



CARDINAL WISEMAN CATHOLIC SCHOOL



Special Educational Needs and Disability (SEND) Policy, 2025-2026

Contents

1. *Aims of the SEND Policy*
2. *Identifying SEND*
3. *Adjustments for students with SEND*
4. *Additional support for students with SEND*
5. *Education Health and Care Plans.*
6. *External agencies specialising in aspects of SEND*
7. *Parental involvement in the school's SEND provision*
8. *Arrangements for monitoring and evaluating the school's SEND provision*

1. Aims of the SEND Policy

- Ensure that Cardinal Wiseman Catholic School is working effectively towards its vision for SEND, (outlined in the Special Educational Needs Section of the website), so that students with SEND are able to access our curriculum fully and integrate in our Catholic community successfully.
- Ensure that students with SEND are included positively in all aspects of school life, in line with our ethos of Omnia Pro Christo, (All For Christ), and the Wiseman Virtues.
- Ensure that Cardinal Wiseman Catholic School is compliant with the Equality Act, (2010) and the SEN Code of Practice, (2015), by making reasonable adjustments to reduce the disadvantage of students identified as having SEND.

2. Identifying SEND

- It is the responsibility of the Special Educational Needs Coordinator, (SENCO), to establish procedures for identifying SEND, and to maintain an up-to-date list of students identified by the school as having SEND.
- A student is considered to have a special educational need if they have a learning difficulty or disability that requires significantly different provision, (in the form of adjustments or additional support), to enable access to our mainstream schooling. This includes physical disabilities which affect students' mobility, and sensory impairments, (auditory or visual).
- Students identified as having SEND are usually considered as such throughout their time at Cardinal Wiseman Catholic School; however, if a student is successfully integrated and making progress to the point that they do not require adjustments or additional support, then that designation can be reviewed.
- Students with formal diagnoses of autism, ADHD, dyslexia, and other conditions of neurodiversity, are considered to have Special Educational Needs at Cardinal Wiseman Catholic School.
- Concerns about possible SEND are also identified in the following ways, as part of plan-do-review cycles: feedback from staff, parents or students; monitoring of assessment data, (when this indicates lack of progress); transition information from previous schools; assessment data from external specialists; and relevant medical diagnoses.
- It is the responsibility of the SENCO to investigate whether concerns constitute SEND in our school context. Such investigation might require ongoing monitoring of whether adjustments or additional support are needed for the student, (and what impact these have).
- Standardised tests are conducted with selected students to help identify cognitive SEND, and to establish whether they are eligible for access arrangements in exams.
- Mental health concerns, diagnoses and difficulties can also be identified as Special Educational Needs or disabilities at Cardinal Wiseman Catholic School, particularly when they are persistent and long-term. The safeguarding team (in which the SENCO is a Deputy Safeguarding Lead) liaise to help identify when mental health difficulties, vulnerability or the impact of previous trauma might constitute SEND.
- Identification of SEND links to the school's Equality Policy, (available among the statutory documents on our website), Accessibility Plan, (available in the SEND section of the website, safeguarding policy, and online safety policy.

- The graduated approach to SEND provision supports identification of SEND, existing or emerging.

3. Adjustments for students with SEND

- In the SEND section of the school website is a statement of inclusive pedagogy, in which teachers have committed to adjustments they will make routinely for students whose SEND disadvantages them academically and/ or pastorally. This represents the first level of our graduated approach to their provision, and aims to meet their needs and enable them to access and progress in lessons.
- Each student with SEND has their own individualised profile, which summarises the student's SEND and indicates whether specialised adjustments are required, (beyond the inclusive pedagogy practised by teachers). Input from parents and external professionals also inform the recommended adjustments, and the profile is subject to continuous review (with parental input) as the student develops.
- As well as academic adjustments for students with learning difficulties, adjustments are made for students whose English as an additional language presents as a persistently significant barrier to learning, although this is not a Special Educational Need in itself.
- Adjustments that help students integrate effectively with the Culture for Learning, (detail on which can be found in the Behaviour Policy, among the statutory documents on the school website), are agreed with senior pastoral staff.
- Adjustments which ensure accessibility for students with physical, sensory, and mental health difficulties pay particular consideration to seating, mobility around site, trips, PE lessons, and medical needs.
- Recommended adjustments include access arrangements for exams when eligibility for these has been established, which are embedded as part of normal working practice.
- The SENCO collaborates with middle and senior leaders to monitor the use and effectiveness of adjustments in lessons, and delivers regular CPD to staff to ensure they are able to make the recommended adjustments and to better understand the patterns of SEND within the school cohort.
- CPD is provided for school staff regularly throughout the year to ensure that they are able to make the adjustments required by students with SEND.
- The SENCO plans, coordinates and usually delivers CPD which ensures the school is able to make the reasonable adjustments necessary for a high quality of provision for students with SEND.
- The focus of staff CPD on adjustments for students with SEND is established through analysis of patterns of need in the cohort, and through analysis of areas of professional development within the school staff.

4. Additional support for students with SEND

- The SEND Department at Cardinal Wiseman Catholic School is based in the school's SEND Hubs (Zion Hub and Jericho Hub), which is where most of the additional support outside the classroom for students with SEND is delivered, as the next level of the graduated approach to support.
- As well as the SENCO, the SEND Department consists of a Teacher of SEN, two Higher Level Teaching Assistants, and four Teaching Assistants. If staffing changes, then temporary agency staff might be used, depending on the fluctuating support needs that present within the school cohort.
- The work of the SEND Department in providing additional support is complemented by that of the school's wider pastoral team, who utilise a range of pastoral measures to

- support the behaviour, attendance, wellbeing and integration of students with SEND.
- The SENCO creates and updates a timetable of additional support to be delivered by the SEND Department. The timetable is amended regularly to adapt to emerging student needs, (including cognitive, language, physical, emotional and social difficulties), and the impact these have on students' progress, learning, behaviour, attendance, and wellbeing.
- As well as in-class support, additional support sessions are delivered in small groups and one-to-one, and include: Entry-level functional skills in English, Maths, Science, Computing and life skills; touch-typing; literacy interventions; numeracy interventions; resilience sessions; social skills sessions; academic mentoring; consolidation and pre-tutoring; reading programs; check-ins for physical and sensory access; check-ins for support with functional organisation; post-16 preparation; homework clubs (after-school) and homework support; and breakfast, break and lunchtime clubs.
- Additional support sessions can involve phone-calls with parents to involve them in the support.
- As far as possible, in-class support is timetabled into English and Maths lessons with a high proportion of students with SEND, and in Science at KS4, to complement the teaching and adjustments made by the class teacher. In-class support is also scheduled in some other subjects for students with EHCPs and SSPPs which stipulate a need for this.
- Students with English as an Additional Language, (with or without SEND), are included in literacy interventions when necessary, and these students also have separate language interventions as required.
- When students attend the SEND Hub, staff are alert to indicators that students' SEND might be making them vulnerable to bullying or other safeguarding risks. When detected, any such indicators are shared with the Designated Safeguarding Team, or – in instances of suspected bullying or discrimination – with senior pastoral staff. Designated Safeguarding Leads also liaise about when interventions might help to support the mental health or attachment needs of vulnerable students.
- Staff are aware of the potential of SEND to increase students' vulnerability and ensure prompt information sharing about indicators of this, as necessary. Scheduled interventions help protect students with SEND over and above the standard procedures.
- During transition from primary school, extra visits are arranged to support students with SEND and their parents.
- The SENCO monitors the effectiveness of additional support sessions and in-class support continuously, and is responsible for ensuring staff are able to provide them effectively, (with sufficient time, resources, and training).

5. **Education Health and Care Plans**

- The SENCO is responsible for coordinating annual reviews of Education Health and Care plans (EHCPs) for any students who have these.
- The SENCO and Head Teacher are responsible for ensuring that the provision outlined in Section F of the EHCPs is delivered appropriately.
- If the school is unable to deliver the provision stipulated in Section F of an EHCP, this is communicated to Birmingham City Council's Special Education Needs Assessment and Review service, (SENAR), and to the parents of the student, (which could lead to an application for additional funding).
- Annual reviews of EHCPs discuss whether Cardinal Wiseman Catholic School remains suitable and effective educational provision for the student.
- If a student's level of SEND compromises their integration or progress to the extent that specialist provision appears necessary, (on-site or in another school), it is the SENCO's responsibility to decide whether to apply to SENAR for the student to be assessed for eligibility for an Education Health and Care Plan or Special Support Provision Plan, (in order to detail and resource such provision appropriately), as the next level of the graduated approach. Such an application is completed in collaboration with the relevant external agencies.

6. External agencies specialising in aspects of SEND

- It is the SENCO's responsibility to organise collaboration with external agencies (provided by Birmingham City Council) who specialise in aspects of SEND, and to consult with them to ensure their expertise is used effectively to support students with SEND at Cardinal Wiseman Catholic School.
- Cardinal Wiseman Catholic School subscribes annually to the Educational Psychology Service, which provides an allocation of hours from an Educational Psychologist to support the school in identifying students' needs and devising appropriate strategies to support these.
- Cardinal Wiseman Catholic School receives a termly allocation of hours from the Communication and Autism Team, (CAT). The school's CAT worker advises about provision for students who are diagnosed with autism.
- Cardinal Wiseman Catholic School receives a termly allocation of hours from Pupil Support Services (PSS), who allocate a Specialist Teacher to support with cognitive assessments and to advise on SEND strategy.
- When necessary, the Sensory Support service advise on provision for students with visual or hearing impairments, and help to monitor the effectiveness of this.
- When necessary, the Physical Difficulties Support Services advise on provision for students with physical difficulties.
- The Community Paediatrician consults the school when investigating potential conditions such as autism and ADHD, and when appropriate the school can support parents in referring students to the Community Paediatrician, (though this can also be done through the GP).
- When necessary, consultation is also sought with the following NHS services: ADHD nurse, Occupational Therapy, and Speech and Language Therapy.
- When necessary, there is collaboration with Social Services and Family Support Services, when those services are involved in supporting vulnerable students and/or the families of students with SEND.
- The input of our external agencies informs all levels of the graduated approach, and is essential to establishing the most specialised levels of this model.

7. Parental involvement in the school's SEND provision

- When the school's SEND Information report is reviewed, annually, a focus group of parents are consulted to ensure its relevance and accessibility.
- The SENCO and/or other SEND staff attend parent meetings to give the opportunity for discussion of individuals' needs, progress, and outcomes.
- Parents are closely involved in the process of applying for or updating EHCPs and SSPPs when relevant, and are also involved in decisions to involve external agencies for further consultation or assessment of potential SEND.
- Members of the SEND Team endeavour to respond to parental contact as quickly as possible, to address queries and provide information.
- When one-page profiles are reviewed (twice a year), parental voice is sought and elicited, and included in the reviewed document to help inform the school's day-to-day provision.
- Any complaints regarding SEND are taken seriously. In the first instance, they are directed to the SENCO, and if this input is unable to achieve a resolution, then the school's complaints procedure is followed.

8. Arrangements for monitoring and evaluating the school's SEND provision

- The SENCO reports termly to the governor overseeing SEND.
- The governing body challenges the school and its members to secure necessary provision for any pupil with Special Educational Needs or Disabilities, and ensure that funds and resources are used effectively.
- The governing body approves the SEND policy, which is reviewed annually.
- The SENCO meets regularly with the Senior Assistant Headteacher overseeing SEND, who appraises the SENCO's performance annually, a process which is overseen by the

Headteacher.

- The Senior Assistant Headteacher overseeing SEND advocates for SEND-related issues within the Senior Leadership Team, and reports regularly to the Headteacher on the effectiveness of SEND provision/strategy within the school.
- The Headteacher visits the SEND Department regularly and meets the SENCO regularly to discuss strategic issues, (including admissions, budget, recruitment, resources, timetabling, students with EHCPs, staffing, and the overall profile of needs within the school's SEN cohort).
- The school's SEND Information Report, (available in the SEND section on the school website), is reviewed annually. This process obtains input from the key stakeholders in the school community, including school staff, the SEND governor, and a selection of students and parents.
- The SENCO analyses data on progress, attainment, behaviour, and attendance. This analysis helps inform performance management of staff in the SEND department, directs additional support, and identifies staff training needs.

Signed: Headteacher: Robert Swanwick

Date: 10/7/2025

Signed: Chair of Governors: Penny Manford