



CARDINAL NEWMAN
CATHOLIC SCHOOL

“Knowledge through the light of
faith.”



Schools offer of SEND

“Knowledge through the light of Faith”

“Aspire to Inspire “



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YOUR QUESTIONS ANSWERED

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SEN PROVISION AT CARDINAL NEWMAN



Do students with SEND come to Cardinal Newman?

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Do students with SEND come to Cardinal Newman?

We are a mainstream school and the majority of our students are expected to reach the educational standards for their age. A small number of our students do have special educational needs. Students are identified as having SEND when their progress has slowed or stopped and the interventions and resources, we normally put in place do not enable improvement. We have specific Learning Plans and student profiles which help support their development and speed up progress.



What kinds of SEN does the school make provision for?

The 4 categories of SEND are:1)

Communication and Interaction

2) Cognitive and learning, especially reading and writing.

3) Social, mental and emotional health.

4) Sensory and /or physical.

Behaviour is not a SEND category



How does the school know if a student has SEND?

This happens, initially, through the transition work that is completed with the primary schools. On entry to Cardinal Newman all students complete a base line reading and spelling test which will highlight any underlying SEND. Our teaching staff closely monitors the progress made by all students and asks advice from the SENCo as soon as they have concerns about any student. The SENCo helps teachers to plan activities and provides strategies to support the student in lessons. If these strategies do not help the SENCo might suggest assessment from an external specialist service.



How will I know if my child is receiving SEN support?

If your son/daughter is not making the expected progress following interventions by the teaching staff and SENCo, you will be invited into school. In collaboration with the student there will be an agreed package of support put in place and an IEP which will be written, if necessary, to support the student in lessons.

How do teachers help students with SEND?

Your child's teacher will have the highest possible expectations for your son/daughter. All teaching at Cardinal Newman is based on quality first teaching which builds on what your child already knows, can do and can understand. Teachers will adopt



different methods so that all students are fully involved in their learning. This may involve differentiated resources, support put in place or different methods of teaching so that your child is fully involved in learning in every class. Teachers will also put in place any strategies which may be suggested by the SENCo and specialists from outside agencies, to enable your child to access the learning tasks. Your son/daughter's teachers will have carefully checked on their progress to monitor any gaps in their understanding or learning and needs some additional support in order to close the gap. These additional sessions could be led by a teaching assistant in the Student support centre.

Is there any additional support to help students with SEND in their learning?



Students who start year 7, with low levels in KS2, will start on the Fresh Start Programme- Read Write Ink. This is an attempt to increase the reading levels in preparation for mainstream lessons. In addition literacy withdrawal lessons are taught by a HLTA/TA which focuses on the comprehensions and spelling skills of the students. There is also additional reading and literacy support at tutor times. Students with additional needs either statement / Education Healthcare plans also have TA support in main stream lessons that have a high literacy content.



The Lighthouse

The Lighthouse is a KS3 year 7 intervention for students who will need additional academic support in year 7 . This will be discussed at the transition meetings with the Primary school Senco's. The Lighthouse group will be taught the core subjects , Maths, English , Science and RE in a very small group setting by specialist teachers. All work will be differentiated and they will be able to access targeted literacy and numeracy support by specialist SEND TA's and teachers . The non-core subjects will be taught in the mainstream with their tutor groups.

If you would like any additional information about the Lighthouse provision please contact Mrs Bevis christine.bevis@cncs.school



How will I know if my child is getting extra support?

As soon as your son/daughter's SEND has been identified we will contact you and invite you to come to school to discuss strategies to help him/her to make better progress.

Are there before and after school activities for students with SEND?

All students at Cardinal Newman are included in social and sporting activities and visits. If necessary, additional risk-assessments are completed to ensure that students with SEND are enabled to access their full entitlement. The Student Support Centre is



available before school and at lunchtimes for SEND students who feel unable to be in the main school. At lunchtimes there is a Munch Bunch club where SEND students, supervised by a TA, can eat their lunch and complete activities. There is a homework club in the library which will support students to complete their home learning tasks 3 days a week. This is run by a HLTA. There is a full range of sporting extra-curricular activities available after school. There are also numerous other extra-curricular clubs available.

How does the school support Social and Emotional Development?

For students with specific social, mental and emotional health difficulties, we work with the relevant services that are required to support. We have access to two School Counsellors who are available to offer support to our students when necessary. For students with a diagnosis of ASD, we have CCT support which comprises 1-1 support sessions, group sessions and staff training. We also have a HLTA who is trained to be an Autism



champion who provides support for teachers in lessons and provides small group sessions in the SSC for students with ASD. We also support the Early Help Team with referrals for families who need additional support. We have a zero tolerance on bullying and the school policy can be found here ([Click here for the Anti-Bullying policy](#)). Any concerns regarding bullying issues should be referred using the e-mail below or by contacting the Head of Year .

We support students by providing Nurture Groups which can focus on behaviour management, self-esteem, and protective behaviours.

Concerns can be raised via email to: SpeakUp@cardinalnewman.coventry.sch.uk



MY CHILDS PROGRESS

How will I know if my child is making progress?

How will you help my child move to the next year group, or make any other transition?

Who will I contact if I am not happy with my child's progress?

How will I know if my child is making progress?

All students at Cardinal Newman will have their target grades set using their KS2 data. Progress in subjects is measured from this starting point. Students are set a minimum expected level of progress each academic year. Your son/daughter's progress is



monitored closely by their subject teachers, tutor, HOH and SENCo. Parents will have the opportunity to speak to staff about their progress at consultation evenings. To monitor their learning journey progress reviews will be given to the parents, 3 times each year , October, February and July in the lower school and up to five times in the upper school.

How will you help my child move to the next year group, or make any other transition?

Transition from KS2

The SENCo meets the year 6 teacher to share information and discuss SEND support needed at Secondary School. The SENCo also meets parents at the feeder schools if enhanced support is required. SEND students are also given additional transition visits to the Student Support Centre. Parents and students are encouraged to visit as often as required. Tutor groups are selected carefully for SEND students

Tutors offer pastoral support to students at each Key Stage transition. For example options , where parents are involved in the option process at the information evening. The SENCo will also give advice on the most suitable GCSE for SEND students .



Work Related Learning options are available. This offers a vocational option for some students in years 10/11. Advice will be given by Mr Paul Wells at the Options Information Evening. Some examples of the courses that are available are: hair & beauty, construction, motor vehicle , graphic media and many more .

KS4 support. Careers advice through our Careers Officer based in school is provided. Parents will be advised of the appointment times. CSWP will also work with a group of the most vulnerable students with EHCP's.

Post 16 transition support for SEND students offered by the Sixth Form team, mentoring team and the SENCo.

All year 11 students have an interview with one of the Senior Leadership Team who will support them with their choices at post 16

Who will I contact if I am not happy with my child's progress

Your first point of contact, should be directly to your child's subject teacher, tutor and Head of Year (HOY). If your concerns are not resolved by the teacher, SENCo or the HOY, you can then ask for a meeting with the assistant Headteacher Mr Courtney.



[\(Click here for our Complaints Procedure\)](#) E-mail contact
details of the SENCo, Assistant Headteacher.

Mr Christopher Courtney – assistant Headteacher

Christopher.Courtney@cncs.school

Mrs Helen Ruddy – SENCo

Helen.Ruddy@cncs.school

SEND INFORMATION AT SCHOOL

[Where can I find information about the school’s SEND policy, or other policies?](#)

[How has the school made the building and site safe and welcoming for students with SEND?](#)

[Who do I contact if I want to find out more about SEND support?](#)

[How are staff at school helped to work with students with SEND and what training do they have?](#)



[Role of the SENco.](#)

Where can I find information about the school's SEND policy, or other policies?

Our Policy on SEND and Inclusion will give you the information you need to know on how we make provision for all students with SEND . This is reviewed annually.

[\(Click here to see our SEND policy \)](#)

If you would like to discuss our SEND provision or find out more, please contact our
SENCo



How has the school made the building and site safe and welcoming for students with SEN?

In line with the Disability Act, reasonable adjustments can be made to support SEN students to access a full mainstream curriculum.

Munch Bunch lunchtime club in SSC to support SEND students.

Homework club 3 nights per week after school in library to support SEND students with home learning tasks supported by TA's

Students who are temporarily injured can be supported in the SSC. Staff can send work to be completed by the student.

Cardinal Newman has an Inclusive policy to extra-curricular activities and school trips



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Who do I contact if I want to find out more about SEND support ?

The SENCo at Cardinal Newman is **Mrs Helen Ruddy**
DipHe/BedHons. National SENCo Award



Mrs Kelly Perkins Assistant Headteacher





ROLE OF THE SENCo

The SENCo is responsible for:

Coordinating all the support for children with special educational needs (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing
- Part of planning ahead for them.

Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.



How are staff at school helped to work with students with SEN and what training do they have

The school has a development plan that includes identified training needs for all staff to improve the teaching and learning of all students including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school such as Autism, Dyslexia etc. Whole staff training to share knowledge, strategies and experience, and to ensure consistency of approach for students with SEND. Teachers and support staff attend training courses run by the LA and outside agencies that are relevant to the needs of individual students in their class. E.g. CCT and medical/health training to support staff in implementing care plans. The SENCo works closely with specialists from external support services who may provide advice or direct support as appropriate. We also have access to a school nurse who provides direct training for individual students if necessary.



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PARTNERSHIP BETWEEN PARENTS/CARERS, STUDENTS AND SCHOOL

[How will I be involved in planning and supporting my child?](#)

[How can I support my child at home?](#)

[How will my child be involved in their own learning and in decisions about their education?](#)

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How will I be involved in planning and supporting my child?

As soon as a student has been identified as having SEND you will be contacted and the school will work in collaboration with parents/carers/student to plan and review any SEND support. A Learning Plan will be produced which will be given to all your child's teachers to support them in lessons.

Parents and carers will be informed by text/e-mail/letter of any consultation evenings. The SENCo will be present at all evenings to answer any questions and to review the learning plan.

Parent Voice meetings are held at school and all parents are welcome to attend.

Any additional training available for parents /carers will be notified in the School Newsletter with contact details and dates.



How can I support my child at home?

- ★ Promoting independence .
- ★ Supporting your child to be organised for the school day with the correct uniform and equipment.
- ★ Checking the planner on a daily basis and providing the correct environment and support for home learning.
- ★ Making sure that attendance to school is excellent.
- ★ Attending all consultation evenings and target setting days with your son/daughter.

How will my child be involved in their own learning and in decisions about their education?



Involvement in Learning Plan /Annual reviews for EHC plans.
Student voice, school council
Acting on feedback given by teachers for home learning and examinations.
Self-assessment processes

FURTHER SEND SERVICES IN SCHOOL

[Where can I find out about other services for my child?](#)

[Who else provides services in school for students with SEN?](#)

[How can my family get support from these services?](#)

[Who can I contact to find out about other support for students with SEND and their families?](#)

[What happens if my child needs specialist SEND equipment or other facilities?](#)



Where can I find out about other services for my child?

Cardinal Newman buys into the LA support package for CCT. Typically we work with the Educational Psychologist Miss Mary Corry, CCT teacher Mrs Sarah-Jayne Moseley, speech and language, CAMHS, EARLY Help. We also use other services when needed.

Who else provides services in school for students with SEND?

The COVENTRY LA Local offer website has information about the services that are available. Click here to go to and view the COVENTRY LA Local offer [\(Click here for link\)](#)



How can my family get support from these services?

[\(Click here for the LA Local offer\)](#)

[\(Click here for Information, advice and support services network \(IASS\)\)](#)

Who can I contact to find out about other support for students with SEN and their families?

[Link to Local offer](#)

or

www.coventry.gov.uk/sendlocaloffer



What happens if my child needs specialist SEND equipment or other facilities?

The school will provide specialist aids and equipment if necessary in response to the needs of the student. The LA will support the school to provide specialist equipment when prescribed by a relevant health specialist

Glossary of Terms

- SENCo • Special Educational Needs coordinator
- SEND • Special Educational needs/disability
- TA • Teaching assistant



- HLTA • Higher level teaching assistant
- LP • Learning Plan –(IEP)
- SSC • Student support centre
- CCT • Coventry Autism support service
- CAMHS • Child and adolescent mental health service
- LAC • Looked after child
-
- EAL • English as an additional language
- Individual Behaviour Plan
- IBP