



CARDINAL HEENAN  
CATHOLIC HIGH SCHOOL

# SEND Information Report

<b>Author/Adapted from</b>	Annette Powell-Wiffen from LCC guidance	
<b>Version</b>	V2	
<b>Date approved</b>	February 2023	
<b>Approved by</b>	<b>Full Governing Body</b> / Governing Body Committee / Individual Governor / Headteacher	
<b>Date of next review</b>	July 2024	
<b>Document History</b>		
<b>Version</b>	<b>Date</b>	<b>Notes</b>
V1	2022	
V2	January 2023	

## Our Mission Statement

John Carmel Heenan (1905-1975) was Bishop of Leeds, Archbishop of Liverpool and Cardinal Archbishop of Westminster. This school is a living tribute to a very faithful servant of God. We are proud to bear his name.

We wear the word Veritas (Truth) on our school blazers in memory of St Thomas Aquinas. He lived a life of prayer and study which led him to the Dominican Order, whose motto is "Veritas" or "Truth". He sought truth wherever it could be found and burned with the desire to know the one truth, God, which gives meaning to all truths.

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	September 2022 – Present
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### School characteristics

The highest primary need is ) Social, Emotional and Mental Health (specifically ADHD and Autism Spectrum Disorder) and Specific Learning Difficulties (specifically dyslexia). 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 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.

### Admissions

Our Admissions Policy clearly states that the admission of pupils with a Statement of Special Educational Needs or an Education, Health & Care Plan is dealt with by a completely separate procedure to the normal admissions procedure. Children with a Statement of Special Educational Needs or an Education, Health & Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

The schools Accessibility Plan outlines the facilities that we provide to help disabled pupils access the school. It also outlines the steps have taken to prevent disabled pupils from being treated less favourably than other pupils.

Both documents can be found on the school website

[Admission for Year 7 in September 2024 - Cardinal Heenan](#)

[Policies and Statutory Information - Cardinal Heenan](#)

### Summary of SEND 2021-2022

**Actions identifies in 2021-2022 were implemented as follows.**

#### Communication in school is continues to improve

Systems around access arrangements, student updates and TA deployment are shared with all staff via the school bulletin and the use of pupil passports. Feedback from teaching staff was very positive about communication with the SEND team

#### Improved systems around FFI

Accessing relevant funding has started to improve due to structures put in place, with students starting in Year 7 identified during transition as in need of additional funding. This ensured

evidence was gathered from early September ensuring paperwork was complete by the November deadline.

### **Improved contact with external agencies**

Whilst this will always remain on our actions as it needs constant work to ensure relationships are maintained, this year improved contact with SENSAP and the Educational Psychologist has led to better outcomes for our students. An increased number of students accessed EP support and we secured EHCPs for relevant students.

### **Student Progress**

Our most up to date exams results can be found using the following link. It is also our most recent externally validated data

[Examination Results - Cardinal Heenan](#)

## **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

Hearing Impairment

Multisensory Impairment (MSI)

Physical Disability (PD)

Some pupils on the inclusion register have no formal diagnosis but benefit from additional support to allow them to access the curriculum. These pupils are listed as NSA – no specialist assessment e.g. pupils 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.

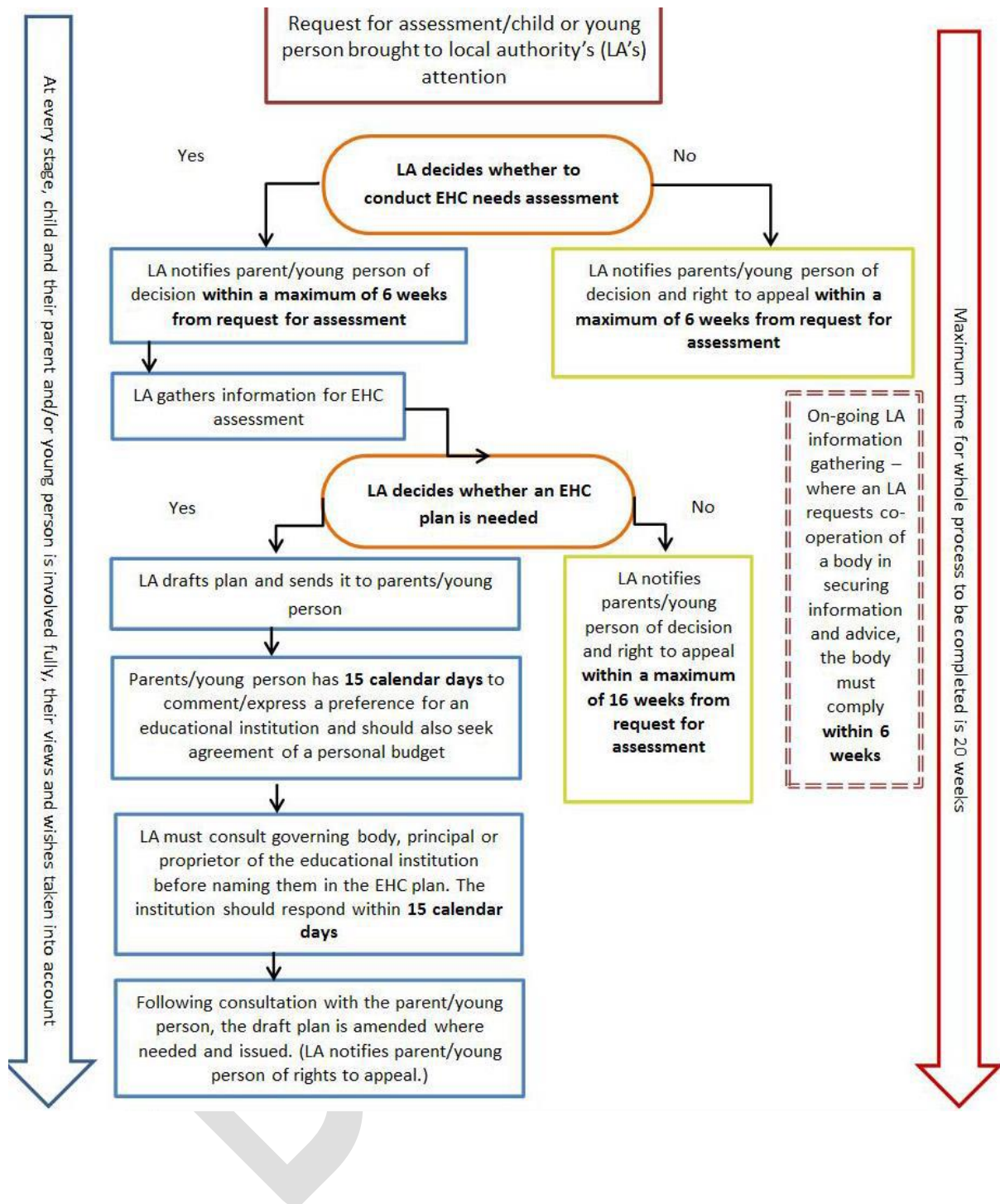
Our inclusion register is amended after each progress review and is discussed at SEND department meetings.

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.

**See chart below**



## 2. Current SEN staffing infrastructure

Staffing figures have remained stable:

	Staff
Special Educational Needs Co-ordinator	1
Teaching assistants Full time	9
Teaching assistants Part Time	0
Assistant Heads of Year	5
Other	2

Our SEND Hub (A25) is a vital resource for supporting our pupils with additional needs.

## 3. Staff training and Qualifications

### Staff qualifications

Staffing Qualifications	Number	Qualifications
Special Educational Needs Co-ordinator	1	SEN National Award, QTS, NPQSL
Teaching assistants	9	Lead Autism Practitioner (1); Secondary trained (3); Numeracy TA (1)
Other	1 1	Literacy/Phonics support Work Placement student LCC

### Training opportunities provided in this period

Staff role	Training accessed	Desired impact
New staff	SEND at CHCHS Effective Use of TAs	To support new staff in understanding SEND at CHCHS
All Staff	Diminishing the Difference – Supporting pupils with SEND needs of pupils	To understand the needs of individual pupils on the SEND register
All staff	Diminishing the Difference – Understanding Dyslexia and ADHD	To equip staff in supporting pupils with ADHD and Dyslexia needs
All staff	Diminishing the Difference – EEF and SEND	To support staff in understanding up to date research into supporting pupils with SEND needs.
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
TA Staff	Phonics Awareness	To refresh TA staff in the use of phonics to support literacy

#### 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.

Universal Provision we offer to all pupils	Targeted Provision that we provide for identified pupils	Specialist Provision from external agencies and 1:1 support
<ol style="list-style-type: none"> <li>1. Quality First Teaching</li> <li>2. Differentiated Teaching</li> <li>3. Range of Teaching Activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupil Passport</li> <li>2. Speech and Language Group – with Speech Therapist</li> <li>3. Speech and Language Group – JSN</li> <li>4. Communication and Confidence Group – JSN</li> <li>5. Numeracy Intervention</li> <li>6. Literacy Intervention</li> <li>7. Dyslexia Intervention – IDL Y7 - 10</li> <li>8. TA Support within Group</li> <li>9. Social Support at Break and Lunchtime (A25)</li> <li>10. Use of laptop and coloured overlays – where necessary</li> </ol>	<ol style="list-style-type: none"> <li>1. Access Arrangements</li> <li>2. Speech and Language assessment</li> <li>3. Mentor Support</li> <li>4. Educational Psychologist Referral</li> <li>5. STARS support – ASD students</li> <li>6. DAHIT support – Deaf and Hearing Impaired students</li> <li>7. SENIT Support – SEMH and low level cognition and learning</li> <li>8. Speech and Language support 1:1 – Speech Therapist</li> <li>9. Cluster Support</li> <li>10. ASD 1:1 – E</li> <li>11. Early Help Plan</li> <li>12. 1:1 Teaching Assistant</li> <li>13. Referrals to Alternative/Specialist Provision – MNTS,</li> <li>14. Access to wellbeing support via Cluster</li> </ol>



## Cardinal Heenan Cohort 2022-2023 (as of Dec 2022)

Year Group	SEN Support	EHCP	SEN (S+E)	No Need	Total in Year
7	30	1	31	152	183
8	18	3	21	170	191
9	22	2	24	159	183
10	10	1	11	169	180
11	12	2	13	168	182
<b>Total</b>	<b>92</b>	<b>9</b>	<b>100</b>	<b>819</b>	<b>919</b>

### Comparison to National and Local Data – 2022-2023

	% Pupils with EHCP	% Pupils with SEND Support
<b>Cardinal Heenan</b>	<b>0.9%</b>	<b>10%</b>
<b>Leeds</b>	<b>1.3%</b>	<b>12%</b>
<b>National</b>	<b>2.2%</b>	<b>14.1%</b>

Cardinal Heenan Catholic High School has a significant number of SEND students on the register with 'No specific Assessment (NSA)'. Often students arrive without a diagnosis from primary school. They can make good progress and we may suggest removing them from the register. We

### 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

**Key themes arising from SENCO's analysis of lesson observations in terms of SEN and implications for staff development**

Support given by teaching assistants is good. They provide both 1:1 and whole class support effectively.

## 9. Description of SENCO's current quality assurance arrangements

Quality assurance and performance management of teaching assistants
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 takes place regularly.

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
<b>Monitor and review provision for SEND cohort</b> <b>Review of use of Whole School use of Pupil Passports by staff</b> <b>School Priority – Diminishing the Difference</b> <b>TA recruitment – to ensure we can maintain our level of provision</b> <b>Improve communication with external agencies e.g. SENSAP</b>

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://Directory(leedslocaloffer.org.uk))