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“RESPECT, BELIEVE, ACHIEVE.”

Cardinal Heenan Catholic High School

SEND Information Report

Approved by:	Name: Full Governing Body	Date: 28/11/24
Last reviewed on:	Date: October 2025	
Next review due by:	Date: October 2026	



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SEND Information Report

SENCO: Ms M Fallon

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Dedicated SEN time: Full time

SEN Governor: Mrs B Owens

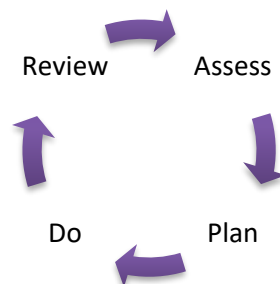
Local Offer Contribution: [Find here](#)



Our Approach as a School:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Every teacher is responsible for every pupil:

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.’

SEN Code of Practice, January 2015

Assess:



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All pupils entering school in Year 7 have been given baseline assessments that are used to identify pupils who may have particular needs in areas of literacy and numeracy. There are ongoing assessments throughout the year in the form of formative and summative assessments. This data is analysed and the impact of provision will be evaluated in order to inform future planning.

Plan:

The SENCO in consultation with the parent and pupil, will agree the planned outcomes and the interventions/adjustments that will be put in place. The SENCO will inform all teachers and support staff of the pupil needs and outcomes sought in the form of a Pupil Profile or via the SEND register. This will also include appropriate teaching strategies to support the pupil with the identified barriers.

Do:

The subject teacher is responsible for all of the pupils they teach. Where interventions are additional to the main lesson, the teacher will still remain responsible for the pupil. The teacher will work closely with parents, the SENCO and the teaching assistants involved with supporting the pupil.

Review:

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to the child/young person and hold both our internal/external providers and ourselves to account.

We have internal processes for monitoring the quality of teaching and provision of all pupils. These include regular data analysis of pupil progress, book scrutiny, learning walks and lesson/pupil observations.

SEN Needs:

Currently at Cardinal Heenan, 337 pupils have identified additional needs.

Out of this:

- 83 pupils have an EHCP/S
- 329 pupils have SEN support
- 150 pupils are identified as SEN and disadvantaged



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SEND STATUS	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13/14	Total
Total SEN	98	92	78	60	62	16	6	412
SEN+disadvantaged	43	48	39	29	33	3	0	205
EHCP (E)	30	14	22	11	5	0	1	83
SEN Support (K)	68	78	56	49	57	16	5	329

Attendance:

During academic year 24-25, the whole school attendance figure was 92.4% for years 7-11.

SEND attendance 24-25 (annual) was 85% (EHCP), 90.4% (SEN support) and 93.7% (No SEN).

Exclusions:

During academic year 24-25, there were 96 suspensions overall. 47 were attributable to SEND students. 35 SEND students had at least 1 suspension. 12 SEND students had more than 1 suspension. There were 5 Permanent exclusions (4 students were SEN support).

SEND – the four areas of need and how we support them

1. Communication and Interaction	
Speech, Language and Communication Difficulties	Speech and Language Therapy referral ASC Pathway referral Social Skills support
English as an Additional Language (EAL)	Differentiated resources School Family Support Service/interpreter Early help services EMTAS Additional Literacy support
ASC (Autistic Spectrum Conditions)	Educational Psychologist Assessment ASC Pathway referral Paediatrician referral Social Skills support Access Arrangements
2. Cognition and Learning	



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Moderate Learning Difficulties	Differentiated resources Visual strategies Additional Literacy and numeracy support Access Arrangements
Specific Learning Difficulties - Dyslexia	Educational Psychology assessment and support Dyslexia friendly lessons/resources Lexia intervention Specialist assessment and teaching (Seniss) Additional Literacy support Access Arrangements
Specific Learning Difficulties – Dyspraxia	Paediatrician referral Educational Psychologist Assessment Occupational Therapy referral Outreach Support Word Processor provided Access Arrangements
Specific Learning Difficulties – Dyscalculia	Educational Psychologist Assessment Specialist Assessment and teaching (SENISS) Outreach support Catch Up numeracy interaction Differentiated lessons and resources
3. Social, Emotional and Mental Health	
Anxiety, Depression, Self-Harm, Substance Misuse, Eating disorders	CAMHS referral Paediatrician referral Early Help Assessment Tool School counsellor HOY/Progress leader support Form tutor support CAMHS training for staff School nurse Inclusion Officer Addaction Access Arrangements YPAS ELSA support
ADHD/ADD	ADHD Foundation ADHD Clinic/Pathway referral Educational Psychologist assessment and support Early Help Assessment Tool YPAS Access Arrangements



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Attachment Disorder	School counsellor CAMHS referral Cognitive behaviour therapy Early Help Assessment Tool CAMHS IAG (in school)
Anger	CAMHS IAG (in school) Behaviour Plan Early help referral
4. Sensory and/or Physical Need	
Visual Impairment	Sensory Services assessment, support and guidance Differentiated resources Access Arrangements
Hearing Impairment	Sensory Services assessment, support and guidance Differentiated resources Access Arrangements
Physical Disability	Disabled access Lift Access Disabled toilets and changing rooms Accessibility Policy Occupational Therapy support Outreach support Access Arrangements

Co-producing with children, young people and their parents

Involving parents and learners is central to our approach as a school and we do this during transition, through Review Days, Industry Day, Options’ Evening and at regular Parents’ Evenings. There are also three progress reviews per year and these are sent out to parents directly. Parents are always encouraged to contact the school if they have any concerns regarding progress. The Progress Leaders meet with the pupils individually and regularly to discuss their progress.

Pupil Profiles for those pupils with high needs are produced in collaboration with parents, pupils and class teachers. These are reviewed and updated regularly.

Staff development and qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification
MF – SENCO	SEND	MSC, BA, PGDE, NASENCO Award



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Literacy Extraction Team (EC and EB)	Catch up Literacy and Lexia	Read Write Inc. Fresh Start/Lexia training
CM- Maths Extraction HLTA	Catch up Maths	Degree, PGCE, MA in Educational Management
Pastoral Team	EHAT/Early Help	EHAT training
Safeguarding Team	Child Protection/Early Help	Safeguarding training
NMD - Literacy Coordinator	Literacy/reading	

Training 2023-24

Our staff work hard to provide high quality teaching to all of our students. Teachers prepare lessons/Schemes of Work which support the learning and progress of all students through a variety of methods and use a wide variety of resources. Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners. This differentiation is used for all learners including those with SEN. This may involve many strategies dependent upon the needs of the student. Staff have access to various training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEN issues.

Staff	Training
M Fallon (SENCO)	Certificate of Competence in Educational Testing (CCET) Currently completing the NPQSL
Whole school	Safeguarding Training, Common Lesson Format, Behaviour for Learning SIL: Neurodiversity in the Classroom, Creating a neuro-inclusive workplace, autism and anxiety
Pastoral Team/TAs	CAMHs: Self Harm, Anxiety and Depression, Challenging behaviour, Fresh CAMHs, Child development in adversity and trauma Teaching Assistants: Role of the TA, supporting challenging behaviour, emotion coaching, emotional wellbeing/anxiety, supporting students with executive functioning difficulties



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Safeguarding Team	Designated Safeguarding updates
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Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence so they are prepared for adulthood from the earliest possible age. Teaching Assistants support pupils with an EHCP or who are in receipt of High Needs Funding so that their outcomes can be met successfully. The Extraction Team delivers Literacy and Numeracy provision to those pupils with additional needs who are identified as needing further support which is additional to and different from that provided in the curriculum. Departments also have cohorts of pupils who receive intervention if there is a progress concern.

Finance

Funding is sourced from the notional SEN budget. This is not a ring-fenced amount, and the school provides high quality appropriate support from the whole of its budget. We also access High Needs Funding (for Liverpool resident children with greater needs) and Catch Up funding for those children who achieve below a level 4 in Key Stage 2 SATs. Resources are identified to meet individual needs through regular review of pupil attainment and progress. Communication between parents/carers is in place to keep up to date with the level of support and interventions their child is receiving and the effectiveness of said support. We allocate support according to need, such as those identified in an EHC Plan.

Examples of what the school fund from the notional SEN budget:

- SENCO/Support staff
- Commissioned external services (See School Offer)
- Teaching and learning resources
- Staff training

The effectiveness of provision is reported to the Governors annually. The Head Teacher and Governors monitor the effectiveness of SEND provision.

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- Early identification of need
- Diagnosis of disability
- Financial support



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- Smaller class sizes according to need
- Provision additional to and different from provided
- 1-1 support where appropriate
- Improving behaviour and progress
- Improved attendance
- Provided advice and guidance for families

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

We support young people in phases of transition, for example from year 6 to year 7 in the following ways:

- Transition days for new students and citywide Induction day
- Welcome meetings and briefings for families
- Our SENCo attends Liverpool Schools’ Transition event where information is shared about pupils who will be joining Cardinal Heenan in September
- Our SENCo/Year 7 team attends transition meetings in primary schools with parents, students and external agencies
- Our SENCo meets parents of all SEND young people in spring term
- Our school communicates with primary schools requesting key academic and progress data, which can be used to inform planning, and aid the preparation for September
- Our pastoral staff visit all Y6 feeder schools to gather information about new starters
- The pastoral team have regular meetings from April about the new intake of pupils to ensure a smooth transition
- We provide a Summer School for incoming Year 7 pupils and cater for all pupils with identified additional needs
- We track children and young people’s destination data

The SENCo regularly accesses external agencies in order to support pupils with additional needs. These agencies include:

- The Educational Psychology Service



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- SENISS – Specialist Teachers for Specific Learning Difficulties
- The SEN and Early Intervention Team
- Liverpool/Knowsley Early Help hubs/EHAT Team
- The ASC Pathway
- The ADHD Pathway
- The ADHD Foundation
- The National Autistic Society
- CAMHS/CAMHS IAG
- Outreach Services for learning, behaviour, social interaction and communication and physical disability
- The Sensory Services
- The Speech and Language Therapy Department
- Occupational Therapy
- The Dyslexia Centre
- Advanced Solutions
- Social Inclusion team
- Social Care (Liverpool/Knowsley)
- Safer Schools Police Officer
- School Nurse

Complaints

- Our SENCo adopts an ‘Open Door’ Policy in order to ensure that parents can communicate any concerns at any time and that they can be dealt with immediately.
- If, however, parents wish to make a complaint they will be actively encouraged to meet with the SENCo and a member of the Senior Leadership Team who will endeavour to resolve the problem. The Head teacher will also be informed and, if need be, will attend any further meetings.
- Any complaints should follow the Complaints Policy which is on the school website. Parents and young people have a right to appeal any decision made by the local authority at a First –Tier Tribunal. This year we have had no complaints that were dealt with following our schools policies and procedures.

What has worked this year?

- Literacy/numeracy intervention (Y7/8) to narrow the gap between pupils identified as SEN Support and their peers



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- Currently 15% of pupils on the school council represent pupils with additional needs or disabilities
- Student voice demonstrates that generally children and young people feel supported and happy in their setting
- Young people identified as SEN Support/EHCP have continued into education and employment placements after leaving their present educational setting
- Pupils with SEND are encouraged to participate in extra- curricular activities
- Students identified as SEND are represented in specific groups e.g. School Council
- YPAS Well-being supported a number of pupils with emotional difficulties in order to improve their engagement with learning
- Social skills Programme has been developed to work with students with social and communication difficulties
- Access Arrangements have been successfully employed to support Y11 students

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- To monitor and evaluate reading effectively to support the needs of the weakest pupils in the school
- To audit current staff regarding skills deficiencies and training requirements and provide a programme that responds to this
- To provide appropriate training on SEND provision to staff, with a focus on newly appointed staff, ECTs and TAs
- To monitor and track progress of SEND students with a focus on 'narrowing the gap' from their individual starting points and put strategies in place where individuals/groups are making insufficient progress.
- To review strategies for parental engagement with a view to refining procedures for sharing of information and widening opportunities for active involvement
- To reduce the gap in Literacy and Numeracy of an identified cohort at KS3 through an effective employment of designated TAs



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- Further develop student focused quality assurance (learning walks/scrutiny/day tracking/quality assurance of assessments)
- Routinely review monitoring for each year (twice per year) identifying SEND students flagged as underperforming
- Identify students who require further Access Arrangements from year 7 upwards

Relevant school policies underpinning this SEN Information Report include:

- SEND policy
- Attendance policy
- Teaching & Learning policy/Common Lesson Format
- Anti-bullying policy
- Behaviour for Learning policy
- Equality Objectives and Accessibility Plan
- Equal Opportunities policy
- Safeguarding/Child protection policy
- CLA policy
- Supporting children with a medical condition policy
- Mental Health Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: