August 2026

The Cardinal Wiseman Catholic School

Omnia Pro Christo – All Things for Christ

Special Educational Needs Information Report 2026/27

Our Ethos

The Cardinal Wiseman Catholic School subscribes to the ethos and vision encapsulated by “All things for Christ” (Omnia Pro Christo).

Thus, our commitment to the development of human ecology, divine inspiration, Catholic Social Teaching, the counter-cultural element of our work and a constant quest for excellence inspire us daily. We want our students to flourish at Cardinal Wiseman in order that they will have the knowledge, skills, compassion and agency to make the world a better place.

Date approved by Governors	October 2026
Date of next approval	October 2027

August 2026

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.

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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 identify their needs and reduce their barriers to learning:

• Analysing data provided to the school by the Local Authority or previous school
• 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 the 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:

- Key Stage 2 results / a numeracy 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 grades and progress over time,
- Achievement and Behaviour Points and Welfare logs
- Attendance information
- External reports such as Educational Psychology reports
- EHCP documentation
- External agencies.

This information allows the SENCo to make a judgement as to whether the student may have an additional need which is impacting on the students' progress. The school uses the SEND Code of Practice (2015) definitions in establishing which students need additional support. Identification follows the graduated approach as outlined in the SEND Code of Practice (2015).

How does the school decide a child has SEN?

The SENCo examines the school information and referrals, then will take one or more of the steps below to assess a student's need:

- The use of Year 7 entry data and information from the primary school; KS2 data and reading test score
- Monitoring all learners who are not making the required levels of progress as identified in the school's tracking system
- Possibly undertake learner lesson observations and closer monitoring over a short period by SENCO and Learner Support Team
- An identified student may undertake different assessments such as a reading or spelling test, or a questionnaire that measures anxiety, to determine their special educational need.

  If after discussion with your child's teachers and Head of Year it is still apparent that your child needs additional support or if further assessment is needed to establish the student's need, 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, that progress is not being made or if you believe your child has an undiagnosed need then contact the school SENCO (SEN Co-ordinator). Contact details: Ms Gray 0208 575 8222 extension 2435 or 2498.

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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, the Learner Support Team and SENCO
- ~~Year 7 'Meet the Tutor' Evening~~
- 'Year Ahead' Meetings for each year group at the start of the year
- 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 Head of Year or Head of Department

- Communicate via homework diary, telephone, letters, email, meetings (preferably face-to-face or if needed on-line) and where applicable a home/school communication book
- Hold Annual Review Meeting for all pupils with EHCPs
- Termly contact with home (including Parents' Consultation Evenings and Annual Reviews).
- 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 to discuss their child's plan for the year.

Parents and families are encouraged to attend review meetings and Parent Consultation Evenings, meet with the Learner Support Team, contact subject teachers and participate in Annual Reviews. The school encourages parents and families to share their concerns at any time.

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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 complete questionnaires and student panels/conversations in subject areas as part of each departments Learning Reviews
- Consultation Evening to talk with subject teachers, a member of the Learner Support Team and the SENCO
- Access to Independent Careers Advisor to discuss pathways and subject choices
- Attending Options Evening to discuss pathways and subject choices when in Year 9
- ~~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 document 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.

Within the Learner Support Team, students are encouraged to:

- Contribute to their Student Information Sheet (SIS) – a one page profile issued to their teachers for students at SEN Support of the SEND Profile or their EHCP Passport.
- Set learning targets
- Attend review meetings where appropriate

- Discuss their support with a trusted adult.

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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 Heads of Year. ~~Pupils and Parents/Carers receive a summative report showing progress made towards aspirational targets in each subject.~~ Progress is reviewed via Parents' Consultation Evening ~~in term 1 or 2~~ in addition to this parents and carers receive their child's progress grades after each progress point in the school.
- Pupil progress is monitored through:

  -teacher assessments

  -formal assessments

  -reading and spelling tests

  -attendance monitoring

  -behaviour analysis

- Pupils receiving SEN support will also be monitored against their agreed SEN targets to ensure the necessary outcomes are met. This is undertaken through a range of different baseline assessments, observations or school data. Further to this, the progress of students with an EHCP is formally reviewed with the student and parents/carers present at the Annual Review. All students on the SEND Profile have their SEN targets reviewed half yearly with a comment about the students' progress written and sent home on their Individual Support Plan. Support is adjusted where necessary.

- 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 pupil's current school their student's needs. If needed an enhanced transition programme is implemented with the SENCo contacting the family to arrange this. ~~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 these meetings is gathered and placed onto a Student Information Sheet, or for EHCP holders, in the EHCP holder Passports, along with strategies to support the student ~~and their long term outcome~~. 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 SEND we also pass on their SEND 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 student's 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.~~
- Transition work in undertaken with all students in the school when considering their transition to KS 4 or KS5. In addition to this all students on the SEND Profile complete a transition programme between each year.
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- Students with SEN and their parents have access to an Independent Career Advisor with particular reference to transition between Ks4 to Ks5 to ensure future pathways have been planned.

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

- Cardinal Wiseman is a Mainstream Secondary school and as such all students are fully included within the curriculum. At Key Stage 3, in year 7 and 8 for Maths, Science and PE students are either placed in mixed ability classes or in a 'group 6'. For all other subjects students are taught in mixed ability classes. ~~In Year 9, the timetable is established so Maths, Science and PE are timetabled at the same time, with these lessons being taught in a stream. English classes are streamed. All other subjects are taught in mixed ability classes.~~ In Year 9, students are placed on sets for English, whilst for Maths students are placed in streams based on whether they are completing the Higher or Foundation examinations.

  At Key Stage 4 students are placed in streams for English, Maths, Science and RE. Whilst for their other subjects students are placed in mixed ability classes or broad sets.

- All teachers are focused on providing Quality First Teaching that includes adaptive teaching and activities to meet pupils' needs. Effective feedback and marking is embedded to ensure the monitoring of pupil progress in lessons. Within the classroom visual supports are given along with the implementation of seating plans, and the use of assistive technology for specific student. The SENCO informs all teachers about the pupils they teach who have SEN Support using the Student Information Sheet explaining the strategies teachers can consider in working with your child to improve access to learning and the curriculum.
- The school provides Targeted Support for students on the SEND Profile. This teaching takes the form of small group interventions: literacy programmes, numeracy support, social skill groups, executive functioning groups, resiliency and self-regulation support, along with homework clubs.
- Specialist Support in the school is guided by external professionals. For example, this can be pupils with an EHCP requiring additional and different support such as Speech and Language 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 Teaching Assistant support to aid their engagement in the curriculum or to reinforce specific skills ensuring the pupil's participation in lessons.

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

- Emphasis is placed on the class teacher to ensure that their classroom environments and the curriculum is adapted to meet students' needs. All staff are fully aware of their students' needs and what each student requires, implementing these in their teaching.

- The implementation of the Education Endowment Foundations '5-a-day' explicitly supports the teaching and learning of students with additional needs and disabilities in every lesson.
- Within the classroom, the teacher directly adapts the work. This takes place both at the planning and resource preparation stage of curriculum delivery as well as in the lesson.
- Adapted work (including equipment & resources) to reduce students' barriers to learning in all lessons this can include reading support, the use of alternative recording methods, for example.
- ~~Link Group in Years 7-9~~
- Differentiated pathways at KS4
- Additional sets in both English and Maths at KS4
- LST assistance with organisation and learning at break, lunch or after school.
- LST specific programmes to of support pupils via1-1, small group work or in- class working
- Access to ICT equipment and dedicated work spaces
- Access Arrangements for public exams if applicable.

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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 2026-27 are below:

- SEND Students: Making Reasonable Adjustment
- Students with Hearing Impairments: How to Support in the Classroom
- Briefing sessions ~~for a term~~ on: Access arrangements, Strategies to support SLCN and SEMH students, needing to fidget
- Strategies to support *specific individuals* in the classroom
- SENCo meets KS3 Leaders: Knowing & Supporting Your Students
- ~~Teaching to the Top: Ensuring all students needs are met~~
- ~~Developing out practice of Mixed Ability Teaching~~
- ~~*Continued training throughout the year:* Oracy strategies for all~~
- Effective delivery of in-class support: being 'on the ground'
- ~~How to effectively deploy a TA in class~~
- The LST working with Connexions
- Movement breaks – does it need to be a walk?
- ~~The Rise of SEMH: how to identify and support students with undiagnosed ADHD~~
- How to use the EHCP Holder Passport and Student Information Sheet
- ECT Training: An Introduction to the LST and an Overview of the SEND Profile

- ~~SENCo meets the ECTs: developing our practice~~
- ~~Stronger Together: The LST and the Inclusion Team – developing our Inclusion work~~
- Supporting the behaviour of students with Social, Emotional & Mental Health Needs
- ~~Understanding SEN data: Reflection on Our Practice – what next?~~
- ~~KS3 Leaders Strategy Review: What can we ask from our practice?~~
- ~~Inclusion at Wiseman – a Therapeutic Thinking Approach~~
- Understanding the JCQ changes to the Access Arrangement Process
- Understanding the Needs of the New Intake

- 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 teacher; 1 Lead TA~~, 1 HLTA~~, 2 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

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

- Our outcomes at both Key Stage 4 and 5 illustrate how effective our provision is, specifically for those students ~~with Speech, Language & Communication Needs and~~ Specific Learning Difficulties when comparing the school to national data.
- Within the LST, monitoring progress is an integral part of teaching and leadership. 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, Assistant Headteacher 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 SEND, 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' and 'Talkabout'
- Social Stories, comic strip conversation, in our Social Communication work. If necessary, an individual support plan can be put in place.
- The use of a safe space and self-regulation card.
- The school may also purchase therapeutic support from The Educational Psychology Service.
- The school has a range of counsellors and Inclusion Support Managers who support students.

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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 2025/26 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

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14. What do I do if I am concerned about the quality or effectiveness of the support my child is getting or I wish to make a complaint?

- The SENCO checks the quality of the SEND 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), the ~~Senior Assistant Headteacher: Teaching & Learning (Ms Murphy)~~ Director of Inclusion (Mr Hickman) ~~or the Director for the Curriculum (Ms Baker).~~ 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