



SEND INFORMATION REPORT

| Approved by | |
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| Name: | Mrs D Graham |
| Position: | SENDCo |
| Signed: | <i>D Graham</i> |
| Date: | September 2021 |
| Review date ² : | September 2022 |

SENDCo: Mrs Diane Graham

Please also refer to our SEND policy and Behaviour policy available via our website

<https://www.newman.cumbria.sch.uk/about-our-school/statutory-information>

RECORD OF NEED 2021-22

Our SEND record of need is reviewed regularly. At the beginning of autumn 2021 this is our record of need:

| | Number in Year Group | Number SEN Support | Number of EHCP | Total Number SEN | % Year Group (r.2dp) |
|-------------------------|-----------------------------|---------------------------|-----------------------|-------------------------|-----------------------------|
| Year 7 | 160 | 51 | 8 | 59 | 36.88 |
| Year 8 | 128 | 10 | 1 | 11 | 8.59 |
| Year 9 | 91 | 8 | 2 | 10 | 10.99 |
| Year 10 | 84 | 2 | 1 | 3 | 3.57 |
| Year 11 | 104 | 3 | 2 | 5 | 4.81 |
| Year 12 | 25 | 0 | 0 | 0 | 0.00 |
| Year 13 | 26 | 0 | 0 | 0 | 0.00 |
| Year 7 - 11 | 567 | 74 | 14 | 88 | 15.52 |
| Sixth Form | 51 | 0 | 0 | 0 | 0.00 |
| Total Yr. 7 - 13 | 618 | 74 | 14 | 88 | 14.24 |

INFORMATION

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for other of the same age in mainstream schools.

Factors which are not SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 – reasonable adjustments will be made in order that they can access the full curriculum
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of a travelling family

Information regarding some of these factors will be kept on additional needs register.

The SENDCO is responsible for:

- Coordinating all support for pupils with special educational needs and disabilities (SEND) and developing the policy and implementing strategies to make sure all pupils get a consistent, high quality response to meeting their needs in the school.
- Ensuring parents/carers are involved and informed.
- Liaising with other professionals who are assisting and advising and supporting the needs of pupils.
- Updating the SEND register.
- Ensuring that teachers and staff are supported in providing for pupil's individual needs through specialist support and professional development and training to achieve the best outcomes for the pupils ☐ Updating and information sharing with the Governing Body.

At St John Henry Newman Catholic School SEND intervention is informed by pupil progress data. Various interventions are used to support the needs of individual pupils. Interventions can include small group learning skills sessions. However, most intervention is targeted LSA support in classrooms.

We have provided additional literacy and numeracy sessions to low achievers in Y7 and Y8 along with guided reading groups. We are developing our provision in this area to provide targeted Catch-Up literacy sessions to pupils with reduced reading skills.

Pupils may be assessed using the PIVATS Personal & Social Development monitoring and assessment scheme. This enables pupil's need to be targeted and demonstrates progress. Interventions that support this area are structured social time activities in a sheltered environment; targeted small groups and 1:1 skill sessions.

ST JOHN HENRY NEWMAN CATHOLIC SCHOOL'S SEND OFFER

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| <p>What kinds of SEND are provided for at St John Henry Newman Catholic School?</p> | <p>Pupils' needs cover reading, writing, spelling, numeracy, understanding, communication, self-esteem, self-confidence, behaviour, hearing impairments, visual impairments, co-ordination, mobility, learning difficulties, autism, physical and medical difficulties.</p> |
| <p>What policies do we have for identifying pupils with SEND and how do we assess pupils' needs?</p> | <p>We gain information about pupils' SEND before they arrive, through:</p> <ul style="list-style-type: none"> • Shared communication between primary schools and St John Henry Newman Catholic School on the specific needs of individual pupils • Close liaison with parents and primary SENDCos before a pupil joins us in Year 7 to ensure continuity of care, especially where diagnoses exist for a child or where an EHCP states certain types of provision. • In-school testing of all Year 7 pupils. <p>Further identification and assessment can be done through:</p> <ul style="list-style-type: none"> • In class observations of all classes for the first weeks of term for Year 7 classes • Teacher feedback and continual progress monitoring to inform where a child may need extra support. • Weekly "Progress Panel" meetings between each Head of Year and the Inclusion team, including the SENDCo, Senior Assistant Head and the Head Teacher. • Further specific screening tests may be carried out according to need, to recognise pupils with traits of specific learning difficulties, as well as tests that look at spelling accuracy and reading ability. |
| <p>How do we engage and involve parents in the education of our SEND pupils?</p> | <p>We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your view, as well as the views of your child, in any difficulties they may experience with their learning.</p> <p>You will be able to share your views over email, by phoning the SEND department, or by arranging a meeting with one of the team. We will always endeavour to respond to your views, and where possible to act upon them.</p> <p>In addition to the above, if your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.</p> |

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| | All parents are also encouraged to have discussions with class teachers, to attend parents' evenings, and to ensure that their child completes home learning to a high standard. |
| How do we engage and involve SEND pupils in their education? | We will carry out Student Voice activities throughout the year to better understand the views of pupils with SEND. |
| What arrangements are in place for transitions between primary school and beyond year 11? | <p>The school has very strong links with its feeder primary schools.</p> <p>During Year 6/7 transition members of the school's SEND team visit pupils in their primary schools and teachers meet with the school's SENDCo, Head of Year 7 or a student support officer to discuss pupils in order to ensure a smooth transition. Information from our feeder primaries is shared with teaching colleagues.</p> <p>All pupils attend a taster day in the July before they come to the school so that they can become familiar with the building and get to know their tutor and teachers. We also arrange additional visits for SEND pupils to visit the school at different times through a transition programme to empower them to become confident with all aspects of school life.</p> <p>For our Year 11 pupils we work closely with our Sixth Form and other providers, apprenticeships, and colleges to provide a smooth transition Post 16. Pupils can visit different environments so that we can support them to decide what their next step will be. We work closely with Inspira to support pupils with this. Staff in the Learning Support department staff will support pupils with SEND with applications for school, college, apprenticeships, or employment opportunities.</p> <p>At St John Henry Newman Catholic School, we take care to ensure that during transition points (between classes, each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and the best strategies to support their learning. This happens through effective use of data, our SEND Department communicating well with all teaching staff, and strong systems for reporting progress.</p> |

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| <p>How do we make our school accessible to all?</p> | <p>The school has a lift which allows all pupils to have equal access to high quality teaching across the curriculum. There are also adapted workstations in Food Technology, ICT and Science. In the unlikely event that the lift is not working we move teachers to the ground floor to allow access for pupils with a restricted mobility.</p> <p>We have a zero-tolerance approach to bullying and a positive behaviour ethos. Our pupil values are the foundation of our school.</p> |
| <p>What approach is taken to teaching pupils with SEND?</p> | <p>Quality first teaching is our approach. We work to ensure all staff have the highest possible expectations for our pupils.</p> <p>We offer a range of interventions to support pupils, as well as offering a range of training to support classroom teachers. The intervention provided to supporting learning is outlined below:</p> <ul style="list-style-type: none"> • Universal – this is the teaching your child will receive from his/her class teacher and may include some very minor adaptations to match learning needs. It also includes ensuring that all teachers are aware of how to match these learning needs, through good communication and training systems. • Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child’s learning. <p>This takes the form of a graduated four part approach of:</p> <ol style="list-style-type: none"> 1. assessing your child’s needs 2. planning the most effective and appropriate intervention 3. doing this intervention and 4. reviewing the impact on your child’s progress towards individual learning outcomes. <p>Sometimes this intervention may take place outside the classroom, as a 1-1 or with a small group of pupils. This may take place as a 1-1, tutor time or after school. You will be kept informed of your child’s progress towards learning outcomes.</p> <p>Whilst staff have access to pupil passports, staff who teach pupils with SEND read the appropriate EHCPs for those pupils.</p> |

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| <p>What expertise and training do staff who support pupils with SEND receive and does this include specialist support?</p> | <p>At St John Henry Newman Catholic School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.</p> <p>Regular professional development ensures that staff at St John Henry Newman Catholic School are fully aware of how to cater for a range of Special Educational Needs. Specialist teachers from outside of the school hold twilight sessions to liaise with teaching staff and the Learning Support department. We also access support from specialist advisors and outside agencies.</p> <p>The Learning Support team are in regular communication with teaching staff to make sure that everyone is aware of what Special Educational Needs there are within the school, and how to help support those needs in the classroom.</p> <p>Individual training can also be arranged when necessary.</p> |
| <p>What arrangements are in place for assessing and reviewing progress of SEND pupils and how does the school evaluate the effectiveness of provision of pupils with SEND?</p> | <p>Pupils' progress is reported on every term and this allows us to monitor and intervene, as necessary.</p> <p>As part of this reviewing cycle, any interventions necessary because of personal circumstances, medical needs or short-term changes in a pupil's situation may be discussed and agreed with parents/carers.</p> <p>Some pupils will have targets to support their very specific needs, for example, spelling, reading accuracy and numeracy. These will be monitored and reviewed regularly.</p> |
| <p>How is my child included in all the same activities as his/her peers at school?</p> | <p>St John Henry Newman Catholic School is an inclusive school and committed to providing equal opportunities for all children.</p> <p>School clubs, educational visits and residential trips are available to all children.</p> <p>When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.</p> |

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| <p>How does the school involve other organisations and specialist support in provision for SEND pupils?</p> | <p>We may involve specialists at any time to provide advice and guidance following early identification of SEND. Parents are fully involved in this process.</p> <p>Services we have access to include those offered by Cumbria Council SEND team. These include:</p> <p>SEND Teaching Support Team incorporating:</p> <ul style="list-style-type: none"> • Physical and Medical Needs • Sensory: Hearing and Visual Impairment • Developmental Language Disorder (DLD) • Communication and Interaction Needs (Autism spectrum) • Severe Learning Difficulties • Inclusion Support Officer (Behaviour) • Educational Psychologists • The Pupil Referral Unit • The Kingmoor Assessment Centre • Inspira • Social Services • CME Officer – Child Missing Education • Youth Offending Service • PAC • Inclusion Officer • CAMHS |
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ADDITIONAL SERVICES

The Local Authority have produced The Local Offer where parents/carers and young people can find out about more specialist provision available. Please follow the link below to find out more information:

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

COMPLAINTS PROCEDURE

Information on the school's complaints procedure can be found on the school's website.

If you are unhappy with the way St John Henry Newman Catholic School is managing your child's learning needs you should:

1. Contact your child's form tutor, subject teacher, or Head of Year with your concerns by telephoning the school on 01228 404940 to talk about your concerns on the phone or to arrange a meeting at the school.
2. If you still have concerns, please contact the school's SENDCo who will try to help resolve the problem. Mrs Graham can be contacted on 01228 404942 or via her email address: SENDCo@newman.cumbria.sch.uk
3. If you are still unhappy then you should ask for a meeting with the Senior Assistant Head responsible for SEND, Mrs McAree, to talk about the issue. Mrs McAree can be contacted on 01228 404942 or via her email address: amandamcree@newman.cumbria.sch.uk
4. If, after completing these steps you remain unhappy with the responses then you should ask for a meeting with the Head Teacher, Mr McAuley, to discuss the issue.

GLOSSARY OF TERMS

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| SEN | Special Educational Needs | | EHCP | Education Health Care Plan |
| SEND | Special Educational Needs and Disability | | CAMHS | Child and Adolescent Mental Health Service |
| SENDCO | Special Educational Needs Co-ordinator | | | |