



**Cardinal Wiseman**  
Catholic School  
Part of The Romero Catholic Academy

## **Special Educational Needs**

## **Information Report 2018-19**

(Updated March 2019)

The school is named after Cardinal Nicholas Wiseman who became the first Cardinal upon the re-establishment of the Catholic hierarchy in England and Wales in 1850. His coat of arms is displayed on every student's blazer. The motto is 'All things for Christ' therefore faith is at the heart of everything we do, as well as recognising that we are all made in the image of God.

## SEN Provision at Cardinal Wiseman

### 1. Do students with SEN come to Cardinal Wiseman?

Students with SEN are welcome at Cardinal Wiseman School. Students are identified as having SEN when they have needs or disabilities that affect their ability to learn and require interventions over and above those offered to the majority of students.

### 2. What kinds of SEN does the school make provision for?

Typically these students have difficulties with:

- Communication and Interaction.
- Cognition and learning.
- Social, emotional & mental health.
- Sensory/physical needs.

### 3. How does the school know if a student has SEN?

Many students are identified as having SEN whilst they are at primary school. As part of the transition process the SENCO at Cardinal Wiseman liaises with primary school SENCO's to gather information on any student already identified with SEN. This information is used to ensure that all necessary arrangements are put in place for when the students start in Year 7.

Students reading and spelling ages are assessed when they start in Year 7 and this provides another opportunity to identify possible SEN difficulties. All staff closely monitor the progress made by all students and will contact the SENCO to ask for advice when they have concerns about a student. The SENCO also uses the data supplied by teachers to oversee student progress. Where a concern is raised the SENCO may:

- Give advice to staff.
- Provide additional support, group work or a special programme.
- Arrange for further assessment by school staff if the student does not make good progress.



The SENCo may arrange for:

- Further assessment and/or advice by an appropriate specialist
- Further support, group work or a special programme.

4. How will I know if my child is receiving SEN support?

The parent or carer will be contacted when any additional intervention is put into place or assessment carried out. They will be invited into school to discuss the outcome of any assessment and the interventions that will be put in place to help the student make better progress.

5. How do teachers help students with SEN?

Teaching staff have the highest possible expectations for all students in their class. All teaching builds on what your child already knows, can do and understand. Teachers will adopt different methods so that all students are fully involved in learning. This may include differentiated activities, resources or support.

Specialist strategies suggested by the SENCO or external agencies may also be put in place for your child. Sometimes, students will require extra support to help them catch up with other students of the same age

There is information about the curriculum on the school website at [www.cardinalwiseman.coventry.sch.uk](http://www.cardinalwiseman.coventry.sch.uk). Form tutors and teaching staff can give more information about what each year group is learning and information can be obtained at parents' evenings or by contacting the [SENCO](#).

6. Is there any extra support to help students with SEN in their learning?

Wherever possible all students are taught in a class setting. Within that setting they may receive the following support:

- Differentiated tasks/activities/resources
- Shared teaching assistant support.

In addition the following additional support may be offered:

- Small group literacy or Maths support
- 1-1 literacy support
- Social and emotional literacy groups
- Homework club based in the Library
- Exam access arrangements
- External agency support
- Breakfast Club



- Lunch Club for vulnerable students.

7. How will I know if my child is getting extra support?

You will be informed by the SENCO or key worker of any extra support your child is receiving at the start of the intervention.

8. Are there before and after school activities for students with SEN?

The extra-curricular activities and visits available within school are open to all students, and include sports, art and languages. Additional activities available to students with SEN include Breakfast Club, Lunch Club and Homework Club. Further information can be obtained from form tutors.

9. How does school support social and emotional development?

Students with specific social, emotional or mental health difficulties may be offered support through the Cardinal Wiseman pastoral system. Additional support may be offered through:

- Our Trinity Centre.
- In-class Teaching Assistant support.
- CAF Coordinators.
- Social & Emotional Literacy Groups.
- Transition Support between Years 6 and 7.
- PSHE opportunities.

We also work with external agencies including:

- CAMHS (Child and Adolescent Mental Health Service).
- CCT (Complex Communication Team).
- CIASS (Communication & Interaction [including Autism] Support Service).
- Time For You Counselling.
- School Nursing.

## Your child's progress

10. How will I know that my child is making progress?

Assessments are undertaken with all year groups three times a year. This enables all staff to track the progress of students by monitoring progress against target grades. Where there is concern about a student's progress further assessment may be undertaken and small group intervention or 1-1 support may be offered.



For students identified as having a special educational need a key worker will have an overview of the student's progress. Every parent or carer will receive a copy of the student's assessment data at three points within the year. There will be opportunity for the parent/carer of a student identified with SEN to attend a parental review meeting termly. The meeting may be with the form tutor, SENCO, teachers or other key member of staff.

11. How will I be involved in reviewing my child's progress?

In addition, the SENCO will have an overview of all children with SEN and will monitor their progress regularly. All students with an identification of SEN will have a termly meeting where any interventions required will be monitored and reviewed. Parents or carers will be invited to attend termly meetings of students on the SEN register. Other people who may be present include:

- SENCO.
- Key worker.
- Year Head.
- APC (Attendance and Pastoral Care Coordinator).
- CAF Co-ordinator.
- External agencies.

Parents and carers are welcome to bring a representative along with them to these meetings.

12. How will you help my child make the successful move into the next class or secondary school, or other move or transition?

There are a number of opportunities for students with SEN to be supported through transition stages. Some of these include:

- Sharing of information between primary teachers and SENCO and secondary staff and SENCO.
- Staff from Cardinal Wiseman arrange Primary School visits to meet students.
- Secondary Taster Day in July of Year 6.  
Parental meetings with Year7 Form Tutor, and SENCO if required, in July of Year 6.
- Additional opportunities for parents/carers of students with SEN to visit the School.
- Support programmes arranged through the Pupil and Learning Support Centre including break and lunchtime arrangements for vulnerable students.
- Liaison with external agencies.
- Pastoral care.
- Advice & guidance.
- Options evening.



- Careers Advice and support with interviews.
- Sixth Form interviews.
- Liaison with colleges and universities to share information.

13. Who do I contact if I am not happy with my child's progress?

Your first step should be to talk directly to your child's form teacher or subject teacher. If your concern isn't resolved by the teacher, you should then contact the SENCO or Year Head. If this still doesn't resolve your concern you can request a meeting with the Head. Our [Complaints Policy](#) is available on the website.

## **SEN Information at school**

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14. Where can I find information about the school's SEN policy, or other policies?

All policies are available on our school website. If you wish to discuss our SEN provision, please contact our SENCO.

15. How has school made the building and site safe and welcoming for students with SEN?

The school timetable is designed to reduce congestion as much as possible when students are moving around school. There is ramp access to all ground floor buildings where required. The school site consists of a series of buildings, some of which house lessons on up to three floors. Access to some of these rooms may be difficult or inaccessible for some students. In order to meet individual needs, there are occasions when study arrangements may need to be adapted. We may offer:

- Access to our Trinity Centre.
- Timetabling lessons in ground floor rooms.
- Specially adapted timetable/curriculum to meet the needs of the student.

Our [Accessibility Policy](#) is available on the website.

16. Who do I contact if I want to find out more about SEN support?

Fiona Oliver SENCo  
02476 617231  
email: [foliver@cardinalwiseman.coventry.sch.uk](mailto:foliver@cardinalwiseman.coventry.sch.uk)

17. How are staff at school helped to work with students with SEN and what training do they have?

The school development plan identifies training needs for all staff to improve teaching and learning across the school, including students with SEN. This may include whole



school training on SEN issues or to support identified groups of learners in school such as those with autism, dyslexia, etc.

Whole and group staff training allows for the opportunity to share knowledge, strategies and experience, and ensure consistency of the school's approach for children with an SEN. Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children. The SENCO also works closely with specialists from external support services who may provide advice to teachers or direct support as required.

## Partnerships between parents/carers, students and school

### 18. How will I be involved in planning and supporting my child?

As soon as we have identified that a student has SEN, we will work in consultation with parents/carers to plan and review any SEN support. There will be opportunities for parents/carers to discuss their student's learning needs in accordance with the School and the Coventry Local offer and further advice will be offered on ways to support your child at home.

### 19. How can I support my child at home?

Information about training for parents/carers within the local area can be found on the Coventry Local Offer website. Relevant training opportunities and support advice may be offered by:

- [SENDIASS](#)
- Cygnet (CCT Family Support)
- Triple P
- Targeted Parents' Evenings.
- EAL Support for parents within school.

### 20. How will my child be involved in their own learning and in decisions about their education?

Students are involved in their own learning in many ways. These include:

- Involvement in reviews and meetings, including participation in agreeing actions and outcomes.
- Small Group /1-1 Pastoral Support/Learning mentor work.
- Self-assessment processes.
- Teacher feedback.
- PLG (Student Voice).



## Further SEN services

### 21. Where can I find out about other services for my child?

The [Coventry Local Offer website](#) has information about the services that are available.

### 22. Who else provides services in school for students with SEN?

We work with a number of external agencies and trained in-house support staff who may give additional support to your child and/or your family. These may include:

- Communication and Interaction:
  - Speech and Language Service.
  - CCT (Complex Communications Team).
- Cognition and learning:
  - Educational Psychology Services.
- Social, emotional & mental health:
  - Integrated Primary Mental Health Services.
  - CAF Coordinator.
  - Family Support Worker.
- Sensory/physical needs:
  - Sensory Support Team.
  - Integrated Children's Service, including Occupational Therapy and Physiotherapy.

The following services are able to support parents/families directly:

- [CAMHS \(Child and Mental Health Service\) now part of RISE](#)
- [Speech and Language Therapy](#)
- [Integrated Children's Service, including Occupational Therapy and Physiotherapy](#)
- MDT (Multi-Disciplinary Team)
- [Child and Family First Team](#)
- Social Services

### 23. How can my family get support from these services?

Depending upon the circumstances a number of members of staff may be able to refer the family or provide contact details for these services. These may include the SENCO, Year Head, Attendance and Pastoral Support Coordinator, CAF Coordinator and Family Support Work. Following assessment these services will usually provide advice to school if the parent/carer gives their permission for the information to be shared.





24. Who can I contact to find out about other support for students with SEN and their families?

Contact details of Parent Partnership Service, and other local parent support groups for particular areas of SEN, e.g. Specific Learning Difficulties (including Dyslexia and Dyspraxia), ASD, Down's Syndrome, can be found on the [Coventry Local Offer website](#).

25. What happens if my child needs specialist SEN equipment or other facilities?

The school will make reasonable adjustments to provide specialist aids and equipment in accordance with assessed needs. The Local Authority will provide specialist equipment when it has been prescribed by a relevant health service specialist.

For access to all school policy documents and links to specialist services, please see our school website.





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CATHOLIC SCHOOL