



**January 2023**

Reviewed: **Full Governing Body**  
Date of next review: **February**  
**2024**

# Special Educational Needs (SEN) Information Report 2023-2024

*"God is love, and he who lives in love lives in God and God lives in him" (1 Jn 4:16)*

Approved by:	Approved (date):	Review date:	SENDCO/SLT Contact:	Link Governor
Full Governing Body	February 2023	February 2024	Ms Anna Foxwell a.foxwell@cncs.co.uk	Mrs Annamarie Porter

***Our mission is to provide an excellent Catholic education for all our students, which enables them to respond to the call of Christ throughout their lives.***

***When students gain a place at Cardinal Newman Catholic School they will be welcomed into a community that prides itself on its care for each individual.***

***Our school mission statement celebrates the uniqueness of each person.***

***It is our goal to offer the appropriate level of support, stimulation and challenge that ensures individual growth and success.***

## **INTRODUCTION:**

Welcome to our SEND Information Report which is part of the Brighton & Hove Local Offer for learners with Special Educational Needs and/or Disabilities (SEND).

Cardinal Newman Catholic School is an inclusive school where every student and each member of our school community is valued and respected. We are committed to the inclusion, progress and growing independence of all of our students, including those with SEND.

We work to support our students to make progress in all aspects of their learning, including their emotional and social development. Our collective aim is to create a challenging, high quality learning environment, taking account of and celebrating individual differences, whilst preparing students for adulthood.

The purpose of this document is to tell you about the range of SEND support available in our school/college and who to contact if you have any questions. It will answer the following:

The kinds of SEN that are provided for:

- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

- arrangements for supporting children and young people 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 children and young people with SEN
  - how adaptations are made to the curriculum and the learning environment of children and young people with SEN
  - the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
  - evaluating the effectiveness of the provision made for children and young people with SEN
  - how children and young people with SEN are enabled to engage in activities available with children and young people 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 children and young people 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 children and young people's SEN and supporting their families
  - arrangements for handling complaints from parents of children with SEN about the provision made at the school
- (SEN/D Code of Practice 2015)

## **Overview of SEND Department**

The SEND Department is managed by Assistant Headteacher and SENDCo Ms Anna Foxwell, who is responsible for the strategic vision alongside the day to day operation of the department. She is supported by five Assistant SENDCos:

- **Mrs Liz Jeffrey** (College)
- **Mr Mike Bath** (Communication & Interaction)
- **Ms Karen Wyatt** (Cognition & Learning)
- **Ms Dionne Gooding** (SEMH)
- **Mr Dan Andrews** (Alternative Provision)

The wider inclusion team also consists of the following roles:

- **Mrs Amanda Swann** : SEN Administrator
- **Mrs Debbie English** : SEN Administrator

**[\\*Please click this link to see all the staff in our department.](#)**

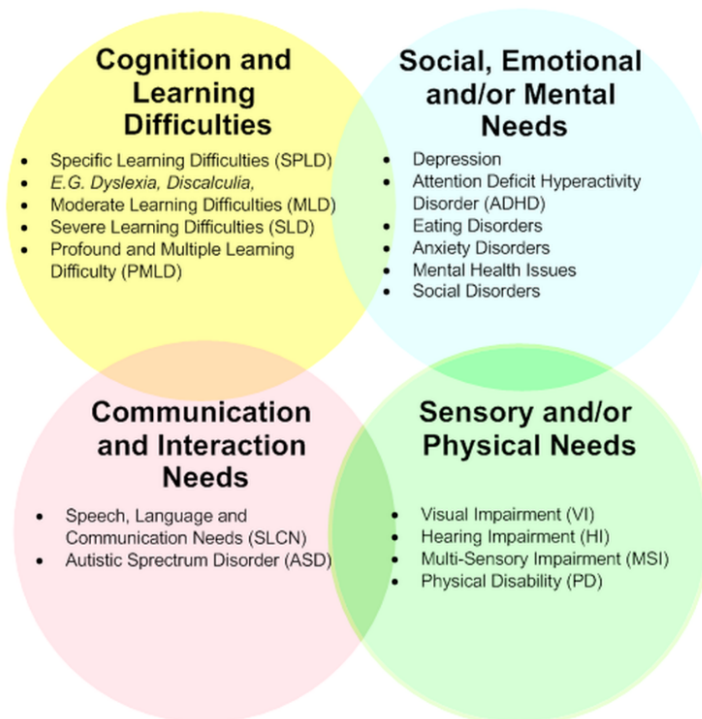
- **Mrs Annemarie Porter** is the link Governor with responsibility for SEND.
- The department can be contacted by email: [SENDTeam@cncs.co.uk](mailto:SENDTeam@cncs.co.uk)
- Telephone: 01273 558551 x337

## **Categories of need**

In line with the SEND Code of Practice, Cardinal Newman Catholic School (CNCS) offers a range of provision to

support students who have a special educational needs in the following categories:

- **Cognition and Learning** - this includes specific learning difficulties and moderate learning difficulties
- **Communication and Interaction**- This includes autistic spectrum condition and speech, language and communication needs
- **Social Emotional and Mental Health difficulties** - this includes Attention Deficit Hyperactive Disorder (ADHD), as well as eating disorders
- **Sensory and Physical** - this includes hearing and visual impairments as well as physical needs.



The range of support deployed will be tailored to individual needs through a 'assess, plan, do, review' graduated approach designed to enable students working to becoming independent and resilient learners and involves a joint working approach between all teaching staff.

Our SEND policy can also be found on our school website [HERE](#).

### **Assessment, Planning and Review**

All students receive formal academic progress reports once a term and Attitude To Learning (ATL) reports half termly. In addition to this, ongoing monitoring by subject teachers/ form tutors identifies students who are not making good progress or whose needs are affecting their ability to access learning.

After possible additional testing and/or screening in school, discussion with key staff and parents/carers, additional support may be put into place to provide enhanced resources and/or targeted small group and/or individual intervention to help overcome any barriers to learning. In line with the graduated support model, teacher and subject support will be the first stage, moving to a more targeted/specialist level of support depending on need.

All students who are identified as having a special educational need will be allocated a keyworker. This may be a member of the SEN team who will have more regular contact with students in and out of the classroom. There will also be a SEND professional within the team (SENDCo or Assistant SENDCo) who oversees co-ordination of support for a student. This will be the main point of contact for all discussion around a student's special educational needs.

All students on the SEN Register will have a student passport. This is a way in which support and advice can be communicated to staff across the school. Students will be involved in the writing of student passports and this provides an opportunity for their voice be part of the process.

Parents/carers will have the opportunity to meet relevant SEND staff at parent/carer consultation evenings, the SEND Parent/Carer Forums (offered one a term) and at other times by arrangement.

### **Provision to facilitate and support access to the curriculum**

When a student is identified as having a special educational need, CNCS provides a graduated response dependent on the type and level of need. Responses may include one or more of the following:

- Targeted teacher/ subject support in lessons
- Subject intervention by subject teachers
- Access to LS1 and or Loft area
- Access to Forest School
- Access to a keyworker (learning or pastoral)
- Adapted timetable
- Targeted literacy support groups in place of MFL
- Access to appropriate assistive technology
- Homework support
- Specific programmes to support speech and language
- 1:1 or small group sessions with teaching assistants/specialised staff
- Social skills groups
- Study skills and revision sessions
- Strategies to support and develop literacy and numeracy skills
- Access to targeted lunch/break time provisions
- Timetabled library lessons and access to library facilities after school
- Access to support programmes for students with dyslexia
- Access speech and language support by referral
- Exams access concessions following appropriate assessment
- Supported options pathways at Key Stage 4 to include ASDAN

In addition to the above:

- Screening tests for dyslexia/speech & language communication needs may be carried out, if appropriate
- Students with Pupil Premium may also have access to additional specialist support, if needed

### **Pastoral Support**

The school has strong pastoral support systems which involves all teaching and non-teaching staff and in particular, form tutors, pastoral and attendance managers (PAMs) pastoral leaders (PPLs) heads of house and our chaplaincy team who offer daily support and work directly with the SEND Department. In addition, students have access to the following interventions, where appropriate:

- Wellbeing programmes
- Counselling
- 1:1 mentoring - external and internal
- Extra-curricular clubs
- Targeted interventions to address self-esteem, anger management, assertiveness and organisation with key staff
- Supervision at social times
- Positive report systems
- Support from Education Welfare
- Liaison with parents/carers
- Support with careers, information and guidance.

In keeping with our school mission, caritas is at the heart of everything we do and say. Therefore, is it of utmost importance to create a safe environment in which care and consideration for others is nurtured within a community which is seeking to live by strong values. Emphasis is placed upon the development of a school culture in which there is zero tolerance approach to bullying. Therefore, all reported incidents of bullying are recorded, challenged and resolved. More information about our approach to this can be found in our Anti-Bullying Policy, in the Policies section of our website [HERE](#).

### **Tests and Examination Access Arrangements**

Additional arrangements can be made for some students with a disability or medical condition to enable them to fully access a range of tests, assessments and public exams. This might include additional time, rest breaks or the use of a reader, scribe or word processor.

The SENDCo will inform parents/carers about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ (Joint Council for Qualifications) can be accepted for access arrangements for public examinations. Please see our Exams Access Policy on our website for further information [HERE](#).

### **Staffing Expertise**

An ongoing CPD programme of training for staff is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of students with SEND. Teachers are also provided with relevant information about students with SEND or additional learning needs through our confidential SEN Register. This provides up to date information for staff about a student's needs and how best to support them.

Our SENDCo and SEND Department staff keep abreast of current local and national initiatives and policies to support students with SEND and welcome opportunities for sharing good practice with other local schools. The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

We have staff with specialised expertise and qualifications in school including:

- CPT3A Level 7 Access Arrangements Assessor qualification
- British Psychological Society (BPS) RQTU (Register of Qualifications in Test Use)
- PGCert SpLD (Dyslexia)

### **Evaluating the effectiveness of the provision made for students with SEND**

A range of data is collected and analysed throughout the academic year. This data is used to track interventions and thereby monitor the impact of provision. A range of specialist assessment tools may be used to evaluate impact.

Student and staff surveys are used to gather other stakeholder feedback and this feeds into the annual department development plan.

### **Increasing Accessibility**

We have the following strategies to support accessibility at CNCS:

- Access to strategies/programmes to support occupational therapy/pysiotherapy needs as required including modified PE lessons or exercise programmes
- Access to modified equipment and ICT on advice from external agencies
- Access to school Matron and staff trained in First Aid
- Staff training in administering some medications e.g. Epipen, insulin
- Close liaison with other medical agencies e.g. physiotherapy, occupational health, CAMHS

### **Partnerships with External Agencies**

CNCS works with a number of external agencies to seek advice and support to ensure that the needs of all students are fully understood and met. We liaise closely with caseworkers at the Local Authority, with whom we work to ensure that EHCPs (Education, Health and Care Plans) have viable, purposeful objectives and outcomes for the young people they serve. We work in partnership with a number of agencies, to provide an integrated support package based on the needs of individual students. The main external support agencies used by Cardinal Newman Catholic School include (this is not an exhaustive list):

- **Amaze** - We liaise closely with Amaze (representatives attend some parent/carer meetings and are invited to transition events and parent/carer forums) with the aim of supporting our parents/carers and ensuring they have access to the range of local support services for families of students with SEND. Parents/carers applying for an EHCP are encouraged to request the help of an Amaze Independent Supporter, to guide them through the application process.
- **BHISS** (Brighton and Hove Inclusion Support Service) – We are able to access highly skilled and experienced specialist professionals, including educational psychologists, specialist teachers and practitioners in the following areas: autism, literacy, sensory needs, speech and language, and social and emotional mental health.
- **CAMHS** (Brighton and Hove Wellbeing Service) - We have a primary mental health worker allocated to Cardinal Newman Catholic School. This colleague receives referrals from our wellbeing team/SEND Department and works collaboratively with students, teachers, parents/carers to plan for improved emotional wellbeing. If students' needs cannot be met by our in-school wellbeing team, a referral can be made to CAHMS
- **Educational Psychologist** (EP) - Our EP works with us to assess and address the needs of students whose needs, despite our best efforts, are not yet being met by the curriculum package currently in place. Assessments by the EP can lead to a number of outcomes, for example, a modified timetable, referral to another specialist service, EHCP application
- **Front Door For Families** - Liaison takes place with FDFP/Social Services where appropriate. If a referral needs to be made to FDFP in respect of serious concerns over a young person's wellbeing then this will be conducted following the procedures outlined in the school safeguarding policy.
- **Literacy** – We work with the Literacy Team to audit literacy provision across the school and to offer assessments, specialist teaching, and guidance and support to classroom teachers on how to facilitate a dyslexia friendly learning environment.

- **Occupational Therapy** - This service comes via GP referrals; students then attend a clinic at or are supported by an OT from Seaside View. OTs design bespoke packages to support the learning of individual students.
- **Physiotherapy** - as with OTs, physiotherapists design and train us to deliver bespoke packages, aimed at supporting the needs of students with a physical disability.
- **School Nursing Team** – We have weekly drop-ins from our NHS school nurse and we are also fortunate to have our own full-time Matron and medical centre. A number of colleagues across the school are first-aid trained.
- **Speech and Language Support/Therapy Service** - An advisory teacher is assigned to our school, to support students identified in primary schools as having speech support needs. Sometimes, new referrals are made via our termly PARM (Planning and Review Meeting).

## **Transition**

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition in the following ways:

### ***When moving on to another school we will:***

- Liaise with the new school to share information about special arrangements and support that has been made to help the student achieve their learning goals
- Ensure that all records are passed on as soon as possible
- Arrange visits where appropriate

### ***When moving classes/tutor groups in school we will:***

- Liaise with teachers and pastoral staff involved. All subject teachers and SEND Department staff affected will be informed of the move
- Arrange opportunities to visit the new class/teacher if necessary

### ***In Year 6 – Year 7 transition of students with an EHCP:***

- The SENDCo and/or Assistant SENDCo will attend the Primary/Secondary Transition review meeting to discuss specific needs of the student and the nature and level of support which has had the most impact
- In some cases additional multi-agency meetings may be required to create a more detailed 'transition' plan for students. This may include additional visits to CNCS

### ***Transition to Sixth Form***

- Additional support is provided to help students who may be anxious about this transitional step. Staff from SEND Department will work closely with the Newman College team and post 16 settings to ensure students with SEND feel supported at this crucial time

## **Admissions Criteria**

For full details of our admissions criteria please see our school website, [HERE](#).

## **Complaints Procedures**

We work very hard to ensure that our process of identifying, monitoring, assessing and reviewing students' needs and delivering high quality proficient is both robust and efficient. If parents/carers feel unhappy about any issue, however minor, concerning a student's SEN support package, they should raise this with the SEND administrators in the first instance. The matter will be brought to the attention of the SENDCo/Assistant SENDCos, who will strive to ensure that the complaint is resolved quickly and satisfactorily.

In the event of a complaint which cannot be resolved by the SEND Department, please refer to our school Complaints Policy [HERE](#).