



# Cardinal Heenan Catholic High School

## **SEND Information Report**

Approved by Full Governing Body:

Signature:

Next review date: January 2021

### **Key people in school**

SENCO	Ms L Murray
AHT	Mr L Fabia
Deputy Headteacher	Ms J Leech
Named Governor (SEN)	Mrs B Owens

**This policy/procedure will be reviewed annually**

To be read in conjunction with:

- Behaviour Policy
- Disability Equality Scheme and related Access Plan
- School prospectus
- Safeguarding/CP Policy
- Policies related to Race, Equal Opportunities
- Admissions Policy
- Teaching and Learning Policy
- Bullying Policy

## SEND Information Report

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**SENCO:** Miss L Murray

**Contact:** [l.murray@cardinal-heenan.org.uk](mailto:l.murray@cardinal-heenan.org.uk)

**Dedicated SEN time:** Full time

**SEN Governor:** Mrs B Owens

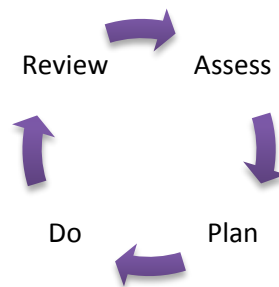
**Local Offer Contribution:**

### Our Approach as a School:

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As an inclusive school, Cardinal Heenan Catholic High School feels that in order to provide quality first teaching, provision should be personalised and differentiated so that all pupils can fully access and engage with the curriculum. Adopting a person centred approach and having high aspirations for our pupils maximises progress.

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:

All Y7 pupils completed a set of baseline assessments by the end of September 2017 to assess reading and spelling age and numeracy ability. This enabled us to identify any pupils who had a particular area of need which may not have been previously identified by the primary schools. This data is recorded on the SEND Register/tracker so that progress can be monitored closely as pupils continue on their educational journey through secondary school. All pupils were then retested in May 2018, however, those pupils in receipt of additional interventions are retested termly. 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:**

All of our additional provision (internal or external) is based on an agreed outcomes approach in collaboration with our pupils and their parents. These outcomes are reviewed regularly so that relevant changes can be made. Where a pupil has an EHCP, an annual review must be carried out.

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, 269 pupils have identified additional needs.

Out of this:

- 9 pupils have an EHCP/S
- 260 pupils have SEN support
- 143 pupils are identified as SEN and disadvantaged

SEND STATUS	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13/14	Total
<b>Total SEN</b>	40	64	59	50	40	9	7	<b>269</b>
<b>SEN+disadvantaged</b>	26	35	31	28	16	4	3	<b>143</b>
<b>Statement/EHCP (S/E)</b>	2	1	4	1	0	0	1	<b>9</b>
<b>SEN Support (K)</b>	38	63	55	49	40	9	6	<b>260</b>

## Attendance:

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During academic year 2018/19 (annual) the whole school attendance figure was 94%.

SEND attendance 2018/19 (annual) was 75% (EHCP) 92% (SEN support) and 94.7% (No SEN).

## Exclusions:

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During 2018/19 there were 106 fixed term exclusions overall. 68 were attributable to SEND students. 43 SEND students had at least 1 fixed term exclusion. 15 SEND students had more than 1 fixed term exclusion. There were 3 permanent exclusions (1 student was SEN Support).

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

<b>1. Communication and Interaction</b>	
<b>Speech, Language and Communication Difficulties</b>	Speech and Language Therapy referral ASC Pathway referral Social Skills support
<b>English as an Additional Language (EAL)</b>	Differentiated resources School Family Support Service/interpreter Early help services EMTAS Additional Literacy support
<b>ASC (Autistic Spectrum Conditions)</b>	Educational Psychologist Assessment ASC Pathway referral Paediatrician referral Social Skills support Access Arrangements
<b>2. Cognition and Learning</b>	
<b>Moderate Learning Difficulties</b>	Differentiated resources Visual strategies Additional Literacy and numeracy support Access Arrangements
<b>Specific Learning Difficulties - Dyslexia</b>	Educational Psychology assessment and support Dyslexia friendly lessons/resources Lexia intervention Specialist assessment and teaching (Seniss) Additional Literacy support Access Arrangements
<b>Specific Learning Difficulties – Dyspraxia</b>	Paediatrician referral Educational Psychologist Assessment Occupational Therapy referral Outreach Support Word Processor provided Access Arrangements

<b>Specific Learning Difficulties – Dyscalculia</b>	Educational Psychologist Assessment Specialist Assessment and teaching (Seniss) Outreach support Catch Up numeracy interaction Differentiated lessons and resources
<b>3. Social, Emotional and Mental Health</b>	
<b>Anxiety, Depression, Self-Harm, Substance Misuse, Eating disorders</b>	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
<b>ADHD/ADD</b>	ADHD Foundation ADHD Clinic/Pathway referral Educational Psychologist assessment and support Early Help Assessment Tool YPAS Access Arrangements
<b>Attachment Disorder</b>	School counsellor CAMHS referral Cognitive behaviour therapy Early Help Assessment Tool CAMHS IAG (in school)
<b>Anger</b>	CAMHS IAG (in school) Behaviour Plan Early help referral
<b>4. Sensory and/or Physical Need</b>	
<b>Visual Impairment</b>	Sensory Services assessment, support and guidance Differentiated resources Access Arrangements
<b>Hearing Impairment</b>	Sensory Services assessment, support and guidance Differentiated resources Access Arrangements
<b>Physical Disability</b>	Disabled access Lift Access Disabled toilets and changing rooms Accessibility Policy Occupational Therapy support Outreach support Access Arrangements

(Reference: SEN Policy November 2018)

### **Co-producing with children, young people and their parents**

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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**

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

<b>Initials of person</b>	<b>Area of expertise</b>	<b>Level of Qualification</b>
LY – SENCO	SEND/Safeguarding	Degree, SEND Award, working towards PATOSS award
JH – Pastoral Deputy	Pastoral/SEND	Degree/NPQH
LF – Assistant Head	Literacy/SEND	Degree, Masters in Education, Leadership and Management
Extraction Team (EC and CW)	Catch up Literacy and Lexia	Catch up/Lexia training
Pastoral Team	EHAT/Early Help	EHAT training
Safeguarding Team	Child Protection/Early Help	Safeguarding training
LT - Numeracy Coordinator	Numeracy	Degree
HM - Literacy Coordinator	Literacy/reading	Degree

### **Training 2018-19**

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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. For example, recently there has been training for all staff on differentiation, SEND and the 2015 SEN Code of Practice.

<b>Staff</b>	<b>Training</b>
L Murray (SENCO)	Local Authority Secondary SEND Briefings SEND Award PATOSS training ADHD Foundation training Educational Psychologist briefing
Whole school	Safeguarding Training, Common Lesson Format, Behaviour for Learning
L Murray (SENCO) / J Leech (Deputy Head)	High Needs Funding training
Whole school	Differentiation in the Classroom
Pastoral Team/ESAs	CAMHs: Self Harm, Anxiety and Depression, Challenging behaviour, Fresh CAMHs, Child development in adversity and trauma
Safeguarding Team	Designated Safeguarding updates Open Space events by LSCB

## **Staff deployment**

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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/S 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**

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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 a Statement of SEN or 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
- 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**

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

This year, we worked with our feeder partners to welcome 60 children and young people with special educational needs or disabilities and we supported a large number of children and young people transition to the next phase in education or employment.

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
- 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
- Addvanced Solutions
- Social Inclusion team
- Social Care (Liverpool/Knowsley)

## **Complaints**

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- 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?**

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- Literacy/numeracy intervention (Y7/8) to narrow the gap between pupils identified as SEN Support and their peers
- 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
- Y11 students at SEN Support/EHC Plan had a progress 8 score of +0.32
- 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 (2018-19 GCSE results)

### **Further development**

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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, NQTs 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
- 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: December 2018**