

Question	Academy Response
<p>1a. How does the school know if the children/young people need extra help and</p> <p>1b. what should I do if I think my child may have special educational needs?</p>	<p>1a. At St Cuthbert's Catholic Academy (SCCA) <i>We aim for an early identification of need and early intervention strategies as we see this as the key to helping children to reach their potential.</i> We embrace the fact that every child is unique, and, therefore, the educational needs of every child is different; this is certainly the case for children with special educational needs.</p> <p>We know which pupils need help as all children are assessed when they start their Early Year's Foundation Stage curriculum. We use this as a starting point for learning and to develop a personalised learning journey, which shows appropriate support and challenge for every child. Parents/carers are encouraged to discuss any concerns with the class teacher and the Special Educational Needs Co-ordinator (SENCO).</p> <ul style="list-style-type: none"> • There is a rigorous tracking of pupil progress in all year groups which is analysed half termly. • Targets are set for all pupils in Reading, Writing and Maths. • We expect the majority of children in the Early Years Foundation Stage to achieve at least the expected level of development. • Pupils not making expected progress are given support individually or in a small group. • If a child is identified as not making progress, we will set up a meeting to discuss this with parents/carers in more detail and to <ul style="list-style-type: none"> • Listen to any concerns they may have • Plan any additional support the child may need • Discuss any referrals to outside professionals /agencies which may be needed to support the children. <p>For those children starting Nursery or Reception classes from other settings, we work closely with their settings to ensure a smooth transition, and that any additional needs a child may have are planned for. Foundation stage staff will complete home visits for all children and where applicable previous settings, to get to know the child and family, if needed the SENDCO will also visit.</p> <p><i>For children entering other year groups during the school year (non-routine admissions) visits to school are arranged and an induction and assessment process is completed. If an additional need is identified the SENDCO will also liaise with the child's previous school to establish if any adjustments or specialist provision is required to support. Information will be then shared with relevant staff in school.</i></p> <p>1b. If you think your child may have a Special Educational Need that has not been identified by the school or early education setting, you should;</p> <ul style="list-style-type: none"> • In the first instance, talk to your child's teacher about your concerns. • Following this, the teacher will have discussed your concerns with Mrs. Jane O'Donnell, the school's SENDCo. You may wish to arrange a meeting with her to discuss your concerns further.
<p>2. How will school staff support my child?</p>	<p>We ensure that the necessary <i>identification and provision</i> is made for any individual who has special educational needs (SEND), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers and constantly strive to improve the accessibility of our school and curriculum. This is achieved through a</p>

	<p>'One Page Profile' IEP/GEP (individual/group education plan) this follows a graduated approach Plan, Do and Review process.</p> <p>Our Specialist Support Assistants (SSA's) receive high quality training in all areas relevant to their role. This includes, but is not limited to: learning difficulties, autistic spectrum disorders, attention deficit and hyperactivity difficulties, motor skills, and interventions in reading, phonics, writing and maths. Some support staff have developed areas of specialism such as SALT, ABC and EAL provisions.</p> <p>Additional support is delivered through a range of provisions that includes: small group interventions in particular areas of the curriculum such as phonics, literacy and numeracy; 1:1 support with reading, maths and handwriting; Speech and Language therapy; ,</p> <p>At times there may be the need for school to involve Multi Agency specialists to advise them on SEND and effective support. Parents and carers are always involved in this decision. Examples of this type of specialist include: Educational Psychology, Primary Behaviour Support, Occupational Therapy, Speech and Language Therapy and Child and Adolescent Mental Health Service (CAMHS). These types of support are in addition to the in-class support strategies implemented by the child's class teacher.</p>
<p>3. How will I know how my child is doing?</p>	<p>Initially your child's class teacher will communicate informally as and when required at either end of the school day. You will be invited to two formal parents evening sessions to discuss your child's progress where you will receive a short termly report. You will also receive a Summer Term summary report that outlines their development over the course of the year.</p> <p>If your child has an Education Health Care Plan (EHCP) the school SENDCO will invite you to an annual review meeting to discuss progress and look at opportunities for further child development.</p> <p>All children on the Special Educational Register follow our graduated Plan, Do, Review cycle; this at times may involve parents and you may be invited to a review meeting to discuss your child's progress.</p> <p>The progress of pupils with SEN or disabilities is continuously monitored by the SENDCO and reported to the Head teacher. Analysis of this data, comparing progress with other pupil groups, is then acted upon to ensure the needs of all pupils are being fully met.</p>
<p>4. How will the learning and development provision be matched to my child's needs?</p>	<p>Our curriculum is broad and balanced and differentiated so that all children can succeed. We believe in a creative approach to teaching and learning and strive to ensure that all pupils in St Cuthbert's Catholic Academy have full access to this curriculum. Where a pupil has particular needs that makes it difficult for him or her to participate fully in the curriculum, a package of support (one page profile, My one time story, IEP/GEP or intervention strategies) is agreed based on an assessment of needs. The impact of the strategies and support provided is reviewed for each pupil with SEN or disabilities at least three times a year (termly) with the SENDCo and class teacher to which parents/carers and pupils may be invited. Should the child have an Educational Health Care Plan these will be reviewed formally at least once a year. These reviews follow the 'Person centred' thinking approaches to explore what is happening from the child and other people's perspectives. Person Centred Reviews</p>

	are an approach we use for any review including the statutory annual review process.
5. What support will there be for my Child's overall wellbeing?	<p>St Cuthbert's Catholic Academy has a strong Catholic ethos, which fosters a celebration for all children as individuals. It recognises that all children are unique and are created in God's image. We firmly believe that all children should feel safe and have good relationships with their peers and with the staff. We welcome parents' views and have a policy of talking to parents as a first point of call.</p> <p>Our education provision will match the needs of the four broad areas as defined in the SEN Code of Practice 2014;</p> <ul style="list-style-type: none"> • Communication and interaction; • Cognition and learning; • Social, emotional and mental health; • Sensory and/or physical needs. <p>We support children's learning at St Cuthbert's through the 3 Wave approach:</p> <p>Wave 1: Universal. This is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.</p> <p>Wave 2: Targeted. It may be appropriate to consider making additional short-term special educational provision, to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of: a) assessing your child's need; b) planning the most effective and appropriate intervention; c) providing this intervention; d) reviewing the impact on your child's progress towards his/her individual learning outcomes. Specific targeted one to one or small group interventions may be run after school to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.</p> <p>Wave 3: Specialist. It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school, in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and/or the child development service. The school may need to prioritise referrals to these services. However, for a very small number of students, access to these specialists may be through an EHC Plan.</p>
6. What training have the staff, supporting children and young people with SEND, had or are having?	Staff receive high quality training in all areas relevant to their role. Some support staff have developed areas of specialism such as SALT, ABC and EAL provisions.
7. What specialist services and expertise are available at or accessed by the school?	<p>We access many professionals outside the school environment. These services support us in meeting the needs of our children. Services can include</p> <ul style="list-style-type: none"> • Nursing service – Specialists in epilepsy, diabetes, skin disorders

	<ul style="list-style-type: none"> • CAMHS – child and adult mental health support • Advisory teachers – CLAS, PD,VI.HI, • Educational Psychologist • Occupational/physio therapy • SHINE (SALT) • Park Outreach Service • Emotional Health and Well Being • Head start
<p>8. How will you help me to support my child's learning?</p>	<p>The class teacher or the SENDCO can offer practical advice and ideas of ways that you can help your child at home.</p> <p>The class teacher can provide a home/school communication book, which your child will bring home daily, so that comments from parents and the teacher can be shared.</p> <p>If your child is on the Special Needs register they will have a Support Plan or be in a small support group with specific targets. This will be discussed with you at a Parents' Evening. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled), with the expectation that the child will achieve the targets by the time it is reviewed.</p> <p>If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Education Health Care Plan (EHCP), which means that a formal meeting of parents and teaching staff will take place annually to review your child's progress. Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.</p> <p>If a class teacher needs to discuss an issue with you, it will be done privately and confidentially and strategies to support your child will be offered.</p>
<p>9. How will I be involved in discussions about and planning for my child's education?</p>	<p>We believe that your child's education should be a partnership between parents and teachers and therefore we aim to communicate with you regularly. There are a number of ways you can be involved in the discussions and planning of your child's education.</p> <ul style="list-style-type: none"> • You will be able to discuss your child's progress at parents' evenings. • You are welcome to discuss with your child's class teacher the targets on their Support Plan and the assessment of their targets at the end of the term. • If your child has a Statement of Special Needs or Education Health Care Plan you will be invited to a 'Person Centered Review' meeting at least once a year to review your child's plan.

<p>10. How will my child be included in activities outside the classroom including school trips?</p>	<p>All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and choose visits that are accessible to all. We will provide the necessary support to ensure that this is successful.</p> <p>A risk assessment (EVOLVE) is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Where a child has additional needs this will be taken into account at this stage and additional control measures put in place to enable them to participate fully. For children with significant needs they may require an individual risk assessment. We understand that including parents to ensure that a child is able to take part in any trip or activity successfully may make both the parent and child feel more at ease. We will talk to you about what will work best for your child.</p>
<p>11. How accessible is the school environment?</p>	<p>At St Cuthbert's Catholic Academy we provide equal access to all pupils and their parents and carers. The site and buildings are on a single level and ramps in place, where appropriate, to enable easier access to the building. Two disabled toilets (one with a wet shower area) are available across the school. As a school we review provision on an annual basis and purchase additional resources to provide for individual access requirements. Where appropriate specialist equipment may be provided for the pupils e.g. writing slopes, concentration cushions, pencil grips, easy-to-use scissors, and ICT equipment. The Academy's Accessibility Plan is reviewed annually and may be found on the school website: http://www.sccacademy.co.uk/index.php/our-school/send-offer</p>
<p>12. Who can I contact for further information?</p>	<p>Parents who think that their child may have special educational needs, or have concerns about any aspect of their child's provision and/or progress are encouraged, in the first instance they should talk to their child's teacher and/or the SENDCO Mrs Jane O'Donnell, 01253 403232/jane.odonnell@st-cuthbert.blackpool.sch.uk</p>
<p>13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</p>	<p>We always do our best to support pupils in moving from class to class across the school, as well as the many pupils who join or leave us in between through effective transition programmes. Before joining our school we encourage all new children to visit for a tour of the school and engage in a number of taster sessions. Class Teachers, Senior Leaders and our school SENDCO liaise closely with our feeder nursery and secondary school colleagues to gain all relevant information needed to ensure a smooth transition. Where appropriate, extra sessions are arranged, prior to starting, including Nurture Group visits and photo books and social stories are also used where appropriate. Children progressing onto secondary school receive a tailored transition programme to suit them and their new school. Liaisons are made between both SENDCO'S to ensure a smooth transition.</p>
<p>14. How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The schools SEN budget is allocated each financial year. The money is used to provide SHINE therapy, additional support, interventions or resources dependant on an individuals need. The additional provision may be allocated after discussions with the class teacher at the child's progress meeting or if concerns are raised by them or the parent at any other time during the year. Resources may include the deployment of staff depending on individual circumstances.</p>
<p>15. How is the decision made about how much support my child will receive?</p>	<p>The SENDCO will co-ordinate and prioritise provision according to the needs of all the children in the school. All interventions are time limited and are reviewed and monitored to ensure that they are the appropriate provision for that particular child</p>

	and that they are impacting on progress. Class teachers will make a recommendation to the SENDCo for specific support. It is our aim to develop the independence of all pupils and no child will receive full-time support from one adult.
16. Admission and access for disabled students.	<p>St Cuthbert's Catholic Academy welcomes all children from Catholic and non-Catholic parents who would like their children educated within the aims and ethos of the Catholic Academy.</p> <ul style="list-style-type: none"> • Pupils with special educational needs will be admitted according to the Academy's admission policy. A copy of the policy is published on the Academy's website for the next school academic year intake: http://www.sccaacademy.co.uk/index.php/our-school/send-offer • Pupils with an Education Health Care Plans naming the Academy will be admitted before the application of the oversubscription criteria, as required by law. • The school uses induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having, special educational needs. Information on children is gathered from previous nurseries/schools to ensure continuity and progression.
17. Where can I find out about the local authority's local offer of services and provision for children and young people with SEN?	<p>The Academy is guided in all its provision by the BEBCMAT Equality Policy and Objectives which are published at: http://www.bebcmat.co.uk/index.php/trust-policies . For more detail on the Academy's provision for children with SEN and disabilities, see the Academy's SEND offer at: http://www.sccaacademy.co.uk/index.php/our-school/send-offer</p>

Key performance indicators for SEND students 2015-16

SEN Status at July 2016	Education Health Care Plan	SEN
Number of Pupils	5	29

Year Group July 2016	N	R	1	2	3	4	5	6
Number of Pupils on SEN Register	3	2	2	6	6	2	4	4
Number of pupils with EHCP	*			2	1		2	

NOTE: Education Health Care Plan

- Year N – One child is currently being assessed, evidence gathered for SEND panel in the autumn term.
- Year 2 -One child in Y2 with ASD will be transferring to Park school at the end of July 2016
- Year 5 – One child with ASD & one child with Physical Needs will be transferring to Highfurlong in July 2016

The tables and analysis below show the end of year performance in each **Statutory Assessed Year Group, EYFS, 2 and 6**. The data shows the number of children and percentile split in areas of Reading, Writing and Maths.

Early Years Foundation Stage

On analysis of the SEN, EYFS attainment is low in comparison with the expected National Standard.

The factors which need to be considered regarding the attainment of the EYFS cohort:

- speech, language and communication needs, directly impacts upon pupils' ability to progress in line with their
- whilst not reaching GLOD pupils have made progress and moved from emerging to developing in all the EYFS areas.

EYFS SEN	Yes	No
GLOD	0%	100%
EYFS Non SEN		
GLOD	82%	18%

Key

GLOD	Good level of Development
------	---------------------------

For children to receive a GLOD they need to be *at Expected* in all of the following areas: PSED, Communication & Language, Physical Development, Reading & writing, Number, Space, Shape & Measure.

Key Stage One

In Year 2 2015/16 - 21% of the cohort was on SEN code of practice.

17% (1 child) in the SEN cohort of pupils achieved the Expected standard in **Mathematics**, by the end of the year in Comparison with 71% teacher assessment for the whole cohort.

17% (1 child) of the SEN cohort achieved expected standard In **Reading** in comparison to 57% teacher assessment of the Whole cohort.

33% (2 children) of the SEN cohort of pupils achieved expected Standards in **Writing** in comparison to 75% teacher assessment of The whole cohort.

The factors which need to be considered regarding the attainment of SEN cohort.

Again, in a similar way to those pupils within EYFS - 5 of the 6 Children on the SEN code of practice in Y2 have a special need directly relating to speech, language and communication.

This is a key skill, which has a great impact on their rate of cognitive development and speed of learning in the three assessed areas of the curriculum in line with national standards.

The 6 children identified on the code of practice failed to pass their phonics screening in Y1 on a result in Y2 where three children achieved a pass.

Year 2	Reading	Writing	Maths
P Scale			
BLW	33%	33%	33%
PKF	33%	33%	33%
WTS	17%		17%
EXS	17%	33%	17%
GDP			
Key			
P Scale	Performance Scale		
BLW	Below Expected		
PKF	Pre Key Stage Foundation		
WTS	Working Towards		
EXS	Working at Expected		
GDP	Working at Greater Depth		

Key Stage Two

14.3% are identified on the SEN code of practice for Year 6.

In the three areas Maths, Reading and SPAG (Grammar) End of KS2 SAT's Results the only grades given reported as : Expected or Not achieved.

The factors which need to be considered regarding the attainment of SEN cohort.

These tables show that the children in Y6 (2015/16) on the SEND code of practice have not made good progress across the 3 areas of Maths, Reading and SPAG compared with the wider cohort.

In writing 2 children were working towards expected despite a high level of intervention they were unable to make the expected standard.

25% (one Child from SEN cohort) achieved the expected standard compared to 57% of the whole cohort .

Year 6	Reading	SPAG	Maths
EXS SEN	0%	17%	17%
Not SEN	43%	50%	57%

Key	
EXS	Achieved the expected standard

Teacher assessments - Writing- Validated result		
	SEN	Non SEN
PKF	25%	3.1%
WTS	50%	32%
EXS	25%	57%
GDP	0%	7%

PKF	Pre Key stage foundation
WTS	Working towards
EXS	Working at Expected
GDP	Working at Greater Depth