. Annual Reviews are held for pupils and students with a EHCP.

How is teaching and the curriculum adapted to my child's needs?

All teachers are responsible for using a range of strategies and resources in order to meet the learning needs of pupils and students through Quality First teaching. Teachers are responsible for providing challenge or support, and adapting resources in order to meet particular needs. This may be done through multi-sensory teaching, differentiation of the curriculum, adapting resources and approaches and/or through interventions.

Learning Support staff as well as outside agencies advise and support teachers to help them meet a child's needs. For children with a statement of SEND/EHCP it may be relevant for them to be supported in class by a Learning Support Assistant or through the use of technology, e.g. use of a laptop.

For a small number of children, we may need to provide support additional to that provided within the classroom.

How we support children with their literacy and numeracy development:

- All children are assessed at regular intervals.
- All subject teachers are responsible for the development of a child's literacy and numeracy, although English and Maths are directly concerned in developing these skills.
- Where there are concerns about a child's literacy or numeracy development these are initially addressed through the use of a range of strategies within the classroom by the class teacher.
- For some pupils it may be necessary to provide additional support outside the classroom either within a small group setting or 1:1. Specialist programmes such as 'The Local Authority Literacy Programme' and 'Numbers Count' in numeracy may be used.
- The school's SENCo monitors the development of literacy across the school.

How we support children with speech, language and communication needs:

- Where pupils have been identified with Speech, Language and Communication Needs these may be addressed through a range of strategies in the classroom.
- The Speech and Language Therapy Service provides advice and support in the classroom and delivers training sessions for staff in order to help them meet the needs of children with Speech, Language and Communication Difficulties. The Speech and Language Therapy Service in conjunction with Learning Support staff deliver specialist small group sessions where children have been identified as needing more support with their language and communication.
- The Speech and Language therapy Service can provide specialist assessments for some pupils/students. However, as this is a NHS service, pupils/students must be registered with a Wandsworth GP in order to access this service.

- Where children have been identified as having language and communication needs consistent with an Autistic Spectrum Disorder they may be supported by Wandsworth Autism Advisory Service.

How we support children with their handwriting and fine motor skills:

- Support can be offered with handwriting and fine motor skills through strategies used within the classroom, including the use of technology, e.g. laptop.

For some pupils with identified difficulties and an EHCP or statement of SEND, specialist services such as Occupational Therapy may be provided, and/or specialist equipment.

What support is there for my child's emotional well-being?

Pupils are supported through the mentoring and pastoral system. In addition, pupils may be offered further small group or individual support. For instance, pupils may be offered one or some of the following interventions:

- Knowledge and availability of staff
- PSHE curriculum, assemblies, retreats
- Interventions e.g. anger management groups, social skills groups, coaching sessions, personal mentoring
- Mentor/counsellor (Catch 22)
- Friendship groups
- Restorative Justice sessions
- Home Hospital Tuition service
- Chaplaincy support
- Extra-curricular activities, clubs
- Measures to prevent bullying
- Designated 'safe spaces' (Bethany Centre and Pupil Support office).

How do you promote positive behaviour?

As a Christian school all children are encouraged to uphold Christian values and to be supportive of each other. This Ethos is embedded throughout all aspects of school life. The school operates a rewards and sanctions system where points are rewarded for positive behaviour, attitude to learning and achievement. Pupils are also encouraged to participate in the life of the school and the House system encourages this through whole school events/fundraising and sport.

Some children may need additional support and the school operates a buddy system where

Sixth Form students mentor younger pupils. Children with SEND may use the Bethany Centre during the lunch break if they need somewhere to eat their lunch and socialise in a smaller, more supportive environment. In addition, a number of interventions are targeted at promoting positive behaviour through social and communication skills groups, Emotional resilience sessions, and through individual interventions. The SEND team work with the Educational Psychology Service, the PRU outreach officer and use Pastoral Support Programmes to help promote positive behaviour.

What training and specialist skills do the staff supporting children with SEND have or are having?

All staff have knowledge of SEND and access to training in SEND and disabilities both in house and from outside agencies such as Speech and Language, Wandsworth Hearing Impaired Service and Garratt Park Advisory Service for Autistic Spectrum Disorders. In addition, all staff directly supporting children with SEND have regular top up training from outside agencies and from Wandsworth LEA. They will also meet with specialists where needed to help them best support children with SEND and in order to train them to deliver specialist programmes, e.g. physiotherapy programmes. The SEND team offer a range of specialisms and support staff when appropriate.

What do you do to make the school environment and curriculum accessible for all children?

As a new build in 2003, the school is fully accessible to pupils and students with physical difficulties. There are disabled toilet facilities, a disabled changing room and a lift.

The school is housed on one site and has a ramp to the upper playground and portacabins.

All teachers are responsible for using a range of strategies and resources to enable pupils and students to enjoy and achieve in the classroom. This may include the use of ICT, modified texts, reading rulers, writing frames, etc. Where there are specific ASD or sensory needs we will take advice on how best to adapt the school environment and curriculum from specialist services.

Exam access arrangements are put in place for those who meet the criteria for these as outlined by the JCQ.

How will my child be included in activities outside of the classroom?

All pupils and students have access to all activities offered by the school. Where necessary reasonable adjustments can be made and additional adult support can be offered to assist your child at after school activities and on school trips.

The school offers a wide range of extra-curricular activities both before and after school and all pupils and students are encouraged to join at least one of these.

How will the school prepare my child to join the school or transfer to a new school?

If your child is joining our school we work closely with primary schools to support the transfer from Year 6 to Year 7. Parents and carers are invited in to meet with their child's mentor and to attend an Induction Evening. Your child will also be invited in for an Induction Day. Where a child has an EHCP or has a high level of need a member of the SEND team will where possible attend the Annual Review or transition meeting. For some children it may be relevant for them to come in and meet with the SEND team in order to prepare for transfer to secondary school. In addition, Wandsworth hold a primary/secondary transfer day in order for primary and secondary SENCOs to meet and pass on any relevant information regarding children with SEND.

If your child is moving to another school we will ensure that any relevant information is passed on as necessary.

The school's Careers Advisor, Barbara Orr, will advise on suitable post 16 courses for your child if they wish to attend college or another Sixth Form. For those with a statement of SEND/EHCP, Connexions provide advice and will, where possible, attend a transition review.

What specialist services from outside does the school use to help meet children’s needs and how do you work together?

The school has access to and works with a variety of specialist services and outside agencies. These may include:

- Wandsworth Autism Advisory Service
- Speech and Language Therapy
- Educational Psychology Service
- Connexions
- Education Welfare
- School Nursing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Sensory and PD outreach services
- PRU secondary outreach
- TAC meetings

What will you do if my child’s SEND includes medical needs?

Please ensure that we are informed about any medical needs that your child has and whether they need to take any medication whilst in school so that we can meet any needs that they may have.

The school has a number of trained First Aiders and works with the School Nursing Service.

What should I do if I am unhappy with my child’s support or progress?

Complaints about SEND provision should be made initially to the SENCO. If the matter cannot be resolved, it is then referred to the Deputy Headteacher, James Owen. Finally, the matter may be referred to the Headteacher through the School’s Complaints Procedure

Complaints to the Local Authority are different for maintained schools and academies. These can be accessed through the link below:

[Free schools and academies](#)

Where can I go for further advice and support?

The [Wandsworth Information Advice Support Service \(WAIASS\)](#) for parents/carers of children with SEND/disability and provides an impartial and confidential service to all parents of children with SEND. [Visit their website](#) email wiaass@wandsworth.gov.uk or telephone 020 8871 8065.

The [Wandsworth Parents’ Forum “Positive Parent Action”](#) works with the Council to improve all provision for children and young people with SEND and Disabilities aged 0 to 25. If you want to get involved in influencing services visit [their website](#) or telephone 020 8947 5260 or email info@positiveparentaction.org.uk.

More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the [SEND local offer website at www.wandsworth.gov.uk/localoffer](#). The THRIVE Online helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899. Or email

thriveonline@richmondandwandsworth.gov.uk or TEXT 07797 805456 with 'THRIVE' at the beginning of your message.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback:

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email Catherine Bull (SENCo.) SEND@saintcecilias.london

Useful websites:

[Family Information Service](#)

[Wandsworth local offer for SEND](#)

[Special Educational Needs Policy](#)

Action	Committee	Date
Review and Update	Curriculum & Standards Committee	22 nd September 2022
Approve	Full Governing Body	3 rd November 2022
Next Review	Curriculum & Standards Committee	September 2023

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