

**Cardinal Wiseman Catholic School,
2026-2027**



loving hopeful

attentive learned prophetic curious

faith-filled wise

generous grateful

eloquent discerning

intentional compassionate

truthful active





1. What is the purpose of this report?
2. Is a simpler version of this report available?
3. What kinds of SEND need does Cardinal Wiseman Catholic School provide for?
4. How does Cardinal Wiseman Catholic School identify and assess SEND?
5. How does teaching of the curriculum support pupils with SEND?
6. What additional support is available to pupils with SEND?
7. What training have school staff had in relation to SEND?
8. How does the school use specialist support for pupils with SEND?

S E N D

Special Educational Needs and Disabilities

9. How does the school check that its provision for SEND is effective?
10. How can pupils and their parents become involved in decisions about their education?
11. How does the school ensure children with disabilities are not treated less favourably than other pupils?
12. How does the school support pupils with SEND in transferring to the next phase of education?
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1. What is the purpose of this report?

- The SEND Information report summarises how Cardinal Wiseman Catholic School provides for students who have Special Educational Needs and Disabilities.
- It is organised into possible questions, which has information, including photos, real life examples and quotes from students.
- This report is updated annually, and is a key document as part of our Special Educational Needs provision, along with the vision and policy, (found on the website); and the Special Needs list, Development Plan, and Learning Support Plans, from which staff work to support students with Special Educational Needs and Disabilities.



2. Is a simpler version of this report available?

Simplified version

- Cardinal Wiseman Catholic School supports students with different kinds of special needs.
- The school gathers information to help us know which students need support.
- This information is shared with teachers, so that they can support students' needs in lessons.
- Students get extra support in small groups or one-to-one, when needed.
- Staff get regular training so that they are able to give students the support they need.
- The school takes advice from outside experts on how to support students.
- There are regular checks on how well support is working, so that we can change it if needed.
- Students and parents are given opportunities to talk about what support they would like.
- Arrangements are made so that students can access exams and trips without disadvantage.
- Key Stage 4 students are given regular support with planning what they will do when they leave the school in Year 11.
- Extra visits are arranged for Year 6 students who will find moving to secondary school particularly difficult.

3. What kind of SEND does Cardinal Wiseman Catholic School provide for?

The following areas of need are identified:

- Moderate/Mild Learning Difficulties, (include learning at a slower pace than others, difficulty with memory and/or processing, and issues with literacy or numeracy);
- Social Emotional and Mental Health Needs;
- Speech Language and Communication Needs;
- Autism;
- Specific learning difficulties, including ADHD, dyslexia and dyspraxia;
- *Physical Difficulties, which include sensory impairments, like visual or auditory impairments; and issues which might affect a student's mobility.

*The school continually strives to improve our anticipatory capacity; however, we currently do not have disabled access to upper floors or the swimming pool, and the suitability of rooms for visual/auditory impairments is variable.



I love going to the SEN hub!

-Pupil Voice



4. How does Cardinal Wiseman Catholic School identify and assess SEND?

The 2015 Code of Practice says that: ‘A person has Special Educational Needs if they [...] have significantly greater difficulty in learning than the majority of others the same age’.

At Cardinal Wiseman, the focus is not on labelling children, but rather on finding the right provision for them. If that provision needs to be special or additional then they will be included in our Special Educational Needs provision. This covers difficulties with integrating or accessing school, as well as difficulties with learning and making academic progress.

The 2010 Equality Act says that ‘reasonable adjustments’ should be made in case of a condition which is persistent, significant and long-term. Adjustments from SEND are identified at Cardinal Wiseman using the following;

- Information from primary schools, including prior attainment.
- NGRT is used to screen reading levels, informing further investigation into potential cognitive SEND.
- Specialist agencies to test for indicators of Special Educational Needs.
- Concerns raised by school staff, pupils, and parents.
- Medical diagnoses

- Persistent lack of progress in tracking assessments
- SENCO reviews whether access arrangements are required.

The logo for SEND is displayed in a stylized font. The letters are large and blocky. The 'S' is red, 'E' is blue, 'N' is blue, and 'D' is blue. Each letter has a white outline and a slight shadow effect.

“Everyone in the SEND department is so kind”

“I use to be really shy but now I have lots of friends”

“I was scared to come here in y7 but now I feel I belong here”

“My TAs are amazing!”

“My writing has improved so much over the past year”

-Pupil Voice

5. How does teaching of the curriculum support pupils with Special Educational Needs and Disabilities?

- Special Educational Needs and Difficulties are provided for in the first instance by teachers in the classroom, all members of staff follow the school's inclusive pedagogy; which is available to view on the school's website.
- Teachers deliver a high quality of lessons, scaffolded to meet the needs of all students, giving access to a broad and balanced curriculum on which they can make progress in their learning.
- Teachers consider the learning environment and seating arrangements as a routine part of their teaching; and adapt tasks, outcomes or resources as necessary to suit the learning needs of pupils with Special Educational Needs.
- A Provision Map program makes clear to all school staff which students are identified with Special Educational Needs.
- Students with SEN have a Pupil Passport (one-page profile) which summarises their difficulties, giving additional detail on preferences, targets and specialised adjustments.
- Teaching Assistants provide in-class support to high need students in classes with the highest concentrations of SEND prioritising core subjects – English, Maths and Science.

- For high need students lacking Functional Skills, Entry Level pathways are considered and provided for where appropriate.
- The knowledge-rich curriculum ensures that all pupils are exposed to the same level of knowledge, which is not “capped” because of their Special Educational Needs.



Example of a pupil passport

Pupil Passport - Cardinal Wiseman Catholic School

Date: 30/9/2024
Teacher: Jake Allen



Date of birth
: 7
Tutor group: 7Ne
House: Ne

Difficulties with learning or coping

Student X has a diagnosis of Autism. This makes it hard for them to cope with changes in their environment.

Specialised adjustments (beyond standard inclusive pedagogy)

[Link to inclusive pedagogy](#)

Learning preferences/style

Student X enjoys having a teaching assistant in their lessons.
They enjoy turn and talks, and feels that it helps them to understand in lessons.

Strengths & Interests

Student X feels they are good at Maths, Science, Art and English, which was reflected in recent assessment data.
Logs show that Student X works well in Geography.
Student X enjoys swimming outside of school.

Targets & Ambitions

Food: Recall the macro/micro nutrients for their 2 dishes
Sc: Understand the terms mean, mode and median as applied to ecological data
PE: Explain the rules of rounders.
En: Comment accurately on the poet's intentions.
RE: Demonstrate an understanding of Catholic beliefs about forgiveness.
Ma: Convert between units of money.
Calculate change from notes.

Parent views

Mom is happy with Student X's passport.
Mom feels Student X is good at Maths but might need extra help with adding and subtracting.

6. What additional support is available to pupils with SEND?

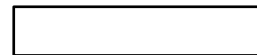
- All staff follow the [school's inclusive pedagogy](#), which is available to view on the school's website.
- Tests in Year 7 (English & Maths).
- Academic mentoring interventions
- Functional outcomes specific to subjects for students whose SEND makes mainstream curriculum frequently inaccessible.
- Word reading and spelling using Word Wasp / Toe by Toe
- Precision teaching of sight vocabulary
- Sensory room
- Touch Typing / Handwriting skills
- Access arrangements for exams – 25% extra time, reader pens/human readers, scribing, laptops, supervised rest breaks and HUB space
- Social Skills and Resilience groups.
- Daily/weekly mental health check-ins
- One-to-one mentoring
- Y6 Transition support
- Preparation for y10 work experience
- Preparation for post-16 transition
- Key Stage 3 and 4 consolidation interventions
- Speech and Language Interventions
- Physical and sensory access review
- Breakfast club
- Extended placement (e.g., 9 weeks) in Jericho house to support SEMH.
- Hub open for all students at break and lunch

- EAL support, including sessions on spoken proficiency*

*We do not consider EAL (English as a second language) a special educational need, however we do provide support for students in the SEND Hub

All interventions run for set time-frames and are monitored and evaluated to ensure their impact on student outcomes. This enables the SEND Hub to adapt and introduce new interventions to support students when required. In delivering this support, the staff take a friendly, welcoming, and family-orientated approach to the pupils.

The SEND hub is a safe space which offers pupils a sanctuary during free time. The students are proud to go to the SEND Hub which reduces potential stigma around having SEN needs or Disabilities, because of the culture we strive to create. This environment supports the students' personal development, directly and indirectly contributing to spiritual, social, and cultural aspects of their education.



7. What training have school staff had in relation to SEND?

Teaching staff receive regular training as part of their Continuous Professional Development. This training varies in response to emerging patterns of need and strategic priorities. However, certain themes inevitably recur including:

- Research and development of adjustments that teachers commit to in the school's statement of inclusive pedagogy.
- Annual training on how to support SEND which disadvantages students pastorally, including autism, ADHD, and social emotional and mental health needs.
- Exemplifying good practice in inclusive pedagogy.
- Focus on outcomes for high need students across the range of special educational needs.
- Common areas for development based on lesson observations, data analysis, feedback, and testing.
- Case studies referring to the Pupil Passports of school students discussed in focus groups with staff.

The Special Educational Needs Coordinator is a qualified SENCO, and is trained in testing to establish eligibility for access arrangements.

8. How does the school use specialist support for pupils with SEND?

The school's provision for Special Educational Needs and Disabilities uses the following specialist agencies to identify and advise on how to support students' needs:

- **Language, Learning and Strategic Support (LLaSS)**- focuses mainly on difficulties with Learning, and also advise on general policy and practice.
- **The Educational Psychologist** - focuses mainly on Social Emotional and Mental Health Needs, and supports in applications for Education and Health Care Plans if and when these become necessary.
- **The Communication and Autism Team** - focuses on individual pupils with Autistic Spectrum Disorders, and advise on overall training and strategy for supporting pupils with Autistic Spectrum Disorders.
- **The Physical Difficulties Support Service** - focuses on individual students with Physical Difficulties and also advise on the school's accessibility in general.
- **The Sensory Support Team** - monitor and advise on support for students with visual and auditory impairments.
- **The Speech and Language Therapist** - Focuses mainly on communication and memory retention skills and identify areas of support.
- When school have concerns or advice about mental health, referrals can be made to Compass mental health or Forward Thinking Birmingham STICK.

9. How does the school check that its provision for SEND is effective?

The effectiveness of the school's provision for Special Educational Needs and Disabilities is continually monitored, to make sure the pupils make progress. This helps to review and adapt our support for pupils accordingly. The progress of pupils with Special Educational Needs is measured using the following information;

- Data from tracking assessments, on progress and attainment;
- Lesson observations, (which include observations of students' responses and progress, through a variety of media, such as mini-whiteboards);
- Scrutiny of students' books and work;
- Consultation with external agencies;
- Feedback from students and parents;
- Baseline tests to inform interventions;
- Transition information from Primary schools and in-year admissions;
- Individual diagnostic assessments, including specialist assessments for eligibility for access arrangements, (particularly in Year 9);
- Pupil passport reviews
- Analysis of attendance data
- Analysis of patterns of behaviour logs



I have a TA in English and now I feel confident to answer questions

-Pupil Voice



10. How can pupils and their parents become involved in decisions about their education?

- Pupils with Special Educational Needs are involved in creating their own Pupil Passport which informs teachers' planning. This gives students the opportunity to have their voice heard about their own learning preferences and ambitions.
- The SENCO attends parents' evenings, to discuss the progress, integration, adjustments, and support for students with Special Educational Needs and Disabilities.
- A selection of pupils and parents help to review this SEN Information Report, annually.

Parent are contacted to give their input on their child's Pupil passport reviews and SEND provision.



11. How does the school ensure children with disabilities are not treated less favourably than other pupils?

- Cardinal Wiseman Catholic School complies with its duties under the Equality Act 2010. Reasonable adjustments are routinely made for students with a range of different Special Educational Needs.
- Pupils with SEND are admitted to the school in line with the school's admissions policy.
- Access arrangements for exams take account of pupils' physical needs where necessary.
- Every effort is made to ensure pupils with disabilities are able to participate in all types of school activity, including school trips and PE lessons. For example, wheelchairs have been arranged to enable the participation of a student with mobility issues.
- The entire student cohort is educated about Special Educational Needs as part of PSHE and Citizenship, (in assemblies and tutor time). This, alongside regular teaching about protected characteristics, has helped promote acceptance within the culture of the school, as part of its Catholic values.

12. How does the school support pupils with SEND in transferring to the next phase of education?

- The school's careers policy aims to prepare pupils with SEND for adulthood in the same way that it does for other pupils, helping them work towards independent living and participation in society.
- To support pupils in post-16 transition, the school provides support in application, and a personalised programme for helping pupils make the right choices for their development and progressions.
- Students with SEND, (especially those who might be at risk of not being in education, employment or training), are timetabled for weekly post-16 support during Year 11, and when required are escorted on visits to prospective post-16 destinations.
- The school create links with employers, Further Education institutions, and external service providers to be able to provide pupils with current information to assist their decision-making.
- During transition from Primary school, Cardinal Wiseman staff are proactive and rigorous in compiling information about the Special Needs of prospective students. This is done by fostering positive relationships with Primary schools, and maintaining regular communication.

- During transition from Primary school, students whose SEND needs are likely to make the transition a worrying experience are given the opportunity to visit the school as many times as they need to help them acclimatise to the change and feel secure.



I have toe-by-toe sessions, which have helped me with my speaking and writing. I am more confident now!

-Pupil Voice



13. Who is the Special Educational Needs Coordinator?

Name: Mr J Allen

Tel: 0121 360 6383 ext 1142,

Email: jallen@cardinalwiseman.net

- The SENCO is responsible for coordinating the provision for Special Educational Needs and Disabilities at Cardinal Wiseman Catholic School, to ensure that pupils with SEND are able to make progress on the curriculum and can participate fully in the school community.
- Provision for SEND is monitored by the Education Life committee and the SEN Governor: Dr. P. Manford. The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs.



SENCO

Mr. Allen makes sure that I can get the support I need from Teaching Assistants.

-Pupil Voice



14. What can parents do to support their child's Special Needs?

- Check your child's homework planner and books each night.
- Discuss your child's day with them, using their timetable.
- Share concerns about how their needs are being met with the SENCO.
- If you observe needs at home which could affect your child's learning or integration, share this information with the school.
- Attend parent evenings to discuss the information and strategies being used to support your child, (as outlined in their Pupil Passport)
- If you have concern about an underlying need which might justify a diagnosis, arrange an appointment with your GP to discuss this.
- If you are able to, make time to practise basic literacy and numeracy exercises with your child, including reading aloud together.
- Encourage your child to access online resources provided by the school.

15. What can I do if I need extra support or need to address issues?

SENDIASS stands for Special Educational Needs and Disabilities Information Advice and Support Service. It's a free, impartial, and confidential service offering information to young people with special educational needs and disabilities (SEND) and to their parents and carers.

For more information, please visit:

<https://www.kids.org.uk/sendiaass-home/>

16. What should parents do if they have concerns about possible SEN needs or the school's provision for SEND?

If you have concerns about Special Educational Needs and Disabilities, please contact the school SENCO at

jallen@cardinalwiseman.net

SEND

17. What other websites can give me information about Special Educational Needs and Disabilities?

<https://accesstoeducation.birmingham.gov.uk/communication-autism-team/>

<https://accesstoeducation.birmingham.gov.uk/pupil-and-school-support/>

<https://accesstoeducation.birmingham.gov.uk/sensory-support/>

<https://birminghameducationsupportservices.co.uk/Services/4524#>

<https://www.birminghamcareersservice.co.uk/send-information/>

<https://www.bdadyslexia.org.uk/>

<https://www.autismeducationtrust.org.uk/>

<https://the-waitingroom.org/>



I felt really nervous to start Cardinal in Year 7, none of my friends were coming and I felt I wasn't going to fit in. I had an extra transition day and got familiar with the HUB so knew there was a safe space for me. The HUB teachers/teaching assistants are the best and they help me loads. I come down to the HUB every lunchtime and sometimes when I am not feeling very good. Now I am going into Year 10, I feel I belong at Cardinal and my handwriting, English and Maths are a lot better.

-Pupil Voice



18. Parent views

Knowing my child has a safe space and someone to talk to in the SEN department is a great relief. He's been supported since the day he started and has built up a great rapport with the SEN staff.

My daughter is in YR7, she has settled into Cardinal Wiseman so well and has not missed a day of school. I totally believe this is because the SEN department have taken the time to brief teachers about my child and have also put things into place to support her. All this has allowed my child to thrive and flourish at school despite her additional needs. I feel listened to whenever I have contacted the department and I know that someone will get back to me about any concerns. This has allayed many of my worries, knowing that I have good dialogue with the department. I am very pleased to witness my daughter's progression

I am so happy with how the school supported my son with the transition from primary to year 7. He (and I) was so anxious about starting a new school, but the SEN department and all the staff I have met have been amazing. My son has settled in much sooner than I ever anticipated.

I want to take a moment to thank the SEN department for all their hard work with my boys and for all the support.

Just knowing my daughter has someone to talk to makes me happy.

Pupil Views

Year 8 Student:

I love the Hub and all the teachers and teaching assistants. They help me a lot in lessons. I always come down to the Hub to eat lunch, that helps me make friends, and I don't know what I would do without it. So, I just want to say thank you. I appreciate all the Hub staff.

Year 10 Student:

The Hub has helped me with my mental health, and I'm really thankful for what they have done for me. They have helped me open up and shown me that it's okay to express my emotions.

Year 8 Student:

It is really nice to come down and eat lunch, and you can have your friends join you for a chat. I find my pupil passport helpful, as the teachers know that I have to sit at the front as I am short sighted.

Year 10 Student:

I use my reader pen in all my lessons and in exams. It really helps me with my dyslexia.

Year 7 student:

I work really hard in lessons; my teaching assistants help me lots.

Year 10 Student:

The Hub has helped me improve my speaking and writing skills, and I have very nice teachers who help me.

Year 9 Student:

I am a student in Year 9, and I like when my TAs help me in lessons. I like Cardinal Wiseman.

Pupil Views

Year 10 Student:

I like all my teachers, they're so nice and they help me to understand and they ask me if I need anything and give me solutions. I get extra help for English in the hub as my English is still improving.

Year 7 Student:

My teaching assistants give me time to think so I don't get overwhelmed in lessons.

Year 10 student:

I get to go over things I don't understand from my lessons with a teaching assistant in the hub.

