



CARDINAL NEWMAN
CATHOLIC SCHOOL

January 2019

Reviewed: *Full Governing
Body*

Date of Next Review:
January 2020

**SEND Information
Report**



"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: Mrs Linda Fairbairn Deputy SENDCO: Mrs Suzanne Holland	SLT contact: Mrs Claire Jarman Head of School
Full Governing Body				Principal: Dr James Kilmartin

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.

PURPOSE OF THIS DOCUMENT:

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.

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Abbreviations used within this document:

- **EHCP** = Education, Health and Care Plan (Where a student with SEND is failing to make progress, despite high quality teaching – referred to in this document as Quality First Teaching - and intervention through their SEND support, an application to the Local Authority for an Education, Health and Care Plan (EHCP) may be considered).
 - **SEND** = Special Educational Needs and/or Disability
 - **SENDCO** = Special Educational Needs and/or Disability Coordinator
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A) The kinds of SEND that are provided for at Cardinal Newman Catholic School

The definition of a special educational need is: “Where a learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” Furthermore, “Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support.”

(Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation from September 2014)

Available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

SEND needs and provision can be considered as falling under four main areas:

- Communication and interaction – this is sub-divided into 2 categories:
 - SLCN (Speech & Language & Communication needs) and
 - ASC (Autistic Spectrum Condition).
- Cognition and learning (e.g. dyslexia, dyspraxia).
- Social, emotional and mental health – for example anxiety, inability to focus on learning due to emotional stress, attachment needs, anxiety, depression, etc.
- Sensory and/or physical – for example, a medical diagnosis, visually impaired, hearing impaired, physical needs

Within Cardinal Newman Catholic School (CNCS), we successfully provide for a wide range of these needs, in common with all other mainstream schools. Further details on our provision can be found in our local offer (see Section P). Full details of our SEND policy and approach can be found on our school website. If you have any questions about SEND that have not been answered by reading our SEND Policy and SEND Information Report, please contact us directly (see Section B for contact details).

For information on how SEND is identified please see section E.

Staff are notified about students who have been identified as having SEND.

In general these students’ needs can be accommodated by differentiation via Quality First Teaching and (other than notifying parents/carers that the young person is on the SEND Record), for many students no other direct input is required from the Learning Support Department. Students identified with a specific learning need will be given a keyworker and issued with a Progress Plan known as a PP (formerly known as an IEP, Individual Education Plan). The PP is written and subsequently reviewed by the keyworker, directly with the student and contains details of any interventions/withdrawal groups. PPs are sent home, for parents/carers to add their own comments and/or suggest amendments. Once the PP content is agreed, this document is circulated to the student’s teachers, to inform classroom differentiation (i.e. to enable classroom teachers to plan the correct level of work). Some students may need a withdrawal group to boost their reading, spelling or general literacy levels or an additional intervention eg. Social skills group.

Certain students will have multi-agency intervention (e.g. input from a range of professionals, such as BHISS (Brighton and Hove Inclusion Support Service) the Educational Psychologist and Language or Literacy Support Service). This information is included in the PP and visiting advisory teachers will report on specific aspects of SEND. Advice from visiting advisors is then circulated to all teachers of that student.

Students who require the highest level of support will have (or be in the process of applying for) an EHCP.

B) Policies for identifying students with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools only)

Our school SENDCO is Mrs Linda Fairbairn; our Deputy SENDCO is Mrs Suzanne Holland. Mrs Fairbairn and Mrs Holland are supported by and can be contacted via our two SEND administrators (01273) 558551 x337

Mrs Amanda Swann (a.swann@cncs.co.uk) (Mon-Wed) *and* Mrs Lisa Elbourne (l.elbourne@cncs.co.uk) (Thurs-Fri).

Some students have already been identified as having SEND by primary school SENDCOs. On entry to year 7 at Cardinal Newman Catholic School, all students are tested to assess their spelling, reading and cognitive ability. As the secondary school educational experience is very different to the typical primary setting, these standardised test results are used, together with information received from primary schools, to identify any previously unidentified needs.

The progress of all students at Cardinal Newman Catholic School, with or without SEND, is monitored and tracked via their subject teachers and Quality First Teaching.

Teaching staff use tracking data and knowledge of students to identify if they have a concern that there might be an undiagnosed special educational need. If this is the case they will raise that concern with the SENDCO. The SENDCO will then assign an appropriate colleague to investigate further, by a range of methods that could include but are not limited to:

- liaising with parents/carers,
- speaking to the student,
- finding data and feedback about the student from teachers/TAs,
- testing, if appropriate
- referral to a relevant external professional, if appropriate (e.g. Educational Psychologist)

If a special educational need is identified, parents/carers will be notified and the student will be placed on the SEND Record.

C) Arrangements for consulting parents/carers of students with SEND and involving them in their student's education

We respect and value parent/carer involvement, as we realise that you know your young person best of all.

If a student is deemed to have a special educational need, parents/carers are contacted when students are added to the school SEND Record. When a student has made progress in line with their peers they may subsequently be removed from the SEND Record.

Where appropriate, parent/s carers are asked to approve and contribute to Progress Plans for their young person. These documents are then shared with all relevant staff.

We also have various opportunities for parents/carers to be involved in their student's education, as follows:

- On transition from year 6 to year 7, we hold an additional transition event, to which 30 of our most vulnerable students are invited. We also ask Amaze and a variety of external professional colleagues to attend. Parents/carers are also invited, which gives an opportunity to ask questions about SEND support at Cardinal Newman Catholic School.
- On all parent/carer evenings, the SENDCO and SEND teachers are available to meet with parents/carers, to answer any SEND related queries.
- Parents/carers are informed if we feel it is appropriate to withdraw students for focused interventions. We always work with parents/carers to assign the most appropriate package of support.
- Parents/carers are welcome to speak to the SENDCO or to a SEND teacher if they need advice or guidance or, indeed, if they are unhappy with any aspect of their student's SEND support.

D) Arrangements for consulting young people with SEND and involving them in their education

As above, students who have a Progress Plan contribute directly to the writing/editing process of their Progress Plan. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns they may have to the SENDCO, their keyworker, Learning Support Teaching Assistants, their Form tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns. There will inevitably be times when things at school go less smoothly. All of the above named people will want to work on a way forward in such a case.

E) Arrangements for assessing and reviewing students' progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review

All students are screened for reading age, spelling age and cognitive ability in year 7. Interventions are introduced, in consultation with parents/carers, for those students who score lower than age expected norms. If we feel it is appropriate for your young person to attend a withdrawal group within Learning Support, our aim is to minimise disruption to their learning in other subjects. Wherever possible, we try to avoid withdrawing students from core subjects.

Interventions follow a monitoring cycle, formally known as 'assess-plan-do-review'. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to measure impact.

When students reach age expected norms, withdrawal groups are no longer required. Success strategies are shared with their teachers and their ongoing progress is monitored by teachers by Quality First Teaching.

Where appropriate, Progress Plans are updated regularly (as above, these are written alongside students and are only circulated to teachers, once approved by parents/carers).

The needs of students with physical, visual or hearing impairments are assessed, monitored and reviewed by visiting specialist teachers and the outcomes of these visits are shared with parents, by the advisory teacher.

Following a cycle of intervention, consideration is given to whether a student has not made expected progress and may benefit from external intervention (eg. referral to an Educational Psychologist.)

F) Arrangements for supporting students moving between phases of education and preparing for adulthood

The following table details the arrangements in place to support students with SEND, from primary school, throughout secondary school/college and towards adulthood.

Special Educational Needs and Disability Provision at Cardinal Newman School/Newman College

Moving on	**We offer guidance to support our young people when moving on from Year 11, 12 or 13 to further education, training and/or employment. If students choose to progress to Higher Education, career guidance and advice on progression is provided in various ways; via form tutors, subject teachers, careers advisors and liaison with colleges and universities.
Years 12* and 13*	In Years 12 and 13, many students who received support may no longer require our assistance. Some, however, need support to meet the challenges of KS5 study. We liaise closely with students/ parents/carers and form tutors to ensure that appropriate support is available when required. Sometimes this takes place outside of lessons. Access Arrangements awarded at GCSE often remain in place for KS5. Students are re-assessed, to confirm their on-going eligibility.
Years 10* and 11*	As students begin their KS4 studies, the Support option allows targeted students to receive support and guidance in their core and option subjects. For students who struggle with organisation and with structuring essays, etc, the Support option is invaluable in keeping them on track to reach target grades in their chosen subjects. **
Year 9*	This is a pivotal year, in terms of guiding students to choose their KS4 subjects. Literacy withdrawal groups continue, where this support is still required, giving students the best possible chance of achieving optimum grades at KS4. Students who are on the SEND Record and/or who gained CATS scores in the lower than average category for their age, are screened for eligibility for Access Arrangements. This is a formal process that, if students qualify, allows provision such as extra time in exams/assessments and/or a scribe and/or a reader or prompt, according to individual need.
Year 8*	As they progress to Year 8, many students will now attain scores in line with their chronological age and will no longer require a focused intervention. On-going support and monitoring is then delivered by subject teachers and/or by allocating a teaching assistant to support a number of students within normal, subject specific lessons. Where a focused intervention is still required, this will be reviewed regularly throughout Year 8.
Year 7*	Shortly after joining Cardinal Newman, all Year 7 students complete reading and spelling tests, which gives us a standardised score, showing students' current scores compared to their chronological age. This, together with CAT (Cognitive Ability Tests) results, allows us to identify any students who are working below what is expected for their age. These students attend one or more of a number of targeted interventions, aimed specifically at boosting their ability to read, spell and communicate confidently and accurately. Students who qualify for a specific intervention are allocated a Key Worker. Their names are added to the Special Educational Needs and Disabilities Record (SEND Record) and a Progress Plan (PP) is issued.
Year 6	Our Learning Support Department liaises with the SENDCOs in our primary feeder schools, to ensure that all important information about your student's learning needs are shared with Year 7 form tutors and subject teachers. We visit primary schools during the Summer Term, to start to get to know students in their existing learning environment and students visit Cardinal Newman for a taster day. Further visits can be arranged for those students and parents/carers who require additional support with their transition.
*	Please note that, any students joining Cardinal Newman Catholic School or 6th Form during any year are tested for reading and spelling (and eligibility for Access Arrangements, if appropriate - see Year 9, above, for more information) as soon as possible on entry to the school/college.

G) The approach to teaching students with SEND

Our approach to the teaching of students with SEND is described within the Strategic Framework of our SEND Policy, as follows:

1. The education of all students is of equal value, irrespective of learning challenges and/or physical disabilities.
 2. All staff are expected to include and engage students with special educational needs and/or disabilities.
 3. All students with special educational needs and disabilities join in mainstream activities, so long as those are appropriate for the young person concerned, remain compatible with the education of other class members and comply with the need for efficient deployment of school/college resources.
 4. Staff are committed to a partnership with parents/carers and relevant external agencies, with the intention of addressing the needs of students who have been clearly identified and assessed.
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H) How adaptations are made to the curriculum and the learning environment of students with SEND

Classroom teachers are expected to make suitable adaptations to the learning environment (eg a student suffering from anxiety may need to be seated near to the door and be given permission to take rest breaks, as needed). The SENDCO works in collaboration with subject leaders and classroom teachers, to offer additional support to make this process viable. Regular CPD via half-termly SEND representatives' meetings promotes effective communication amongst teachers (see Section I below).

Teachers are asked to refer to school records, including Progress Plans, as appropriate and find out essential information about their learners' needs (for example, if a student qualifies for 25% Extra Time when tested for Access Arrangements, classroom teachers should, wherever possible, enable this student to benefit from extra time as their 'normal way of working' in lessons).

For some of our young people with more complex needs, there may need to be an enhanced planning and adaptation process to ensure we can meet their needs. Cardinal Newman Catholic School will embrace this with a 'can do' attitude and will work with other agencies and support services, to seek advice and support to help the young person successfully integrate. We will aim to do all that we can to accommodate the needs of students wishing to attend our school/college, within the constraints of our setting, i.e. We are a mainstream school and some aspects (such as the size of the school building and the age of our accommodation) are inflexible, although we strive to increase accessibility year on year, by making 'reasonable adjustments'.

I) The expertise and training of staff to support students with SEND, including how specialist expertise will be secured

All staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns. SEND issues are part of this.

We have a calendared SEND representatives' meeting, in which a senior colleague from each department of the school attends a half-termly SEND specific training/information in our Learning Support Department. These colleagues cascade their learning to colleagues within their subject area. These sessions focus on aspects such as how to develop a dyslexia friendly learning environment and how to interpret cognitive ability test scores, to inform classroom differentiation.

In addition, we offer bespoke training (e.g. evacuation chair training) and staff are encouraged to attend CPD sessions relevant to the particular needs of the students they support. This training is delivered in a variety of ways: in-house CPD delivered by the SENDCO and/or visiting advisory teachers, via visits to other settings, attending training courses off-site, e.g. via the BHISS Advisory teachers and participation in specific courses. For example, we have three colleagues qualified at Level 7 PG(Cert) in Dyslexia at the University of Brighton.

J) Evaluating the effectiveness of the provision made for students with SEND

Data is collected and analysed throughout the academic year; this data is used to track interventions and thereby monitor their impact. When students reach age appropriate expectations for reading and spelling, they are deemed to no longer require an intervention. In this case a student may be removed from the SEND Record but could be re-added at a later date, if required.

The SENDCO meets fortnightly with each Year Leader (PPL) – this is a vital part of intervention monitoring, in which discussions with and requests from pastoral colleagues can result in the introduction of additional interventions.

K) How students with SEND are enabled to engage in activities available with those in the school who do not have SEND

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations'

(Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation from September 2014)

Cardinal Newman Catholic School is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We plan carefully to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Keyworkers speak to students with SEND about upcoming events and we plan carefully to ensure suitable staffing and supervision for offsite events.

Reasonable adjustments (such as adaptations and other relevant provisions) are made for students with SEND to enable them to participate in school trips and other out of class activities. Risk assessments are carried out wherever needed to enable students to participate in all activities in which they choose to engage; e.g. stair lift installed to enable access and participation for all in Learning Support and homework club activities.

L) Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of students with SEND and measures to prevent bullying

Cardinal Newman Catholic School provides support for emotional and social development of all students, including students with SEND. Students see their form tutor every day and in many cases, this is the person who notices and reports any concerns regarding a student's emotional and social wellbeing. However, students can self-refer or be referred by a parent/carer or staff member for access to any one of a number of wellbeing interventions.

Our Wellbeing Team (this comprises the school counsellor, the school nurse, PAMS – Pastoral and Attendance Managers - our Chaplaincy Team and our Primary Mental Health Worker). We have a weekly Wellbeing Team meeting, at which students of current concern are discussed, appropriate interventions are decided upon and subsequently implemented. We have a trained Pets As Therapy dog, who frequently helps students calm and self-regulate.

PPLs also liaise regularly with the SENDCO, to determine if a student needs additional emotional or social skills support. In some cases, individuals or families may also be in receipt of support from a specialist professional, such as our Educational Psychologist, our Primary Mental Health Worker or BHISS. In such cases we will work to ensure we follow the expertise of such agencies, translating their guidance into a workable in-school format, as far as is possible.

In keeping with our school mission, caritas is at the heart of everything we do and say. Therefore, it is 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 of 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.

M) How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting students' SEND and supporting their families

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, LLSS (formerly the Language and Literacy Support Services), sensory needs and social and emotional mental health (formerly BILT).
- **CAMHS** (Brighton and Hove Wellbeing Service) - We are fortunate to have a Primary Mental Health Worker based at Cardinal Newman Catholic School. These colleagues receive referrals from our Wellbeing team and work collaboratively with students, teachers, parents/carers to plan for improved emotional wellbeing. If students' needs cannot be met by in-school CAMHS, a referral can be made to Tier 3 CAMHS, for clinical intervention.
- **Educational Psychologist** (currently Dr Megan Greenway) - 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)
- **EMAS (Ethnic Minority Achievement Service)** - We have close links with EMAS colleagues. These colleagues assess the needs of EAL students and help us to identify if there are accompanying SEND needs.
- **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. Such referrals are always shared with the family unless there is compelling reason to believe doing so would endanger the young person.
- **Literacy Support Service** – We work with the LSS to audit literacy provision across the school and to offer guidance and support to classroom teachers on how to facilitate a dyslexia friendly learning environment.
- **Local Authority** - this is where decisions regarding SEND finance, etc are made and where casework officers are based. We liaise with the LA to ensure that we are meeting statutory requirements. Details of our SEND Local Offer can be found on the LA website.
- **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.
- **PAMS (Pastoral and Attendance Managers)** – There is one PAM per year group. These colleagues work in school, directly with students, parents/carers and teachers, with the aim of improving attendance and supporting pastoral care. PAMS colleagues liaise directly with the local authority when monitoring attendance.
- **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 Nurse** – 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 and regularly cover the medical centre during break times etc.
- **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).

N) Arrangements for handling complaints from parents/carers of students with SEND about the provision made at the school

We work very hard to ensure that our process of identifying, monitoring, assessing and reviewing students' needs and delivering high quality interventions is both robust and efficient. If parents/carers feel unhappy about any issue, however minor, concerning a student's SEND 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, 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 SENDCO, please refer to our school Complaints Policy.

O) Named contacts within the school for when young people or parents/carers have concerns

Students who require direct intervention from learning support will be on the SEND Record will have a named keyworker (this will be specified on their Progress Plan). Students will be able to make direct contact with their keyworker and this should be their first point of contact. In the case of concerns that cannot be resolved by the keyworker, the concern should be reported to the SEND administrators (see Section B of this document).

If a student wishes to self-refer for emotional support and cannot find an appropriate adult, especially the PAM, in their year office, to whom to make this request, they should report their concerns to any colleague on duty.

Requests for learning support will usually come via a form tutor, subject teacher or parent/carer. If a student wishes to self-refer to learning support and cannot find an appropriate adult to whom to make this request, they should report to the SEND administrators, Mrs Swann or Mrs Elbourne in LS1 (Learning Support admin office).

P) The school's contribution to the local offer and where the LAs local offer is published

<https://www.brighton-hove.gov.uk/content/children-and-education/local-offer/cardinal-newman-catholic-school>