

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

SENCO: Mrs Angela Hutcheson (SENCO)

SEN Governor: Fiona Traynor-Bucknall



**Cardinal
Newman**
CATHOLIC SCHOOL

Rationale

We believe that each child is created in the image of God and is unique. All pupils have specific educational needs and are entitled to the best possible teaching support. Every pupil with SEN and disabilities in this inclusive school is entitled to fulfill his/her optimum potential and to build their skills, knowledge and understanding along with their sense of self-worth.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Every teacher is a teacher of every pupil including those with SEN. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

(* Inclusion means where appropriate SEN pupils or pupils with a disability receive the support they need in order to attend classes with other pupils).

Definitions

Code of Practice (Final amendments, April 2020):

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of Children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for Children of the same age in schools within the area of the local authority

A person has a *disability*.....if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his / her ability to carry out normal day-to-day activities (Section 1 (1), Disability Discrimination Act, 1995).

Slow progress and low attainment do not necessarily mean that a pupil has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. (Code of Practice 6.23)

Identifying and assessing SEN for pupils whose first language is not English requires particular care. Schools should look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. (Code of Practice 6.24)

Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate. (Code of Practice 6.21)

Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to a pupil having SEN but it can have an impact on well-being and sometimes this can be severe. Schools should ensure they make appropriate provision for a pupil's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the pupil might have SEN (code of Practice 6.22).

At CNS we recognise that pupils with behavioural or emotional difficulties need extra support. Where the provision we make for them is additional to or different from that made for the majority of learners they may also be said to have special educational needs.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Education Act 2011
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)

This policy should be read in conjunction with the following:

- Equal opportunities policy
- Administration of medication policy
- School visits & journeys policy
- Teaching and Learning Policy
- Safeguarding Policy
- Looked After Children Policy

School Admissions and Inclusion

The Governing Body applies the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEND and Disability Act 2001. Parents or Carers seeking the

admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Aims and Objectives

- 1. To create a learning environment where the uniqueness of each individual's talent is recognised, nurtured, and developed so that he/she can make the most of their potential, enhance their self-esteem and be valued members of the community**
 - 1.1 To ensure all staff within the School are aware of their roles and responsibilities in relation to pupils with SEN and / or Disabilities and are accountable for the SEN pupils in their classes

- 2. To identify pupils with special educational needs and disabilities and ensure that their needs are met**
 - 2.1 To identify, assess and make the best possible provision for pupils with SEN
 - 2.2 To complete annual reviews of Education and Health Care Plans / Statements of SEN
 - 2.3 To maintain a register of Special Educational Needs and Disabilities.
 - 2.4 To provide relevant and up to date information on pupils with Special Educational Needs and Disabilities to inform teachers planning
 - 2.5 To provide suitable and up to date training for staff

- 3. To develop a curriculum which will facilitate an inclusive approach to the education of SEN pupils and ensure that pupils with special educational needs and disabilities join in with all the activities of the school**
 - 3.1 To provide special facilities and access where reasonable and practicable
 - 3.2 To offer appropriate curriculum pathways for students with SEN where reasonable and practicable

- 4. To ensure parents / carers are informed of their pupil's special needs and that there is effective communication between parents / carers and school and to promote effective partnership and involve outside agencies when appropriate**
 - 4.1 To provide information, advice and guidance for parents / carers
 - 4.2 To work with external support agencies
 - 4.3 To liaise with our partner Primary Schools
 - 4.4 To liaise with post-16 providers
 - 4.5 To publish the School's SEN Information Report (School Local Offer) on the School's website

- 5. To deploy and monitor SEN resources across the school in order to respond to the needs of our pupils**
 - 5.1 To provide suitable resources where reasonable and practicable

- 6. To monitor all pupils with SEN and disabilities to ensure that all learners make the best possible progress**
 - 6.1 To strive for the best possible outcomes for all pupils
 - 6.2 To set challenging targets that reflect the individual's SEN
 - 6.3 To monitor progress in line with the whole school's assessment policy

6.4 To provide regular feedback to the Governing Body on the progress of pupils with SEN and other vulnerable groups

7. To ensure that learners express their views and are fully involved in decisions which affect their education

7.1 To provide personalised targets and support through key workers and parent meetings.

All School staff embrace and supports these fundamental principles. The success of the school's SEN policy and performance will be judged against the aims set out above.

The school welcomes the opportunity to resolve all concerns through discussion of the issues at the widest level. Should parents / carers be concerned about any aspect of their child's Special Educational Need they should contact the class teacher in the first instance, or the SENCO if the problem persists, then the Headteacher. The formal complaints procedure is to put any complaint in writing to the Governing Body.

The policy will be reviewed bi-annually.

<p><u>Equality Monitoring</u> Date:</p> <p>1. Does this policy have any implications for people of relevant protected characteristics (RPC) *? Yes</p> <p>2. If 'yes', will it advantage or disadvantage any particular group? <i>No- this policy will ensure all pupils with RPC will receive the same opportunities in their education</i></p> <p>3. How will this policy if relevant, promote good relations between people of RPC and those without? <i>This policy will promote good relations as it encourages all pupils, regardless of gender, ethnicity and race to achieve their full potential</i></p> <p>Monitored by Mrs A Hutcheson.....</p> <p><small>*Age, disability, gender re-assignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.</small></p>
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<p><u>Success Criteria:</u></p> <ul style="list-style-type: none">○ The achievement and progress of pupils with SEN and Disabilities should be at least in line with national benchmarks, and frequently significantly above National Performance Standards, as demonstrated in annual 4matrix analysis.

Procedures to be carried out in connection with the Special Educational Needs

(SEN) Policy

I. Roles and responsibilities in relation to pupils with SEN and / or Disabilities

Every school is required to identify and address the SEN of the pupils that they support.

Schools must:

- use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet Pupil's SEN
- ensure that pupils with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- inform parents / carers when they are making special educational provision for a pupil
- prepare a SEN information report and their arrangements for the admission of disabled pupils, the steps being taken to prevent disabled pupils from being treated less favourably than others, the facilities provided to enable access to the school for disabled pupils and their accessibility plan showing how they plan to improve access progressively over time
- There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.
- School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

The Headteacher and the Governing Body

The Headteacher and Governing Body have overall responsibility for:

- ensuring funds are allocated to meet the needs of pupils with special educational needs and disabilities
- the learning and monitoring throughout the school
- ensuring that statutory duties to pupils with SEN are fulfilled
- the SEN policy and its review, according to the timetable set out in the School's Improvement Plan

The Governing Body has a named Governor who oversees the provision made for Special Educational Needs and Disabilities throughout the school.

The SEN Governor is Fiona Traynor-Bucknall

The class teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The key responsibilities of the class teacher are:

- The initial identification of or concern about a pupil's learning needs through observation and on-going assessment.
- Consult the SENCO in order that an effective support programme can be devised for the pupil, which will be in addition to an already differentiated curriculum.

- Maintaining records of support and intervention for pupils identified as having special educational needs.
- Organise the timetable, class grouping and available resources so that the pupil receives all possible support to reach their targets. Liaise with the SENCO in respect of further provision.
- Maintain on-going liaison with the SENCO, pupil and parents / carers regarding progress
- Check and record SEN information regularly and accurately and transfer this information into their own registers and lesson plans.

The SENCO

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for pupils with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- support and advise colleagues and contribute to the professional development of all staff
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents / carers of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents / carers are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- monitor and evaluate the special educational needs provision and report to the governing body through the link governor

The SENCO is Mrs Angela Hutcheson

2. How we identify, assess and make the best possible provision for pupils with SEN

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2015 (Assess, Plan, Do, Review).

We recognise that pupils with Special Educational Needs or Disabilities may be identified by parents / carers, teachers, support staff, outside agencies or any person involved with the pupil.

The flow diagram in Appendix 2 summarises the process and procedures for the identification and assessment of pupils with SEN in mainstream schools as set out in the Code of Practice 2015.

All class teachers are teachers of pupil with Special Educational Needs (SEN) and are responsible through first quality teaching for meeting their needs with the advice and support of the school's SENCO, learning support staff and external professionals.

A pupil has SEN where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to pupils of the same age. Making high quality teaching available to the whole class is likely to mean that fewer pupils will require such support.

Initially, pupils are added to the School's SEN register when they join the School, if they were on their previous School's SEN register. All pupils' KS2 SATS results are also analysed for evidence of additional needs, as are the results of diagnostic assessments undertaken early in Year 7 (such as CATs - Cognitive Ability Tests).

A range of evidence is collected through the school assessment and monitoring arrangements. Progress is carefully monitored through regular assessments and this helps to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap.

If a learner is not making expected progress, the class teacher should provide extra support targeted at their areas of weakness.

If a pupil may fail to make *adequate* progress despite high-quality teaching, targeted at their areas of weakness, the class teacher will refer the pupil to the SENCO. The SENCO and teacher will decide on a course of action. This may be an additional strategy to be implemented in the classroom, or identify appropriate interventions to secure better progress.

At this stage, the pupil will be added to the School's SEN register using code `K` (SEN Support). In line with the SEN Code of Practice 2015, when reviewing and managing special education provision there are four broad areas of need: Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs. The pupil's area(s) of need will be identified on the SEN register.

Where a pupil continues to make less than expected progress, despite support and interventions that are matched to the pupil's area of need, the school will involve external specialists to offer advice and further support. Parents / carers are always involved in any decision to involve external support.

Where the SENCO offers interventions that are different from or additional to the school's usual working practices (SEN Support), these will be outlined in a Personalised Learning Support plan. The Personalised Learning Support Plan is reviewed regularly with parents / carers in order to identify the next stage of action.

Strategies to support pupils at all stages will usually be implemented within the classroom, although some additional support, as indicated in a Personalised Learning Support Plan may be provided on an individual or small group basis with support staff or other SEN teachers. For pupils where their area of need necessitates it, we also provide highly structured small-group literacy, numeracy or social skills support outside the class room. This is managed by the SENCO and teaching assistants.

When a teacher or parent / carer has early concerns and it is unclear if they indicate that a pupil has special educational needs and disabilities these will be recorded and discussed with the SENCO. This will trigger a monitoring sheet to be given to all teachers of the pupil to gather information. The class teacher will take every account of the needs of `monitoring` pupils in the planned and differentiated curriculum. In many cases the specific focus on differentiation will be adequate to meet the learning needs of the pupil and they would not need to progress to SEN Support. A pupil does not have to be recorded as `monitoring` before being placed at SEN Support.

If the Pupil continues to demonstrate significant cause for concern, a request for an Education, Health and Care needs assessment may be made to the Local Authority (LA). This request may be made by the school in consultation with the parents / carers, or directly by the parents / carers. In either case a range of written evidence about the pupil will support the request.

Following an Education, Health Care needs assessment an Education, Health Care Plan may be issued. Parents / carers and the pupil will be consulted throughout the process of assessment and production of an EHC plan. The needs of the individual pupil, sits at the heart of the assessment and planning process.

3. Annual reviews of Education and Health Care Plans / Statements of SEN

Formal reviews of the EHC plan must take place at least annually. The following people will be invited to attend the review:

- SENCO
- the pupil's parents / carers
- the pupil
- the Local Authority
- a representative from the Local Authorities transitions team (for pupils in Years 9, 10 11 & N6)
- the pupil's keyworker
- outside agencies and professionals involved

The review will consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHC plan / statement. The annual review should focus on what the pupil has achieved as well as on any difficulties that need to be resolved.

For pupils in Year 9 onwards, the review will include preparation for adulthood, including independent living and employment.

At the review in Year 11, the aim should be to give clear recommendations as to the type of provision the pupil will require Post-16. The School, in conjunction with the transitions team, will arrange for the pupil to attend assessment / taster events at a local College, and for the relevant documentation to be completed where necessary.

4. Register of Special Educational Needs and Disabilities.

The keeping of a register is no longer a requirement in the new Code of Practice. However, the school sees this as good practice and will continue to maintain one. The SENCO will keep a record of those pupils throughout the school who are receiving support through monitoring / in class differentiation and support, SEN Support, as well as those with an EHC plan / Statement of SEN.

The central record will contain details of each pupil's special educational needs as well as suggested strategies and advice for teachers to incorporate into their teaching and planning.

5. Special facilities and access

The school is committed to ensuring full access to all areas of the curriculum for all its pupils.

The school aims to provide positive, caring support to all degrees of need across race/gender/class/physical and learning disabilities, according to its Equal Opportunities Policy.

The school building is on several levels and floors – but all new builds will be DDA compliant. The school has disabled toilet facilities.

6. The provision of information, advice and guidance for parents / carers

The SENCO will publish a SEN Information Report (School Local Offer) – see Appendix I. The information published will be updated annually and any changes to the information occurring during the

October 2024

year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- The kinds of SEN that are provided for
- policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENCO
- arrangements for consulting parents / carers of pupils with SEN and involving them in their pupil's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing pupils and young people's progress towards outcomes. This should include the opportunities available to work with parents / carers and young people as part of this assessment and review
- arrangements for supporting pupils in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching pupils with SEN
- how adaptations are made to the curriculum and the learning environment of pupils with SEN
- the expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for pupils with SEN
- how pupils with SEN are enabled to engage in activities available with pupils in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils SEN and supporting their families
- arrangements for handling complaints from parents / carers of pupils with SEN about the provision made at the school

7. Work with external support agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and disabilities:

- The school receives regular visits from the nominated Education Welfare Officer, Special Educational Needs Advisor and Educational Psychologist
- The school seeks advice and input from the Occupational Therapist as needed
- In addition, the school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.
- The speech and language therapist contribute to the reviews of pupils with significant speech and language difficulties
- Any medical concerns can be referred to the Edwin Lobo Centre or the school nurse.
- The school will seek advice from a range of other specialist agencies as needed

Parents / carers are consulted before referrals are made.

8. Liaison with our partner Primary Schools

We have established links with our 5 main Primary Feeder Schools. For all Year 6 pupils' arrangements are made towards the end of each academic year for the Head of Year 7 and the SENCO to visit each Primary School and the pupil with Special Educational Needs. The class teacher, the SENCO and the Head of Year 7 hold a meeting to transfer information about pupils with Special Educational Needs and Disabilities in order to support their transition

9. Provision of suitable resources

The most valuable resource is the SEND Department staff allowing SEND pupils to access small group work or individual attention. Teaching Assistants work both in the classroom under the direction of the class teacher and in dedicated discrete groups under the direction of the SENCO. The school has purchased a variety of support materials in addition to specialist resources lent by outside agencies. All classrooms have access to equipment useful for SEND which is kept in a central resource area.

10. Striving for the best possible outcomes for all pupils

We set challenging achievement and learning targets for all pupils including those with Special Educational Needs and Disabilities. Pupils with Special Educational Needs and Disabilities may progress at a different rate and their progress is scrutinised and monitored using school systems and intervention group records to ensure and support appropriate progress.

11. Personalised Learning Support Plans (PLSPs)

For pupils on the SEN register, Teaching Assistants / Key Workers / Mentors will develop a personalised learning support plan in conjunction with the pupil and their parents / carers.

The PLSP includes information about:

- the pupil's special educational needs
- how this impact on their learning
- how the teacher can best support them in lessons
- the teaching strategies to be used
- the short-term targets set for the pupil
- the provisions to be put in place
- Exam access arrangements (where relevant)

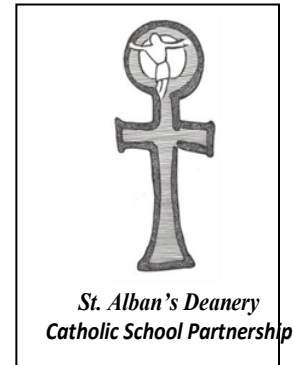
PLSPs are seen as part of the school's overall system of record-keeping. Monitoring the effectiveness of PLSPs is part of the school's overall planning and target setting processes. PLSPs are continually kept 'under review,' and the success of all PLSPs is evaluated at least twice a year, with both pupils and their parents / carers. Copies of each Pupil's PLSP targets are available on Provision Maps.

12. Training for staff

The school is committed to providing training according to need for all teachers, Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs). Training related to special needs is given to teaching staff within the school's planned inset programme, staff meetings, internal staff training and through external courses as necessary.

All teachers and support staff undertake induction on taking up a post, and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEN provision and practice. The SENCO regularly attends courses, training and updates organised by the LA and other providers. Teaching assistants and HLTAs are made familiar with intervention programmes as used in school with external training and courses available as needs are identified. The Governors will give high priority to

training on special educational needs responsibilities and provision when drawing up their own plans for Governor training.



SEN Information Report

(School Local Offer)

1st October 2024

The Government has published a range of provisions to improve the quality and scope of support available to children and young people with Special Educational Needs and Disabilities (SEND), and their families (Children and Families Act 2014).

Included in these provisions is:

A requirement for local authorities to publish a “Local Offer” of services to disabled children and young people and those with special educational needs and disabilities (SEND).

A requirement for individual schools to publish a SEN Information Report to outline provision for children and young people with disabilities and special educational needs.

At Cardinal Newman Catholic School, we believe in ambition, achievement and progress for all children. We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCO, specialist teaching staff both within the school and external professionals such as Educational Psychologists, occupational therapists and the Child and Adolescent Mental Health Services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children’s progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

1. How does the school identify and organise support for children with special educational needs?

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice January 2015.

We recognise that children with Special Educational Needs or Disabilities may be identified by parents, teachers, support staff, outside agencies or any person involved with the child.

Please refer to the School’s SEN Policy for more specific information. This is available on the School’s website.

2. Who are the key people in the school available to discuss parental/carers concerns about their child’s difficulties?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's form tutor in the first instance, who will liaise with the appropriate staff within the School. Subject specific enquiries should be addressed to the child's subject teacher. If the subject teacher feels that a child has a specific difficulty and requires additional support they will liaise with the SENCO. General information on the School's policies and procedures, and communications with parents can be found on the School's website.

Parents/Carers can contact the school via telephone/ letter/email, and can make an appointment to see relevant staff.

Scheduled meetings with parents across the academic year include:

- Subject Evenings
- Key Stage Induction Evenings
- Transition meetings where appropriate
- Annual Review meetings
- Mentoring meetings

3. How will parents/carers be informed about a child/young person's progress within the school and how will his/her progress be measured?

At Cardinal Newman Catholic School, we assess each pupil's current skills and levels of attainment on entry, and through regular assessments of progress.

Each pupil's progress is measured and monitored through comparing assessments in each subject against targets set on entry to the School and at the beginning of each academic year.

In addition, pupils with an identified Special Educational Need and / or a Disability may have Personalised Learning Targets and will have their provision mapped across the curriculum, which outlines the support that has been put in place in order to support the pupil in making good progress and securing good outcomes.

Parents will be informed about progress through:

- End of Year reports
- Assessment data
- Telephone calls / emails / parental meetings in School
- Mentoring sessions

4. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

Partnership with parents / carers plays a key role in enabling children with SEND to achieve their potential. The School recognises that parents / carers hold key information and have knowledge and experience to contribute to a shared view of the child's needs and the best ways of supporting them.

All parents / carers of children with special educational needs will be able to access support through:

- Initial meetings with relevant staff and regular opportunities to discuss progress, concerns and developments
- Involvement in setting targets and agreeing outcomes
- Liaison with professionals
- Support from family worker / Inclusion Team
- Parents / carers may be signposted to relevant external agencies and support groups such as The Parent Partnership.

5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

In line with our Christian ethos, we are an inclusive school and strive to ensure the wellbeing of all our children/young people regardless of their needs. We believe that all children/young people have the right to an education that develops their God-given potential.

Wellbeing is supported through the following:

- Each teacher has a knowledge and understanding of children/young people in their care
- Pupil's medical needs are addressed in accordance with the Statutory Guidance on supporting pupils in Schools with medical conditions, and medicines are administered in line with the School's Administration of Medicine Policy
- Some children may have an Education, Health and Care Plan.
- The Pastoral Care Team, Inclusion Department and / or Family Worker provide support for children/young people and their families
- Signposting to external agencies to support the wellbeing of the child
- In-school interventions, which may include
 - Self-esteem groups
 - Social skills groups
 - Attendance groups
 - Lunch time support
 - Behaviour support strategies
 - Literacy and numeracy groups
 - Touch typing

6. How will teaching be adapted to support the child/young person with special educational needs?

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs. Differentiation may take the form of adapted resources, differentiated tasks and / or a modified curriculum. The school SENCO and external agencies may provide advice and resources to support teachers in delivering high quality teaching that is differentiated and personalised to meet individual needs.

7. What different types of support can the child/young person receive in school?

All teachers have appropriate qualifications and are appropriately trained to have knowledge of teaching pupils with special educational needs. Special Educational Provision is underpinned by quality first teaching that is adapted to meet the needs of each individual pupils.

All teachers and support staff receive regular and appropriate training to ensure they are kept up to date with, and informed of new developments and research. Individual staff may receive specific training to meet the needs of a particular child or group of children.

Support for children may vary according to their individual learning or medical needs, and could include:

- Participation in intervention groups such as paired reading, literacy, numeracy, touch typing, memory, self-esteem and social skills
- Timetables may be adapted to meet individual needs (for example by reducing the number of subjects studied or options chosen at GCSE / A Level or changes of classrooms).
- In-class support
- 1:1 or small group work to address the targets in a child's Personalised Learning Support Plan
- Provision of specialised IT Support

8. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

Additional support is available to enable all children to access and enjoy unstructured times, such as lunchtimes and break time. Teaching Assistant support is also available before and after school by negotiation with the SENCO.

Specific arrangements may be made for particular children to meet their individual needs during unstructured times in the School day (for example by leaving late / arriving early to lessons and using the Learning Support Base during break and lunchtimes).

Some extra-curricular activities are particularly targeted at students with SEND.

At Cardinal Newman School the Learning Support Base is open from 8am to 4pm every day for students who require additional support, as well as a classroom-based games room.

Risk assessments for individual pupils and for particular activities are completed in conjunction with the SENCO where relevant and necessary. Support is provided on school trips and visits as required.

Parents are consulted and are involved in the planning of all school trips and educational visits.

The School complies with the Disability Discrimination Act (2010) in making reasonable adjustments for students with SEND.

9. How does the School involve children/young people in decisions that affect them?

At Cardinal Newman Catholic School, we believe that each student is created in the image of God and is unique. All students have specific educational needs and are entitled to the best possible teaching support. Every student with SEN and disabilities in this inclusive school is entitled to fulfill his/her optimum potential.

We aim to ensure that all learners express their views and are fully involved in decisions which affect their education as much as possible and as far as they are able.

This is achieved through the School Council, Student Chaplaincy Team, meetings with the pupil, subject teacher and parents on Subject Evenings, key worker meetings and participation in Annual Review meetings.

A family worker is available to work with families and individual pupils to ensure that they fully understand and are supported in making decisions that affect their child's education.

10. How are the school's resources allocated to support children/young people with SEND?

The School allocates its' resources in accordance with the Local Authority Budget and individual pupil's Statement of Special Education Needs or Education and Health Care Plan.

A proportion of the School's delegated budget is available to pupils with identified Special Educational Needs and / or Disabilities. This budget is allocated to staffing, physical and educational resources, and staff training.

SEND support across the School is mapped, reviewed and evaluated on an ongoing basis by the SENCO and is allocated according to individual needs and advice from external professionals. The SENCO provides a written report evaluating the effectiveness of the SEN provision to the Governing Body at least annually and meets with the SEN Link Governor on a regular basis.

11. What services external to the school can provide support to children with SEN?

As a School we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in School to provide observations, reports, advice for teachers and parents, and to attend professionals' meetings.

The external agencies include:

- Local Authority Special Educational Needs Service (SENS)
- Educational Psychology Service (EPS)
- Autism Team
- Child and Adolescent Mental Health Service (CAMH)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- The Hearing-Impaired Team (HI)
- The Visually Impaired Team (VI)

- The Edwin Lobo Child Development Centre (ELC)
- Alternative Learner Progression Service (ALPS)
- School and Community Nursing Service
- Social Services
- Avenue Centre for Education (ACE)
- Greenhouse Mentoring
- The Virtual School for Looked After Children (LAC)
- Young carers

The school will seek advice from a range of other specialist agencies as needed. Parents are consulted before referrals are made.

12. How are staff in the school supported to work with children/young people with special educational needs and what training do they have?

Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

All teachers are teachers of pupils with special educational needs. Special Educational Provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs. All teachers receive regular and appropriate training in order for them to deliver high quality teaching that is differentiated and personalised to meet individual needs. This training will be a mixture of "in house" and externally sourced specialist Continual Professional Development.

As a School we draw upon the expertise of a wide range of external professionals to support students with SEND. They are used in School to provide observations, reports, advice for teachers and parents, and to attend professionals' meetings. We have close links with the Local Authority's SEN team.

Please refer to the School's SEN policy which is updated every 2 years and published on the School's website.

13. How will the school support the child/young person in moving on to another school or college or to the next key stage in their education or life?

We work very closely with our primary feeder schools as part of the Deanery Partnership, especially at times of transition. The School employs a transition mentor who works with all of the feeder Primary Schools from year 5 onwards.

We have an effective transition programme and established links with our primary feeder schools, which includes:

- Professionals meetings to discuss individual pupil's needs
- Additional advice and support sought from external professionals
- Transfer and exchange of information, which includes assessment data
- Home visits to meet with parents of pupils with particular needs
- Additional visits to the School

Post 16, the School liaises closely with the Local Authority Transition Team to provide:

- Support with applications
- Support with attendance at College and Higher Education Open Days
- Support in applying for apprenticeships

14. How accessible is the school environment?

Cardinal Newman is not fully wheelchair accessible, however, adaptations and reasonable adjustments are made as necessary, including:

- Adaptations to timetable
- Provision of equipment and aids
- Disabled toilet and changing facilities
- EAL coordinator support
- Translators (when required)

Please refer to the School's Disability, Access and Equality policy which is available on the School's Website.

15. Who can parents/carers contact for further information at the school?

Parents / carers who are concerned about the well-being or progress of their child should contact the child's form tutor in the first instance, who will liaise with the appropriate staff within the School to provide additional support / intervention.

Subject specific enquiries should be addressed to the child's subject teacher. If the subject teacher feels that a child has a specific difficulty and requires additional support they will liaise with the SENCO.

General information on the School's policies and procedures, and communications with parents can be found on the School's website.

If your child has additional needs and you are considering applying to the School, please contact the SENCO via the School office for an initial visit and details on how to apply. Applications for students with a Statement of Special Educational Needs or Education and Health Care plan should be made in conjunction with the Special Educational Needs Assessment Team (SENAT) at the Local Authority. The Luton Borough Council website contains information on facilities and services for all students with Special Educational Needs and Disabilities across Luton, and contains a link to the Luton Local Offer. The website can be accessed by clicking on the following link:

[Welcome to the Luton Local Offer | Luton Directory](#)

For families living in the Central Bedfordshire Area the link for the Local Offer is:

[Special Educational Needs and Disability - Local Offer | Central Bedfordshire Council](#)

Angela Hutcheson
SENCO
October 2023



Special Educational Needs (SEN) Code of Practice (2015) Identification and Assessment of Pupils with SEN in Mainstream Schools

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Step 1

Regular Assessments for ALL pupils

Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010, and if so, what reasonable adjustments may need to be made for them.

Step 2

Subject teacher identifies pupils who are falling behind / making inadequate progress

Subject teachers should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

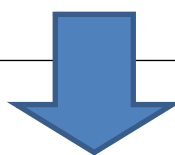
- is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap

Step 3

If pupils are *falling behind/making inadequate progress* subject teacher provides extra support targeted at their areas of weakness

Step 4

If pupils fail to make *adequate* progress despite high-quality teaching, targeted at their areas of weakness, Subject teacher, working with the SENCO, assess whether the child has a *significant learning difficulty*



No SEN

SEN