



SEND Information Report

Date of Review: September 2022

Reviewed by: Helen Ruddy

Agreed By Governors:

Date of Next Review: September 2023

Headteacher: Emma O'Connor

SENCo: Helen Ruddy

Assistant Headteacher: Kelly Perkins

SEN Governor: Sonia Kearns

“Knowledge through the light of Faith”



YOUR QUESTIONS ANSWERED

Dated September 22
To be reviewed September 23

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SEN PROVISION AT CARDINAL NEWMAN



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Do students with SEND come to Cardinal Newman?

Cardinal Newman Catholic School is a mainstream inclusive school that welcomes all learners. High quality teaching and an appropriate curriculum ensures all students have the opportunity to succeed academically, socially and personally. As an inclusive school, students identified with having additional needs will receive support to overcome barriers to learning. Cardinal Newman Catholic school ensures all students receive appropriate provision to aspire, make progress and achieve their potential regardless of age, gender, ethnicity, disability, special needs, background or prior attainment. Students are identified as SEND when their progress has significantly slowed or stopped, and the interventions, resources etc we normally put in place do not enable improvement. We have individual, specific plans which help support their development and speed up progress.



What kinds of SEND 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.

Typically the students with SEND at Cardinal Newman Catholic School have difficulties with:

- communication and interaction and may have a diagnosis of ASD or be on the pathway.
- learning generally (especially reading and/ or writing),
- social or emotional development
- sensory difficulties with sight and/ or hearing



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 test which will highlight any underlying SEND. Our teaching staff closely monitor the progress made by all students and ask 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 other programmes or temporary support. If the student still does not make progress then the SENCo could ask for advice or 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 a learning plan which will be generated to support the student in lessons.

How do teachers help students with SEND?

As a school, we have the highest possible expectations for your children and all students in his or her class. All teaching is based on building on what your student already knows, can do and can understand. The school will put in place different ways of teaching so that your student is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your son or daughter. The teacher will also put in place specific strategies (which may be suggested by the SENCO or specialists from outside agencies) to enable your son or daughter to access the learning tasks. Teachers will have carefully checked on his or her progress to monitor if he or she has gaps in understanding/learning and needs some extra support in order to close the gap between your son/daughter and other students of the same age. He/ She will plan group sessions for your son or daughter with targets to help him or her to make more progress. These activities might be led by either a teacher or a trained teaching assistant working to plans made by a teacher.



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

Students who start year 7 with low levels in KS2, and whose initial baseline reading tests highlight gaps in reading, will start on the Fresh Start Programme- Read Write Inc. This is an attempt to increase the reading levels to support accessing mainstream lessons and the curriculum. In addition, literacy withdrawal lessons are taught by a HLTA/TA which focus on reading and writing skills. Students with EHCPS (Education Healthcare plans) also have TA support in main stream lessons that have a high literacy content.

The Lighthouse Provision is a targeted provision for year 7 and is discussed in greater detail overleaf.

Small group interventions to help social development or understanding of diagnosis, are provided via a referral system.



The Lighthouse Provision

The Lighthouse is a KS3 year 7 intervention for students who will need additional academic, social and emotional 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, RE, Geography & History 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 . To ensure students feel supported in transitioning to the main school, the non-core subjects will be taught in the mainstream in mixed groups. Progress in the Lighthouse will be reviewed regularly and students will transition to the main school when they are assessed as ready.

If you would like any additional information about the Lighthouse provision please contact Mr. Murphy - ellis.murphy@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 to discuss strategies to help him/her to make better progress.

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

All curriculum and extra curricular activities at Cardinal Newman are inclusive. 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 club where SEND students, supervised by a TA, can eat their lunch and complete activities. After school, there is a homework club in the library which will support students to complete their home learning tasks 3 days a week. This is organised 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.



“Knowledge through the light of
faith.”

How does the school support Social and Emotional Development?

Through the tutor time programme, all students access mentoring and are taught PSHE (Personal, Social, Health Education) and Citizenship themes. We respond to the needs of the individual, tailoring an individual programme of support if needed. We utilise many agencies for support if we need expertise beyond our own staff. For students with specific social, mental and emotional health difficulties, we work with the relevant services that are required to support. Students can access some group work, concentrating on areas such as confidence, resilience, friendship, circle time, counselling, child and family work are types of support all common place at Cardinal Newman Catholic School. 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 bespoke sessions which can focus on behaviour management, self-esteem, and protective behaviours.

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

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MY CHILD'S 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 an expected level of progress each academic year. Your son/daughter's progress is monitored closely by their subject teachers, tutor, HOY and SENCo. Parents will have the opportunity to speak to staff about their progress at consultation evenings. To monitor learning, progress reviews will be provided to parents 3 times each year.



How do you check and review the progress made by students with SEN? How will I be involved in those reviews? Who else will be there?

The SEND team will assess and review the progress of all students with SEND at key data points in the year. This includes academic progress, attendance, behaviour, readiness for learning, self-esteem etc. The outcomes of these reviews will be shared with parents at parents meetings with the form tutor/ SENCO or Senior Leader, where action and targets will be set. Education, Health and Care (EHC) Plan reviews will take place periodically throughout the year with a formal annual review; key personal involved in the plan will be invited to attend. Parents are central to the planning and intended outcomes of the plan. Parents are welcome to bring a person to support them, e.g. family member/ friend parent partnership representative. However, you do not need to wait for these meetings - if there is a concern, a meeting can be arranged with key staff to discuss concerns.



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

Transition from KS3

Tutors offer pastoral support to students at each Key Stage transition. For example, Year 9 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 sometimes 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 .

Transition from KS4

Careers advice through our Careers Officer based in school is provided. Parents will be advised of the appointment times. Prospects 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 Mrs Perkins.

[\(Click here for our Complaints Procedure\)](#)

E-mail contact details of the SENCo, Assistant Headteacher.

Mrs Helen Ruddy – SENCo Helen.Ruddy@cncs.school

Mrs Kelly Perkins – Assistant Headteacher Kelly.Perkins@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?](#)



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 4 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 if ground floor lessons are not available. Staff can send work to be completed by the student.

Cardinal Newman has an Inclusive policy to extra-curricular activities and school trips, risk assessments are applied to ensure safety of all students.



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

The SENCo at Cardinal Newman is **Mrs Helen Ruddy**
Bed Hons. 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?

Cardinal Newman Catholic School is proud of an ethos of inclusive and innovative practice. Therefore the training of all adults is integral to the success of all learners. 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. Staff complete an audit of skills that issued by the SENCO to identify training needs. 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 may attend training courses run by the LA and outside agencies that are familiar to the context of Cardinal Newman and is 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. Mrs Ruddy has achieved the national SENCO award and Mrs Perkins is part of the leadership team so SEND provision is viewed at a strategic level as well as operational in the student support centre.



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?](#)



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 information 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 is my son or daughter involved in his /her own learning and decisions made about his /her education?

Students are at the forefront of everything that we do at Cardinal Newman Catholic School. Their views are very important to us. This takes a variety of forms; involvement in reviews and meetings, self-assessment, school council/ student voice. Being involved in target setting and following advice set by subject teachers.



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?](#)

[How have you made the school buildings and site safe and welcoming for students with SEN or disabilities?](#)



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

Services that currently come into school to support our students are listed below, however these are not exhaustive and will change depending on the SEND cohort.

- Educational Psychology
- CCT – Complex Communications Team
- Sensory Support: Hearing Impairment/ Visual Impairment
- Physiotherapy
- Occupational Therapy
- Complex Communications Special Practitioners (CCSP)
- CAMHS
- Sensory Services
- Learning and Behaviour Support Services

Most of these services will meet to discuss strategies in the home and will signpost you to specific agencies for home support.

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?

SEND Information, Advice and Support Service (IASS) - formerly Parent Partnership can provide support to families they can be contacted at Limbrick Wood Centre, Thomas Naul Croft, Coventry CV4 9QX , on 024 7669 4307 . They can signpost to the appropriate family support.

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

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

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. Cardinal Newman Catholic School will work closely with the LA to respond to the needs of the student and provide specialist equipment. The LA provides specialist equipment such as wheel chairs/ standing frames etc when prescribed by a relevant health specialist. The school will provide additional adult support where appropriate.

How have you made the school buildings and site safe and welcoming for students with SEN or disabilities?

In accordance to the disability act, buildings may undergo ‘reasonable adjustments’ to ensure that they are accessible for all of our students. This is negotiated by the LA with the school. We have designated ‘safe’ supervised areas that students can access during break and lunch times to lessen anxiety but building and promoting confidence and friendship.



Glossary of Terms

SENCo	Special Educational Needs coordinator
SEND	Special Educational needs/disability
TA	Teaching assistant
HLTA	Higher level teaching assistant
LP	Learning Plan
SSC	Student support centre
CCT	Complex Communications Team (Support for ASD)
CAMHS	Child and adolescent mental health service
LAC	Looked after child
EAL	English as an additional language