



Cardinal Hume  
Catholic School



# SEND Information Report

September 2025



# **Special Educational Needs and Disability (SEND) Information Report - Cardinal Hume Catholic School**

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 your child's 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 SEND 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 deciding on a placement for children with SEND. If you decide 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 SEND 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 Educational Needs register at time of transfer. Cardinal Hume Catholic School currently provides support for pupils with a wide range of SEND, 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 SEND**

The school's SEND policy and the arrangements for supporting pupils with SEND is 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 SENDCos, class teachers, external agencies (if appropriate) and parents / carers prior to transfer. At the beginning of the school year, all pupils in

Year 7 will complete the New Group Reading Test (NGRT) to assess their reading age 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 should be raised with a school SENDCo can by any member of staff, parent or the pupil themselves. 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.

Progress is closely monitored via termly modular assessment 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 SEND**

#### **(a) The school evaluates the effectiveness of its provision for pupils with SEND through:**

- Re- assessment of reading age via the New Group Reading Test (NGRT) at the end of the school year to measure progress.
- Use of modular assessment data, lesson observations, case studies, book scrutiny, staff liaison and marking to measure progress in the classroom.
- Senior Leadership (SLT) monitoring and evaluation procedures including pupil case studies and scrutiny of work across all subject departments.
- Discussions with teachers.
- Discussions with pupils.
- Parental consultation and feedback.

#### **(b) The school's arrangements for assessing and reviewing the progress of pupils with SEND:**

- The progress of pupils is closely monitored through the school's termly modular assessments in all subject areas. Teacher assessed grades for pupils in KS3 and KS4 are available following each modular assessment. Modular assessment results for pupils with SEND are analysed and should further intervention be required, this will be addressed. Pupils will be removed from the SEND register if significant progress is made. Any pupils failing to make expected progress are discussed by the SEND 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 modular assessment.
- Parents' Evenings with subject teachers are held throughout the year for all pupils.
- 3 termly reviews with a member of the learning support department are offered throughout the year for the parents of all pupils on the SEND register.
- Parents/carers of pupils who have an Education Health Care Plan (EHCP) are invited to attend a meeting once a year to formally review and update their child's Education Health Care Plan.
- A small number of pupils may require closer monitoring. This could be in the form of classroom observations by the SENDCo, 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 SENDCo will also attend such meetings.

**(c) The school's approach to teaching pupils with SEND:**

- 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 SENDCo.
- All pupils are taught in mainstream classes, however the size of lower ability classes, which may include pupils identified as having special educational needs, are smaller than the average class size of 30 students.
- Some pupils with SEND may be withdrawn from specific lessons to take part in targeted interventions.
- All subject teachers will adapt 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 SENDCo 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 learning support department via the SEND register and individual pupil profiles. All teaching and support staff have access to this information which is held electronically on the school's Insights Hub. This information is updated on a termly basis if required.

**(d) How the school adapts the curriculum and learning environment for pupils with SEND:**

- **Quality First Teaching** - adaptation of resources and learning materials by the subject teacher with support from the SENCo/LSAs where needed.
- **In-class Support** – Learning support staff 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 SEND:**

- 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.

- **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** - handwriting intervention from teachers aimed at improving the handwriting of pupils with handwriting difficulties.
- **Study Support sessions** - Learning support staff are involved in after school study support sessions across subject areas to support those pupils with additional needs.
- **Assistance during examinations** - access arrangements 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 make arrangements, 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, High Incident Needs Team (HINT) and Low Incident Needs Team (LINT), to provide appropriate support to those pupils with additional needs in specific areas.

**(f) Activities that are available for pupils with SEND 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. The Learning Support Department provide A DAILY lunchtime homework club for Key Stage 3 and 4 pupils.
- **Games Club** – the learning support games club is available for Key Stage 3 pupils after school every Monday.
- **Puzzle Club** – the learning support puzzle club is available for Key Stage 3 pupils after school every Wednesday.
- **Craft Club** – the learning support craft club is available for Key Stage 3 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 send:**

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 SEND co-ordinators:**

- Miss D Johnson - Tel. 0191 4877638
- Miss N Carr – Tel. 0191 4877638

## **5. Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured:**

Learning Support staffing in school:

- Assistant Headteacher with responsibility for SEND and Inclusion – Mrs D Craig
- Director of Curriculum with responsibility for SEND and Inclusion – Mr R Swinney
- Special Educational Needs co-ordinators – Miss D Johnson and Miss N Carr
- Learning Support Manager – Mrs Swinney
- Learning Support Assistants – Mrs Shaw, Mr Parkin, Mr McGregor, Miss Nelson, Ms Dayson, Mr Hurst, Mrs Proctor and Miss A Samuel.

The following colleagues are based in school:

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

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

- Educational Psychology
- High Incident Needs Team (HINT)
- Low Incident Needs Team (HINT)
- 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 SEND 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, P.E., 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 Low Incidents Needs for pupils with a visual and/ or 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. Termly reviews for parents/carers of pupil on the school SEND register. 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 specific year groups
- Information Evenings for specific year groups
- 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 modular assessment, 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 progress 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 SEND 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 SEND 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 SEN department to engage with outside agencies 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 SEND, 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/32439/Gateshead-SEND-Local-Offer>
- First point of contact in school to discuss prospective students with SEND is the SENDCo, Miss D Johnson and Miss N Carr.
- Other relevant school professionals would be the Deputy Head Pastoral, Assistant Headteacher with responsibility for SEND and Inclusion, Heads of House, or Assistant Heads of House.
- 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 in place. In addition to the standard induction day at the start of term, transition arrangements include:

- Wherever possible, the SENDCo endeavours to attend the Year 6 annual review of pupils with an EHCP
- Learning Support staff visit primary schools to obtain information about pupils with special educational needs.
- Year 6 Welcome Day.
- Year 6 Curriculum Days.
- Additional transition day for pupils with special educational needs.
- Additional visits can be arranged upon request for individuals or groups of pupils.

### **KS3/4 Transition:**

- Transitional annual review (if EHCP).
- Staff guidance on appropriate option choices including a year 9 Options Evening.
- Access Arrangement testing (if appropriate).
- Careers advice.

### **KS4/5 Transition:**

- Staff guidance on appropriate course/subject choices including a Sixth Form Information Evening
- Individual interviews with the Sixth Form Team.
- Transition visits to further education providers.
- 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 below: <https://www.gateshead.gov.uk/article/32439/Gateshead-SEND-Local-Offer>

## **14. Making a complaint about SEND provision.**

### **Stage 1 - Speak to the school (informal)**

If your child has special educational needs and your complaint is about the support your child is

receiving, contact school and ask to speak to the SENDCo. 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](http://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 SENDIASS)