



SEN Information Report Statement

Drafted by: Nichola Gray (SENCO)

Approved by Governors on: September 2018

Reviewed: Annually

Next Review: Annually

Person (position, not name) to perform review: SENCO

This policy should be read in conjunction with all other policies and not as a standalone policy

Special Educational Needs Information Report (SENIR)

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1. What kinds of SEN can be supported in the school?

Cardinal Wiseman is a mainstream secondary school. We are a non-selective school recruiting from a number of local Catholic primary schools. We have an inclusive ethos with



high expectations and targets, a broad and balanced curriculum, differentiated to meet pupil needs and systems for early identification of barriers to learning and participation. We believe that all children should be valued as individuals.

The School is fully committed to meeting the needs of those pupils with Special Educational Needs and Disability so far as is reasonably practicable and compatible with the provision of the efficient education of others pupils. In meeting these responsibilities the school has due regard to the SEND Code of Practice 2015 (updated). Other relevant school documents that support provision for pupils may be found on the school website by selecting 'Policies'.

The school does not have funding for specialist provision such as an ARP or onsite unit.

2. How are pupils Identified and assessed for Special Educational Needs?

How are my child's needs identified before they start at Cardinal Wiseman?

Once a child has a confirmed place at the school we begin to gather information about them so we can plan for their needs including reducing barriers to learning:

- Analysing data provided to the school by the Local Authority
- Meeting with your child's Primary school and discussing their needs and progress with the Year 6 teacher
- Providing questionnaires to parents/carers and children to complete
- Providing Induction booklets which enable us to get to know your child
- Holding Information Meetings for parents/carers
- Undertaking additional school visits for vulnerable students
- Attending specifically arranged transfer meetings including meeting with parents/carers
- Speaking with school's Student Support Panel and external professionals who may be supporting your child.

How are my child's needs identified as they get older at the school?

We use other information or referrals from:

- CATS test scores / Key Stage 2 results / a numeracy screener and reading test analysis Teacher assessments (Progress grades) in all subjects
- Parent concerns
- Subject teachers or tutors observations; Student Support Panel meetings
- Students concerns via teacher, tutor or self referral
- Analysis of Achievement and Behaviour Points and Welfare logs
- External agencies.

How does the school decide a child has SEN?



- On entry into Year 7 the SENCO uses information from the primary school; KS2 data, CAT scores and reading test score to identify students who may need support
- Monitoring all learners who are not making the required levels of progress as identified in the schools tracking system
- Possibly undertake learner lesson observations and closer monitoring over a short period by SENCO and Learner Support Team
- If after discussion with your child's teachers and Head of Year it is still apparent that your child needs additional support or further assessment the SENCO will contact you to discuss the matter.

Who can I talk to about my child's needs?

- In the first instance you should consider contacting the Head of Year or Head of Department, they will be able to deal with the majority of your concerns. Contact details for Head of Year or Head of Departments (subject leaders) call 0208 575 8222
- If there are still concerns that needs are not being met or that progress is not being made then contact the school SENCO (SEN Co-ordinator). Contact details: Ms Gray 0208 575 8222 extension 493 or 498.

3. What arrangements are in place for consulting Parents/Carers of pupils with SEN and involving them in their child's education?

We aim to work closely with all our families to ensure that our students are happy and making progress. We place a great importance on working with parents/carers so we undertake the following:

- Annual Parents Consultation Evening with subject teachers and SENCO
- Year 7 'Meet the Tutor' Evening
- Facilitate meetings requested by Parents/carers to meet with the SENCO or their child's named teacher in the Learner Support Team
- Facilitate meetings requested by Parents/carers to meet with the HOY
- Communicate via homework diary, telephone, letters and where applicable a home/school communication book
- Hold Annual Review Meeting for all pupils with EHCP
- Termly contact with home (including Parents Consultation Evenings and Annual Reviews) (on website- DELETE)
- For students who receive SEN Support for year 8 onwards, specific families are invited to an Annual Review in the Autumn Term. During this review, a Support Plan is established for the year with relevant targets agreed with home, while other families are invited to Open Mornings for parents/carers to meet with a member of the Learner



Support Team.

4. What arrangements are in place for consulting pupils with SEN and involving them in their education?

All students, including those with SEN, are encouraged to make decisions about their education. All students are expected to evaluate their own learning success and discuss their needs with their teachers. In school we do this by:

- Asking key questions in lesson
- Students completing questionnaires in subject areas
- Consultation Evening to talk with subject teachers and the SENCO
- Access to Independent Careers Advisor to discuss pathways and subject choices
- Attending Options Evening to discuss pathways and subject choices
- Student questionnaire about their programme of SEN support, outcomes achieved at end of each term and views on future support
- Pupils with an EHCP will have an Annual Review. We aim to ensure the student's views are included in their review in the most appropriate way possible. This year pupils completed a PCP (Pupil Centred Planning) document which includes details the student wishes to share with adults and important information about them. Students are always invited to attend the whole or any part of the Annual Review.

5. What arrangements are in place for assessing and reviewing pupil's progress towards outcomes and how will we keep pupils and parents informed?

- Pupil progress is continually monitored by Subject teachers, Heads of Department; Tutors and Head of Year. Pupils and Parents receive a summative report, half- termly at KS5 and 4 and termly at KS3, showing progress made towards challenging targets in each subject. Progress is reviewed formally via Parents Evening in term 1 or 2 followed by a written report in term 2 or 3
 - Pupil receiving SEN support will also be monitored against their agreed SEN targets to ensure the necessary outcomes are met. This includes progress in 1-1 and or small group work. Further to this, the progress of students with an EHCP is formally reviewed with the student and parents/carers present at the Annual review
 - If your child is still not making progress the school will discuss with you:
 - any concerns you may have
 - any further interventions or referrals to outside professionals that may be required.
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6. What arrangements are in place for supporting pupils as they move between phases of education?

How do we help students when they move to our school?

- Before any student transfers we try and find out as much about them as possible. Students have the opportunity to visit the school, meet their Head of Year and **the Director of Inclusion** who explains the school procedures and expectations
- Once we know that a student has SEN we meet with the family and student to discuss how the school will meet the EHC Plan and its Provision. For students without an EHC Plan we discuss with the family and student their needs and how both home and school can support them. In some circumstances an enhanced plan is developed to enable a smooth transition to the school
- Information from this meeting is gathered and placed onto a Student Information Sheet along with strategies to support the student and their long term objectives. This information is passed to the pupils' teachers.

How do we help students when they move to another school?

- When any student moves to another school we always pass on their school records to the new school
- If a student has SEN we also pass on their SEN records including the EHC Plans, external agency reports, interventions and targets
- We liaise with the SENCO /Head of Year of the new school to clarify any information.

How do we help students when they move between phases of Education?

When moving between classes:

- The Curriculum Co-ordinator or Head of Department consults with the SENCO to ensure that the students needs have been met within that class setting.
- All relevant information is passed on to the new class teacher and when applicable, staff will meet to discuss the student. All effective teaching strategies are disseminated to the new teacher.

In addition when moving between years or Key Stages

- Students with SEN undertake transition lessons with the Learner Support Team. This reflects back on the strategies students have learnt over the year as well as a discussion on the challenges and expectations of next year.
- Students with SEN and their parents have access to an Independent Career Advisor with particular reference to transition between Ks3 to Ks4; Ks4 to Ks5 to ensure future pathways have been planned.

7. Our approach to teaching students with Special Educational Needs (SEN)



- All pupils are fully included in the curriculum provision. Pupils are placed in teaching groups that best suit their pace and style of learning and teaching, this is called setting and allows teachers to provide a more individual curriculum via a wider range of differentiated programmes. Pupils are set in English, Maths, Science, RE, Languages, Geography and History. All other subjects are taught in mixed ability and include ICT, DT, Music, Art, Drama, PE and PSHE
- All teachers are focused on providing the highest quality teaching that must include differentiated activities to meet pupils' needs, effective feedback and marking and monitoring of pupil progress in lessons. The SENCO informs all teachers about the pupils they teach who have SEN support using Student Information Sheet explaining strategies teachers can consider in working with your child to improve access to learning and the curriculum
- Pupils with an EHCP may require additional and different support such as Speech Therapy or assistance to participate in a PE lessons. Then the SENCO will organise either 1-1 or small group work (when withdrawing students from class, we aim to create as little impact as possible on the curriculum) or in-class TA support to aid their engagement in the curriculum or to reinforce specific skills ensuring the pupil's participation in lessons.

8. How are adaptations made to the curriculum and learning environment to help students with SEN?

- Additional sets in both English and Maths at KS4
- Differentiation (including equipment & resources) to reduce students barriers to learning in all lessons
- Link Group in Years 7-9
- Differentiated pathways at KS4
- ~~Delete - Additional Maths, English at KS4~~
- LST assistance with organisation and learning at break, lunch or after school.
- LST specific programmes to of support pupils via 1-1, small group work or in- class working
- Access to ICT equipment and dedicated work spaces
- Access Arrangements for public exams if applicable.

9. What skills and training do our staff have?

- The school places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the school and SEND training is part of this. Updates and refresher sessions will form part of the school wide CPD programme for existing staff. The SENCO works closely with the Senior Leadership Team to ensure a range of training opportunities are available to both teaching and support staff throughout the year and is adapted to ensure that it addresses the needs of current students.



Training Sessions offered in 2019-20 included:

- NQT SEN Training
 - How we support SEND students to make progress
 - Reducing barriers to learning for students on the Autistic Spectrum
 - Student teachers Inclusion Training
 - Knowing our student's needs
 - Supporting students with HI/VI
 - Strategies to support students with MLD in the classroom
 - Supporting students with ASC
 - Supporting students with ADHD and ODD
 - Strategies to support *specific individuals* in the classroom
 - Where to find details of students on the SEND Profile
 - Annual Reviews: Working together to protect what our students are entitled too!
 - ERSA – Education Request for Statutory Assessment
 - Introduction to the Learner Support Team and an overview of the SEN Profile
 - The Admissions Process for Year 6 EHCP holders
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- The school's Learner Support Team is led by a qualified SENCO (PGC in Special and Inclusive Education) along with a Deputy SENCO (NASENCO qualification); 1 FTE teacher; 1 Lead TA, two Communication and Language TAs, one Senior TA and 4 TAs.

Further specialist provision.

The school has also been able to fund additional but limited expertise from:

- Ealing Educational Psychologist Service
- Ealing Behaviour and Inclusion Service
- Independent Careers Advisor
- Image in Action.

10. How do we know if our provision is effective?

- Monitoring progress is an integral part of teaching and leadership within LST. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in the process. A baseline assessment will be recorded, which can be used to compare the impact of the provision
 - The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work
 - Progress data of all learners is collated by the whole school and monitored by Teachers and Curriculum and Senior Leaders.
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11. How do we enable pupils with SEN to engage in activities with pupils who do not have SEN?

- ALL pupils with SEN are fully integrated into the school curriculum programme and therefore will have equal access to all subject curriculum activities in lessons alongside their peers
 - All pupils are invited to join an extra-curricular activity on site if they wish
 - The school undertakes a risk assessment for all pupils intending to go on a school trip (day or residential) and if appropriate will investigate and propose additional provision to support pupil participation.
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12. How do we support the emotional and social development of all of our students?

- There is a robust pastoral and pupil's support system in place. Form tutors play a vital role in this process and they are supported by their Head of Year, AHT Pastoral & Pupil Care and Director of Inclusion. Through themed and structured content pupils are encouraged to be safe, to not engage in any form of bullying and to seek help whenever they feel unsafe in any situation. Pupils, including those with SEN, are given strategies to support their social and emotional development via:
 - Assemblies & Tutor period
 - Named teacher sessions
 - Small group Interventions such as 'Friends for Life', 'Talkabout', 'Image in Action'
 - Social Stories, comic strip conversation, in our Social Communication work If necessary, an individual support plan can be put in place.
 - The school may also purchase therapeutic support from: The Educational Psychology Service.
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13. How does the school involve other bodies such as health and social care, LA services and voluntary organisations in meeting the needs of pupils with SEN and supporting their families?

- The school will always work with the interests of the child at its core and therefore will endeavour to engage or make referrals to other services and agents to support the child, the family or both. Where appropriate the school will facilitate multiple agency meetings, send written reports or send representation to external meetings.
- The school is keen to work alongside other agents / services to reduce barriers to learning for our pupils and to support their families. Below is a list of agencies and professionals we have worked with in 2019/20, this list is not exhaustive:

- } Educational Psychology Service
- } Speech and Language Therapy Service
- } Occupational Therapy Service
- } Visual Impairment Team



- } Hearing Impairment Team
 - } School Nursing Service
 - } Social Services
 - } CAMHS
 - } SAFE Adolescent service 11-18
 - } Behaviour and Inclusion Service
 - } Easy Project
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14. What do I do if I am concerned about the quality or effectiveness of support my child is getting or I wish to make a complaint?

- The SENCO checks the quality of the SEN support for each student through half yearly reviews. The SENCO provides an annual report on the effectiveness of its provision for the Director of Inclusion and Head Teacher. In consultation with the Director of Inclusion and the Senior Inclusion Team the SENCO will remove or update those provisions that have little or no impact on the learner. Funds released are then more efficiently spent on improved or alternative interventions
 - If any parent/carer or student is concerned about the quality or effectiveness of their child's support then they should make contact with the school as soon as possible, this information will be essential to your child's success. To contact your child's Form Tutor; the Head of Year or the SENCO call 0208 575 8222
 - If you are still not happy that concerns are being managed then contact the SENCO (Ms Gray) or the Director of Inclusion (Mr Walton). Contact the school on 0208 575 8222
 - Any formal complaint should be made in writing to the Head Teacher.
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15. Where can I find information on the Ealing Education authority offer?

[Ealing SEND Local Offer click here](#)

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>