



CARDINAL HEENAN  
CATHOLIC HIGH SCHOOL

# SEND Information Report

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## **Our Mission Statement**

The Catholic Christian community at Cardinal Heenan endeavours to help pupils to know and build a relationship with Jesus Christ and to live the Catholic faith through prayer, sacraments and service. We are committed to making learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners who are committed to seeking truth. We strive to help all to learn and grow, treating one another with respect and generosity, whilst supporting parents as the first and most important educators of our children. Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be, in preparation for this life and the life to come.

## SEN Annual Report for Cardinal Heenan Catholic High School

Report by	Annette Powell-Wiffen	Period	July 2022 – Present
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### School characteristics

The highest primary need is moderate learning difficulty with Speech and Language needs and Social, Emotional and Mental Health also high. Many of the Speech and Language needs also have cognitive learning needs so a range of support is required to meet the needs of these pupils. Our NHS Speech and Language offer could not meet the needs of our caseload and as a result the school has bought in the Traded Services for ½ day per week. The Speech and Language therapist has working closely with the SEN department.

We are continuing to see an increasing number of pupils presenting with high level autism spectrum needs. The department has addressed this need by training a TA as a Lead Autism Specialist. We have also promoted this role (Complex Needs Specialist TA) to make it more prominent and recognise the importance of the need within the school.

Furthermore, we have seen a large rise in pupils with Literacy and Dyslexia needs. We have addressed this by working alongside a local school (a specialist Dyslexia school) so that we can firstly be sure that our intervention offer is suitable, and secondly, that our staff are confident in identifying and supporting pupils with dyslexia needs.

### 1. Funding arrangements

Funding for inclusion continues to be squeezed by the local authority. A number of children are very close to but do not meet the criteria needed for A Band Cognition and Learning funding. The department still has to support these pupils regardless of the funding situation.

### Statutory Responsibilities

We must comply with the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' January 2015 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).

Our SEND policy is published on our school website and is known as the 'Local Offer'.

#### Who are our SEND Students?

1. Students with an Educational Health Care Plan (EHCP), formally known as a Statement. These students have complex needs, often have a formal diagnosis and generally receive funding for inclusion (FFI). An EHCP is a legal document which outlines the needs of the student and states the expected outcomes of the student in each academic year. These documents are reviewed annually.

Staff are made aware of who these students are through the use of an 'E' code on SIMS and on our inclusion spreadsheet.

2. Students are considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made. This is where students have a greater difficulty in learning than their peers, or have a disability which prevents or hinders them from making use of the facilities that are generally provided (Code of Practice, 2015).

Staff are made aware of who these students are through the use of a 'K' code on SIMS and on our inclusion spreadsheet.

The 0-25 Code of Practice (Chapter 6) identifies 4 broad areas on need and support: -

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

These categories can be broken down more specifically to: -

Autistic Spectrum Disorder (ASD) – now referred to as Condition

Speech, Language and Communication Needs (SLCN)

Specific Learning Difficulties (SpLD) e.g. Dyslexia, Development Coordination Delay (DCD, formally dyspraxia), Dyscalculia, ADHA,

Moderate Learning Difficulty (MLD)

Severe Learning Difficulty (SLD)

Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and Mental Health (SEMH) inc Behaviour

Visual Impairment (VI)  
 Hearing Impairment (HI)  
 Multisensory Impairment (MSI)  
 Physical Disability (PD)

Some students on the inclusion register have no formal diagnosis but benefit from additional support to allow them to access the curriculum, these students are listed as 'NSA – no specialist assessment' e.g. students with dyslexic tendencies.

### Identifying Students with Special Educational Needs

Students are identified as having special educational needs at the earliest possible point in order to implement effective provision to improve outcomes for the student. Although not an explicit indicator of Special Education Needs, students' provision would be reviewed if their progress or attainment:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's expected rate of progress
- shows an unusual gap between the child and their peers

In addition, parent/carers, school staff or the students themselves can identify an area of emerging need which would also be investigated by the SENCO/Interventions Coordinator who will organise appropriate additional provision if required. The SENCO/Interventions Coordinator also liaises with feeder schools to identify students' special educational needs during the transition periods between Years 6 and 7 and will also liaise with other schools whose students are transferring to Cardinal Heenan Catholic High School.

Our inclusion register is amended after each progress review and is discussed at SEND department meetings.

EHCPs are reviewed annually at a review meeting attended by all relevant professionals and parents.

### Students Requiring an EHCP

When students are identified as needing additional support we can apply for an EHCP. This is a lengthy process, taking a minimum of 26 weeks and requires parents, health professionals and school to work together to document the needs of a student and to clarify the outcomes that we would be able to achieve with the implementation of an EHCP.

## 2. Current SEN staffing infrastructure

Staffing figures have remained stable:

	Staff
Special Educational Needs Co-ordinator	1
Higher-level teaching assistants (HLTAs)	
Teaching assistants Full time	10
Teaching assistants Part Time	0
Learning mentors (PP pupils)	3
Other	0

## 3. Staff training and Qualifications

## Staff qualifications

Staffing Qualifications	Number	Qualifications
Special Educational Needs Co-ordinator	1	SEN National Award, QTS, NPQSL
Teaching assistants	10	Lead Autism Practitioner (1); Secondary trained (4);
Other		

## Training opportunities provided in this period

Staff role	Training accessed	Desired impact
New staff	Effective Use of TAs	
All staff	Autism Awareness training	To equip all staff in dealing with pupils on the ASD spectrum
TA staff	Speech and Language support	Ongoing support from SaLT
TA staff	Working with Hearing impaired pupils	To support pupils who have hearing impairment.
TA Staff	Lead Autism Practitioner	Essential training to support growing number of pupils with autism in school
TA Staff, Support Staff English Department, Whole staff	Supporting Dyslexic Pupils	To support staff in identifying and supporting pupils with literacy and dyslexic needs

## 4. Pupil performance and Next Steps

All our pupils' transition to a range of Post 16 providers, including Notre Dame, Leeds City College and Leeds College of Building.

## 5. Range of interventions currently in place

**Below is a summary of interventions within the department. These are reviewed mid year to ensure suitability of provision.**

Description	Reading Buddies
<p><b>Analysis of effectiveness / impact Reading Buddies:</b> This consists of 20 pupils whose reading ages are slightly better than those in the small groups, but whose RA is still considerably below their chronological age. Priority was given in the following order:</p> <ul style="list-style-type: none"> <li>• PP Boys</li> <li>• PP Girls</li> <li>• EAL pupils</li> <li>• All others</li> </ul> <p>This is a ten week programme and pupils are currently about half way through the course, therefore we should see greater improvement when it has been completed.</p>	

**Monitoring and next steps:**

- All y7 pupils are “baseline” tested at the beginning of the year to identify pupils needing intervention
- Those pupils in intervention groups and all those below their chronological reading age are retested in HT-3 so intervention groups can be adjusted and so any pupils who may need intervention are duly identified
- There will be a final test in HT-6 to assess impact and to consider whether pupils will need ongoing intervention in y8

**Next steps**

- The results show that the majority of pupils receiving 1:1 intervention/small group and EAL intervention still have numerous issues with literacy and are still considerably below their chronological reading age, suggesting their intervention should continue for the remainder of the year – and probably into y8. These pupils have multiple needs and therefore progress tends to be slow and often inconsistent.
- It is difficult to make final decisions about Reading Buddies as yet as they are only half way through the course, therefore at the end of the ten weeks, they will be tested again so the final impact can be assessed. Any pupil not reaching a reading age of 11 yrs will be considered for further intervention once these results are available. The reason 11yrs is considered the “cut off” point is because a “functional RA” is considered to be around 10 yrs. This is the age at which children can access most texts they will encounter across the subject range. I have added one year to this to ensure a wide margin.
- The LA online assessment has also identified a number of pupils who fall considerably below their chronological RA and who are not currently receiving any intervention. Of those, any EAL pupils will be identified and will be put into small groups for EAL group reading intervention. APN and PGR will then look at any pupils left and ensure there is intervention provided (possibly by working with RSE).

Description	IDL
<b>Analysis of effectiveness / impact</b>	
This small group are deemed the most in need of specialised intervention. Pupils were identified using: KS2 scores, CAT scores and any SEND information we may have concerning literacy skills. Progress is measured in small steps	

Description	Passport Maths
<b>Analysis of effectiveness / impact</b>	
Passport Maths is designed for pupils who did not achieve the expected standard in mathematics at Key Stage 2 (that is, students with a scaled score of less than 100 on the Key Stage 2 test). It provides the additional support that students need to catch up with the mathematical ideas that are developed at greater depth at Key Stage 3.	

Key indicators of progress have been derived through comparing the Pre PM Test v Post PM test, and November internal exam v EOY internal exam for Year 7 pupils and EOY 7 Level v EOY 8 Level for Year 8 pupils. These have then been used to give an overall indication of progress.

Description	<b>Autism Support group – Zones of Regulation</b>
<b>Analysis of effectiveness / impact</b>	
The Lead Autism specialist works with pre identified pupils. She conducts both 1:1 and small group interventions.	
A talking mat is created and shared to support pupils in their classes	

Description	<b>Speech and Language Therapy</b>
<b>Analysis of effectiveness / impact</b>	
Traded service from the NHS Speech and Language team. We have bought in the service for ½ day per week. The Speech and Language therapist uses the time to assess and work with individuals and groups of pupils.	

## 6. Attendance

Reducing levels of absence continues to be a priority. The SENCO works closely with the Attendance Officer to identify absence trends among SEND pupils.

## 7. Exclusions

A small number of pupils with SEND needs have contributed to exclusion levels this year. We work closely with the pastoral team to support these pupils.

## 8. The quality of teaching and learning

<b>Key themes arising from SENCO's analysis of lesson observations in terms of SEN and implications for staff development</b>
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<b>Support given by teaching assistants is good. They provide both 1:1 and whole class support effectively.</b>
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## 9. Description of SENCO's current quality assurance arrangements

<b>Quality assurance and performance management of teaching assistants</b>



Teaching assistants are subject to a performance management cycle. Both departmental and individual objectives are made. This helps to identify areas of training required by some members of staff

**Quality assurance and performance management of other staff**

Whole staff training looking at the provision for pupils with SEND took place in November 2021 and January 2022

**Quality assurance of interventions**

Interventions are continuously monitored for effectiveness. Literacy and numeracy interventions are assessed for impact. If progress is not evident, the interventions are reviewed by the SENCO and Curriculum Leaders.

**10. Compliance with statutory duties**

We strive to ensure that compliance to statutory duties is met

	✓ / x
All provision is in place for students with statements of SEN / EHCPs	Yes
Annual reviews have been conducted on time	Yes
The school's SEN policy reflects reality within the school	Yes
The school has responded to all professional recommendations made in this period	Yes
Students with disabilities have accessed all relevant school activities including trips	Yes

**SENCO's priorities for next academic year**

Ensuring better communication from SENSAP  
 New Ofsted Framework – How does this impact SEND across the school  
 Quality First teaching - making sure teachers are able to meet needs of pupils  
 Further develop focused observation cycle so that needs

The Leeds Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

The Leeds Local Offer can be found here:

[Directory \(leedslocaloffer.org.uk\)](http://leedslocaloffer.org.uk)