



**CARDINAL HEENAN**  
CATHOLIC HIGH SCHOOL  
*Putting Our Faith in Education*

# SEND

Welcome to our Special Educational Needs  
and Disability Department



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# Welcome!

Welcome to our SEND Information Report which forms part of the Leeds Local Offer for learners with Special Educational needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015. The Governing Bodies of all maintained schools and academy school proprietors have a legal duty to publish an Information report on their website about the implementation of the Governors policy for students with SEND.

## Philosophy



Cardinal Heenan Catholic High school believes in and encourages inclusion. The school believes that all students, whatever their needs, should receive the best possible education and thereby our aim is to provide all students with opportunities to excel in their personal, social and academic achievements.

Cardinal Heenan Catholic High School is committed to improving the quality of the pastoral system and teaching and learning to achieve this through innovation and effective deployment of resources.



# What is SEND?

## What is Special educational needs?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (Draft SEN Code of Practice 2013, 1.8)



## What is a disability?

The Equality Act, 2010, gives the following definition of disability:

**“A person has a disability if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”**

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation. Learners at Cardinal Heenan Catholic High School who have a disability but do not have SEN are recorded on our Medical Needs Register.

# What are the Areas of SEND?



## ► **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder, including Asperger's.

## ► **Cognition and Learning**

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## ► **Social, Emotional and Mental Health difficulties**

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## ► **Sensory and/or Physical Needs**

These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers. It also includes children with medical needs.

# FAQ's

## What do I do if I think my child may have special educational needs?

In the first instance you should contact the school's Special Educational Needs Co-ordinator (SENCo), Mrs A Powell-Wiffen to discuss your concerns.

Mrs Powell-Wiffen can be contacted by telephone 0113 8873240.

You may also wish to arrange an appointment with your child's GP if you feel that this is appropriate.

The SENCo may be able to guide you to alternative sources of support should you require it; for example health or social care.



## What are the different types of support available for children with SEND in Cardinal Heenan?

Quality first teaching forms the basis of provision for all children. Lessons are correctly pitched to allow all children to make progress from their individual starting points. The school's approach to teaching means that a significant amount of the teaching is delivered in small groups by the class teacher at an appropriate level. All teaching staff regularly receive up-to-date training to meet the needs of their class.

Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support. The school uses its funding to ensure that class sizes are kept as small as possible and that children have access to additional small group and 1:1 support as required.

External agencies are employed as appropriate to provide additional support and guidance.

Wave 1 Teaching  
Wave 2  
Provision  
Wave 3  
External Support

## How will school support my child or young person's learning?

- ▶ For all children with special educational needs is overseen The provision plan by the SENCo in liaison with Achievement leaders, Year Manager and subject tutors.
- ▶ A team of individuals offering specific areas of expertise may work with your child depending on the child's need including:
  - Mentors
  - Counsellors
  - Subject specialists
  - Pastoral Leaders
  - Teaching Assistants
- ▶ Parents and carers are kept up to date with their child's progress through the review cycle process where the impact of interventions can be measured. Parents may be invited into school to discuss their child's progress or the review may take place during parent information evenings. The school will also monitor progress through the annual Education, Health Care Plan review where appropriate.



## How will the curriculum be matched to my child or young person's needs?

In many cases students can benefit from very simple solutions such as their seating position in the classroom or the provision of large font hand outs. For other students with complex or more severe difficulties any or a combination of the following provisions may be in place:

Teaching Assistant Support, Literacy Support, Numeracy Support, Personalised Time Tables, Homework Club, Lap Top Provision, Work Related Learning, ASDAN, KS4 Pathway, Work Experience, Reading Intervention, Maths, English and Science Set Groups, Differentiated Work, Hearing Impairment Support Team, Speech and Language support, Physiotherapy support, Large Print Work Sheets/Hand outs, Leave Lessons Pass, Scribe, overlays, text books, seating position, Dyslexia support - Homework and mentoring





## How accessible is the school?

We are committed to meeting the needs of all SEND pupils. All reasonable steps are taken to ensure that all SEND pupils are not placed at a disadvantage to non-SEND pupils. The school is in compliance with current legislation in relation to access. There is a lift to enable access to the upper floor for some pupils. We use specialist desks, chairs and other furniture/equipment as and when necessary and in consultation with the Local Authority. There is a ramp in the lower school yard to enable access to the playing area.

## How will my child be included in activities outside the classroom?

All children have an entitlement to enjoy activities outside the classroom. Teaching Assistants, First Aiders or other adults will often accompany children on educational visits so that they can access these opportunities.

## How will I know how well my child is doing and how will you help me support my child's learning?

The student planner is an excellent method of communication between home and school. Students will note their homework each day and parents are encouraged to speak to their child about their learning. Teachers may, from time to time, make comment about how parents can become more involved with their child's learning. Parents/carers should contact the subject tutor, form tutor, Year Leader or SENCo if they have any concerns. The annual parents'/carer's review evening is an excellent opportunity to speak with your child's tutors. They can advise you of the necessary level of support that would be useful at home. From time to time you may be invited to the school for events specifically designed to help you support your child.

## What support will there be for my child's overall well-being and social, emotional and behavioural development?

- ▶ The first port of call in the pastoral system is the form tutor. He or she is trained and equipped to deal with most situations. Should the need arise concerns can be brought to the attention of the Year Leader, in the first instance.
- ▶ There are a number of qualified first aiders in the school who will support your child if they are unwell or injured in some way.
- ▶ Emotional and Social support is provided through the school's pastoral system as well as the Curriculum Support department. Interventions and support can include:
- ▶ Circle of Friends, Problem Solving Groups, Travel Training, Friendship Groups, Work Experience, Reading Intervention, Toilet Pass/ Assistance with Toileting, Leave Lessons Pass.
- ▶ The school operates a zero tolerance policy towards bullying and deals supportively with the victim and severely with the perpetrator.

## What services and expertise are available or accessed by the school, including staff with specific specialist knowledge & qualifications?

- ▶ The school has forged strong links with outside agencies such as STARS (Specialist Teachers Autism Response service), Visual Impairment team, and Hearing Impairment team. In exceptional circumstances the Educational Psychologist may be required to complete assessments and to advise the school with a child's provision.
- ▶ Links are maintained with the Speech and Language service and occupational therapists may advise the school with provision for some children. Extended Services are available to support in some circumstances where a child's SEN is having an impact on the family at home.
- ▶ The school has an excellent working partnership with CAMHS (Child and Adolescent Mental Health Services and the Parent Partnership and Catholic Care.

## What training and development is done by staff supporting those with SEND?

Frequent training is provided to all staff; for example working with Teaching Assistants, how to support Dyslexic children etc. All new staff receives some SEN training and are introduced to the school's "SEND Inclusion Register." Several staff have completed training with the Manual Handling team. Continued Professional Development is critical to improving the quality of support in the school. Each year a CPD plan is drawn up aimed at improving the provision for student's mental and emotional wellbeing, behaviour management and learning as well as our statutory obligations.

## How will the school help children and young people transfer to the next phase of education?

The school has a team of staff to help young people with Careers Advice and Guidance. Students are supported to complete applications for college places.

## How are the school's resources/funding allocated and matched to children's needs?

Support for each child is allocated based on a child's need and the resources available at any

one time. Parents are encouraged to take an active interest and in particular highlight an area of concern or need that they have for their child and to discuss this with the SENCo and to reach an agreement of how this need may be met within the finite level of resourcing.

**The SENCo can be contacted on:  
0113 8873240**

**or by emailing [info@cardinalheenan.com](mailto:info@cardinalheenan.com)**

## Who can I contact for further information?

For more information about the school's offer, please contact Mrs A Powell-Wiffen on 0113 8873240 or [info@cardinalheenan.com](mailto:info@cardinalheenan.com)

We recommend that parents look at useful websites to help them understand all the issues around their child's special educational needs and work with us to support their child. Some very good examples of such sites are:

Special Needs Jungle  
<http://www.specialneedsjungle.com/>

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)  
<http://www.leedssendiass.co.uk/contact/>

Leeds City Council  
<http://www.leeds.gov.uk/residents/Pages/Leeds-Local->