The Cardinal Wiseman Catholic School

Omnia Pro Christo – All Things for Christ

Special Educational Needs Policy 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

Special Educational Needs Policy

Drafted by: Mrs N. Gray – Special Educational Needs Co-ordinator

Approved by Governors on: October 2026

Next Review: As and when agreed by the Headteacher and Full Governing Body

Person (position, not name) to perform review: Special Educational Needs Co-ordinator

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

This policy is up-dated annually.

Introduction

At the heart of our work is the school's mission statement 'All Things for Christ'. Our students are loved and challenged. Our commitment to their spiritual, academic and personal growth is unwavering. (Head Teacher)

Cardinal Wiseman is a mainstream non selective Catholic secondary school. 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.

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.

Definition of Special Educational Needs and Disability

From 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (January 2015, DfE)

- *A young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

A child has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

From the 'Equality Act 2010' states:

''a person has a disability if:

- *they have a physical or mental impairment*
- *the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.*

Where a disabled young person requires special educational provision they will also be covered by the SEN definition. (Further guidance can be found at: 'Guidance relating to the definition of disability')

From Education Act 1996 section 312 'special educational provision' means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA.

Some students have a Special Educational Need and disability.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping'.

Aims and objectives of the policy

In supporting pupils with SEN our policy is committed to

- Providing access for all students to a broad and balanced curriculum
- Ensuring a high level of staff expertise through well targeted continuing professional development
- Adopting appropriate systems & assessments to identify pupils who may have a SEN
- Providing a wide range of provisions to meet individual needs.

The Head Teacher and the Governing Body have delegated the responsibility for the day to day implementation of this policy to the Special Educational Needs Co-ordinator (SENCo). The SENCo is responsible for reporting regularly to the Head Teacher and to the Governor with responsibility for SEN on the on-going effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with Special Educational Needs.

To achieve these aims the Curriculum will:

- Help raise students' literacy and numeracy skills in line with students' cognitive abilities
- Promote staff and students' awareness of each individual's needs
- Help students understand their strengths and weaknesses and provide them with the strategies to maximise their strengths and overcome their weaknesses
- Help develop their emotional literacy and social skills to a stage where it gives them the confidence and self-esteem to cope in the mainstream classroom
- Train students towards independent study skills, so that they are able to learn more effectively
- Develop students' sense of personal responsibility for their actions and understanding of the consequences of these actions.

To achieve these aims the SENCo with the Learner Support Team (formally the SEN department) works:

I. To identify and meet the needs of students; to ensure that every student has access to the curriculum and can participate in lessons within mainstream classes to the best of his/her ability

II. To ensure effective communication between the student and individual teachers regarding the student's Special Educational Needs

III. To liaise with teachers to support the production of differentiated materials and adaptations to teaching and learning styles to accommodate the needs of all students

IV. To work with curriculum areas, through the Key Stage Leaders, Heads of Department and Curriculum Co-ordinators to develop expertise within the subject specialism for monitoring and progression of pupils with SEN

V. To advise curriculum areas on their resource purchase for students with Special Educational Needs

VI. To ensure that the LST are utilised effectively as recorded on the Provision Map

VII. To provide effective support as identified on the school's intervention map either in class or if necessary, by withdrawal, both of which will be time limited, outcome linked and regularly reviewed in consultation with the student/parents/subject teachers/Heads of Year and long term objectives (see individual students Education, Health and Care Plans) and Code of Practice

VIII. To regularly monitor students' progress and revise the support offered by the LST according to the outcome of the review

IX. To provide appropriate in-service training for LST staff to support their work with students with SEN

X. To liaise fully with outside agencies, feeder schools, 16+ provision and parents, to provide the most effective support possible

XI. To work with pastoral staff to support form tutors and Heads of Year to take responsibility for developing and supporting appropriate behaviour and positive social skills

XII. To ensure a well-resourced learning environment

XIII. To ensure that the aims of the school's disability and equal opportunity policies are reinforced.

XIV. To empower students to positively and appropriately utilise the resources and support offered

XV. To provide effective support during break and lunch times throughout the week.

Roles and Responsibilities

Governor link for SEN	*Ms Stark*
CEO & Head Teacher	*Mr Coyle*
Leadership team link for SEN	*Ms Baker (Head of School & Director of the Curriculum)*
SENCo	*Mrs Gray*
Deputy SENCo	*Mrs Murray*

The Governing Body

The Governing Body of the school has overall responsibility for students with SEN. They, together with the Head Teacher, decide how best to provide for these students and secure the necessary provision for any child that has Special Needs. The Governing Body appoints one of its members, the 'SEN Governor' to have responsibility for closely monitoring the school's work on SEN.

The Head Teacher

The Head Teacher has responsibility for the day to day management of all aspects of the school's work whilst delegating the co-ordination of all the SEN support to the SENCo.

The SENCo

The SENCo works closely with the leadership team including the Head Teacher, Director of Inclusion and has responsibility for the co-ordination and delivery of provision for all students with SEN. In line with the recommendations in the SEND Code of Practice 2015, the SENCo will oversee the day- to-day operation of this policy in the following ways:

- Co-ordinating provision for children with SEN with and without an Education, Health and Care Plan (EHCP)
- Overseeing the records on all children with SEN including the maintenance and analysis of the SEN Profile and Provision Map for pupils with SEN
- Implementing identification and assessment procedures to ensure pupils who may have a SEN are identified and supported
- Overseeing the smooth running of transition arrangements for Year 6 pupils with SEN
- Carrying out referrals to the LA to request High Needs funding and/or an EHCP
- Organising access arrangements for GCSE and A level examinations
- Liaising sensitively with parents and families of pupils on the SEN Profile, keeping them informed of progress and listening to their views of progress
- Contributing to and organising training in ensuring staff are informed of any developments and provide relevant documentation to curriculum teams
- Liaising with and advising teachers on strategies for working with pupils with SEN including ensuring teachers are aware of learners plans and targets as well as the Student Information Sheets for SEN Support Students and EHCP Holder Passports in SIMS
- Managing the effective deployment of the Learner Support Team and ensuring cost effective provision within the LST
- Organising the regular testing of students – : DASH, WRAT5, YARC, GSRT, CTOPP 2, numeracy screeners, SCAS and other tests as well as ensuring regular reviews and updates of students' targets
- Leading review meetings including Annual Reviews for pupils with an EHCP
- Contributing to Student Support Panel Meetings and the Multidisciplinary Professionals Meetings for the purpose of reviewing Pastoral / Pupil Care or SEN provision as well as the identification of appropriate support and funding for other or emerging vulnerable pupils
- Organising and co-ordinating external agents' visits and provision in school, evaluating regularly the impact and effectiveness of all additional provisions

- Completing required documentation for the Local Authority such as breakdown of provision and costs and attend or SEN representation to SENCo meetings
- Liaising with the Head Teacher and ~~the Director of Curriculum~~ the Director of Inclusion keeping him/her informed of current issues regarding provision (nationally, locally and within school) and providing projected provisions and costs for the following year
- Meeting with the assigned SEN Governor keeping her informed of current issues regarding provision (nationally, locally and within school).

Teachers *(subject teachers and form tutors)*

All teachers are responsible for the development and learning of all students in their particular classes, including pupils with SEN. All teachers must:

- Be familiar with the school's procedures for identifying, assessing and making provision for students with SEN; this information will be provided in training sessions and reinforced throughout the year
- Have responsibility to identify any potential SEN in an individual student where they consider that the student is experiencing a persistent difficulty or a significant need. In such cases Teachers must refer pupils to the LST by completing the 'Learner Support Team Referral Form'
- Must read the guidance given on specific pupils with SEN as documented on the 'Student Information Sheet' in SIMS and for students with an Education, Health and Care Plans their EHCP must be read along with their EHCP holder Passports.
- All staff have access to the student's Education, Health and Care Plan
- Be responsible for making sure that the curriculum meets the needs of ALL students and work with the SENCo and the LST to achieve this aim.

The Learner Support Team (LST) (formally the SEN department).

In addition to the SENCo and Deputy SENCo there is a further teacher who is also a Head of Year, 2 administration office staff, 1 Lead Teaching Assistant, 2 ~~1~~ Communication and Language Teaching Assistants, ~~1 part-time HLTA~~, 1 Senior Teaching Assistant and 4 Permanent Teaching Assistants. The number of Teaching Assistants varies each year in order

to meet the needs of the students, therefore the Team can be supported by agency staff. In addition to this is the Hub lead. The organisation and management of the Learner Support Team (LST) will enhance the work of the rest of the school. There is a clear process whereby students are:

- Identified as having a Special Educational Need
- Referred to the LST
- Assessed
- Supported
- Monitored
- Regularly reviewed (at least three times a year including annual Parents' Evenings.)

In addition the SENCo will liaise with external agencies.

Students may be supported in the school:

- Through in-class support
- Through a literacy programme
- Through a numeracy programme
- Through an individual or group behaviour programme
- Through a reading programme
- By a daily report
- By a contract or behaviour plan
- Through a social communication programme
- Through an individualised organisation support
- Through an individualised sensory programme
- Through disseminating additional equipment
- Through a study skills programme
- Through organised therapy
- Through resilience building strategies
- Through a voluntary lunchtime group for development of social skills

- Through the use of the on-call facility.

Each year the provision and programmes provided are determined by the needs of the cohort.

The Local Authority (LA)

The LA is responsible for carrying out the Statutory Assessment. This is the process of assessment and determines whether the student should be the subject of an Education, Health and Care Plan (EHCP). The LA is also responsible for allocating the Education, Health and Care Plans and then will ask the school to account for allocation of funding.

The SENCo will review this policy document annually and present it to the Governors for re-approval after any change.

Provision

Addressing student needs informs where provision is required. Students' views are taken into consideration along with their parents/carers. The SENCo carefully plans students' provision within the capacity of the LST and whole school, recording this on a provision map.

Implementation

The Cardinal Wiseman Catholic School fully includes students within the curriculum and is aware that the impact of withdrawing students from class can have a detrimental emotional impact on their self-esteem. Therefore, it aims for students to feel positive about the help which they are offered, so that student's self-image and sense of worth is promoted.

Students withdrawn from class are taken from class on a half yearly basis. Some of these interventions occur weekly, others three times over the two weeks and specific provisions are delivered daily or where possible, as outlined in the EHCP. Some students receive their provision during tutor time, before or after school either weekly, twice a week or in some instances daily. In addition to class withdrawal, or the attendance of off timetable intervention sessions, is the provision of in-class support. In-class support is altered termly to ensure it meets students' needs and supports students applying learnt strategies in the LST sessions.

The school recognises the importance of establishing close links with professionals and advisory or support services in meeting students' needs. This generally takes place at either Professionals, Team Around the Child/Family (TATC/TATF) meetings, Student Support Panel or at SEN

plan meetings. Professionals and TATC/F meetings bring together external agents to discuss with the school and home relevant strategies to be implemented and evaluated at a later date. Both the SENCo and Heads of Year and where relevant the EP attend these meetings. They are arranged as required. Student Support Panel (SSP) and the Multidisciplinary Professionals Meeting takes place once a half term for each Key Stage. The Educational Psychologist and SENCo are always invited to this meeting. The LST is responsible for organising the meeting. SSP is led by the Assistant Head Teachers for Inclusion and SENCo. Heads of Year attend also attend. Strategies are determined and implemented. These strategies include use of the Inclusion and Student Support Mentors and referrals to other external agents. The Multidisciplinary Professionals Meeting is led by the Director of Inclusion includes the SENCo and external professionals to evaluate the current schools practice and to implement further strategies and support for the student and family.

Identification, Assessment and Review of Students with Special Educational Needs

Students in need of support are identified in a variety of ways:

- Teacher referral
- Student and/or parent/carer referral
- Key Stage 2 scores
- Group reading test results
- Already identified as having SEN when transferring to Secondary school in September
- Profiling of mid-term enrolments.

On entry to the school students' entry data is examined, students who were previously identified as requiring SEN support are reassessed within the context of their peer group.

The school has a graduated response to students with Special Educational Needs.

First Stage of Response – High quality teaching

All students receive high quality teaching in their subject areas. High quality teaching is the most effective way of meeting students' needs and addresses their barriers to learning. Strategies will be established to

respond to the student's needs through the provision of a carefully adapted curriculum.

At the first stage of response the SENCo will assist the subject teacher/Head of Year/ form tutor. Progress will be monitored by the SENCo and curriculum staff working with the student on a regular basis so as to assess the success of the strategies established and to decide whether the student no longer requires provision or needs to have outside intervention.

Second Stage of Response - Students receiving any SEN support

Students receiving any SEN support require support to respond to their needs. The Assess, Plan, Do, Review model is deployed. An assessment takes place once there has been an identification of need. The assessment is reviewed regularly to establish what provision needs to be given. For these students a plan is established where specific targets will be set and appropriate support is implemented. The plan will be monitored by the SENCo and the staff members working with the student on a regular basis and formally reviewed to assess the success of the strategies established. Where appropriate external agents will be contacted and their advice implemented.

In the half yearly review a decision will then be made whether the student may need continued SEN support or if high quality teaching will support their need. Students continuing to receive SEN support may be discussed with the Educational Psychologist, this may include a decision to begin the process of Statutory Assessment. The referral to the Local Authority for a Statutory Assessment must be agreed by the parent/carer ~~and at the Student Support Panel,~~ where it will be formally agreed that the student's needs are more severe, complex and long term.

Once this agreement has been reached, all the evidence gathered from each stage of the school response will be sent to the authority for their consideration, together with a current Educational Psychologist's report and any other specialists' reports available. The LA is responsible for carrying out the multi-professional assessment and for determining whether the student should be the subject of an Education, Health and Care Plan (this document replaces a Statement of Special Educational Needs).

In recent years there has been an increase in parental requests for Education, Health and Care Plans for their child. When the school is aware of this request, the SENCo or Deputy SENCo will meet with the family to outline the school's response to this request. The school is aware that families, independently of the school, can make the request to the Local Authority.

Students arriving in Year 7 at the school receiving SEN support are monitored over the first year. Those making progress will be supported through the high quality teaching in the curriculum and removed from the SEND Profile at the end of the year.

For students at SEN Support, they have a Student Information Sheet, which outlines to their teachers, the students' barriers to learning and appropriate strategies to implement in the classroom to support their need.

Third Stage of Response - Education, Health and Care Plan

For students who are the subject of an Education, Health and Care Plan, it is the Local Authority's responsibility to determine the provision which should be made to meet the needs of the student as outlined in the EHCP. The school makes 'best endeavours' in meeting student needs and in aiming to meet the specific provisions outlined. For EHCP holders in the Sixth Form, a discussion relating to the provision the school will implement is held, as often the intervention at Key Stage 5 does not naturally mirror that which was received in Key Stage 3 and 4.

The SENCo is responsible for ensuring that the staff in the school are aware of the provision as indicated in the EHCP, that the allocation of resources for those students is properly managed and maintained and that the individual targets are addressed for each student.

EHCP holders views, along with an overview of their need, and strategies to support their learning is found in the EHCP Passports, which is administered to staff.

Record Keeping, Assessment and Tracking

LST staff will keep clear and copious records of all identified students, and half yearly provision is recorded on the provision map. On-going teacher assessments will take place and these will be recorded. A baseline measure will be recorded making an initial assessment of the student, by talking to the student, staff and where possible the parents/carers and also by looking at past history, prior data and any records received from feeder schools etc.

This work is assessed by:

- Reading accuracy and spelling (WRAT 5)
- Speed of Handwriting (DASH)
- Comprehension (YARC, GSRT, WIAT-II)
- Spence Children's Anxiety Scale (SCAS)
- Social Communication Questionnaires

- Numeracy Screeners
- Individualised tests
- Personalised structured activities

In class support will be recorded in the teachers or Teaching Assistants' planners.

The SENCo and Deputy SENCo track students with Special Educational Needs termly – this takes place through the school's progress grades, punctuality and attendance data, achievement and behaviour points as well as the baseline measures (assessment data) and staff members' feedback. Details from curriculum teachers also inform the tracking.

The SENCo and Deputy SENCo will half yearly re-assess the students who receive any SEN support. The targets set for students who are known to the LST are reviewed half yearly. Where students have shown progress in the curriculum and in their interventions, demonstrating that they have deployed relevant strategies they may no longer receive any SEN support. However, these students are closely monitored and if appropriate would then again receive SEN support.

Students with Social, Emotional and Mental Health Difficulties (SEMH)

The Learner Support Team and Heads of Year support SEMH students. The majority of SEMH students receive provision from the Learner Support Team. For specific students, and in agreement with home, a 'check-in' process is deployed, or the student may be supported by the Behaviour and Inclusion Service, participate in a therapy session or other service. Students with SEMH are supported with praise and positive reinforcement. Their achievements are encouraged and positive strengths built upon. Clear boundaries are set to ensure that all students recognise the accepted behaviour of all students and staff at the school and the consequences of unacceptable behaviour in line with the school's behaviour policy. In order to support these students' decision making, the student may have time in the Hub to further develop their prosocial skills.

When necessary a contract is agreed between the student and school, in partnership with parents/ carers in line with the set targets. The student is interviewed and may go through an introductory session with the reasons for receiving SEN support; focus is given to presenting positive behaviours and actions.

Students who are diagnosed with, or treated as if they have, EBSNA – Emotion Based School Non-Attendance

The SENCo works closely with the Inclusion Team, family and external agencies to support the young person's integration into school. A range of interventions are deployed including, when needed, the evolution of a reduced timetable to increase the students time in education, and the gradual move to attend lessons. All cases are addressed on an individual basis with bespoke plans in place to support the student.

Facilities for Students with SEN

The SENCo and the LST assess progress and future needs in an attempt to ensure access to a balanced curriculum, this is particularly crucial at Key Stage 4. Teaching Assistants may be used to further support individual or groups of students. There are timed withdrawal programmes for individual students and groups in line with meeting the students' needs and/or Education, Health or Care Plan.

The LST is open at lunch, break and after school until 4:00 pm and staff are available to support students with home learning, literacy and numeracy needs. Within the LST office is the on-call facility. SEMH, SLCN or ASC students who need a place to 'calm down' or to talk through any issues come to the on-call.

Special requirements are planned around the needs of each student, so that they are able to participate effectively within a general class situation. Occupational Therapy advise the school in relation to specific students to ensure site access, this includes the purchase of specific equipment such as table and chairs. Students have access to the lift as required, although this is by Teaching Assistant escort to ensure safe use. Additional time is given to students to access the site by either leaving class a few minutes early or staying behind for a few minutes. Where medical notes are provided students needing to wear specific footwear is permitted.

Specific students use voice to text programmes as a way of recording work. Where required this equipment, including copies of textbooks, have been sent for use at home. Laptops are provided for students to use. Where appropriate students are provided with additional stationery to ensure they have all equipment for the day.

In highly specific circumstances the SENCo, with the Director of Inclusion, student and parent/carer will arrange for the student's timetable to be tailored to meet their needs. This course of action enables the student to then access the school and their timetable rather than being overwhelmed and unable to attend class.

Private Assessments

There has been a significant rise in the SENCo receiving private reports identifying a diagnosis. Once the SENCo has discussed the findings of the assessment with the family, a decision is made to either place the student on the SEND Profile (this only occurs once the in-school data has been analysed to establish that the student requires additional provision in order to meet their need), or, to place the student on the diagnosis list. The diagnosis list indicates to staff that the student has an additional need, with their assessment report being made available on SIMS. If the student continues to make progress in line with their peers, no further intervention is required. Often it is the case that the student may need access arrangements once their 'normal way of working' is confirmed.

Parental/Family Requests for Information for Students not on the SEND Profile

In cases of families asking for information from the school to support referrals for diagnosis, or requests for the school to make a referral: the SENCo will only make a referral if in-school data including teacher feedback, along with triangulated information from home is present in supporting the identification of that need. As a part of this process in-school strategies must have been implemented and evaluated. The success rate of referrals depends on all three aspects above being seen.

For families wanting information from the school, the SENCo will look at in-school data and request details from teachers. This will be summarised in a letter to the family or GP.

Facilities outside of the school

If required, to ensure a student has access to education, a referral is made to Education Other Than At School or if needed Alterative Provision is sort. The school refers to the Educational Psychologist or other relevant professionals for advice and discusses with home the most appropriate educational provider before a referral is made. All facilities aim for a short respite from school while being in education.

Allocation of Resources

- All members of the LST are employed by the school for a range of provisions, e.g. in-class support; individual or group withdrawal; assessments; maintenance of the SEN Profile and ensuring effective delivery of provisions and the Code of Practice (target setting; reviews; meeting with parents/carers; updating computer records; liaising with staff and outside agencies, etc)

- Members of the LST are either funded from the SEN School Budget or from the EHCP funding to support students who are on the SEN Profile
- Computers and Ipads are used on a daily basis
- The department has yearly capitation to spend on SEN resources, computer software and consumable resources
- Co-ordination of the timetable, subject support and style of support offered are reviewed half yearly by the SENCo and altered to meet students' needs. The LST provision map states the provision of students over time and will be equated into monetary values to ensure appropriate use of funding. The Provision Map will be evaluated half yearly
- Support to class teachers in relation to differentiating materials and reviewing classroom management is clearly monitored in line with the equal opportunities policy. All provision will be thoroughly communicated to all staff and the individual parents/carers.

Working with parents/carers

The school recognises the importance of establishing close links with parents/carers in meeting the needs of all students. Parents/carers involvement in the process of support throughout their child's school life is invaluable, as often they can give insight into possible causes and help provide a collaborative approach to the strategies agreed.

Each student receiving SEN support or with an EHCP has a 'named adult' in the LST. This staff member is the first port of contact for the parent/carer in relation to their child's education and provision. Parents/carers can contact the school at any time to discuss their child. The LST aims to return parental/carer contact within 24 hours. Meetings will be arranged as required. Where appropriate a home communication book is established for daily communications between home and the school.

The LST reports to parents half yearly through students Individual Support Plans (ISPs), however, the LST has contact with parents throughout the year. These interactions take place at Parents Evening, through telephone conversations, open mornings and meetings. The Annual Review process for all students on the SEND Profile enables the students Individual Support Plans (ISP) to be established and reviewed; during this meeting, student's targets are agreed. During these conversations the student's progress is discussed along with their provision and future needs. At the end of each half year the targets for

that part of the year are reviewed and published for parents/carers to read.

Parents/carers are consulted at the first stage of concern and identification of need then at every stage of response. Parental/Carer contact is made termly for students who receive SEN support and those with an EHCP, this includes the use of Parents' Evening to discuss the students' progress and the Annual Review Meeting.

The in-coming Year 7 parents/carers of students with an Education, Health and Care Plan meet with the SENCo, Head of Year, and Educational Psychologist to be informed about school practice in the Summer Term. This meeting is in addition to the SENCo attending the Year 6 Annual Review and if required an additional meeting to discuss the suitability of Cardinal Wiseman for their child. In the Autumn Term of Year 7, parents/carers of students with an Education, Health and Care Plan meet with the SENCo and 'named adult' to discuss any issues that have arisen during the transfer period and for the school to confirm its provision.

The SENCo collates the parent/carers views as part of the Annual Review to reflect on their child's education. During the termly parental/carer contact these stakeholders are asked for their views.

If the school has any concern over the progress of the student, teachers will contact the parent/carer to discuss this and when appropriate the SENCo is also informed. If any concern has arisen over the day regarding a student known to the LST, the SENCo, named adult or Head of Year will contact the parent/carer.

Students' Views

Students' views are very important to the LST. ~~Half yearly students are asked to complete a questionnaire on their provision and experience from their teaching.~~ Students are ~~also~~ asked for their views on their future provision and education through the Learning Review. These responses impact on the LST practices. Students with an Education, Health and Care Plan complete the Annual Review questionnaire which the LST analyse and pass on relevant details to curriculum areas.

Within lessons students' views are discussed in relation to their experiences in the classroom both in the LST and in the curriculum. Where appropriate concerns are addressed, strategies implemented and views passed onto relevant teachers and parents/carers.

Working with External Agencies

The school aims to work with a variety of providers who can inform the school of good practice and who can provide the most up-to-date assessment methods and support to its students. Where appropriate and under consultation with the Educational Psychologist the SENCo seeks access to support services for students. This includes working with the LA SENS team in particular the ASC Outreach Team, Clinical Psychology service, Hearing Impairment Service, Visual Impairment Service and Speech and Language Therapist where therapeutic intervention is written into students' Education, Health and Care Plans. Advice from the Child and Adult Mental Health Service (CAMHS) is implemented. ~~as well as strategies from the Behaviour & Inclusion Service.~~ It is agreed at Student Support Panel meetings or SENCo and Educational Psychologist meeting which outside agencies will work with individual students. This is recorded in the meeting minutes for senior staff and Heads of Year as well as being communicated to students and parents. All relevant referral forms are completed and where applicable letters to external agencies are written by the SENCo in support of parental/carer referrals.

Ensuring a quality provision from external providers is crucial. The SENCo takes advice from the LA, the Educational Psychologist and other SENCo's in procuring suitable providers.

The LST currently has a service level agreement with the LA for its Educational Psychology Service.

Links with Other Schools

The Assistant Headteacher and the SENCo are involved in liaising with all feeder schools. Any students with Special Educational Needs in Year 6 intending to attend Cardinal Wiseman Catholic School are identified in the Summer Term and arrangements are made via a Student Support Panel meeting to provide support as soon as the students are admitted in September. Where needed transfer work with the Secondary school, student, parent/carer and Primary school is undertaken. During the Primary- Secondary transfer the LST implements its transition arrangements, this includes attending relevant meetings, the Year 6 students visiting Cardinal Wiseman and the student and parent/carer completing an Induction Booklet.

For students transferring mid-year relevant meetings with parents/carers, students, the prior school and appropriate external professionals take place. In addition to this the LST implements its transition arrangements.

The SENCo meets formally with other Secondary School SENCo's twice a term. Contact is made on other occasions as the need arises. Good practice is shared, concerns raised and current SEN related issues discussed.

The SENCo works with the Careers Advisor in relation to students attending other provisions.

School Curriculum Offer

Providing access to a balanced and broadly based curriculum.

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.~~ In Year 9, students are placed in 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 their English, Maths, Science and RE classes. For all other subjects, students are either taught in mixed ability classes or in broad sets.

The LST, when withdrawing students from class, aims to create as little impact as possible on the curriculum. Where needed specific students may require a Teaching Assistant in class to aid their engagement in the curriculum or to reinforce specific skills therefore ensuring their participation in the curriculum.

The SENCo meets with the Director of Curriculum to discuss Key Stage 4 provision. In previous years this has included delivering a range of courses at the school in Year 10 and 11 to meet the needs of all learners.

Within the LST, provision is customised in order to meet students' needs. The LST undertakes both known interventions and personalised schemes of work for specific students.

How students with SEN Support engage in activities in the school

Unless it is stated in the student's Education, Health and Care Plan, students are not disapplied from any activity in the school. There are occasional circumstances, where in agreement with the parent/carer and the student, there has been a request not to undertake a specific activity. For example, swimming - where the school had reasonably adjusted for the student to undertake a different activity.

All students are fully included in the school and the LST aims for students to feel part of the school community. This ranges from lunch time and break time activities for students to be included in the mainstream. For

students who use the on-call facility the reason behind their use of the provision is examined and where appropriate resources deployed to ensure that the student can access the curriculum or address their anxiety/concern. All students are fully encouraged to participate in extra-curricular activities. Teachers will consult the LST if they have any concerns about including the student in their activities.

Training

In school training and development:

The SENCo and Deputy SENCo have a key role in the training of the LST and mainstream teachers in the operation of the Code of Practice and differentiation. Training sessions will be provided at every opportunity such as training day/the school's CPD programme, staff meetings and directed time meetings. This includes LST meetings; NQT teacher training and induction of new staff sessions; Inclusion Manager meetings; work with individual staff and training by example (enabling staff within the department to observe good practice).

Local Authority Training

The LST will keep abreast of training opportunities available to it from the LA and endeavour to ensure that staff attend all relevant INSET. At LST meetings, anyone who has attended INSET will report back to the team to cascade information. The SENCo will liaise with the LA to identify future INSET needs. Colleagues within the team will be encouraged to participate in courses supplying SEN accreditation**.**

Other Opportunities

It is the responsibility of the SENCo to identify which courses might be of relevance to the LST in line with the school's needs and the staff review process and to apply to the school's INSET co-ordinator to see if funding can be made available to allow staff to attend the courses.

Admission Arrangements

Please find detailed information regarding the school admission arrangements on the school website at www.wiseman.ealing.sch.uk.

Sixth Form Admissions

At Sixth Form, students with an EHCP must follow the Local Authority guidance as well as apply to the school, following the Sixth Form admissions policy.

As with all students, EHCP holders must attain the entry requirements for the course to be accepted on it.

Treatment of Complaints from parents/carers concerning SEN provision

Complaints relating to SEN provision should initially be discussed informally with the subject teacher, the Head of Year or with the SENCo. If it is felt that the complaint has not been resolved within 10 working days; a meeting will be arranged with the SENCo to discuss concerns more formally. A time scale for resolving the concern will be agreed at this meeting. Parents/carers who feel that the issue has not been resolved will discuss their concerns with the Head Teacher. Any parent/carer, who continues to feel dissatisfied, should submit the complaint in writing to the Chair of the Governing Body.

Parents/carers who wish to appeal against the decision of the Local Authority about their child's Special Educational Needs may appeal to the SEN tribunal set up under the Education Act, 1993.

Reviews and Operation of this Policy

The Governors have overall responsibility for the operation of this policy and it will be reviewed annually.

Signed: _____

Date: _____

Chair of Governors: Nicole Alexander-Morrell

Signed: _____

Date: _____

Headteacher: Daniel Coyle

Appendix 1

Categories of SEN

Cognition and Learning (C&L)

Students, who demonstrate features of learning difficulties or specific learning difficulties such as dyslexia or dyspraxia, require specific programmes to aid progress in cognition and learning.

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD).

Social, Emotional and Mental Health Difficulties (SEMH)

Students who demonstrate features of social, emotional or mental health difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, those with immature social skills, and those presenting challenging behaviour, may require intervention to aid progress.

- Social Emotional and Mental Health Difficulty (SEMH)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD).

Communication and Interaction (C&I)

Students who have communication difficulties and require specific interventions in order to access learning. The range of difficulties will encompass pupils with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.

- Speech, Language and Communication needs (SLCN)
- Autistic Spectrum Disorder (ASD)
- Sensory and/or Physical Needs.

There is a wide spectrum of sensory and physical needs that could affect a pupil's educational progress. Some needs have a direct influence on the student's development and learning. There may be implications for attendance (e.g. hospitalisation), physical access to the curriculum, stamina and emotional state.

- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Visual Impairment (VI)
- Physical Disability (PD).

Appendix 2: Abbreviations/Acronyms

ADHD Attention Deficit Hyperactivity Disorder

ASC Autistic Spectrum Continuum

CAMHS Children and Adolescent Mental Health Service

CATs Cognitive Ability Tests

CoP Code of Practice

CFCS Children and Families Consultation Service

EAL English as an Additional Language

EHCP Education, Health and Care Plan

EP Educational Psychologist

EYCIS Ealing Youth Counselling Service

HI Hearing Impairment

HoY Head of Year

I.T. Information Technology

LA Local Authority

MLD Moderate Learning Difficulties

PA Personal Advisor

PD Physical Disability

PSP Pastoral Support Plan

LST Learner Support Team

SEMH Social Emotional and Mental Health Needs

SEN Special Educational Needs

SENCo Special Educational Needs Co-ordinator

SEND Special Educational Needs and Disability

SENplan Special Educational Needs Planning Meeting

SENSS Special Educational Needs Support Services

S.I.P. School's Improvement Plan

SLCN Speech Language & Communication Difficulties

SLD Severe Learning Difficulty

SpLD Specific Learning Difficulties - eg. Dyslexia

SSP Student Support Panel

Appendix 3

Links with External Support Agencies

Educational Psychology Service (EP)

The Educational Psychology Service offers a very supportive role within school. Meeting students as advised by the Code of Practice and offer advice to staff including the SENCo.

Behaviour and Inclusion Service (BiS)

This service offers 1 – 1 and group support/strategies for students who demonstrate behaviours that are outside the norms of the students peer group.

Adolescent Behaviour Team (SAFE)

This service provides a range of specialist support including social workers, family therapists and clinical psychologists. Personnel work both within the school and the home.

Special Educational Needs Support Service (SENS)

This service has specialist teachers available for assessment and advice on strategies for students with specific learning difficulties or sensory impairments (e.g. hearing or vision).

Careers Advisor

The school employs an independent careers advisor who can undertake a 1-1 interview with pupils to support option choices and pathways post 16.

Child and Families Consultation Service (CFCS)

All Child Protection and Safeguarding issues will be referred to the Designated Safeguarding Lead: P. Walton, Director of Inclusion.

Children and Adolescent Mental Health Service (CAMHS)

Students with social communication difficulties or more serious mental health issues are referred to this service for assessment and advice.

School Nurse

Local authority deploys nurses to monitor some pupils with specific medical conditions. Occasionally nurses may visit the school to speak to the SENCo or welfare assistant or the pupil.