




# Bishop Wilkinson

Catholic Education Trust  
Through Christ, in Partnership

## SEND Information Report

Signed by the Chair	
First Date Approved by Local Governing Committee	November 2024
Statutory Policy	Yes
Required on Website	Yes
Review Period	Annual
Reviewed by	Local Governing Committee
Review Date	November 2025
Next Review Date	November 2026

## Overview

This report reflects the statutory duties of all educational settings to report on policy and provision for pupils with SEN set out in the Children and Families Act 2014 and in the Special Educational Needs and Disability Code of Practice 2015.

Links to the legislation:

Children and Families Act 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This report also reflects the duties set out in the Equality Act 2010 for meeting the needs of pupils with disabilities:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

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## Introduction

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Head of School: Mr D. Simmons: [Headteacher@stl.bwcet.com](mailto:Headteacher@stl.bwcet.com)

SEND Link Governor: Mr S. Bethapudi: Contact the main school office

St Leonard's Catholic School Durham (part of the Bishop Wilkinson Education Trust) is a maintained mainstream school for students from the ages of 11 to 18 years. The school caters for students with a range of additional educational needs. This report details how the school supports children and young people with Special Educational Needs and/or Disabilities and should be read in conjunction with the SEND Policy.

St Leonard's Catholic School is an inclusive school, endeavouring to be equitable, giving students support and resources based on their individual need. Our school vision of 'all pupils are known and loved' is at the heart of our provision for our students with special educational needs and/or disabilities. In line with the SEN Code of Practice 2015, we use our best endeavours which involves doing everything we can to remove barriers to learning and to promote the best possible personal, social and academic outcomes, for our students with special educational needs. At St Leonard's, we support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care, and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We pay close regard to the key principles of inclusive education:

- Setting suitable learning challenges.
- Responding to students' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.
- Raising awareness of additional needs and creating an inclusive learning environment throughout St Leonard's.

## **I. Admission arrangements for students with Special Educational needs and/or Disabilities (SEND)**

St Leonard's Catholic School caters for students of all abilities, including those with identified learning difficulties and disabilities. In line with the relevant legislation:

- Sections 33, 39, 40 and 43 of the Children and Families Act 2014
- SEND Code of Practice
- Regulations 13 and 14 of the SEND Regulations 2014

St Leonard's will not refuse admission to a child with SEND and/or with an EHC plan on the grounds that the setting is unsuitable. The only legal argument for refusing admission to our mainstream setting would be where:

- The child's admission would impact on the efficient education of others with whom they are educated and there are no reasonable adjustments that can be made to avoid this incompatibility.

If you would like your child to attend St Leonard's Catholic School, you should discuss the suitability of St Leonard's Catholic School as a secondary placement with their current school and participate in a review with any professionals who work with your child. At the review meeting, should your child already be placed on the SEND Register, yourself and the professionals involved will discuss possible next steps or you may wish to contact the SEND department of your local authority. They will then advise you on what steps should be taken. The local authority will signpost parents to schools that can meet the needs of their child. Parents/carers are welcome to visit St Leonard's, and this is especially important before making a decision about a placement. If you make a decision about the school you would like your child to attend, you should inform the Local Authority of your first choice of school. Once the placement is agreed, we will work with you to support your child during the transition period.

For further information, please visit our School Admissions Policy and SEND policy both of which are located on our website.

Further advice and information about admission arrangements for students with SEND is available from Mrs H. Tracey SENDCo on (0191) 3848575 or by e-mail: [send@stl.bwcet.com](mailto:send@stl.bwcet.com)

## 2. The kinds of special educational needs for which provision is made at the school

**Definition:** A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

**Broad areas of need:** There are four broad areas of special educational need, these are:

- Communication and Interaction includes pupils with Autism Spectrum Condition and those with Speech, Language and Communication Needs.
- Cognition and Learning includes pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- Social, Emotional and Mental Health Difficulties includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.
- Sensory and/or Physical Difficulties includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

St Leonard's is a mainstream school catering for students of all abilities in Years 7 to 13, including those with identified learning difficulties who have an Education Health Care Plan (EHCP) and those who are on their school's special needs register at the time of transfer to St Leonard's. The school currently provides support for students with a great range of special educational needs (SEN) and disabilities including: autism; speech and language difficulties; specific learning difficulties (dyspraxia, dyslexia); visual and hearing impairments and social and emotional needs. We believe in the potential of all our students to make progress from their individual starting points and we strive to ensure that every student is successful in achieving their own goals. Inclusive education means supporting all students to learn, contribute and participate in all aspects of school life alongside their peers, so we provide a range of additional opportunities to enrich the experiences of our students with SEND. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence, which we encourage at all ages and ability levels by developing confidence; improving self-esteem and promoting enthusiasm in all pupils.

At St Leonard's we utilise a 4 Wave system of provision for students with SEND. The rationale for this is that the vast majority of students with additional needs can effectively be supported by Quality First Teaching (QFT) with reasonable adjustments to their provision in lessons and/or across the school site. We refer to this as Wave 1.

This inclusive approach is designed to support needs (diagnosed and undiagnosed) at the earliest possible opportunity and ensure that the limited resources available, for targeted intervention (Wave 2) and intense support (Wave 3), are able to be effectively deployed and monitored. The nature of a wave system is that students can, and should, move up and down levels of provision according to their needs at any given time, therefore the SEN register is fluid and not static. Our ultimate intention is to identify needs early, put effective provision in place and to monitor progress to ensure that all young people are accessing the broadest and most balanced curriculum. The school SEND policy and the arrangements to support students with SEN are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, January 2015. The SEND policy is available on the school's website.

### **3. Identification and assessment of students with special educational needs**

St Leonard's aims to identify needs and difficulties early. The identification of new students transferring from primary school takes place through: routine data collection; Key Stage 2 SAT's; school visits; meetings with primary school SENDCo and transition meetings; enhanced transition; meetings with outside agencies and listening to parents/carers.

Within the first half-term at St Leonard's, all Year 7s are screened for reading ability. Pupils from feeder primary schools will be assessed whilst in primary school. These tests are analysed by the Reading Lead and the results are used with existing information, including Key Stage 2 data, to inform support arrangements. All students with a standardised score of less than 100 will be offered and encouraged with parental permission to attend intervention programmes run by trained literacy intervention specialists.

St Leonard's is aware that needs may change over time and that additional needs may be identified in the context of a secondary school which did not present themselves in the much smaller setting of a primary school, particularly social, emotional and mental health difficulties. We work with our feeder and non-feeder primaries to identify such students before arrival.

Concerns about a student having SEND can be raised by any member of staff, any parent/carer or students themselves. Any concerns regarding students with special educational needs are made directly to the SENDCo. An initial analysis will be made and, if required, may lead to further specialist assessment before a decision regarding additional support is made. The students may be put on a SEND short note or added to the Wave 1 monitoring register or, following the 'assess; plan; do; review cycle be added to the school's SEND register and parents/carers/staff will be fully involved in the consultation and any ensuing decisions. The assess; plan; do; review (ADPR) cycle consists of:

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

Assessment is a continuing process that can identify students who may have special educational needs. This is closely monitored. The school will measure children's progress by referring to:

- Baseline reading and spelling assessments.
- Modular tests in all subject areas.
- Evidence from teacher and Learning Support Assistant observation and assessment.
- Their performance compared to peers who have a similar prior attainment
- Their progress against target grades.
- Books and homework.

#### **4. Provision for students with special educational needs (whether or not they have an EHC plan)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN CoP ) p15/16) and:

All teachers are teachers of students with special educational needs and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all students' (Teachers' Standards 2012).

Provision for students with special educational needs is a matter for the school as a whole. At St Leonard's, we believe that SEND is everyone's business. In addition to the governing body, the school's Head Teacher, SENDCo, Learning Support Department and all other members of staff have important responsibilities. Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision should they have a significant gap to their peers in one of the 4 broad areas of need.

- Cognition and Learning
- Communication and Interaction
- Physical/Sensory
- Social, Emotional, Mental Health

Our classroom teachers are responsible for SEND provision within the classroom and for providing Wave 1 - Quality First Teaching. This is the first and most important step in providing an appropriately differentiated, personalised and inclusive curriculum, and ensuring each child is recognised as an individual. We ensure that students with additional needs are supported through targeted use of Reasonable Adjustments to support curriculum access, reduced class sizes, additional and/or different teaching and learning approaches as well as intervention strategies. Class teachers retain responsibility for the progress of individuals and are at the centre of planning SEND provision with the SENDCo and any specialist staff involved with the child or young person.

The SEN CoP 2015 identifies when an EHCP might be needed:

'The majority of children and young people with SEN or disabilities will have their needs met within local mainstream settings. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.'

Students at St Leonard's who have an EHCP are provided with extra support, in line with their individual needs. This takes the form of:

- Extra adult support
- Reduced class size
- IT equipment
- Assessments and Interventions from the Durham SEND and Inclusion Service:
- Social interaction and Communication Team
- Speech and Language Team
- Cognition and Learning Team
- Emotional Wellbeing and effective learning
- The Sensory Team
- Personalised examination support

Special education provision for those on SEN support/ with an EHCP is described in termly SEN support plans and on the EHCP. These plans are completed with both pupil and parent/ carer voice. They are reviewed termly at a review meeting. Outcomes are reviewed and SMART targets are used as small steps in order to make and measure progress.

The Behaviour policy, available on our website, is also differentiated as part of the special education provision available to those with SEND.

## **5. Evaluation of Effectiveness of the school's provision for students with SEND**

The effectiveness of the school's provision for students with SEND is evaluated through:

- Use of modular assessment data, lesson observations, case studies, book scrutiny, staff liaison and marking to measure progress in the classroom.
- Senior leadership (SLT) monitoring and evaluation procedures across all departments.
- Department termly review.
- Department development plans.
- Weekly department meeting.
- Discussion with teachers.
- Discussion with students.
- Parental consultation and feedback.

## **6. Assessing and reviewing the progress of students with special educational needs**

Progress is closely monitored through the school's modular tests in all subject areas. Teacher assessments for students in KS3 and KS4 are available following each modular test. For students with SEND, these are analysed and should further intervention be required, this will be addressed and typically students would be moved to Wave 2 - Short Term Intervention. Students will transition down the SEND Register if significant progress is being made. Any students failing to make expected progress will be discussed in the Learning Support Department meetings and intervention sessions/support agreed-upon on an individual basis.

At St Leonard's, all students on the SEND Register (Waves 1 - 4) are formally discussed and reviewed at the end of each term by the SENDCo and the Deputy Head for SEND. This process enables students' placement on the register to be fluid and based on progress/regression in relation to the broad areas of need. Additional support can be allocated or withdrawn based on individual circumstances. Any student movement across the SEND Register will be discussed with staff and parents at this point. Where a student is believed to require transitioning to/from Wave 3 (SENK) parents will be formally consulted in line with the Graduated Approach.

All students' progress is continuously monitored by teaching staff across all departments using their monitoring systems, classwork and homework. Modular reports are produced at every modular test. Additional termly SEND Parents evenings/consultations are held for those students on Wave 3 and 4 of the SEND Register. This provides parents/carers a formal Interim Review opportunity to meet the SENDCo and review students' SMART targets associated with their SEN support Plans. Annual Reviews of Education Health Care Plans (EHC plans) are calendared in accordance with Local Authority allocation. Parents, carers and professionals are invited to attend the Annual Review meeting to discuss progress and to be involved in target setting and agreeing upon appropriate intervention strategies to help the students both in school and at home. All relevant teaching staff are asked for feedback on the students which is sent out to parents before the review. Every student is offered the opportunity to express their opinion and views are taken into consideration. Students are encouraged to contribute, where possible, in the decision-making process including setting targets. The Learning Support department works alongside academic and pastoral staff to ensure that special education provision pervades all areas of school life.

## **7. Approach to teaching students with special educational needs**

All students are taught in mainstream classes, having access to Quality First Teaching; reasonable adjustments and where required, extra adult support from a Learning Support Assistant. All subject teachers differentiate work to match the needs of all students in their class in order to enable them to access the curriculum more successfully. They employ a range of creative strategies to engage learners in all areas of the curriculum. When a student has been identified as having SEND, we will take action to remove barriers to learning and put effective specialist provision in place. Recommendations and strategies to enable access to the curriculum are made by the SENDCo. Information on individual students and their individual needs is systematically provided to staff by the Learning Support Department in the form of Individual Education Plans and SEN Support plans which are accessed directly from the SEND Register and from ClassCharts.

## **8. Adaptation of the curriculum and learning environment for students with special educational needs**

- Teaching: Differentiation of resources and learning materials by the subject teacher.
- In-class support: A team of LSAs offer in-class support to identified students or groups of students across the range of subjects and abilities.
- One-to-one and small group intervention: Literacy, numeracy and social intervention programmes designed to support students' attainment are specifically aimed at students who are working significantly below the expected level based on their KS2 starting point.
- Specialist equipment: Any appropriate specialist equipment may be provided for the students for example: handwriting pen, sloping writing board.
- Assistive technology: Accessed through the relevant agency, students in school with a hearing impairment that impacts on day-to-day life and education have equipment such as microphones and transmitters. Students with a visual impairment may have access to an iPad or reading pen.
- Physical environments: St Leonard's is on a temporary split site and does have some access ability restrictions, however the school will do everything in its power, using its best endeavours, to allow equal access. Accessible toilets are available across the school building.

## **9. Additional support available to students with special educational needs**

Our school makes 'additional to and different from' support available to students with special educational needs, in line with the special education provision outlined in the SEN C of P 2015.

- In-class support.
- Reading interventions: 1:1; small group and paired reading
- Pathways: Area for use before school; break and lunchtime with LSA support
- Well-staffed LS homework club available after-school and any lunchtime.
- Public exams: Access arrangements and exam concessions applied for. Parents and students are made fully aware of any arrangements in place.
- Internal assessments: Teaching staff have the flexibility to make arrangements as appropriate to students in their classes sitting modular tests and the Learning Support Department will help out whenever possible.
- Outside Agencies: The SENDCo has close links with outside agencies such as the Educational Psychology Service; SEND and Inclusion Service

## **10. Further in school support available for improving the social and emotional development of students with special educational needs**

- The pastoral team made up of Tutors and Pastoral Leaders
- Sixth Form Mentors
- Attendance officer
- SEND Support officer
- Mental Health Lead
- School counsellor
- Pastoral Base

## **11. Arrangements for consulting parents of children with special educational needs about and involving such parents in the education of their child**

In line with the SEN CoP 2015 and the Children and Families Act 2014, we believe that partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential and that working together is vital if the best outcomes are to be secured. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. In fact, many parents are 'experts by experience'. All parents of children with special educational needs will be encouraged to play an active and valued role in their child's education. Parents and carers will be regularly updated on their child's progress within school, and information on their child's SEND progress. Parents and carers can request a meeting with the SENDCo by email or by phone.

## **12. Looked after Children with SEND**

The designated teacher for Looked After Children is Mrs V Curry. Mrs Curry works with the SENDCo in both disseminating and gathering information about the welfare and progress of CIC with SEND. Extra contact with carers is put in place, so that all staff can support these students, as well as termly reviews and PEPs.

### **13. Arrangements for consulting students with special educational needs about and involving them in their education**

In line with the SEN C o P 2015, young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of help they would like to assist them to make the most of their education will be elicited. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

- Students' views are gathered for all reviews, Education Health Care Plan or otherwise.
- Students accessing intervention are routinely consulted at the start, during and at the end of intervention.

#### **14. Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition from primary school, across the key stages and onto post 16 provisions, the students and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school/setting through the review process.

The Transition Lead and SEN Support Officer visits all primary feeder schools, and where there are those with particular special needs, extra meetings can be arranged with their existing teachers, parents and the SENDCo to facilitate a smooth transition. Additional transition visits are organised for small groups/individuals to familiarise students with the buildings, routines, school lunch hall, staff to help reduce anxieties. For those in Key Stage 4, support with visits to Post 16 settings is available and Durham Works provide enhanced support for transition where required.

#### **15. In the event of a complaint from parents/carers of students with special educational needs concerning provision made at school**

In the event of a complaint from parents/carers of students with special educational needs concerning provision made at school, the first point of contact would normally be to go directly to the school. We will attempt to resolve this complaint at school level. If the complaint is unresolved, then the person making the complaint is advised of their rights under section 23 of the Education reform Act to make a complaint. The governing body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authorities commissioned independent disagreement resolution service. Parents/carers can get support from County Durham's Special Educational Needs Information Advice and Support Service (SENDIASS).

**16. County Durham's Local Offer <https://www.durham.gov.uk/localoffer>**

The full list of policies for St Leonard's are on the school website. If parents / carers require a paper copy of any of these policies please use the contact form on the school website to make a request, or phone the school office and we will be happy to provide any resources needed.