

Regulation	Question	School Response
1. The Kinds of Special Educational Needs (SEN) for which provision is made at the school.	<p><i>What kinds of Special Education Needs and Disabilities (SEND) do pupils have in your school?</i></p>	<p>Children are identified as having SEND when they have significantly greater difficulty in learning than the majority of children of the same age or have a disability which hinders them from making use of education facilities of a kind provided for children of the same age in schools with the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Cardinal Newman Catholic High School (CNCHS) have a range of additional needs including: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory or Physical Difficulties and Medical needs.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with SEN	<p><i>How do you know if my child needs extra help?</i></p>	<p>When your child first joins CNCHS, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; application form information; primary school teachers and support staff; end of key stage 2 assessments; baseline testing; information, assessments and reports from specialists and external agencies.</p> <p>Our class teachers, Heads of Departments and Pastoral staff closely monitor the attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at CNCHS will further identify pupils with SEND. This identification may come from form tutors, subject teachers, support staff, pastoral staff, the school chaplain, outside agencies, parents/carers or the pupils themselves. The information provided is considered by the SEND team and a plan is put in place depending on the area of need. If it is thought that the family requires support then a referral can be made to the Early Help team.</p> <p>The school follows a staged process and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. Intervention is triggered when a pupil who, despite receiving adapted learning opportunities, does not make expected progress.</p> <p>All students with SEND are included on the SEN and Monitoring registers which are accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include individual or small group work across a broad range of activities.</p>

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<p>3a. How the school evaluates the effectiveness of its provision for such pupils.</p>	<p><i>How will I know that my child is making progress?</i></p> <p><i>How do you evaluate this progress?</i></p>	<p>All students, including those with SEND are assessed on a termly basis, in accordance with CNCHS's assessment and reporting schedule. Teachers formally assess and review progress and this is communicated to parents/carers by a report that is sent home towards the end of each term. Parents evenings are held once a year with subject teachers. These maybe be online or face to face.</p> <p>All students with an Education and Health Care Plan are in receipt of school resources and some may receive additional funding from the local authority high needs funding block. They have an annual review within the calendar year. A member of the Local Authority may attend the EHCP review. Students who have SEND intervention are reviewed via the SEND Support Plan.</p> <p>CNCHS regularly monitors the effectiveness of teaching and learning for all students, including those with SEND and the outcome of this monitoring is used to implement the school development plan. Additionally, progress and attainment data is analysed for its effectiveness by the senior management team, governors and representatives from the Diocese of Shrewsbury.</p> <p>The SENCo meets regularly with the head teacher, assistant head teacher and SEND governor to discuss SEND provision in school and this informs the SEND Development plan and professional development program for teaching and support staff.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with SEN.</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home a termly report which will show your child's current levels as well as reporting on behaviour for learning, engagement with learning and home learning, . The subject teacher, Head of Department, Pastoral teams and Pupil Premium Progress Manager will monitor your child's progress at each data collection point and identify any areas where the expected amount of progress has not been made. Governors review and check the work of all subject areas, including SEND and Inclusion.</p> <p>CNCHS welcomes the involvement of parents/carers. We want to keep you informed about and involved in your child's progress. The school does this through parents' evenings, emails, telephone calls and annual reviews (for those with EHCPs)</p>
<p>3c. The school's approach to teaching pupils with special educational needs.</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>The teachers at CNCHS have high expectations for all students, including those with SEND. All teachers have access to the SEND and Monitoring information for pupils which may include a Pupil Passport and information on exam access arrangements. Teaching staff will use this information to inform their planning, teaching and learning activities for your child. Training for staff in areas of SEND is an ongoing process and members of the SEND department are available to support staff with meeting the individual needs of pupils with SEND.</p>

		<p>At CNCHS there are staff that are trained in different SEND areas of need to help fully support your child. If the school decides that your child needs additional help and support, you will be informed. There are a range of interventions that could be put in place and these may be for learning or pastoral.</p> <p>When your child is approaching the start of Key Stage 4, they child may be identified as needing an assessment for possible exam access arrangements. This will be carried out by the Specialist teacher assessor in school in accordance with the Joint Council for Qualifications regulations. If after this assessment your child is entitled to exam access arrangements then you, your child and school staff will be informed.</p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with SEN.</p>	<p><i>How will the curriculum be matched to meet my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Pupils at CNCHS with SEND will be set suitable learning challenges that will support progress. They will receive in class support where resources are available and deemed appropriate. They will receive intervention appropriate to their needs whether in the short, medium or long term.</p> <p>If school has decided to assess the student for possible exam access arrangements this will be completed by the school's Specialist teacher assessor. The pupil, parents and staff are then informed of the outcome of this assessment and it is important that this becomes the normal way of working for the student.</p> <p>All safeguarding procedures and risk assessments are in place and adhered to by staff. We have a range of different facilities to help our SEND students in school including disabled toilets, equipment and assistive technologies to help with reading and physical needs. Adjustments are made to individual student timetables as necessary to take into account areas of the school inaccessible due to the age and layout of the building.</p> <p>An accessibility plan is available on our school website.</p>
<p>3e. Additional support for learning to pupils with SEN.</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p>	<p>The school has a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. These include pastoral staff, the Inclusion Co-coordinator, teaching assistants, Pupil Premium Progress Manager and the School Chaplain.</p>

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	<p><i>How are the school's resources allocated and matched to children's SEN?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>Resources are allocated based on evidence of need and effectiveness. Students with an EHCP or are in receipt of school resources and local authority funding from the high needs block have resources allocated as outlined in their plan. Teaching assistants are allocated, where resources allow, to support students in lessons and intervention programs identified which is reviewed in their SEND Support Plan. There is liaison between teaching staff and teaching assistant to ensure maximum learning. The teaching assistants have a huge range of skills in supporting students, assisting staff and helping parents/carers.</p> <p>Students with EHCPs have targets and strategies set by the SEND department via the SEND Support Plan. Annual reviews involving the pupil, teaching assistant, parents/carers and if appropriate the subject staff and other professionals, evaluate the targets and strategies. This review informs any decision on the support the child will receive.</p>
3f. How the school enables pupils with SEN to engage in the activities of the school(including physical activities) together with children who do not have SEN.	<p><i>What social activities are available for pupils with SEND?</i></p>	<p>A large range of academic, extra-curricular activities and homework support are available at CNCHS at break, lunch and after school and these are open to all pupils including those with SEND. Where necessary additional support is put in place to allow the student to access the activity. Regular updates are given to pupils via the form tutor and information screens around school.</p> <p>Day and residential trips are open to all pupils and your child's specific needs can be discussed and planned for if they wish to attend a particular trip.</p>
3g. Support that is available for improving the emotional, mental and social development of pupils with SEN.	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>At CNCHS we take our pastoral responsibilities very seriously and a considerable amount of staffing resources are available to support the emotional health and wellbeing of all our pupils including those with SEND.</p> <p>Each child is assigned a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and pupil. Where staffing resources are available, teaching assistants are kept consistent in subjects so that continuity of support is provided. In this way SEND pupils then have additional staff that can support their emotional health and wellbeing as necessary.</p>
4. In relation to mainstream schools, the	<p><i>Who should I contact if I want to find out more</i></p>	<p>The SENCo is Mrs R Sewell.</p> <p>Contact details are via the following:</p>

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<p>name and contact details of the SEN Co-ordinator.</p>	<p><i>about how Cardinal Newman High School (CNHS) supports pupils with SEND?</i></p> <p><i>What should I do if I think my child may have SEN or disability?</i></p>	<p>E mail address, enquiries@cardinal-newman.co.uk Please address emails 'For Attention of SENCo'.</p> <p>Telephone number 01925 635556 – Ask for SENCo.</p> <p>Initial contact should be with your child's form tutor, subject teacher, pastoral manager or Head of Year.</p>
<p>5. Information about the expertise and training of staff in relation to children with SEN and about how specialist expertise will be secured.</p>	<p><i>What training have the staff supporting children with SEND had or are having?</i></p>	<p>All school staff are trained in areas of safeguarding and as a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services. The training of teaching staff in areas of SEND is an ongoing process of school development and professional development.</p> <p>New members of staff, Early Careers Teachers and Initial Teacher Trainees are given a training session on supporting students with SEND when they commence at CNCHS.</p> <p>SEND and Pastoral staff regularly attend training sessions provided by outside agencies for areas safeguarding, family support and SEND. Information and training is then passed to staff via the school information systems and INSET days. The SENCo attend termly Secondary SENCo network meetings that are arranged by the local authority SEND team. The school takes part in the Committed to Inclusion training and awards as provided by the local authority.</p> <p>A number of teaching assistants and school staff have received training in supporting wheelchair users and all teaching assistants are trained in supporting exam access arrangements. Some teaching assistants are trained in specific areas of SEND need and advise and provide support to staff to best support pupils with these needs.</p>
<p>6. Information about how the</p>	<p><i>What happens if my child needs specialist</i></p>	<p>As a school we can access a range of specialist services available within the Local Authority. The school liaises with these services and implements necessary plans for specialist equipment or facilities to be used to support your child in school.</p>

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<p>equipment and facilities to support children and young people with SEN will be secured.</p>	<p><i>equipment or other facilities?</i></p>	<p>Please contact the SENCo if you would like to discuss any issues that your child may have.</p>
<p>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i> <i>How will you help me to support my child's learning?</i></p>	<p>At CNCHS we need you to support us and your child by encouraging them to fully engage with learning and any interventions offered as follows</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment, planner and books). • Ensuring they have maximum attendance and good punctuality. • Supporting them to complete home learning. • Attendance of parent meetings and specific meetings arranged for your child • Acting, as necessary, on information sent home via text or School Communications. <p>We will support you by having regular communication either by telephone or e mail. If your child has a EHCP we will provide you with a named key worker.</p>
<p>8. The arrangements for consulting young people with SEN about, and involving them in, their education.</p>	<p><i>How will my child be involved in their own learning and decisions made about their education?</i></p>	<p>The pupils at CNCHS take part in various pupil voice activities including Student council and learning conversations.</p> <p>Pupils regularly evaluate their work in lessons; they are invited to attend review meetings and parent evenings. They are invited contribute to target setting and reviewing and reflect on their learning and progress and next steps.</p> <p>If a pupil has an EHCP they complete their Pupil Annual Review form either independently or with assistance from a member of staff.</p>
<p>9. Any arrangements made by the governing body or the proprietor</p>	<p><i>Who can I contact for further information?</i></p>	<p>Mrs Sewell (SENCo) Any member of the Senior Leadership team.</p>

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<p>relating to the treatment of complaints from parents of SEN concerning the provision made at school.</p>	<p><i>Who can I contact if I have a complaint?</i></p>	<p>In the first instance contact the relevant teacher, your child's form tutor or SENCo. Your concerns may be referred to the Head of Department, pastoral team or SEND department. If they cannot resolve your concerns the school's complaints procedure is available on the school website and in the SEND policy.</p>
<p>10. How the governing body involves other bodies, including health and social services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.</p>	<p><i>What specialist services and expertise are accessed by the school?</i></p>	<p>As a school we can access a range of specialist services including:</p> <ul style="list-style-type: none"> • Child and Young Persons Adolescent Mental Health (CYPMHS) • Mental Health in School Team • Early Help/Social Care • Youth Services • Police School Liaison officer • School Health Advisor • Educational Psychology service (EHCP referrals only) • Speech and Language service • Occupational therapy and Physiotherapy • Hearing and Visual Impairment Services • Paediatric service and Specialist Nursing team <p>These services are contacted when necessary and appropriate according to your child's needs. The school also works closely with the local authority in applying for funding if the child's needs are not able to be met by school resources.</p> <p>Please contact Mrs. Sewell(SENCo) if you would like any information about these services.</p>
<p>11. The contact details of support services for parents of</p>	<p><i>Who should I contact to find out about support for parents and</i></p>	<p>Please contact the Mrs. Sewell (SENCo) or any member of the Pastoral team.</p> <p>Please also see services offered by Warrington Borough Council's Local offer on which can be found on the following link https://www.warrington.gov.uk/local-offer-send</p>

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<p>pupils with SEN, including those for arrangements made in accordance with section 32.</p>	<p><i>families of children with SEND?</i></p>	<p>Support for parents can also be found at SENDAIASS – Tel: 01925 442978 Email: infosendiass@warrington.gov.uk Warrington Parents and Carers – Tel: 07587349338 Email: warrpac@gmail.com</p>
<p>12.The school's arrangements for supporting pupils with SEN in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>The SEND team, and Deputy Head (responsible for transition) and Head of Year 7 closely liaise with primary schools to provide additional transition support for your child if it is required. A member of the SEND team is allocated to be the main key worker during transition. The SENCo is able to provide information regarding SEND provision during the school's open evenings.</p> <p>All students receive advice on careers and are encouraged to visit college and consider post 16 courses and apprenticeships available.</p> <p>Students with EHCPs and other SEND students who are identified as needing extra transition support for post 16 are given individual careers advice and this is organised by the School Careers lead and the SENCo in joint partnership. EHCP Annual review paperwork are passed to the post16 provider by the Local Authority SEND team.</p> <p>Once the pupil is at their post 16 place the school then liaises with the post 16 establishment to aid smooth transition and support for the pupil with SEND with meetings and transition visits as required.</p>
<p>13.The information of where the local authority's local offer is published.</p>	<p><i>Where can I find out about other services that might be available for our family and my child?</i></p>	<p>Warrington Borough Council's Local Offer can be found at the following like https://www.warrington.gov.uk/local-offer-send</p>

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