

# **Special Educational Needs and Disabilities (SEND) Information Report**

**Notre Dame High School**

**September 2025**



## **Key Contacts:**

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James McGarry

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## **School Mission Statement**

‘I have come so that they may have life and have it to the full.’ (John 10:10) We are a joyous and inclusive Catholic school, inspired by the love of God and the teachings of Jesus, specifically faith, hope, forgiveness and peace. Our community is committed to a rounded education that develops knowledgeable, morally informed and compassionate young leaders.’

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## **Introduction**

Dear Parents and Carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood.

If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

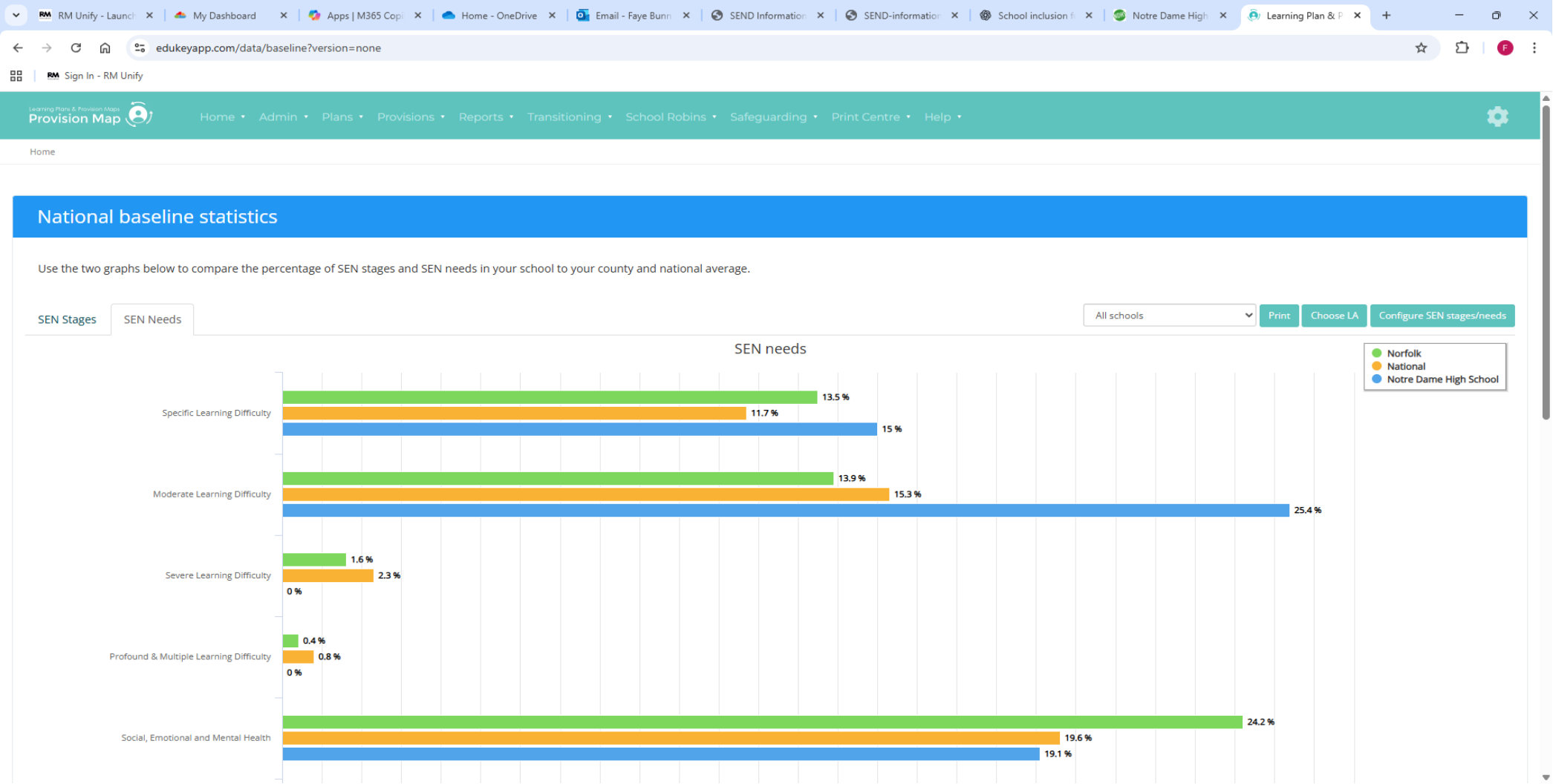
You can find our SEND policy on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Best wishes

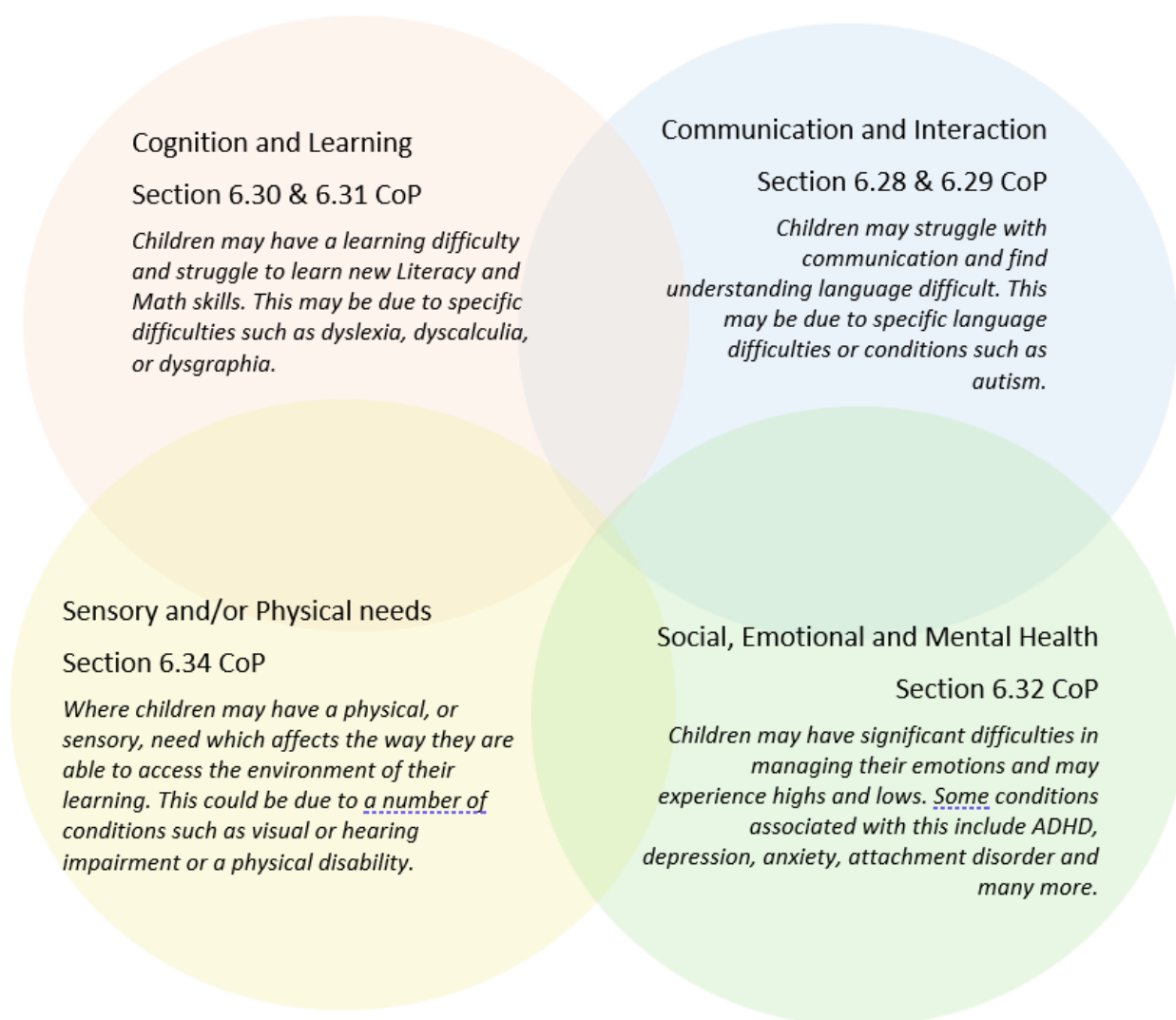
The SEND Team

Our Current SEND Profile shows:



## Which areas of need does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270714/SEND_Code_of_Practice_January_2015.pdf)

## **Which staff will support my child, and what are their key responsibilities?**

At Notre dame High School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

### **Our Special Educational Needs Co-ordinator, or SENDCO, Mrs Faye Bunn:**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high-quality response to meeting their needs in school. This includes developing and monitoring the school's graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2015 are implemented in line with the school's SEND Policy
- Ensuring that parents are Involved in supporting their child's learning, kept informed about the support their child is getting involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children

Deputy SENDCO, Mrs Imogen Burns

- Supporting the SENDCo with the implementation of the school's SEN policy,
- Management of the day-to-day support, progress and inclusion of all students with SEND, identification of students with SEND
- Liaison with parents, students and outside agencies

### **Teachers**

Are responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.

- Writing and reviewing Pupil Passports with the SENDCo and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

## **Learning Support Assistants**

We have a team of Learning Support Assistants, who are trained to deliver SEN provision.

Our team are trained to deliver interventions and support strategies such as Lexia, FFT, Zones of Regulation, Norfolk Steps

In the last academic year, LSAs have been trained in FFT, Zones of Regulation, Lexia, Scaffolding for inclusive teaching

## **Head Teacher, Mr Tom Pinnington:**

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND
- Giving responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Support the school SENDCO in terms of budgeting the SEND provisions.

## **SEND Trustee, Mr James McGarry**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

## What should I do if I think my child has SEND?

<b>Stage 1</b>	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.
<b>Stage 2</b>	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record on EDUKEY Provision Map.
<b>Stage 3</b>	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in Provision Expected at School Support: <a href="#">Provision Expected at SEN Support</a>  This will initiate the 'Graduated Approach' where support will be continually reviewed. A plan will be set up on EDUKEY Provision Map which will be shared with all key stakeholders supporting the child.
<b>Stage 4</b>	If we decide that your child needs SEND support, you will be notified by a message on My Child at School (MCAS) and your child will be added to the school's SEND register. They will receive additional support, and this will be reviewed using the assess, plan, do, review model.



## **What happens if the school identifies a need?**

The definition of a special educational need is:

‘A child or young person has SEN 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:

- have a significantly greater difficulty in learning [in any area of need] than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include behavioral observations in class, samples of written work, patterns in progress and/or attainment, sharing pupil voice.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach.

Despite high quality teaching, some students are unable to make expected progress, and this could be for a variety of reasons, one of which could be linked to an additional educational or physical need. Staff use tracking data and knowledge of students to identify individuals and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENDCO. The SENDCO will then investigate further by liaising with parents, gaining the views of the student, observing the student in class, gathering more information about the student from other staff who teach or support them. We follow the 'Assess, Plan, Do, Review cycle:



The Deputy SENDCo Mrs Burns and 2 other members of the MAT SEND cluster are qualified to carry out psychometric assessments which will highlight specific areas of educational need or exam access support, these tests include:

The types of tests that we use to assess if a student has a learning need include:

- WRAT 5 (Wide Ranging Assessment Test) which covers spelling, maths, single word reading and comprehension.
- CTOPP - 2 (Comprehensive Test of Phonological Processing)
- DASH (Detailed Assessment of Speed of Handwriting)
- RAN/RAS – visual processing speed.
- WRIT (Wide Range Intelligence Test/IQ)
- HAST-2 Spelling Test

We work collaboratively to formulate targeted support for pupils with SEND which includes: -

- In class support for learning (LSAs)
- 1:1 and small group targeted intervention which includes maths, English and exam revision support (LSAs or Progress Tutors)
- Therapy sessions (trained LSA Lego Therapy, ADHD Norfolk, CEPP CBT (Cognitive Behaviour Therapy)
- Staff CPD (SENDCo and external professionals Speech and Language)
- EDUKEY Provision map to detail support strategies and tailored provision in place for all students identified as SEND or those with an EHCP
- Staff Professional Development targets around SEND. - Whole school 'assess, plan, do review' approach
- Internal referral form for SEND queries – including observation and testing
- High Quality Teaching

- Parental information and support is available on the Local Offer:

[Norfolk Local Offer](#)

## External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever

necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

[CEPP](#) (The Child & Educational Psychology Practice) package for referrals which includes: Ed Psych assessments

- ADOS-2 assessments (precursor to a formal ASD diagnosis)
- Parental support
- Staff support
- LAC / PEP input
- Therapy

[Open Arms](#): Occupational Therapy assessments for dyspraxia and sensory profiling

[VSSS \(Virtual School for Sensory Support\)](#):

- Deaf Support Equipment monitoring and review.
- Visually Impaired support for 1x Y13 and 1x Y8 Pupil including equipment monitoring and review

[Independent Speech and Language Therapy Services](#)

[St Edmunds Society](#)

[School and Communities Team](#)

[Inclusion Team](#)

[Virtual School for Looked After Children](#)

[The Benjamin Foundation](#)

[YMCA E-Learning Service](#)

[Medical Needs Service](#)

## **How will I be involved in decisions made about my child's education?**

We will provide regular reports on your child's progress:

A member of staff who knows your child well will meet you 3 times per year

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support and will also run Annual Reviews of Education, Health and Care Plans.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact the school SENDCO: Mrs Faye Bunn: fbunn@ndhs.org.uk

## **How do we involve Pupils in decisions about their Education?**

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

### **How will the school adapt its teaching for my child?**

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials

## How will our school evaluate your child's progress?

We evaluate the effectiveness of provision for your child in a number of ways including:

- Reviewing their progress towards goals and strategies each term using Edukey Provision Map.
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Seeking staff feedback on the progress made
- Observing pupils in different contexts
- Holding an annual review (if they have an education, health and care (EHC) plan)



## How will Notre Dame High School ensure my child has the right resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

## **How are children included in trips and extra-curricular activities at Notre Dame High School?**

The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

The school will make sure your child is included in activities alongside pupils who don't have SEND by:

- Planning lessons and activities to be accessible for everyone – teachers adapt tasks, provide support, and use different teaching strategies so all children can take part.
- Providing additional adult support if needed – such as a teaching assistant to help your child join in safely and confidently.
- Making reasonable adjustments – for example, using visual aids, sensory breaks, or adapted equipment so your child can participate meaningfully.
- Encouraging social inclusion – staff actively promote friendships, peer support, and group work that values every child's contribution.
- Ensuring extracurricular activities are inclusive – trips, clubs, and school events are planned so that children with SEND are not left out and adjustments are made where necessary.
- Working in partnership with you – staff will discuss with you and your child what helps them feel included and make changes if needed.

## **Equality and Accessibility**

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014)

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Notre Dame lives out its mission as an inclusive school and actively seeks to promote the inclusion of students with SEND and disabilities. We use our best endeavours to ensure that all students with SEND can fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEND and disabled students to enable them to participate in all school trips and other out of class activities.

Key documents:

[SJB MAT Equality and Diversity Policy](#)

Students with SEND are actively encouraged, supported, and given opportunities to become involved with extra-curricular activities. For example, students with SEND had been involved with the following: lunchtime clubs, after school study until 4.30 p.m. in either the Sister Mary Library or new Sixth Form Library, wind band, sports clubs, library volunteers and charity events. Students with SEND have also participated in student panels for new members of staff, Year 6 transition support and in the annual school productions. We now have a small core of SEND Ambassadors who proudly wear their green badges to illustrate that they are there to help and understand the challenges of high school. We are soon to be involved in a national SEND Student Voice Conference where both the SENDCo and students will outline this initiative.

### **What support is in place for looked-after and previously looked-after children with SEND?**

Dr Shirley Steveson and Mrs Gilly Martin will work with Faye Bunn, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

### **How is transition supported at Notre Dame High School?**

Notre Dame understands that transition between schools and other establishments is sometimes a challenging yet exciting time for parents/carers and students alike, but more so for students with SEND.

The Pastoral team liaises with all primary schools where there are students coming to Notre Dame. They meet with either Year 6 teachers, SENDCo or Leadership Team to gain as much information as possible about the students, including SEND information. Additional 1:1 SENDCo meetings are also booked for students with an EHCP or more complex needs. Feeder school SENDCos liaise directly with the team at Notre Dame to pass on all relevant information, including SEND files. Parents/Carers of



students with SEND in our feeder schools are always welcome to contact our SENDCo either by phone or in person. This is also incredibly helpful when writing their individual advice sheets.

All Year 6 students who will be attending Notre Dame are invited for a transition day in the summer term, when they spend the day in their new form group and take part in activities to help them adjust to life at Notre Dame. Students with SEND are invited in for additional transition sessions to introduce them to life at Notre Dame and to try to allay any anxieties as much as possible. In addition, Parents/Carers of students with SEND are also invited to a coffee morning in the summer term, to get to know how Notre Dame supports students with SEND and meet relevant staff. We also invite our SEND Ambassadors to give a talk and be available for parental questions, as this can alleviate a lot of parental worries due to their first-hand experience of the school.

Notre Dame creates its Form Groups for Year 7 with great care and in conjunction with the Pastoral Team. Individuals with SEND are placed into forms using all the information available. This ensures support in class and placement with an understanding and kind peer group. Several of our children with SEND have physical disabilities and sensory needs and this is where the Notre Dame Ethos shines.

For students with Education, Health, and Care Plans, the SENDCo will attend Year 6 review meetings to begin to understand the needs of these students and plan their transition. For students with high transition needs, the SENDCo will put in place a more bespoke programme, in conjunction with the primary school, parents and carers.

For students leaving Year 11, the SENDCo works closely with our Careers Education, Information Advice and Guidance (CEIAG) Advisor, Mrs Siobhan Whiddett, to ensure that all students have thought through their next steps and have at least two applications to post-16 providers. We also liaise with their next educational setting to ensure that they understand the student's support needs. Norfolk based Colleges and Sixth Forms now have key staff who ensure that SEND information and exam provision is gathered. Those students with an EHCP will have specific guidance in Year 9 and in Years 11 and 13 to support them with their next steps in education. For students with SEND or an EHC plan entering our Sixth Form, their support will be discussed with them, and their parents and provision put in place as appropriate.

Post 16 and 18 successes Thanks to the staff and CEIAG support of Siobhan Whiddett, ALL students with SEND were able to access the following when they left NDHS in Years 11 or 13:

- College or vocational course at City College, Easton College or coastal college e.g. East Norfolk
- NDHS or other 6th form
- University -
- Apprenticeship / work

## What support is available?

Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by parent's views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.

Our SENDCo can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.

For more information on Norfolk's Local offer please follow this link:

- [Norfolk Local Offer](#)
- [School Funding information](#)
- [SEND Partnership](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## What should I do if I would like to make a complaint about my child's SEND Support?

Our MAT Complaints Policy can be found here:

### [Procedure for Complaints](#)

Complaints about SEND provision in our school should be made to Mrs Faye Bunn, SENDCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Information

about mediation services can be found here:

<https://www.norfolksendiass.org.uk/informationzone/send-resources-2/appealing-to-the-send-tribunal-resources/mediation>

## **Supporting Documents**

The following can all be located on our school website:

<https://www.ndhs.org.uk/policies>

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

## Glossary of terms:

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or