THE CATHEDRAL SCHOOL
OF ST. SAVIOUR AND ST. MARY OVERIE

Special Educational Needs and Disability Information Report

Reviewed: November 2024
Review Date: November 2025

VISION/MISSION

Cathedral's Mission Statement

Cathedral School strives to provide an attractive, safe and well-ordered child centred place of learning within a Christian context.

Maintaining and sustaining the highest standards of teaching and learning is the key concern of governors and staff. The school seeks to work positively with parents and carers to fulfil the school's expectation that all pupils are enabled to achieve at the highest level of which they are capable.

As a Church of England Voluntary Aided School, Christian values are built into the ethos. There is a daily act of collective worship, which encourages spiritual development and a mutual understanding of life together.

We place a strong emphasis on positive mutual understanding partnerships between home and school, the Governing Body and Parish life. We attach a high priority to active involvement building a sense of community, by providing a model of service to all.

WHOLE SCHOOL APPROACH

"What do we mean by special needs or disabilities?"

At our school we use the definition for special educational needs (SEN) and for disability from the Special Educational Needs and Disability Code of Practice (2015).

Special Educational Needs (SEN): "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty is he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools…" *SEND Code of Practice (January 2015)*

Disability: "Many children and young people who have 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'. " *SEND Code of Practice (January 2015)* This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The four main areas of special educational needs and disabilities (SEND) are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

At Cathedral School we make provision for pupils with SEND in all the four areas of need.

"*What are the aims of our provision with regards to pupils with special educational needs and/or disability?"*

The aims of our policy and practice in relation to special educational need and disability in this school 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 SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement https://www.gov.uk/government/collections/national-curriculum
- To do our best to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the 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 the views of parent/carers and pupils 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 pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

"Who is involved?"

The key staff involved with SEND at Cathedral School are named below can be contacted by the following ways:

- **Postal:**
  The Cathedral School of St Saviour and St Mary Overie,
  Redcross Way,
  London
  SE1 1HG
- **Telephone:** 020 7407 2600
- **Email:** school.admin@csmo.org.uk
- **Website:** http://www.cathedralprimaryschool.com/contact-us/

SENCo: Miss McNamara

Responsible for:

- Coordinating all the support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school
- Ensuring that parents/carers are:
  - Involved in supporting their child's learning
  - Kept informed about the support their child is getting
  - Involved in reviewing how their child is doing
- Liaising with all the other professionals who may be coming into school to help support pupils learning e.g. Speech and Language Therapist, Educational Psychologist, Occupational Therapist, and the Autism Support Team.
- Supporting staff in the school so they can help children with SEND in the school achieve the best progress possible. (This may include arranging specialist support and training when appropriate. E.g. The Autism Support Team may lead a staff meeting on how best to support pupils with autism.)
- Monitoring the impact of policies and the effectiveness of provision in the school
- Working with the Local Authority and External Consultants to implement and monitor pupils progress and SEND best practice
- Preparing reports for EHCPs
- Involvement in whole school decision making and staff development

Class Teacher Responsible for:

- The progress of all pupils in the class and identifying, planning and delivering any additional help that pupils may need (this could be things like targeted work, additional support) and informing the SENCo as necessary.
- Setting appropriate targets.
- Ensuring that all staff working with pupils in the classroom are helped to deliver the planned work/programme so that pupils can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Communicating with parents/carers to keep them informed of their child's progress.
- Promoting an inclusive teaching environment where all pupils are included

Headteacher: Mrs. Scott Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring that pupil's with SEND have their needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor: Jolanta McCall Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

The Dioceses of Southwark: Canon Michael Rawson Governor and Link to Southwark Cathedral
Responsible for:

- The inclusion of pupils and young people as members of the Christian community in this place, to the task of their faith development and to their safety.
- Continuing to work with pupils and young people through the Cathedral Choirs (link to Choirs and Music) and the Education Centre (link to Education Centre).
- The provision of a high quality Junior Church on Sundays for KS 1 and 2 pupils.
- The provision of other occasional events for pupils of this age group. The provision of appropriate pastoral support and care to both pupils and their families.
- The provision of opportunities for families with pupils of all ages to participate in the life of the Cathedral.

"How do we identify pupils with SEND and assess their needs?"

At Cathedral School we aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age (See appendix 1: Identification and support for SEND at Cathedral School). Full use is made of information passed to the school when a child transfers from early education provision and we use assessments during the Foundation Stage to identify pupils and any difficulties they may have (observations on entry, Foundation Stage Profile, and teacher assessment/observation).

Other methods used by teachers to identify pupils with SEND are as follows:

- Discussion with parent/carer to see if they have noticed anything/have any concerns
- Ongoing teacher assessment and observation
- Progress against the Early Learning Goals in the Foundation Stage
- Progress against English and Maths targets
- Performance against National Curriculum expectations
- Standardised screening or assessment tasks
- Results from Statutory Assessments (end of Years 2 and 6) and Teacher Assessments
- School SEND assessment tools (e.g. LUCID, BPVSii) and SEND indicator checklists
- Assessment reports from external agencies e.g. Paediatric Clinician, Speech and Language Therapist etc

If it seems that a pupil may have special educational needs the Special Educational Needs Coordinator (SENCo) will look into:

- areas of strength
- areas of difficulty (barriers to learning)
- steps of support that have been put in place
- potential provision to support learning

At Cathedral School we follow a graduated support approach which is called 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in pace to meet those outcomes
- **Review** the support and progress

Monitoring and Tracking of children with SEND is carried out regularly during the year. Assessment is ongoing, and provision is adapted appropriately according to need and progress.

Where interventions are delivered to children with identified needs, these are monitored against the criteria specific to each intervention. Outcomes are evaluated and discussed in light of these results, and through staff discussion at the end of each term.

"What happens if I am worried about my child?"

If you tell us you think your child has a SEND, we will discuss this with you and investigate– we will share with you what we find and agree with you what we will do next and what you can do to help your child.

"What is our approach to teaching pupils with SEND?"

- Staff know their class and individual needs and learning activities are planned to match children's learning needs. At the end of every academic year all relevant information is passed on to the prospective teacher for September.
- Where appropriate pupils will take part in regular intervention sessions to address their needs.
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- If children have an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.
- Arrangements can be made for the provision of specialised equipment if necessary.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

"How do we adapt the curriculum to meet the needs of your child?"

At the start of the academic year staff receive a list of names of pupils with SEND. This list identifies the diagnosis of SEND each pupil has and, more importantly, the provision that pupils needs in order to make progress. The provisions listed are taken from recommendations outlined by external agency professionals. These provisions are monitored by the SENCo to ensure that pupils are receiving the support they need and also to adapt them when things change.

In most cases, a child's needs will be addressed through quality first teaching (delivered by the class teacher). We respond to children's individual needs and adapt our teaching styles, environments, resources and groupings to meet these needs. We act on advice given or recommendations made by other professionals or services. This enables us to personalise the learning. This may include some, or all, of the following:

- Building on what your child already knows, can do and can understand.

- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.

- All lessons are differentiated to meet the needs of your child and class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task.

For further information about teaching and learning at Cathedral school click the link below to explore our class blogs.
http://www.cathedralprimaryschool.com/

"Targets"

As an inclusive school all pupils are set targets to work towards. Pupils with SEND are set targets by their teachers and these are shared during Parents Evening. In addition to this pupils with SEND may be set more specific targets relating to their needs. For example they may have speech and language targets set by the speech and language therapist, or any other external agency involved. These targets get reviewed regularly and new targets will be set when appropriate.

Progress of pupils with SEND is reviewed regularly to ensure that the right provision is in place. As pupils move on up through the school their needs may change slightly and so the provision will need to be adapted appropriately.

"How will my child manage test and exams?

At Cathedral School all pupils with SEND will have their exam needs met by determining which access arrangements best suit their needs.

This may include:

- Different exam room
- Additional time
- Having some ideas scribed for them
- The use of technologies
- Having some questions read to them (maths)

"How are pupils with SEND enabled to engage in activities available to pupils who do not have SEND?"

In supporting children with SEND, we adhere to the guidance detailed in the Equality Act 2010. Whenever possible we provide additional support so that children can be as fully involved as much as they can. We will risk-assess and if possible make the adaptations needed in order to meet individual needs. The accessibility of venues and the ability for all pupils to take part in trips is carefully considered during the planning stages.

"What support will there be for my child/young person's overall wellbeing?"

The Personal, Social, and Health Education (PSHE) curriculum map outlines progression across the school and addresses the following:

- Physical health and wellbeing
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Identity, society and equality
- My money
- Relationship education

In the event of any emotional upset pupils can speak to familiar staff members as all are willing to listen and support when necessary. For a more individualised support pupils can also speak to June as she is out of class and nearly always available. If necessary parents will be informed and together a plan can be made to ensure their child is happy in school.

There are a number of roles pupils can participate in including the following:

- school council member
- playground buddies
- ICT monitors

Cathedral School pupils have lots of opportunities to perform in front of an audience. This takes place from Nursery to Class 6. This can be in the form of class assemblies, plays, Cathedral services etc. All pupils have the opportunity to speak, act and sing during performances.

After school clubs are available to all pupils and historically they have covered a range of activities such as the following:

- reading
- juggling
- Lego
- aerobics/fitness
- board games
- SumDog (maths)
- mindfulness

"How do we evaluate the effectiveness of the provision made for pupils with SEND?"

We use the 'Assess, Plan, Do, Review' cycle for all teaching and learning. Reviewing provision is part of our everyday practice and takes place not only in half-termly pupil progress meetings, but also in response to every lesson. We are continuously assessing, responding to what pupils tell us and adapting our provision based on this.

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents/carers and pupils on how successful the provision has been in enabling them to achieve their outcomes. Quantitative data will examine both

progress and attainment levels compared to those achieved nationally for pupils with the same prior learning level. This data will be shared with staff, governors and be judged by external moderators such as Ofsted.

"How do we involve parents/carers and pupils in their education?"

- We have an open-door policy and we will always make ourselves available to discuss your child.
- We listen to what parents/carers tell us about their children and we use that information to make sure everyone who works with a child understands their needs.
- Pupils, and their parents/carers, are involved in the reviewing and setting of individual targets.
- We ensure that review meetings are arranged at reasonable times.
- We adhere to the home-school agreement

"How will the school help my child to manage the transitions into the school, into a new class or on to a different school/adulthood?"

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- If your child is entering Nursery or Reception
- o We spend time working with new parents/carers whose children will be taking a Nursery or Reception place.
  - Depending on the situation, this can include visiting the family at home or seeing the child in an Early Years setting to make sure we are prepared to meet their needs on entry
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
  - All intervention targets will be shared with the new teacher.
  - Depending on the needs of the child additional support, a visit to their new classroom can be provided to help them in their understanding their moving on.
- When moving into Cathedral School during the academic year the following may take place:
  - Meeting with parents/carers and pupils to discuss their needs and decide how to best transition into Cathedral School.
  - Liaising with previous School SENCo to discuss the provision and obtain records from external agencies.

- Organise a Team Around the Child meeting six weeks after starting to discuss the transition and ongoing support.

- In Year 6:
  - We fully support parents in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
- When appropriate the SENCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENCo of their secondary school, and the specialist session for pupils as appropriate.
  - Pupils will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
  - Secondary School support workers are invited into school.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

"What skills do the staff have to meet the needs of my child?

We make every effort to ensure that staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Training may be from an external provider, tailored and delivered 'in-house' or delivered from link specialist outside agencies such as Educational Psychology or Cherry Gardens Support Service.

The school has a School Development Plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ADHD, Autism and Dyslexia.

There will be ongoing whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. This may take the form of INSET day training or in staff meetings.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ADHD, Team Teach service, 1st Class Number or medical/health training to support staff in implementing Medical Care Plans.

"Who are the other professionals who may be involved with my child at school?"

After assessment and discussion with the school team, a range of services may be available to us. Once consent has been given from parents/carers referrals may be made to any of the following:

- Early Help Service at Southwark
- Education Psychology Service

- CAMHS (Child and Adolescent Mental Health Service)
- Autism Support Team
- Speech and Language Therapy services
- Occupational Therapy services
- Visual Impairment Team
- Summerhouse Primary School
- Cherry Gardens Outreach Service
- School Nurse Hub

"How will the school fund the support needed for my child?"

The most valuable resource is personnel who are able to give SEND pupils small group or individual attention. We use ancillary staff and volunteers under the direction of the class teacher to support pupils. Parents are also a valuable resource, helping pupils in the classroom. The teacher should cater for the needs of all the pupils and a range of styles and approaches adopted. All classes and staff involved have access to equipment useful for SEND and additional equipment, teaching materials, reading material is available in the SENCo cupboard in the Teacher's Resource Room. Specially required equipment is available and can be ordered through the SENCo if financially viable.

The school budget, received from Southwark Local Authority, includes money for supporting children with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENCo discuss all the information they have about SEND in the school, including:
    - the children getting extra support already
    - the children needing extra support
    - the children who have been identified as not making as much progress as would be expected
    - Deciding what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

"What if a pupil needs more help than the school is in a position to provide?"

If either parents/carers or school feel that more support is needed in making the right provision for a pupil with SEND they can request that the Local Authority carry out a statutory assessment of the pupil's needs. This may result in an Education Health and Care Plan (EHCP) being issued. This is a legal process and more details about this can be found in the Local Authority (LA) based Local Offer, on the Southwark web site:

http://localoffer.southwark.gov.uk/education--health-and-care-plan/

"How can a formal complaint be made?

For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The prime aim of Cathedral Primary School's policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.

Please see complaints policy on the school website if you require further information.

http://www.cathedralprimaryschool.com/about-the-school/policies/

"How does Southwark support parents/carers of pupils with SEND?"

"The Local Offer contains information on all services for children and young people with Special Educational Needs and Disability available in Southwark. The local offer provides information from birth to 25. It includes information on health, education, social care, activities outside of school and where to access advice, support and guidance.

It gives information on all of the changes happening locally such as how to apply for an EHCP and Personal Budgets. Parents and Young People can provide feedback and help to shape the way we commission services in the council."
The Southwark Local Offer can be accessed by clicking on this link here
http://localoffer.southwark.gov.uk/

"Where can I find out about what is available locally for me, my family or my child?"

Southwark Local Authority has published its own Local Offer which can be accessed by the link below.

LOCAL OFFER
THE LONDON BOROUGH OF SOUTHWARK

Information for Parents and Young People: Special Educational Needs and Disability 0-25

http://localoffer.southwark.gov.uk/

"Where can I or my child get further help, information and support?"

There are a number of local and national services designed to support parents and carers on many SEND areas. Some popular services are listed below:

Southwark Information Advice and Support Service (SIAS)

The Southwark' Information Advice and Support (SIAS) team is an arms-length service which offers impartial advice to parents and young people. The SIAS team believes that every journey counts and therefore ensures our services provide parents, children and young people with the information and support necessary. The SIAS team has been established to ensure that parents, carers of children and young people aged 0 to 25 years old with special educational needs and disabilities (SEND) have access to information, advice and guidance to allow them to make informed decisions about their education and 16 plus choices.

Contact details: http://localoffer.southwark.gov.uk/information-advice-and-support/support-services/sias/

Telephone: 020 7525 3104 Email: sias@southwark.gov.uk

Contact a family

Contact a Family Southwark supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.

https://contact.org.uk/southwark

UK Family information service

The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:

- Registered childcare, including children's centres, childminders, nurseries, pre schools , breakfast clubs, after school clubs and holiday play schemes
- Help towards childcare costs
- Free early education

Southwark Family information directory

The information directory is for parents, young people and practitioners to look up services for children, young people and families, including:

- Parenting support
- Health care
- Money matters
- Law
- Support groups
- Activities

http://cypdirectory.southwark.gov.uk/channel/children-and-families