

Special Educational Needs (SEN) Information Report Cardinal
Newman Catholic School Coventry Newman School 2025

Updated January 2025.

Aims

The SEND information report aims to:

- Explain how Cardinal Newman Catholic School will support and make provision for students with special educational needs and disabilities (SEND).
- Clarify the roles and responsibilities of everyone involved in providing for students with SEND.

Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation: Part 3 of the Students and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities. The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

Background

Cardinal Newman Catholic School is a mainstream inclusive school that welcomes all learners. Adaptive teaching and an appropriate curriculum ensure 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.

Cardinal Newman Catholic School admitted 250 students into Year 7 in 2024. Other years currently contain between 122 and 253 students. Each year group has a designated Year Leader and a Senior Leadership Link. The SEND Team work closely with the pastoral teams and the SEND Provision Manager is responsible for the day-to-day allocation of Teaching Assistants and the direction and delivery of provisions and interventions for their students.

The transition of Year 7 is carefully managed; students with additional needs are identified in meetings with Primary SENCOs to ensure needs are met and transition is smooth. Some students who may not be quite ready for transition to secondary school will have an enhanced transition from Primary school to Secondary school and enables staff to identify needs and implement support through appropriate strategies and interventions delivered by the SEND team. All students will follow the year curriculum via timetabled lessons. A key focus in Year 8 is the development of responsibility and independence. Tutors and Year Teams work closely with the SEND and behaviour Team again to provide interventions needed to support students with difficulties. Year 9 has a key focus of preparation for adulthood and readiness for GCSE level learning. Years 10

and 11 focus on GCSEs together with planning and preparation for each student's post 16 futures in education or employment. We have a Sixth Form of approximately 244 students.

<p>Do students with SEND come to your school?</p> <p>What kinds of SEND do you make provision for at this school?</p>	<p>Cardinal Newman Catholic School is a mainstream school; we aspire for all of our students to achieve their potential, including those with SEND. Students who are already on the SEND Register when they arrive in year 7 will initially remain on the register, until evidence has been gathered to show they no longer need to be on there. Students are identified as SEND when their progress has significantly slowed or stopped over a period of at least 2 terms and the Quality First Teaching, interventions, resources, etc we normally put in place do not enable improvement. We have learning plans to help support student and progress.</p> <p>The students on the Cardinal Newman School's SEND register have a range of difficulties in each of the four SEND categories:</p> <ul style="list-style-type: none"> • Communication and interaction; with social and communication, speech and language and sensory needs including Autism Spectrum Disorder. • Cognition and learning; with moderate learning difficulties and specific learning difficulties such as dyslexia • Social emotional and mental health difficulties including Attention Deficit disorder (ADD) and Attention Deficit Hyperactive Disorder (ADHD) • Sensory and /or physical; those with visual, hearing, mobility and other health needs.
<p>How do you know if a student has SEND?</p> <p>How will I know if my child is receiving SEND support?</p>	<p>At Cardinal Newman Catholic School, we follow the graduated approach, this is exemplified in table 1 below. We follow a cycle of Assess, Plan, Do, Review. Teachers, support staff and pastoral teams 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 and SEND team help teachers to strategize to help the students. If these strategies don't help the student to make better progress, the SENCO might suggest temporary additional support, or ask for advice or assessment from an external specialist service. If the student still does not make improved progress, the SENDCO, form tutor or subject teacher will meet with parents/carers and student and together agree that additional SEND support will be put in place, such as a programme of intervention, a Learning Plan or a My Support Plan. As soon as your child's SEND has been identified we will contact you to discuss plans to help them progress.</p>
<p>Where can I find information about the school SEN Policy?</p>	<p>Our SEND policy will give you the information you need about how we make provision for all students with SEND. You can view this on our school website SEN(D) Policy . If you would like to discuss our SEND provision or find out more, please contact the Assistant Headteacher for SEND Mrs Kelly Perkins kelly.perkins@hccmac.co.uk or the SENCO Miss Hayley Bevington Hayley.bevington@hccmac.co.uk or the SEND Provisions Manager Ms Julie Helliwell julie.helliwell@hccmac.co.uk The SEND Governor is Mrs Sonia Kearns.</p>

<p>How do you make sure that the SEND support is helping students make good progress?</p>	<p>We use a graduated approach to ensure good progress is being made following All students at Cardinal Newman will have aspirational target grades set using their KS2 data. Progress in subjects is measured from this starting point. Students are set an expected and aspirational level of progress each academic year. Your son/daughter's progress is monitored closely by</p>
	<p>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.</p>
<p>How will I know that my child is making good progress?</p>	<p>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 meetings with the form tutor/ SENCO or Senior Leader, where action and targets will be set.</p>
<p>What arrangements are in place for consulting young people with SEN and involving them in their education?</p>	<p>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. Student voice on issues impacting of SEN students is important and is obtained each term, feedback is responded to. Students are always encouraged to attend Annual Reviews and are provided with an opportunity to discuss what is working well and what needs to be better. Students are always given advance notice of this and if they do not wish to speak can present their views in a range of formats. Pupil contributions to learning plans are welcomed and shared with all teaching staff. SEND students also hold leadership positions throughout the school so can present their ideas in a range of forums.</p>
<p>How do you check and review the progress made by students with an EHCP? How will I be involved in those reviews? Who else will be there?</p>	<p>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.</p>

How do your teachers help students with learning difficulties or disabilities to learn?

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. The majority of support will take place within the classroom with the subject specialist via our ordinarily available provision or adaptive teaching.

How can I find out more about what my child is learning at the moment?

Teachers will use a range of assessment techniques both formal and informal to monitor progress and check on gaps in understanding extra support to close the gap between your child and other students of the same age. Targets will be set to help him or her to make more progress. Sometimes your child might need additional support away from the classrooms, this would be part of our enhanced provision. These activities might be led by either a teacher or a trained teaching assistant working to plans made by a teacher. This might involve extra support with literacy, reading, numeracy or revision techniques.

Full curriculum overviews for each subject and learning journeys are available in the curriculum area on the school website. The curriculum at CNCS is broad, balance, inclusive and aspirational for all pupils, including those with SEND. Class teachers are responsible for the progress of all pupils in their class, including learners with SEND. All class teachers have Teaching Files which include specific information about the needs of each class; all teachers engage with pupil Learning Plans and ensure necessary adaptations are made to their teaching/classroom (e.g. use of overlays, seating positions etc). Teachers have high aspirations for all pupils, and they will differentiate work accordingly to suit the needs of the pupils they teach., so that pupils can achieve desired outcomes. This may be via task, scaffolding, pace, additional adult support and so on. Class

How is the curriculum adapted to meet the needs of students with SEND?

teachers routinely engage with assessment data following assessment points and where pupils may benefit from additional support, teachers will action this accordingly.

<p>How have you made the school buildings and site safe and welcoming for students with SEND?</p>	<p>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.</p> <p>We have designated ‘safe’ supervised areas that students can access during social times that include our student support centre. The aim is to provide support for students who may be anxious whilst at the same time promote confidence and friendship. Buildings are signposted and signage is welcoming. 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.</p> <p>Homework club 4 nights per week after school in library to support SEND students with home learning tasks supported by TA’s</p> <p>Cardinal Newman has an Inclusive policy to extra-curricular activities and school trips, risk assessments are applied to ensure safety of all students. Accessibility Policy</p>
<p>Is there any extra support available to help students with SEND with their learning? How will I know if my child is getting extra support?</p>	<p>As well as ordinarily available provision and adaptations made by teachers in lessons, support is given to students in a variety of ways including Key Person, Teaching Assistant, Mentor support and external agency liaison and advice.</p> <p>Parents/carers will be informed of the additional support and updated on any changes and are encouraged to contact the SENCo if they require any further information.</p>
<p>What social, before and after school and other activities are available for students with SEN? How can my student and I find out about these activities?</p>	<p>Personal Development is an integral aspect of our wider school life. Students with SEND are fully included in Cardinal Newman’s enrichment programme, with some activities aimed just for them. 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 during social times and after school. Where adjustments or specialist risk assessments are needed for a student activity, staff will involve parents/ carers. This includes trips and visits. Year teams and tutors will regularly update parents/carers about available enrichment, as well as information being included in school newsletters.</p>
<p>How does your school support students’ emotional and social development?</p>	<p>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.</p>

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. Students are also invited to post their concerns in the post boxes that are throughout the school. 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

Who should I contact if I want to find out more about how the school supports students with SEND?

Miss Hayley Bevington SENCO Hayley.bevington@hccmac.co.uk
Mrs Kelly Perkins Assistant Headteacher Kelly.Perkins@hccmac.co.uk
There is a team approach to SEND at Cardinal Newman Catholic School, therefore if your child is already at Cardinal Newman then you can contact the year team or their form tutor. If it is a subject specific concern then you can contact the subject teacher directly. You can also contact Miss Bevington (SENCO) or Mrs Perkins (Assistant Head teacher). If your child is currently at primary school and you wish to contact Cardinal Newman with regards to their SEND needs then please contact the school reception on 024 76332382 and ask to speak to one of the SEND Team.

<p>How are the adults in school helped to work with students with SEND and what training do they have?</p>	<p>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. Miss Bevington has achieved the National SENCO Award and Mrs Perkins is part of the school Leadership Team as Assistant Headteacher with strategic oversight of SEND across the school. Our SEND provision is discussed frequently at leadership level and is an integral part of our School Improvement Plan.</p> <p>Staff training and CPD is integral to CNCS and there is an extensive, responsive CPD calendar in place to ensure staff are kept up to date with pedagogies and practice relating to education, including SEND. Training undertaken by staff in 2021 -2022 included: the graduated approach, classroom de-escalation strategies, engagement tactics, and adapting the behaviour policy to meet student needs; the referral process, TRUE strategies for Quality First Teaching, understanding the context of</p>
	<p>the classroom and adapting practice to meet pupil needs. Departments such as MFL and PE have undertaken bespoke training on working with students with anxiety and ASD. Regular slots are provided to train staff on working with students with more complex needs. Specialist training is delivered by the SENCO, Assistant Headteacher, departmental SEND champions, Heads of Year, and further training is planned this year from external agencies including SEMHL, EP and the CCT team.</p>
<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>The Local Authority provides specialist equipment such as wheelchairs/ standing frames, etc., when advised by a relevant health specialist. The school where appropriate, will seek training to use this equipment and deliver interventions as recommended by health professionals</p>

<p>How will I be involved with planning for and supporting my child's learning? Who will help me to support them at home?</p>	<p>At Cardinal Newman we value working in partnership to get the best possible outcomes for the students. Newsletters, target setting/ reviews, emails, texts, SEND meetings are all good ways to communicate and plan for any SEND support. The school website also holds essential information about the school curriculum and support.</p> <p>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.</p> <p>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.</p> <p>Parent meetings are held at school and all parents are welcome to attend.</p> <p>We also signpost key information about local organisations such as parent partnership who can support and advise in the home, and for any parent groups or training courses to give strategies and to provide support network.</p> <p>Any additional training available for parents /carers will be notified in the School Newsletter with contact details and dates.</p> <p>The school webpage outlines the calendared events to promote and develop the partnerships between SEND and parents/carers.</p>
<p>Who should I contact if I'm not happy with my child's learning and / or progress?</p>	<p>In the first instance approaching the subject teacher or department leader, SENCO or form tutor/year leader directly would be appropriate. If your complaint is not resolved, then you can ask for a meeting in school, involving a member of the Senior Leadership Team. If you are still dissatisfied, then you can request a meeting with the headteacher. You can view our complaints procedure on the school website.</p> <p>(Click here for our Complaints Procedure)</p> <p>E-mail contact details of the SENCo, Assistant Headteacher.</p> <p>Miss Bevington– SENCo Hayley.bevington@hccmac.co.uk</p> <p>Mrs Kelly Perkins – Assistant Headteacher Kelly.Perkins@hccmac.co.uk</p>
<p>Who else provides services in school for students with SEND? How can my family get support from these services?</p>	<p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Educational Psychology <input type="checkbox"/> CCT – Complex Communications Team <input type="checkbox"/> SEMHL – Social Emotional Mental Health and Learning Team <input type="checkbox"/> Sensory Support: Hearing Impairment/ Visual Impairment

	<ul style="list-style-type: none"><input type="checkbox"/> Physiotherapy<input type="checkbox"/> Occupational Therapy<input type="checkbox"/> CAMHS<input type="checkbox"/> Counselling services<input type="checkbox"/> Careers support services <p>You can ask the SEND team to refer you to these services. Most of these services will meet with students and/or parents/carers to discuss strategies in the home and will signpost you to specific agencies for home support.</p> <p>https://www.coventry.gov.uk/sendias</p>
Who should I contact to find out about other support for parents/carers and families of students with SEND?	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.

How will you help my child successfully transition into the next year group or to another educational or employment setting?

All students will receive support, if needed, to the next phase on their learning journey. Student voice is essential and we encourage students to ambitious and aspirational.

There is an extensive primary to secondary transition process, with an enhanced programme for the more vulnerable learners. 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.

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. From year 9 onwards all Annual Reviews focus on preparation for adulthood outcomes including aspirations for higher education, employment, independent living and participation in society

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.

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

Where can I find out about other services that might be available?

The Coventry Local Offer website has information about the services that are available.
<https://www.coventry.gov.uk/localoffer>

<p>Where can I get help and support?</p>	<p>SENDIASS (information and help for families) https://www.coventry.gov.uk/sendias Support and information for emerging mental health issues https://cwrise.com/for-parents/ Mental Health https://cwmind.org.uk/supporting-children-and-young-people/ Autism resources https://cwmind.org.uk/autism-resources/ Anxiety and school refusal https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/school-anxiety-and-refusal/ Autism support https://www.autism.org.uk/directory/c/coventrysend-information-advice-and-support-service IPSEA – Independent providers of special educational needs advice https://www.ipsea.org.uk/</p>
<p>How are Looked After Children with special educational needs supported?</p>	<p>The SENCO works closely with the team of people in place to support Looked After Children with SEND. Attendance and/or feedback from meetings with social care is provided and actions including referrals are undertaken so that planning works closely with the PEP. Intervention and catch up support are provided for those students who may have fallen behind with their work. Emotional support is provided through various staff and all LAC are able to access the student support centre as a quiet space. Looked after children are offered homework club to aid independent study. Early careers appointments are available to promote aspiration and support ambition. When the student has SEMHD support is in place, teachers will be advised to adjust the behaviour policy to support. A key member of staff will be assigned to promote positive relationships.</p>
<p>How will school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families</p>	<p>The school works closely with both health and social care services to ensure a coordinated approach to planning for children. Cardinal Newman will ensure that children with EHC plans who have input from social care and/or health e.g. CAMHS will be invited to annual reviews. The SEND team will work with Early Help and make referrals if appropriate. Other services such as ESNAAP will be referred to if attendance of a SEND child requires further guidance and input. Other series such as CASS, VIBES and Grapevine will be referred to support children and families with ASD outside of school. Referrals will be made to health professional such as occupational therapy, speech and language etc. as appropriate.</p>
<p>How can I support my child at home?</p>	<ul style="list-style-type: none"> • 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.
- Asking questions about learning to consolidate and encourage memory skills.
- Discussing future plans and helping them understand how they can get there.
- Checking on revision and using simple techniques for retention such as look, cover, write check.
- Attending all consultation evenings and target setting days with your son daughter.

Abbreviations used in report

- ASD – Autism Spectrum Disorder
- ADHD – Attention Deficit Hyperactivity Disorder
- CAMHS – Child and Adolescent Mental Health Services
- CCT- Complex Communications Team
- EH – Early Help
- EHCP – Educational health care plan
- EP – Educational Psychologist
- HLTA – Higher level teaching assistant
- ICT – Information communication technology
- SaLT- Speech and Language Therapy
- SEMHD – Social emotional and mental health difficulties
- SEN – Special Educational Needs
- SEND – Special Educational Needs and Disabilities
- SENCO – Special Educational Needs Coordinator
- SENDIASS - Special Educational Needs and Disability Information Advice and Support Service
- TA – Teaching Assistant

Table 1: The Graduated Approach at Cardinal Newman Catholic School

Area of need	Wave 1 – ordinarily available provision for all learners	Wave 2 – in addition to ordinarily available provision for some learners	Wave 3 – Enhanced provision For few learners
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<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Quality first / adaptive teaching and graduated approach throughout the school • Differentiated curriculum planning, activities, scaffolded delivery & outcomes • Learning outcomes and lesson destinations clearly communicated • Use of ICT: whiteboards • In-class targeted teacher support • Pre-teaching of vocabulary and concepts • Guided reading with class teacher 	<ul style="list-style-type: none"> • Pupil placed on monitoring or SEND register • In-class additional target teacher support • In-class additional teaching assistant provision within class teaching • Staff trained to support students with SpLD • Opportunities for over learning • Additional interventions discussed in parental meetings to address lack of 	<ul style="list-style-type: none"> • Parents/carers informed of continual needs and next steps for SEND support • Assessments, advice and recommendations from outside agencies • Advice and support from the class teacher, the SENCo and teaching assistants • Individual SEND learning plans or My Support Plans • Specialist teaching assistant interventions (one-to-one or small group)
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	<ul style="list-style-type: none"> • Collaborative and self-assessment • Access to homework club • Access to extended learning activities (p6/ p7) • Educational trips and residential trips • School policies: Teaching and Learning, SEND policy • Reporting to parents/carers at Year 7 Meet the Tutor Event and Parents' Evenings • Assessment reports three times a year 	<p>progress/barriers to learning, and to identify and monitor interventions</p> <ul style="list-style-type: none"> • Generic learning plans • Consultations with Heads of Department re targeted interventions and outcomes • Targets set for interventions and outcomes agreed and shared with teachers, learning support assistants and small school teams providing intervention • Targets shared with pupils and parents/carers • Additional use of visual and practical resources • Impact of intervention measured 	<p>support) for literacy, numeracy, social skills, Lego therapy, transition, Lexia, SaLT</p> <ul style="list-style-type: none"> • Review of provision with parents/carers, class teacher, SENCo and involved agencies • Additional use of special needs resources • Annual review for pupils with EHCP • Views of families and pupil reflected in learning plans
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<p>Communication and Interaction</p>	<ul style="list-style-type: none"> ● Differentiated curriculum planning, activities, delivery & outcomes e.g. simplified language, key words on displays and spelling lists ● Structured school and class routines ● Use of visuals/ICT to make learning more visual ● Peer-support and seating plans ● Priority for answering questions ● Staff trained to implement strategies and support students on the autism spectrum 	<ul style="list-style-type: none"> ● Visual schedules ● Visual cues ● Support from trained SaLT /ASD teaching assistants ● Interventions to support social engagement and communication ● Breakfast and break clubs 	<ul style="list-style-type: none"> ● Interven on groups by ASD trained HLTA ● Involvement of outside agencies: Complex communication team, speech & language therapy (SaLT), Educational Psychologists (EP), CCSP Grapevine, CASS, Hospital Education Service, Dare2Dream, WRL, SEMHL, Children and Adolescent Mental Health Team (CAMHs)
<p>Social Emotional and Mental Health</p>	<ul style="list-style-type: none"> ● Consistent, behaviour for learning policy based on the Cardinal Newman School's values and encouraging good choices ● Whole school rules, rewards and consequences: sanctions, postcards, certificates, letters home 	<ul style="list-style-type: none"> ● Small group intervention programmes to support pupils in developing selfregulation/selfmanagement skills ● Interven ons to support social engagement and communication ● Monitoring by form tutor/small school team ● Prompt and reminder cards, checklists 	<ul style="list-style-type: none"> ● Counselling by in school counsellors – 1:1 ● Mentoring on emotional regulation delivered by teaching assistants ● Gateway programme delivered by small school team ● Inclusion team – gold package

	<ul style="list-style-type: none"> ● Clear, consistent whole school expectations and aspirations ● Access to range of learning platforms for independent learning ● Time out to reflect on incidents ● Restorative Justice ● Safe space areas provided for pupils that require them ● Supervised break and lunch ● Policies: Behaviour, Anti-Bullying, Safeguarding, e-Safety ● PSHE sessions ● CPD programmes including training to support successful social, mental and emotional pupil development ● Pastoral support via tutors and year teams ● Student leadership opportunities ● Report cards, including positive report cards ● Aspire points 	<ul style="list-style-type: none"> ● Time out cards ● 5 minutes early passes to avoid crowds ● Rise referral ● Counselling referral 	<ul style="list-style-type: none"> ● Educational Psychologist assessment, advice and recommendations ● Child and Mental Health Service (CAMHs) assessment, advice and recommendations, with referral to Tier 3 CAMHs where appropriate ● Referrals made to Early Help ● Alternative provision intervention in place for pupils at risk of permanent exclusion ● Involvement of external agencies ● Safety plans completed as appropriate ● Risk assessments completed if appropriate
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Sensory/physical/ medical	<ul style="list-style-type: none"> ● Advice provided in meetings, staff bulletin or email using learning plans to ensure staff are aware of needs/ impairment/ disability/ medication, emergency treatment or procedures. Communication updates to all key staff and first aider ● Seating plan advice is issued ● Appropriate seating plans identified by staff ● Key staff training for emergency medical issues ● Appropriately trained staff e.g. First Aiders 	<ul style="list-style-type: none"> ● Training for named staff re administration of medication e.g. insulin ● Staff follow recommendations from medical team/community nurse team / sensory impairment service 	<ul style="list-style-type: none"> ● Involvement of outside services for advice and recommendations: school nurse, GP, paediatrician, occupational therapist, hearing visual impairment team, CCT ● Access arrangements for examinations applied e.g. extra time
	<ul style="list-style-type: none"> ● Administration of medicines/ procedures e.g. consent forms completed by parents/carers ● Risk-assessments completed as appropriate ● Accessibility policy 		
Transition from key stage 2 to key stage 3	<ul style="list-style-type: none"> ● Open events for prospective parents/carers ● Information evening for new parents/carers ● Transition/induction day in for all pupils moving to The Halley Academy ● Primary visits by school staff ● Exchange of data 	<ul style="list-style-type: none"> ● Additional visits to Cardinal Newman on request ● SEND team visits to primary schools to meet with primary SENCO to receive additional information ● SEND coffee morning for year 6 parents 	<ul style="list-style-type: none"> ● Additional SENCo contact with primary school for students with EHCPs ● Additional visits to Cardinal Newman School for the for students with EHCPs

Table 2: Quality first / adaptive teaching at Cardinal Newman School

Communication and interaction Teachers will:	Cognition and learning Teachers will:	Social, emotional and mental health difficulties Teachers will:	Physical Teachers will:
<p>Teachers will:</p> <ul style="list-style-type: none"> • model language – reflecting back correct speech rather than correcting. • encourage students to work in pairs and small groups. • allow time for children and young people to process and respond (10 second rule). • Ensure that all efforts to communicate verbally are supported. • Use alternative methods of communication. For example, ICT, emoji cards and whiteboards. • ensure clear communication of expectations. 	<ul style="list-style-type: none"> • assess through teaching to identify the areas of need in consultation with the child or young person. • model use of open-ended simple statements such as ‘I wonder... or what if’ rather than questions. • give clear and simple instructions, breaking down longer instructions and giving one at a time. • use visual timetables, visual cues and prompts e.g. objects, pictures, photos, symbols, choice boards, sequences. • give time to process information before a response is needed. 	<ul style="list-style-type: none"> • Understand that behaviour is a method of communication e.g. what purpose is the behaviour trying to achieve for the child or young person? What are they trying to tell us with their behaviour? Is there an unmet need? Help the child/ young person to learn to substitute with other, more acceptable, behaviours. > • consider what the student’s behaviour may be communicating. Are there any unmet communication or social, emotional needs? • try to sensitively get the child or young person’s views on what happened 	<ul style="list-style-type: none"> • ensure correct seating position with appropriately sized table and chairs. • provide support for letter formation e.g. using a multisensory handwriting scheme, pencil grips, sloping boards etc. • provide physical activities to support development of gross motor skills e.g. Throwing, catching, hopping etc. • provide sequencing and organisational skills e.g. now / next boards, writing frames, visual timetable

<ul style="list-style-type: none"> • Consider the use of a visual timetable or ‘now and next cards. • monitor key transition points e.g. home / school, break and lunchtime with strategies to reduce anxiety. • respond to ‘timeout’ options or a way of asking for help / alerting adults to distress. • use the child / young person’s interests as a motivator and to extend engagement. • implement regular, short breaks. • plan for differentiation. • use chunking and break tasks down into smaller, manageable steps. • use the child’s / young person’s name when giving instructions. • ask the child / young person to repeat back what activity they are going to do. • consider use of timers, so they know they only have to focus for a comfortable amount of time. 	<ul style="list-style-type: none"> • pre-teach e.g. provision of a Teaching Assistant to help prepare the children and young people for the new topic. • make explicit links to prior learning through rapid recall. • Share next steps through lesson destinations – so children and young people know what to expect. • ensure students have full access to the breadth of learning by adjustments and modifications to differentiate the curriculum, • differentiate by task, outcome, level of difficulty or amount of support/scaffolding provided. • place emphasis on self-actualisation – activities designed to develop skills which will support them to become independent learners. › • support students to develop their selfesteem through celebration and reinforcement of strengths and successes via marking and Aspire points. • use the child or young person’s strengths to make links to and support areas of difficulty. • provide memory aids e.g. number squares, post-its, key word lists • teaching memory skills, such as mind mapping. • Consider the use of font style and size, coloured paper, line spacing, lighting, overlays, appropriate use of technology. • Use ‘think, pair, share’ to provide time to think. 	<p>to gain a clearer understanding of the behaviours in context.</p> <ul style="list-style-type: none"> • look at the history. When did the behaviour start to change? What are the triggers? • liaise and collaborate with home to understand the wider picture. • Keep notes of concerns and liaise with designated professionals. • be aware of any prescribed medication and feedback changes or concerns to your special educational needs co-ordinator (SENCO). • model pro-social behaviours in the classroom and acknowledge them in children and young people. Prosocial behaviours are considered to be positive, helpful and intended to promote social acceptance and benefit other people or society, such as sharing / co-operation. • try activities which provide the child / young person with a sense of belonging or importance to the group. • provide alternative methods to contributing to class discussions. • use choices to allow the child/young person to have some control with the same end result e.g. “Would you like to talk to me now or in 1 minute?” • use activities that are stress reducing at the start of a lesson (the settler) • monitor to see whether the symptom is persistent and consider 	<ul style="list-style-type: none"> • use appropriate seating and visual materials – see individual learning plan for requirements. • ensure instructions are delivered clearly and at an appropriate volume. • check lesson content has been effectively communicated and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary. • repeat / rephrase pertinent comments made by other children and young people ensuring the child can access those comments. • be aware the child / young person may use lip-reading and visual clues to support their hearing. • ensure children are face on when you are giving instructions. • avoid moving around the room whilst talking. • be aware of communication system development including eye contact, body language and facial expressions. • use visual reinforcement (pictures and handouts), to support learning. • consider using visual timetables and visual cues such as sand timers, to support sharing. • provide uncluttered space and plain backgrounds to help the
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• Consider peer groupings so the child or young person has access to good role models for language and communication.

contributory factors, e.g. sensory processing issues impacting on eating or

	<ul style="list-style-type: none">• Consider use of appropriate learning resources e.g. pencil grips, spelling aids and alternative methods for recording information – including verbal and ICT methods. › Provide opportunities of over learning through games to support reinforcement. › Reduce the use of language in other areas of the curriculum, e.g. maths – solving word problems	anxiety. Keep a log and analyse pattern or trends to identify triggers.	child / young person focus on the appropriate object. • use auditory reinforcements.
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