

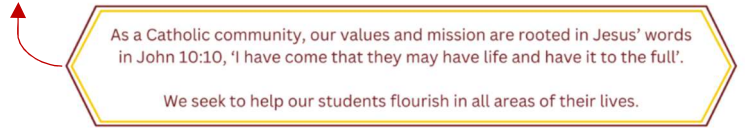


SEND Information Report

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Our Mission Statement

Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be.



The Catholic Christian community at Cardinal Heenan endeavours to help students 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.

Cardinal Heenan Catholic High School Special Educational Needs and Disability Information Report 2025

This information report should be read alongside the SEND, Safeguarding and Child Protection and Accessibility Policies. Information in accessible format is available through our website. If a paper copy is required, please do not hesitate to get in touch. Our SEND information report will be updated annually, or as soon as possible, following any changes throughout the year.

LEA Local Offer

The Leeds LEA local offer can be found at [Leeds SEND Local Offer](#) | [Leeds Local Offer](#)

What are special educational needs (SEN) or a disability (D)?

At our school we use the definition for Special Educational Needs and disabilities from the SEND Code of Practice (2014)

This states:

Special Educational Needs: *A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her*

- *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others at the same age***
- *Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others at the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘... a **physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities**’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

What kinds of Special Educational Needs and Disabilities (SEND) are provided for in our school?

The four broad areas of need outlined in 2014 SEND Code of Practice are –

Communication and Interaction

Cognition and Learning

Sensory and/ or Physical needs

Social, Emotional and Mental Health

Specific examples of some of the special educational need and disability at Cardinal Heenan Catholic High School are: Autism, Hearing and Visual impairments, ADHD, Developmental Language Disorder, Moderate Learning Difficulties, Specific Learning Difficulties e.g. Dyslexia, Attachment Disorder, Mental Health Difficulties e.g Anxiety, Depression

How does school identify students with SEND and assess their needs?

Most students with SEND are identified through liaison with feeder schools or previous secondary schools. To ensure we meet the needs of students, transition visits are made by the SENDCo / Head of year 7. For students with more complex needs, a more personalised programme of transition may be arranged.

On entry in Year 7, all students undertake CATS testing and a Reading test (NGRT). Further bespoke tests are carried out by the SEND team on specific students.

School regularly monitors student progress through observations, assessment for learning and tracking. The Head of Year for each year group monitor the progress of all students in the year group and raise awareness of any progress difficulties. The SEND team monitors the progress of vulnerable groups carefully to ensure access to learning and narrow any attainment gap. Any concerns raised by staff, parents, outside agencies or the by students themselves, can be referred to the SEND team for support and advice. The SEND Team can be contacted through the SEND Department info@cardinalheenan.com

All students will be provided with high quality inclusive teaching that is differentiated to meet the needs of all learners. The school uses Provision Mapper to document the needs of our SEND pupils. All SEND pupils have a Pupil Passport which is created by the SEND team in conjunction with the pupil and/or parent. Teachers can easily access this information via Classcharts.

The SEND register lists all students who have Special Educational Needs and Disabilities. Staff are also notified through our school systems. To assist teachers with strategies for supporting students all staff have access to a CPD area which stores all teacher training and further information to support pupils. Each student on the register has a Pupil Passport which contains detailed personal information. Parents/ carers and staff are always informed when a child is added to or removed from the register.

What should a parent do if they think their child may have Special Educational Needs?

If parents or carers have a concern relating to their child's learning then please initially discuss this in the first instance with your child's subject teacher, their form tutor or Head of Year.

Following any discussion or intervention, a referral to the SEND Team for support is the next step. The SENCO is Mrs Powell-Wiffen (apn@cardinalheenan.com). The school may agree to monitor progress or may arrange a review meeting if this is appropriate. Sometimes parents are advised to seek advice from the General Practitioner e.g. to support sensory needs, ASD or ADHD /emotional and mental health concerns.

The provision map is a working document which contains up to date information about the inclusion needs throughout school. Students who are not progressing, despite intervention, may be added to the SEND register.

All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by school.

What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

Please look at the school website (www.cardinalheenan.com) for more details about regular opportunities to support your child's learning and for reporting of progress arrangements via

progress reports and parents' evenings. In addition, school provide additional links via teaching assistants in the SEND team to link with parents of students with more complex needs. Contact between the parents of students with the most complex needs and teaching assistants can be very regular via email and telephone.

We hold Annual reviews of Education, Health and Care Plans (EHCPs) and in accordance with the LEA arrangements.

We regularly signpost parents to local workshops and supportive organisations such as LEA services, cluster services, both directly and through the general letter to parents.

How do you encourage the consultation process with young people with SEND and involve them in their education?

Student feedback is gained via whole school questionnaire periodically through our student voice opportunities. All students at Cardinal Heenan regularly attend parent consultations to gain understanding of progress. We encourage all children to attend reviews, whenever possible, or to give written feedback if they prefer, and those with an EHCP are involved in their annual review meeting.

All children with a SEND Pupil Passport are consulted when reviewing and updating the passport periodically to allow individualisation and ownership.

Children with an EHCP are fully involved in the preparation for any review meeting and their views are shared with attendees.

Dedicated teaching assistants work specifically with students classed as 'SEND support' and monitor achievement. They encourage engagement in school clubs and provide a welcoming morning session in which some students can have support in organisation of their resources for the day.

What is the school's approach to teaching and learning for students with SEND needs?

Students are taught in mainstream lessons as part of our inclusive approach. There is an emphasis on high quality inclusive teaching (good quality classroom practice). Every effort is made to integrate students into lessons and extra-curricular activities. Subject teachers will plan and organise learning activities that meet the needs of your child.

Teachers have access to information to the needs of all of the students in their classes enabling them to make the necessary adjustments to their teaching in order to meet the needs of the students in their groups.

Students with more complex needs may access more bespoke intervention within the SEND support area. They may follow a curriculum more tailored to their individual needs and which addresses individual targets.

All subject teachers deliver quality first teaching which is regularly observed. We use the graduated approach to support our children- Assess, Plan, Do, Review. If your child is not making the expected progress an intervention may be required, this will be through the graduated approach. Any concerns are picked up by Heads of Year/ SEND Team and intervention is adjusted to meet need.

At Cardinal Heenan, progress for students with SEND needs is reviewed termly. Formal assessments are used to monitor the effectiveness of 'additional to and different from' provision to ensure that school is using its SEND delegated budget effectively.

What arrangements are in place to support students moving between different phases of education and preparing for adulthood?

On entry from primary to secondary school, liaison takes place at an early stage. Discussions take place with the primary school SENDCo to identify need and allow for supportive transition. Students with SEND are invited to our Ambassador sessions as part of transition.

Additional visits, and a more personalised transition programme, is arranged for students with more complex needs. Cardinal Heenan staff welcome opportunities to be involved in early planning and are happy to attend EHC reviews in primary schools from Year 5 to liaise with parents who may be considering an application.

Students are given extra guidance with GCSE option pathways and parents have opportunities to discuss the curriculum.

When students are preparing for post 16 placements then they will have early careers interviews.

Information is also available through the Leeds Local Offer.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

Though we encourage students with SEND to participate in a full range of subjects, and to access a broad and balanced curriculum, some students with SEND have minor curriculum adaptations based upon need.

The GCSE choices which students begin in Year 10 allow a small number of students access to a Bespoke Pathway which includes Personal Growth and Wellbeing. Students in these smaller groups consolidate key skills to support progress throughout the curriculum.

Students with more complex needs may access a bespoke curriculum with changes dependent upon individual circumstances.

Within the SEND area students can access laptops for use in school and a range of coloured overlays to support visual stress.

The SEND and Pastoral Teams may refer to outside agencies for advice from specialists in a particular area such as the Educational Psychologist, STARS team (autism), Speech and Language Therapist, School Nursing Team, LEA Inclusion support and medical services. The advice provided from the specialists is used to inform planning and support any intervention provision needed.

Some students need specific pieces of equipment to help them work and learn more independently. We have a range of different types of specialist equipment to support students. We have several different software packages available to help support students with a range of needs. In addition, we will always consider new and/or different software to better support students.

The school building is on different levels and there are disabled toilet facilities. The school is fully accessible for wheelchairs.

Assistant Heads of Year provide mentoring support to students with social and emotional well-being needs.

The school also employs a Catholic Care Social Worker two days a week who offers counselling sessions to referred students.

Before school and during break and lunch, The SEND area provides support for students who find unstructured time difficult to manage. Attendance is voluntary and the focus is to encourage social skills and improve emotional well-being.

School can access Cluster Support on referral.

What is the current level of expertise and experience of staff supporting children and young people with SEND.

How do you access and secure further specialist expertise?

All teaching staff at Cardinal Heenan have the opportunity to partake in training on aspects of teaching and learning including strategies for scaffolding. The school CPD platform provides information and strategies for the teaching of all students with SEND.

SEND and Pastoral staff have ongoing opportunities to access professional development and recent training includes: Attachment and trauma, Developmental Language Disorder, Autism, Visual impairment, Dyslexia, Teaching assistants have a planned programme of professional development and training.

Staff are trained in a variety of needs and an audit takes place to identify training needs. This is a mixture of in-school and external training.

Staff have an annual performance management review where training and other needs are identified.

If we feel that the involvement of another agency would be beneficial to help with your child's needs, you will be informed and asked to give your consent. We may refer to outside agencies for advice from specialists.

The SENCO is a Qualified Teacher and has the National SENCO Qualification. The SENCO also holds NPQSL.

The Interventions Co-ordinator is a Qualified Teacher and has significant experience and expertise in working with SEND learners.

Our team of Teaching Assistants are skilled and have a variety of experience and backgrounds. The team of Teaching Assistants receive regular training on a variety of areas of need. TA's also share good practice during briefings to facilitate sharing of good techniques and support strategies.

How do you support children and young people with SEND to improve their emotional and social development?

Cardinal Heenan offer a wide range of emotional support to students. This includes:

- Assistant Heads of Year provide mentoring support to students with social and emotional well-being needs.
- The school also employs a Catholic Care Social Worker two days a week who offers counselling sessions to referred students.
- Before school and during break and lunch support for students who find unstructured time difficult to manage
- School can access Cluster Support on referral

Cardinal Heenan promotes the inclusion of all students. There is zero tolerance of bullying. Statistics show that students with SEND are more likely to be bullied than a student who does not have SEND. Pastoral staff are fully aware of the SEND students within their care and monitor events closely.

Does the School involve 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?

Within school we can make referrals to the area Cluster based services such as family support, Autism support via the STARS team, Medical Needs Teaching Service. Parents can also use SENDIASS (Special Educational Needs and/or disabilities Independent Advice Service). SENDIASS will offer information and support to families of students with SEND up to the age of 25 years whether or not they have a statement or EHC Plan. For further information, see Local offer for your area via link). They may also be able to put you in touch with other organisations or parent support groups.

What if I want to arrange a private SEND assessment for my child?

We want to work closely with parents and would ask that you contact the SEND team. We may be able to offer information and guidance. We work closely with a number of external agencies and may be able to signpost parents to support an

external application. We invite parents to share any professional reports with school so that we can continue to work closely in the best interests of the child.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school?

We welcome feedback from parents, both positive and negative, to ensure that we make the best provision for our students with SEND. Many concerns can be addressed through a telephone conversation or email. If you have a concern, please speak to your child's form tutor/ student progress leader in the first instance. If this cannot be resolved to your satisfaction then please speak to the SENCO, Mrs Powell-Wiffen who will be happy to liaise between teachers and parents when appropriate.

If it still cannot be resolved, please follow the school's complaints procedure (available on the school website).

Key contacts:

Admin – Info@cardinalheenan.com

SENCO Annette Powell-Wiffen

Headteacher Dominic Kelly

Deputy Headteacher Daniel Mangan

SEND Governor Deb O'Connor

Chair of Governors Michael Gardner

How does the school evaluate the effectiveness of the provision made for children with SEN

Cardinal Heenan formally gathers data 2 times per year. This is communicated to parents by report. This report shows their child's progress in individual subject areas. Students with an EHCP will have an Annual Review where key people involved with the student will meet to review the student's progress and Special Educational Needs and Disabilities.

Cardinal Heenan has a rigorous Quality Assurance process which evaluates the effectiveness of Teaching and Learning within the classroom for all students including those with SEND. Students' progress is reviewed in each Data Collection Cycle and interventions are regularly monitored for impact. Teaching Assistants track day to day progress of students and feedback to the SENCO and to parents through regular home school communication.

As part of the school leadership role, our SENCO works closely with Senior Staff and Curriculum Leaders to support the developing high quality teaching and ensuring effective strategies are in place to improve outcomes for SEND students. The SEND Report and SEND Policy are reviewed regularly and published on the school website. Cardinal Heenan has recently undergone a SEND Review to evaluate the provisions in place and improve areas for development. Teachers have full access to students EHCP's and professional reports through the SEND Register.

How are children with SEN enabled to engage in activities with children on the school who do not have SEN?

SEND students are encouraged to participate in all extra-curricular activities including school trips, sports clubs and events. All activities will always be accessible for SEND students. If a student is interested in attending a trip, parents will be contacted to discuss individual needs. Some students may require advanced preparation for trips. If this is required it will be arranged with the SENCO, Head of Year and parents. Support will be available for these activities if it is required. Risk Assessments are completed for trips offsite. The needs of SEND students are always considered. No student is ever excluded from these activities because of their Special Educational Need or Disability.

What are the school's arrangements for supporting children and young people who are looked after by the local authority and have SEN?

The school has a dedicated senior leader, Mrs Powell-Wiffen, Assistant Headteacher and SENCO, who is responsible for supporting Children Looked After (CLA) and works closely with the Pastoral Team to ensure appropriate provision and support is in place for these students