



ST JOHN HENRY NEWMAN CATHOLIC SCHOOL

SEND INFORMATION REPORT

Approved by	
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Position:	Chair of Governors
Signed:	<i>C. Battle</i>
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This report outlines the provision for pupils with Special Educational Needs and Disabilities (SEND) in line with the Children and Families Act 2014, the SEND Code of Practice (2015), and the SEND Regulations 2014.

<p>The kinds of SEND we provide for.</p>	<p>St John Henry Newman Catholic School provides for pupils across the four broad areas of need as defined in the SEND Code of Practice:</p> <p>Communication and Interaction (e.g., speech and language needs, autism spectrum conditions).</p> <p>Cognition and Learning (e.g., dyslexia, dyscalculia, moderate or severe learning difficulties).</p> <p>Social, Emotional and Mental Health (e.g., ADHD, anxiety, behavioural needs).</p> <p>Sensory and/or Physical Needs (e.g., hearing impairment, visual impairment, physical disability).</p>
<p>Our Approach, including how we identify SEN and assess needs.</p>	<p>Transition information is gathered from primary schools (Year 6).</p> <p>Year 7 pupils complete baseline assessments in their first half term.</p> <p>Teachers monitor progress through key pieces of assessment and raise concerns using the school SEND referral system.</p> <p>The Learning Support Department may carry out further diagnostic assessments.</p> <p>Identification follows the principle that SEND is provision that is “different from or additional to” that normally available in mainstream education.</p> <p>The identification of SEND needs begins with high-quality classroom teaching, supported by regular monitoring of progress and attainment.</p> <p>Teachers and support staff are trained to observe, assess, and record any barriers to learning, while working closely with the SENDCo to determine whether additional provision may be required.</p>

	<p>We work in partnership with parents and carers, and where appropriate, external professionals, to build a clear picture of a pupil's strengths and areas of difficulty.</p> <p>We ensure that support is tailored, flexible, and responsive to individual needs. This may include adaptive teaching, targeted interventions, and access to specialist resources or services.</p> <p>The aim is always to remove barriers to learning and promote independence, confidence, and achievement for every student.</p>
<p>Teaching and Learning: including our approach to teaching pupils with SEN and how we adapt the curriculum and environment for pupils with SEND.</p>	<p>The approach to teaching pupils with SEND is through Quality First Teaching, which is the foundation of provision.</p> <p>Adaptive teaching is used to meet varied learning needs.</p> <p>Where needed, pupils may receive targeted interventions in small groups or one-to-one sessions.</p> <p>Wherever possible, pupils remain in mainstream classes with their peers.</p> <p>Adaptations to the curriculum and learning environment may include:</p> <p>The curriculum tailored through differentiation, scaffolding and specialist strategies.</p> <p>Support staff working alongside teachers to deliver interventions.</p> <p>For pupils with sensory or physical needs, adjustments may include modified materials, assistive technology or adapted timetables.</p> <p>Some pupils access alternative provisions where guided by the Local Authority and professionals.</p>
<p>Reviews, including how we assess and review progress of SEND learners.</p>	<p>We use the graduated approach (Assess–Plan–Do–Review) to monitor provision.</p> <p>Teachers are responsible for the progress of all pupils in their classes, including those receiving support.</p>

	<p>The SENDCo coordinates interventions and monitors effectiveness.</p> <p>Progress is reviewed regularly through data analysis, classroom observation and parental feedback.</p> <p>Adjustments are made if expected progress is not achieved.</p> <p>Pupils and parents are involved in every stage of the SEND process.</p> <p>Pupil Passports are co-produced with the pupil, staff and specialist advice, outlining strengths, needs and strategies, this is shared with parents.</p> <p>Parents meet termly with staff to review progress and provision.</p> <p>Pupils with an Education, Health and Care Plan (EHCP) have an annual review with full participation from parents, pupils, staff and external professionals.</p>
<p>Inclusion outside of lessons</p>	<p>At our school, inclusion extends beyond the classroom so that all pupils with SEND can fully participate in the wider life of the school community.</p> <p>We make sure that clubs, trips, and enrichment activities are accessible to every student by providing appropriate support, reasonable adjustments, and opportunities tailored to individual needs.</p> <p>Staff work closely with families and pupils to identify potential barriers and plan strategies to overcome them, ensuring that no child is excluded from social, cultural, or sporting experiences.</p> <p>By promoting understanding among peers and fostering an environment of respect, we aim to help all students develop friendships, build confidence, and enjoy equal opportunities to succeed both inside and outside of lessons.</p>
<p>Staff training and</p>	<p>All staff receive training in SEND strategies and safeguarding</p>

<p>development.</p>	<p>vulnerable learners.</p> <p>New staff and Early Career Teachers (ECTs) receive induction and training from the SENDCo.</p> <p>The SENDCo attends local SENDCo networks and annual SEND conferences to remain up to date.</p> <p>External specialists (e.g., Educational Psychologists, Speech and Language Therapists) provide guidance and training.</p> <p>Ongoing CPD is available for all staff in the SEND department and the whole school, from external agencies.</p> <p>SEND forms part of our School Improvement Plan.</p>
<p>Support services</p>	<p>Additional support is provided through teaching assistants, targeted interventions and external specialists.</p> <p>The school works closely with Cumberland Council services, health professionals and voluntary organisations.</p> <p>Our school works closely with a range of support services to ensure pupils with SEND receive the right help at the right time.</p> <p>These include specialist advisory teachers, educational psychologists, speech and language therapists, occupational therapists, and health professionals such as school nurses and CAMHS (Child and Adolescent Mental Health Services).</p> <p>We also liaise with the local authority's SEND team and other external agencies to provide targeted interventions, training for staff, and guidance for families. This joined-up approach enables us to meet pupils' individual needs effectively and promote their academic, social, and emotional development.</p>
<p>Supporting Transition</p>	<p>Information is shared from primary schools prior to admission. The SENDCo, will attend Year 6 annual reviews when invited to do so.</p> <p>Enhanced transition visits may be arranged for pupils with SEND</p>

	<p>alongside an additional access day for year 6 pupils with SEND.</p> <p>At post-16, the SENDCo liaises with colleges, training providers, and services such as Inspira to ensure smooth progression.</p>
<p>Supporting medical needs and accessibility</p>	<p>St John Henry Newman Catholic School follows the Equality Act 2010 and the school's Medical Policy.</p> <p>Individual Healthcare Plans are developed in partnership with parents, healthcare professionals and staff.</p> <p>Medical needs may be included in EHCPs where appropriate.</p> <p>Accessibility arrangements: Pupils with SEND or disabilities are admitted under the same admissions criteria as all pupils. No pupil is refused admission on the grounds of SEND or disability where the school can meet their needs. St John Henry Newman Catholic School is committed to equality of opportunity.</p> <p>Staff are trained in disability awareness and inclusive practices.</p> <p>Anti-bullying policies specifically protect vulnerable pupils, including those with SEND.</p> <p>Facilities for disabled pupils include lifts, accessible toilets and designated parking spaces.</p> <p>Specialist equipment (e.g., hearing aids, adapted IT resources) can be provided.</p> <p>Accessibility Plan (Equality Act 2010, Schedule 10) Please refer to the equality policy.</p>
<p>Evaluating SEND provision</p>	<p>SEND provision is regularly monitored by the SENDCo and Senior Leadership Team.</p> <p>Interventions are evaluated for effectiveness and adjusted where necessary.</p> <p>Governors review SEND provision and outcomes through regular reports and the SEND governor meets regularly with the</p>

	SENDCo.
Complaints	<p>Parents should first raise concerns with their child's form tutor, head of year or SENDCo.</p> <p>Formal complaints follow the school's Complaints Procedure (available on the website).</p> <p>Appeals regarding EHCP decisions can be made to the SEND Tribunal.</p> <p>The Local Government Ombudsman may investigate if provision in an EHCP is not delivered</p>
Reviewing the report	This SEND Information Report is updated annually, alongside the SEND Policy, to ensure compliance with statutory requirements and to reflect the needs of pupils and families.