



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY

SEN(D) INFORMATION REPORT

Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*



Policy: SEN(D)(D) Report			
Type: Statutory	Website: Yes	Author: Miss Claire Phillips	
Approved:		Next Review: July 2026	
Frequency: Annual		Delegated: Committee	

“The governing body of maintained schools and maintained nursery schools and the proprietors of academy schools MUST publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN’. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.”

Dear Parents/Carers,

As part of our continued commitment to supporting all our students, I wanted to take a moment to outline to provision we offer for students with Special Educational Needs here at St Cuthbert's. We understand every child is unique, and it is our goal to ensure that all students, regardless of their starting points or the barriers they may face, are given the support they need to thrive academically, socially and emotionally.

At St Cuthbert's, we are proud to offer a high-quality education in a nurturing and inclusive environment. Our dedicated SEND team works closely with students, parents and external professionals to ensure that every child's individual needs are met. We tailor our approach to ensure that every child can reach their full potential and make good progress from their starting points.

As a parent or carer for a student with special educational needs you may have questions about how we identify, support and monitor students with additional needs within school. This report was created to try and answers to some of the questions we are often asked.

If there are any additional comments or questions that are not answered, please contact my team on SEND@stcuthberts.stoccat.org.uk.

We look forward to working with you and your child on their educational journey at St Cuthbert's.

Many thanks,

C. Phillips

Claire Phillips

SENDCo

GLOSSARY OF TERMS

- **SENCO** is the special educational needs co-ordinator in the school.
- The **SEND register** is simply a list the pupils who have special educational needs and disabilities so that the school can monitor the provision being put in place for the pupils. Pupils can come on and off the register at any time.
- **Education Health Care Plans** or EHCPs (used to be known as Statements of special educational need) are for children and young people aged up to 25 who need more support than is available through special educational needs support normally provided in school. They identify educational, health and social needs and set out the additional support to meet those needs. There is a process involved in requesting an EHCP assessment that may include getting assessment reports from school, parents, the pupil, educational psychologist and medical people. There is an annual review of an EHCP.
- **SEN Support** a student that is identified as having SEN and they receive above and beyond their peers through the graduated approach.
- **Graduated Approach** The four stages of assess, plan, do, review.
- **Quality First Teaching** is the notion that high quality teaching in lessons will meet almost all pupils' needs well because teachers will tailor the teaching to different pupils' needs.
- **Adaptive teaching** is part of quality first teaching and means that pupils may have work presented in different ways or have additional support in the form of scaffolding.
- **Interventions** are focused teaching programmes designed to enhance a pupil's knowledge, understanding or skills. They can take place within a lesson or outside of the lesson. They can be for one pupil or for a group of pupils. They run for a set period when it is anticipated the pupil will have accelerated their learning. They can be run by teachers or teaching assistants. They can cover any aspect of learning but are often to do with enhancing literacy and numeracy skills.
- **One Page Profile** is a plan for a SEND pupil's learning that supplements what the teacher has planned in lessons. They most often are compiled by the SEND department and given to teachers to inform them about the pupil's needs, the objectives being set and how best to meet these. They are reviewed regularly.

KEY CONTACTS IN SCHOOL

Key contacts		
Claire Phillips	SEN(D)CO	cphillips@stcuthberts.stoccat.org.uk
Becky Barlow	Assistant SEN(D)Co	bbarlow@stcuthberts.stoccat.org.uk
SEND General Advice	General Advice	SEND@stcuthberts.stoccat.org.uk

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEN\(D\) Code of Practice](#) particularly section 6, and the following legislation:

- [The Special Educational Needs and Disability Regulations 2014](#), regulation 51, which set out schools' responsibilities for education, health and care (EHC) plans, SEN(D) coordinators (SEN(D)COs) and the SEN(D) information report
- Children and Families Act 2014(<http://www.legislation.gov.uk/ukpga/2014/6/section/69>)
- Equality act 2010 (<https://www.legislation.gov.uk/ukpga/2010/15/section/10>)
- Regulation 51(<http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made>)

What Special Educational Needs are provided for at SCRCHS?

St Cuthbert's RC High School is an inclusive school where every student is valued and respected. We support all students, including those with special educational needs and disabilities (SEND), to help them learn, grow emotionally, and become independent.

Our SEND Department helps students with different types of needs, including:

- Communication and interaction
- Learning difficulties
- Social, emotional, and mental health challenges
- Sensory or physical needs

We support students with issues like literacy and math difficulties, autism, ADHD, dyslexia, mental health concerns, visual or hearing impairments, and physical disabilities.

Students are only added to the SEND register if they need extra support beyond what is provided in regular classroom teaching. The list is reviewed regularly, and students can be added or removed depending on their needs.

How does this school know if my child has additional needs?

There are several ways we become aware of student's needs including:

- Information is shared by parents/ carers either as concerns or from a diagnosis.
- On transition information is collected from primary schools about student's individual needs and any concerns about students.
- Class teachers monitor progress and students within their classes concerns are reported to the SEN(D)team who will then support and advise.
- Staff are trained to spot students who are struggling with their development and to refer them through the school referral process.
- Screeners may be completed in school.

Concerns around behaviour are not always an indication of a Special Educational Need.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for us to intervene could be the teacher's, support colleague's or others concern, underpinned by evidence, about a student who, despite receiving support in class, does not make their expected progress. All students with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Parents are kept informed of the results of specialist assessments and of any intervention that may be offered.

What should I do if I think my child has additional needs or a disability?

There are several ways you can discuss your concerns; you may wish to discuss your concerns with a specific class teacher or the head of year.

If your child has a medical condition, you should contact Mrs. Kelly Fairbrother, our health and wellbeing Officer in the first instance.

Alternatively, you may wish to contact the SEND email which will be picked up by the team.

How will the school prepare and support my child when joining SCRCHS?

Transition from year 6 to year 7 is coordinated by the SEND team for those who are on the SEN Register or where primary schools have concerns. This includes sharing information between primary and secondary school. Additional transition is planned with the primary school, and where appropriate, families is personalized to student's needs. This may include:

- Quiet visits and tours of the school
- Early visits supported by the primary placement
- Multiple visits at different times of the day including break and/ or lunch as needed
- Transition meet and greets
- Transition activities
- In very rare cases a reduced timetable when starting secondary school.

For students who transfer to our school partway through their secondary school (in year transfers) will have an admission meeting with the Head of year where concerns can be discussed, where special educational needs are identified on the admission paperwork a member of the SEN(D) team will attend. If additional transition is needed this can be arranged on an individual basis.

If there is anything specific that is needed for your child's transition to St Cuthbert's please contact the SEND email.

How will I know how the school supports my child? How will I be involved in decisions made about my child.

When a student is identified as potentially having a need this will be discussed with parents and a decision about whether to add them to the SEND register will be made.

Teachers and curriculum leaders should be in regular contact with parents/carers when needed about student progress and any concerns they may have. A parents' evening is also held each year where the SEND team is available for any discussions.

As a school we have informal check ins for each year group with a member of the SEND team by phone or email to best suit families. These are a good opportunity to discuss any concerns and to share things that have changed/ are happening. Heads of year and assistant heads of year will also be involved in contacting families where there are pastoral concerns e.g. socially, emotionally, behaviour. As per the SEN Code of Practice, this will be a minimum of three times per year, but we are always available to contact if there are any concerns. Parent input and the child's voice are vital to ensure the needs of students are being met.

What support is available for my child and my family?

If you have questions about, SEND or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Parents can make a request for an EHCP at any time to the Local Authority by emailing ehc@rochdale.gov.uk

To see what support is available to you locally, have a look Rochdale's local offer. Rochdale publishes information about the local offer on their website:

The Rochdale Local Offer can be found <http://www.rochdale.gov.uk/schools-andeducation/special-educational-needs/Pages/SENd---the-local-offer.aspx>

Barnardo's Independent SEN(D) advice (also know as SENdiass) can be accessed here [https://www.barnardos.org.uk/what-we-do/services/rochdale-SEN\(D\)diass](https://www.barnardos.org.uk/what-we-do/services/rochdale-SEN(D)diass)

The Oldham Local Offer can be found <https://www.oldham.gov.uk/info/200368/children-and-young-people-with-special-educational-needs-and-disabilities>

The SEND Advice Line is available for support:
SENDAdviceLine@Rochdale.Gov.UK

The Neurodiversity Hub offers support and sessions for students with needs:
[The Neurodiversity Hub :: Northern Care Alliance](#)

Rochdale Parent and Carers Voice:
[RPCV Home - Rochdale Parent Carers Voice](#)

#Thrive is available if you have concerns around Mental Health:
[#Thrive \(HMR\) :: Pennine Care NHS Foundation Trust](#)

Home Start:
[Home-Start Rochdale and Bury](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

How we have supported young people with SEND and adapted teaching to best support them?

Every student with SEND has their unique profile and needs. The provision is aimed to meet those individual needs where possible. The teachers are informed of the students' needs and for many students with SEND, the teachers' quality teaching, modification of tasks, adaptive teaching methods and awareness of individual issues such as weak literacy skills or difficulty in following instructions is sufficient to allow the student to thrive in their lessons.

Some students have support from a learning support assistant (LSA) in their lessons. They have worked with students to develop their resourcefulness, their responsibility and their resilience through modelling good practice and developing each student's self-belief. Each LSA has key students with whom they have compiled their one-page profile that inform staff of their needs, strengths, likes and dislikes and what helps them. The LSA's have had regular contact with the parents of their key students and have given updates on their progress and well-being.

Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities. Interventions are either short term of 1 hour per week for 6 weeks, or long term of an hour a week withdrawal from class for the whole academic year. A number of interventions have been provided to meet the range of needs of the SEND students.

How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

Whenever the school receives specialist advice from external agencies, or a pupil has an Education Health Care Plan, we do our best to make the recommended changes e.g. a student with handwriting difficulties has used a laptop in most lessons and received support to develop his handwriting skills. A student with a physical disability always has access to a lift should they require it. Hearing impaired students have access to a radio mic during lessons. Some students with dyslexia use coloured overlays or a reading pen. We will follow the information as set out in guidance and plans.

The DEN and The Hub – these bases are for our most vulnerable students who need some time away from mainstream lessons. They have the opportunity to access interventions, additional support and timeout in our calm spaces.

How are staff in the school supported to work with young people with special educational needs and what training do they receive?

At the beginning of every academic year, all staff are made aware of the needs of the students with EHC plans and other students with SEND needs. All new staff receive training on supporting students with a range of SEND needs. This is very personalised training, responding to teachers' individual concerns over how they can adapt their teaching to meet their students' needs. The current staff in the SEND Team have expertise in cognition and learning needs, communication and interaction needs, SpLD difficulties including dyslexia & dyspraxia and social & emotional needs.

The SENDCo has the National Award for SEN Co-ordination. The TAs have received a variety of training that cover all aspects of the Code of Practise.