

Welcome to the Year 9 SEND coffee morning

Introduction

Supporting pupils on the SEND register

The Team

Options

How Cardinal Newman will support your child

The Student Support Centre

Access arrangements

How you can help your child



Questions

- ▶ An overview of any adjustments made to the process for SEN children, how parents can best support the process and the key contact(s)
- ▶ The options available to send students and will they have to do all academic subjects e.g. re , geography / history
- ▶ What exams will my child be expected to sit
- ▶ I would like to know what support is available for
- ▶is struggling and I worry that this will only get worse as the work becomes more difficult
- ▶ Will there be any info leaflets available for parents that cannot attend?

The Role of Teaching Staff in Supporting your child

The SENCo will:

- co-ordinate additional support for pupils with SEN
- liaise with parents,
- teachers
- other professionals who are involved with them.



The Role of Teaching Staff in Supporting your child

The Tutor will:

- Be your child's key person
- Be a first point of contact for parents
- Ensure subject teachers are updated from parent contact
- Provide your child with information and support during the option process
- Report any issues to the SEND Team.



The Role of Teaching Staff in Supporting your child

The Head of Year will:

- Contact if concerns arise regarding behaviour or attendance
- Share pastoral information with subject teachers to help support your child
- Report any concerns where referrals to outside agencies may be required to the SEND Team.



The Role of Teaching Staff in Supporting your child

Subject teachers will:

- Ensure strategies from your child's learning plan are in place to support learning e.g. correct seat,
- Report any concerns to the HoD, HoY or SEND Team.



Meet the team....



Mrs Perkins
Assistant
Headteacher



Mrs Ruddy
SENCO



Mrs Helliwell
SEND Provisions
Manager



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CATHOLIC SCHOOL

Teaching Assistants



Mrs Cotterill



Mrs Hilton



Mr Jones



Mrs Richards



Mr Hewitt



Options

Choosing options can be challenging and even more so when there are learning needs.

- We are aspirational for all learners, regardless of ability or need students will chose a full range of subjects
- GCSEs ae grades 1-9 meaning they are suitable for ALL abilities
- Extra support is available for SEND students when making choices, e.g. help with the form or answering questions.



How will my child be supported in Key Stage Four ?

- ▶ Learning plans will assist in the transition to new teachers/new subjects
- ▶ Graduated response will support preparation for adulthood and greater independence
- ▶ Quality First teaching through scaffolding and differentiation
- ▶ Access to resources; e.g. fidget toys, coloured overlays, timers etc
- ▶ Referrals to professionals e.g. CCT or EP
- ▶ Literacy interventions
- ▶ High needs students access to additional adult support
- ▶ Student Support Centre - for quiet space at social time
- ▶ Homework club
- ▶ Access testing
- ▶ Early careers guidance



Key Dates for options (TBC)



- ▶ 13th Feb - options evening
- ▶ Yr9 PE is 30th March

- ▶ Students with SEND will be prepared for the option process
- ▶ We do not assume they will be able to pick up all necessary information alongside their peers in an assembly.
- ▶ We aim to provide all Year 9 students who have an [EHCP](#) with a careers appointment ahead of the options process and arrange for a TA to accompany our students who struggle to communicate effectively, so that they can get the most from the experience.
- ▶ We can also arrange for the Year 9 EHCP annual reviews to take place ahead of the options process beginning, so that the transition from key stage 3 to 4 can be carefully planned.



How parents can help the options process

- ▶ Please start talking about options now
- ▶ Prepare for this significant change.
- ▶ Reflect on assessments - e.g you are doing well in this it might be good for an option choice etc..
- ▶ Allow your child time to digest information and discuss any worries they may have
- ▶ Let your child's tutor know ASAP if there are any questions or concerns so they can respond to you and your child

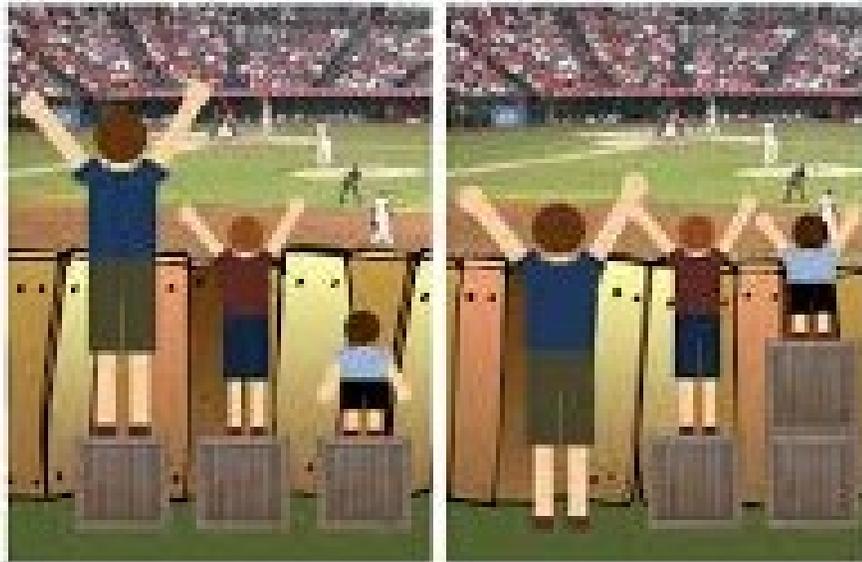


Access Arrangements

Exam arrangements = 'normal way of working' for the candidate that has a history of need.

An **assessor's report** must show that the candidate has a significant and long-term impairment.

The evidence must be backed up with evidence – e.g. a diagnosis, an ed psych report, a letter from a consultant etc



Types of arrangements

- Extra time
- A reader
- A scribe
- Modified papers
- Assistive technology
- Separate room
- Rest breaks



Communication



Communication between home and school is essential so please do contact us via phone or email with concerns or information that will help us to support your child.



Thank you



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