

Cardinal Hume
Catholic School



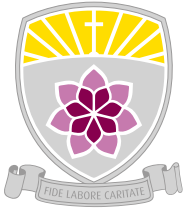
SEND Information Report

March 2024



Bishop Wilkinson
Catholic Education Trust

Proud to be part of Bishop Wilkinson Catholic Education Trust



As part of the Children and Families Bill 2014, all schools are required to provide a Special Educational Needs and Disability (SEND) Information Report to parents. This report details how the school can support children and young people with Special Educational Needs and/or Disabilities.

At Cardinal Hume Catholic School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We pay close regard to the three key principles of inclusive education:

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Admission arrangements for pupils with SEND

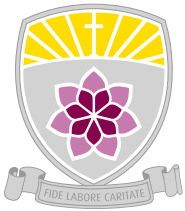
Cardinal Hume caters for pupils of all abilities, including those with identified learning difficulties and disabilities.

If you would like your child to attend Cardinal Hume, you should discuss the suitability of Cardinal Hume as a secondary placement with their current school and participate in a review with any professionals who work with your child. At the review meeting, yourself and the professionals involved will discuss possible next steps or you may wish to contact the Learning Support Department of your local authority. They will then advise you on what steps should be taken. The local authority will sign post parents to schools that can meet the needs of their child.

Parents/carers are welcome to visit Cardinal Hume and this is especially important before making a decision about a placement. If you make a decision about the school you would like your child to attend, you should inform the Local Authority of your first choice of school. Once the placement is agreed, we will work with you to support your child during the transition period.

1 The kinds of special educational needs for which provision is made at the school

Cardinal Hume Catholic School is a mainstream school catering for pupils of all abilities in Year 7 to Year 13, including those with identified learning difficulties who have an Educational Health Care Plan and those who are on their school's



Special Needs register at time of transfer. Cardinal Hume Catholic School currently provides support for pupils with a wide range of special educational needs and/or disabilities, including physical disability, visual and hearing impairment, global, moderate, and specific learning difficulties, speech, language and communication needs and autism. We believe in the potential of all our pupils, and we strive to ensure that every pupil is successful in achieving their own personal goals.

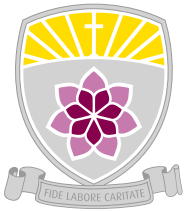
2 Information about the school's policies for the identification and assessment of pupils with special educational needs

The school's SEND policy and the arrangements for supporting pupils with SEND are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 Years, June 2014. The SEND policy is available on the school's website. Identification of new pupils transferring from primary school is through routine data collection and information from feeder school SENCos, class teachers, external agencies (if appropriate) and parents / carers prior to transfer. At the beginning of the school year, pupils in Year 7 are given a reading test to assess their reading age. These tests are marked and analysed by the Learning Support Department and the results are used with existing information, including KS2 data, to inform support arrangements. School is aware that needs may change over time and that additional needs may be identified within the context of a secondary school which did not present themselves in the much smaller environment of primary school. Concerns about a pupil having SEND can be raised by any member of staff, parent, carer, or the pupil themselves. Any concerns regarding pupils with special educational needs is made directly to the SENCo. An initial assessment will be made if required which may lead to further specialist testing before a decision regarding additional support is made and the addition of the pupil to the school's SEND register. Parents will be fully informed of any decisions made. The progress of pupils is closely monitored through three 10-week modular tests in all subject areas as well as on-going observations in the classroom, feedback from teaching staff and through the marking of classwork and homework.

3 Information about the school's policies for making provision for pupils with special educational needs (whether or not pupils have an EHCP)

(a) The school evaluates the effectiveness of its provision for SEN pupils through:

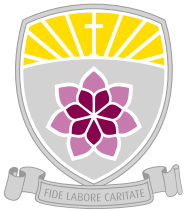
- Re-assessment of reading age via reading tests at the end of Year 7 to measure progress.



- Use of modular assessment data, lesson observations, case studies, book scrutiny, staff liaison and marking to measure progress in the classroom. The English, Maths and Science modular results of pupils with special educational needs are entered onto the Learning Support Outcomes Data Base and Provision Map.
- Senior Leadership (SLT) monitoring and evaluation procedures including pupil case studies and scrutiny of work across all subject departments.
- Discussion with teachers.
- Discussion with pupils.
- Parental consultation and feedback.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

- The progress of pupils is closely monitored through the school's three ten-week Modular Tests in all subject areas. Teacher assessed grades for pupils in KS3 and KS4 are available following each ten-week Modular Test. Modular Test results for pupils with SEND are accessed by the Learning Support Department and feed directly into the Outcomes Data Base and Provision Map. The results are analysed and should further intervention be required this will be addressed. Pupils will be removed from the register if significant progress is made. Any pupils failing to make expected progress are discussed by the Learning Support department and intervention strategies are agreed upon on an individual basis.
- All pupil progress is continuously monitored by teaching staff across all departments via monitoring of classwork and homework.
- Modular reports are produced after every 10-week modular test.
- Parents' Evenings are held throughout the year for all pupils. The SENCo is also available for consultation at these times.
- Learning Support parents' evenings.
- SEND review meetings.
- Additional annual reviews take place for pupils with an Education Health Care Plan (EHCP). Parents/carers of pupils who have an Education Health Care Plan (EHCP) are invited to attend their child's annual review meeting to discuss progress and be involved in target setting with appropriate intervention strategies to help the pupil both in school and at home. Every pupil is offered the opportunity to express their opinion and views are taken into consideration and given due weight according to their age.

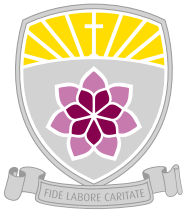


Pupils are encouraged where possible in the decision-making process including setting targets. All relevant teaching staff are asked for feedback on the pupil prior to the review taking place.

- A small number of pupils may require closer monitoring. This could be in the form of classroom observations by the SENCo, contact with parents through the pupil planner, telephone contact and letters as appropriate.
- Cardinal Hume Catholic School operates a house system, and all pupils are assigned to a House. Heads of House oversee the pastoral care of pupils in school and may invite parents to attend meetings in school to discuss the progress of their child. Whenever necessary, the SENCo will also attend such meetings.

(c) The school's approach to teaching pupils with special educational needs:

- At Cardinal Hume Catholic School, where a pupil has been identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. Recommendations and strategies to enable access to the curriculum are made by the SENCo.
- All pupils are taught in mainstream classes, however the size of lower ability classes, which may include pupils identified as having SEND, are kept small and some withdrawal sessions are available.
- All subject teachers will differentiate work to match the needs of all pupils in their class to enable them to access the curriculum more successfully. They employ a range of creative teaching strategies to engage learners in all areas of the curriculum.
- The SENCO collaborates with Heads of Department and pastoral colleagues to ensure that learning for all pupils is given equal priority and that available resources are used to maximum effect. Effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs is done through monitoring the quality of teaching and standard of pupils' achievements and by setting targets for improvement.
- Information on individual pupils with SEND is provided by the SENCO via the SEN Register. All teaching and support staff have access to this register which is held electronically in a secure SEN folder on the school's IT network, and it is regularly updated. It includes relevant information on the nature of an individual pupil's special educational need.
- Additional literacy and numeracy programmes.

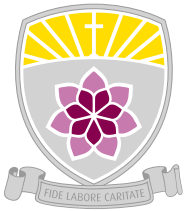


(d) How the school adapts the curriculum and learning environment for pupils with special educational needs:

- **Teaching** - differentiation of resources and learning materials by the subject teacher with support from the SENCo/LSAs where needed.
- **In-class Support** - the SEND department's Learning Support Assistants offer in-class support to identified pupils or groups of pupils across a range of subject areas.
- **1:1 and small group Intervention** - literacy and numeracy programmes designed to support pupil attainment are specifically aimed at pupils who are working below the expected level for their age group.
- **Specialist Equipment** - if appropriate, specialist equipment may be given to the pupil, e.g. wobble cushions, pen/pencil grips, easy-grip scissors etc.
- **Assistive technology** - pupils who are visually impaired have access to specialist equipment such as e-readers, electronic visualizers and adapted laptops to use in the classroom. Those pupils with a severe hearing impairment have H.I. equipment such as portable FM transmitters.
- **Physical Environments** - the pupil entrance to the school is accessed via a flat concrete surface to enable easy access. The school is a modern building, set on several levels. There are lifts on both sides of the building and at least 1 accessible toilet is located on each floor. There are adjustable desks in classrooms to accommodate wheelchair access and fire refuge points for those pupils with a physical disability.

(e) Additional support for learning that is available to pupils with special educational needs:

- Provision is allocated according to need and follows the "Assess, Plan, Do and Review" process laid down in the revised Code of Practice 2014.
- Additional literacy and numeracy support is provided via 1:1 and small group intervention
- **Accelerated reader programme** - the accelerated reader programme enables pupils of all ages and abilities to master essential reading skills.
- **Access to a range of reading materials** - the Learning Support Department have built up an extensive library over the years which can be accessed by any pupils in Key Stage 3 and Key Stage 4.
- **Handwriting intervention** - intensive handwriting intervention from SEND teachers and Learning Support Assistants aimed at improving the handwriting of pupils with handwriting difficulties.



- **Study Support sessions** - Learning Support Assistants are involved in after school study support sessions across subject areas to support those pupils with additional needs.
- **Assistance during examinations** - access arrangements/exam concessions are set in place for those pupils in Year 10 and 11 sitting public examinations and who qualify for such support. Parents are made fully aware of any arrangements set in place.
- **Internal assessments** - teaching staff have the flexibility to decide as appropriate for pupils in their classes sitting modular tests.
- **Outside Agencies** - the Learning Support Department works closely with outside agencies such as the Educational Psychological Service, Hearing Impairment and Visual Impairment Service to provide appropriate support to those pupils with additional needs in these areas.

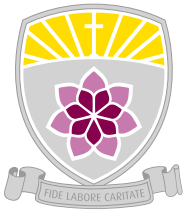
(f) **Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum:**

Pupils with Special Educational Needs are encouraged to participate in all school activities. It is a requirement that all extra- curricular activities provided by school must cater for pupils with special educational needs.

- **Homework clubs** - homework clubs are in place to support pupils who struggle to complete work outside of school. A lunchtime homework club is available for Key Stage 3 pupils Monday to Friday. A lunchtime homework club is available for Key Stage 4 pupils Monday, Wednesday, and Thursday. An after-school homework club is also available to Key Stage 5 pupils on a Wednesday.
- **Games Club** - the Learning Support Department games club is available for Key Stage 3 pupils after school every Monday.
- **Craft Club** - the Learning Support Department craft club is available for KS3 pupils after school every Thursday.
- **Trips/off-site activities** - every effort is made to include all pupils. Parents and carers are consulted to ensure arrangements are appropriate and all school trips are accompanied by a high ratio of adults to children. Risk assessments are put in place.

(g) **Support that is available for improving the emotional and social development of pupils with special educational needs.**

- The Pastoral Team, including Tutors and Heads of House as first point of contact



- Year Progress Leaders (KS3 and KS4)
- Attendance/Welfare Team
- School Counsellor
- Educational Psychologist
- Peer Mentors
- School Nursing service (NB: there is no on-site School Nurse)

4 The name and contact details of the SEN co-ordinator:

- Miss D Johnson - Tel. 0191 4877638

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Learning Support Department staffing in school:

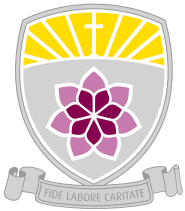
- Assistant Headteacher - Mrs D Craig
- Special Educational Needs coordinator - Miss D Johnson
- Assistant Special Educational Needs Coordinator - Miss Carr
- Learning Support Assistants - Mrs Swinney, Miss Gallagher, Ms Dayson, Mrs Shaw, Mrs Duffy, Miss Wilkinson, Mrs Nelson and Mrs Proctor.

The following colleagues are based in school:

- Welfare and Attendance Manager
- Welfare and Attendance Officer
- School Counsellor
- School Chaplain

Referrals can be made to these agencies as and when the need arises:

- Educational Psychology
- Child & Adolescent Mental Health Service (CAMHS)
- Children and Young People's Services (CYPS)
- The Emotional Well-being Team (EWT)
- Speech & Language Therapy Service
- The Disabled Children Team
- Occupational Therapy



- School Nurse Service
- Social Services

All staff have completed the school's Safeguarding and Child Protection training. Through continuing professional development, teaching staff, the SENCo and/ or LSAs attend additional training depending on their subject and area of responsibility.

For new pupils with previously unprecedented needs the school will follow the advice of the professionals involved, in consultation with the pupil and their family.

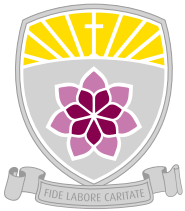
6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- The pupil entrance to the school is accessed via a flat concrete surface to enable easy access.
- Lifts are located on both sides of the building and at least 1 accessible toilet is located on each floor.
- Classrooms, except for those in practical subject areas (DT, Food, PE, Drama) are carpeted and fitted with blinds where necessary to reduce glare and improve acoustics.
- Specialist equipment is accessed through the relevant agency e.g., the Visual Impairment Team for pupils with a visual impairment or The Hearing-Impaired Team for pupils with an auditory impairment. The services of Occupational Therapy for those pupils with a physical impairment may also be secured following a referral via the G.P.
- There are disabled parking bays in the school car park.
- Other services are available in Gateshead LEA's "Local Offer".

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Cardinal Hume Catholic School encourages the input of parents and carers in supporting their child's education whilst at Cardinal Hume Catholic School and liaison with home is on-going as appropriate. Learning Support parent evenings are held for parents/carers of pupils with SEND. In addition to this, parents are routinely invited to:

- Parents' Evenings
- Year 7 Parents Welcome Evening to meet tutors (in the first term)



- Open evenings for Y6 / 7 transition
- Annual review meetings

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

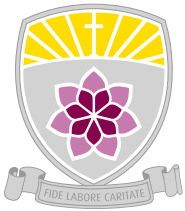
- All pupils with an EHCP attend and participate in their annual review where their views are noted and considered.
- Pupils accessing interventions are routinely consulted at the start and end of an intervention
- After every ten-week modular test there is a Review Week when pupils work with their subject teachers to discuss performance and progress and to set targets.
- Pupils regularly work with their tutors to review progress across subject areas and to set targets
- Pupils who need academic support may be referred to the relevant Year Progress Leader.
- Heads of House may refer individual pupils to the School Counsellor for social/emotional support as appropriate.

9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

- A first point of contact would normally be the pupil's Head of House.
- Alternatively, parents / carers are encouraged to discuss their concerns with the SENCo.
- Information about the school's complaints procedure is available on the school's website.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

- The Governors and Senior Leadership Team review inclusion plans through the school's monitoring and evaluation process. The Governing Body and Head Teacher also allow capacity for the SENCo and other members of the Learning Support Department to engage with outside agencies in order to support pupils and the families of pupils with special educational needs.



- See Section 5 for details of the services / agencies providing support for students with SEN and their families.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

- Details of Gateshead Local Authority's "Local Offer" can be found at: <https://www.gateshead.gov.uk/article/2694/Special-Educational-Needs>
- First point of contact in school to discuss prospective students with SEN is the SENCo, Miss D Johnson on 0191 4877638
- Other relevant school professionals would be the Deputy Head Pastoral, the Assistant Headteacher (Pastoral), Heads of House, or tutors if the student is already attending school.
- A list of routine services is listed in section 5.

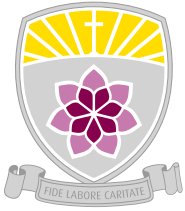
12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

KS2/3 Transition:

- Cardinal Hume Catholic School has well-established and routine links with all feeder primary schools to ensure appropriate support arrangements are put in place. In addition to the standard induction day at the start of term transition arrangements include:
- Wherever possible. the SENCo endeavours to attend the Year 6 annual review of pupils with a EHCP.
- SEND Department staff and members of the SLT visit primary schools to obtain information about SEND pupils
- SEND Welcome Day (June)
- Year 6 Welcome Day (June)
- Curriculum Days (July)
- Additional visits can be arranged upon request for individuals or groups of pupils

KS3/4Transition:

- Transitional annual review (if EHCP)
- Staff guidance on appropriate option choices
- Exam concession testing (if appropriate)



KS4/5 Transition:

- Staff guidance on appropriate course/subject choices including a Sixth Form Information Evening
- Visits to Gateshead College
- Careers advice

13 Information on where the local authority's local offer is published.

Gateshead Local Authority's "Local Offer" can be found by following the link:
<https://www.gateshead.gov.uk/article/2694/Special-Educational-Needs>

14 Making a complaint about SEN provision.

Stage 1 - Speak to the school (informal)

If your child has SEND and your complaint is about the support your child is receiving, contact school and ask to speak to the SENCo. If you are still unhappy, then you may request to speak to the Headteacher. You may contact the Headteacher through his P.A. who will make an appointment for you.

If you still feel that a satisfactory outcome has not been reached, you may make a formal complaint by following the school's complaints procedure (Stage 2).

Stage 2 - Complaints Policy

Cardinal Hume Catholic School's complaints policy can be found at:
www.cardinalhume.com

You may also contact the Education Funding and Skills Agency.

If you need confidential advice and support, you should speak to your local parent partnership service (Gateshead SENDIAS).

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