Special Educational Needs and Disabilities (SEND) Information Report

Notre Dame High School

September 2026

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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.'

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.

Contacts for our SEND Team can be found on the front page of this document, we welcome the opportunity to discuss your questions regarding the SEND offer at NDHS, whether this is by email, phone or a visit to the school. Open Evenings and Open Day events information ca be found on our school website.

Identifying SEND At NDHS

The SEND Code of Practice details that children with SEN should be allocated as SEN Support. Schools are required to follow the guidance within the Code of Practice in regard to identifying, assessing and meeting needs of children with SEN. All children should receive the right assessment and support for them at the right time.

The SEND Code of Practice states that:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. (SEND CoP 2015; 6.15)

It should be noted that a child's needs may change, including making progress such that they no longer require special educational provision. This is particularly relevant in regard to transition points where a child may require more support in the first instance to aid access to education.

If a school was to record a child as SEN Support (K Code), the areas of needs may include:

- Identified neurological, genetic or medical needs which require support over and above their peers
- Needs across the areas of need identified in the SEND Code of Practice
- The gap with peers does not narrow despite appropriate high-quality targeted interventions normally available in the school being put in place
- Where following the implementation of a graduated approach to assess and plan to meet needs the gap with peers remains and medium to long term interventions are required
- Requirement to address needs at a point of transition through intensive transitional support and activity

Where a child has identified which require short term invention it is unlikely that they should be recorded as SEN Support (K code) as the expectation is that their needs should be met from quality first teaching with appropriate short-term interventions.

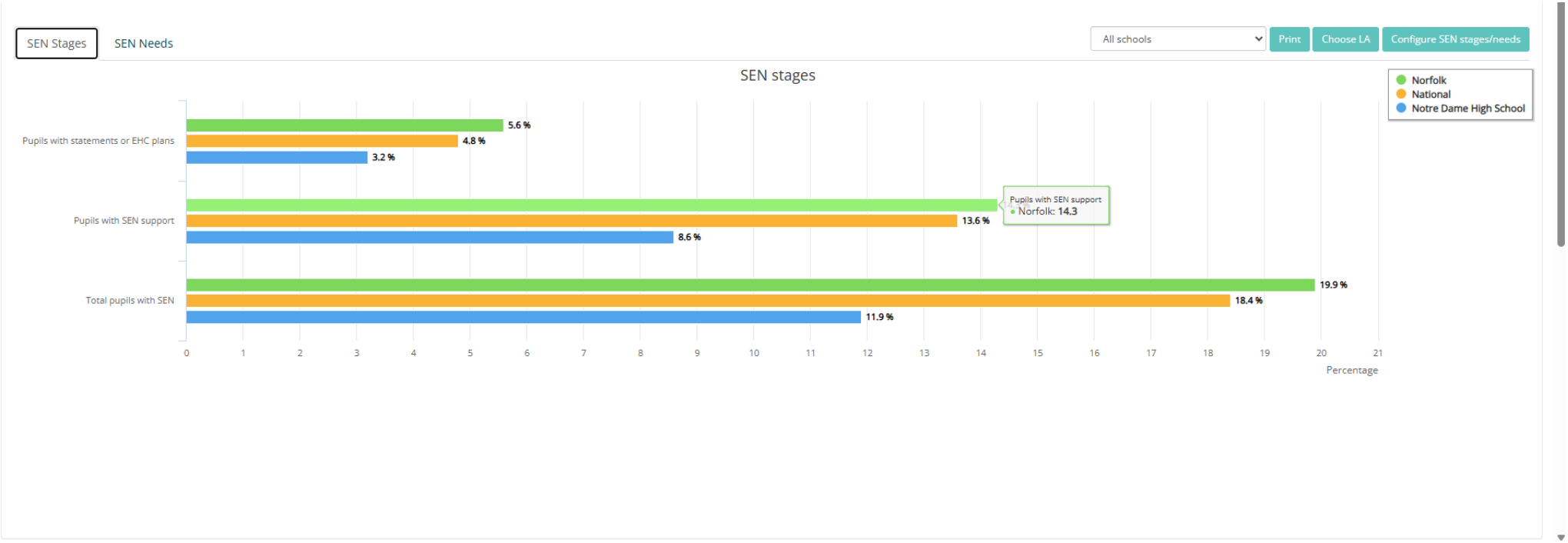
The SEND Code of Practice details information re SEN Support from section 6.44 that clearly states expectations on schools as to the plans they should put in place. The SEND Code of Practice also details that their progress should be reviewed 3 times per year. For students coded as SEND K at NDHS their support is detailed in a Individual Support Plan.

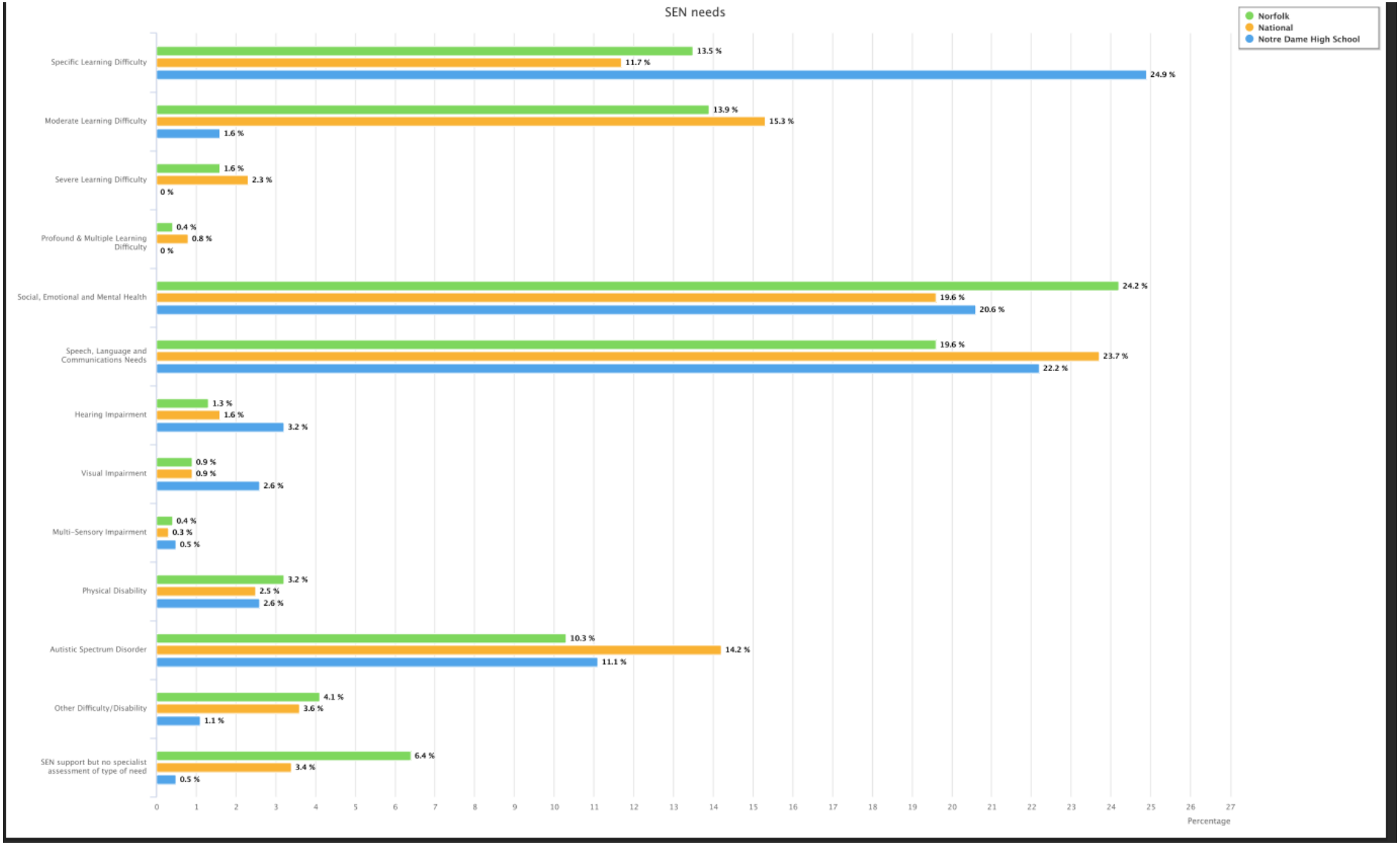
When SEND support isn't proving effective in addressing needs and a more detailed provision is required, we will work with outside agencies, parents and staff to collate information for an Education, Health, Care Needs Assessment request.

An EHCP is a plan that is put in place to provide additional support to young people with special educational needs when their educational setting feels they don't have the resources required to best support them. An EHCP can stay in place until a young person reaches the age of 25.

Students with an EHCP will be coded E and smaller steps of their EHC will be broken down for staff on a Pupil Support Plan.

Our SEND Picture shows:

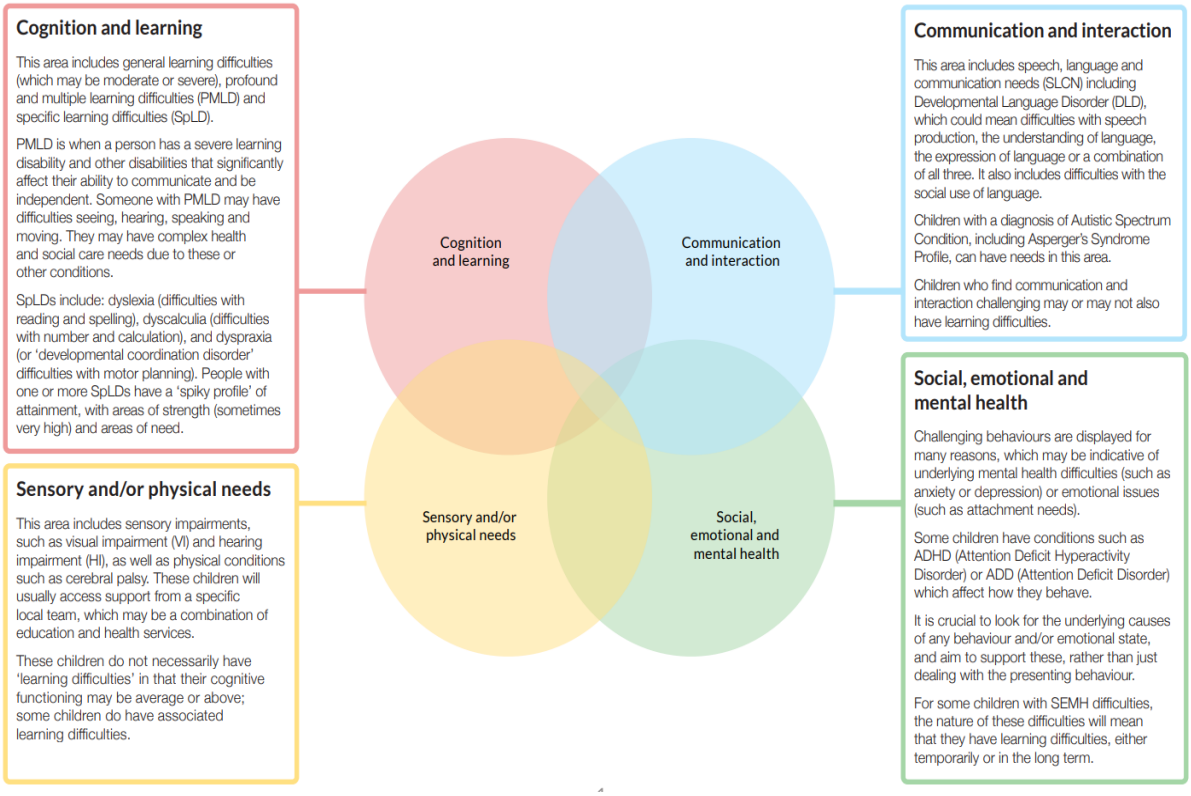



SEN needs
Norfolk
National
Notre Dame High School
Specific Learning Difficulty
13.5 %
11.7 %
24.9 %
Moderate Learning Difficulty
13.9 %
15.3 %
1.6 %
Severe Learning Difficulty
1.6 %
2.3 %
0 %
Profound & Multiple Learning Difficulty
0.4 %
0.8 %
0 %
Social, Emotional and Mental Health
24.2 %
19.6 %
20.6 %
Speech, Language and Communications Needs
19.6 %
23.7 %
22.2 %
Hearing Impairment
1.3 %
1.6 %
3.2 %
Visual Impairment
0.9 %
0.9 %
2.6 %
Multi-Sensory Impairment
0.4 %
0.3 %
0.5 %
Physical Disability
3.2 %
2.5 %
2.6 %
Autistic Spectrum Disorder
10.3 %
14.2 %
11.1 %
Other Difficulty/Disability
4.1 %
3.6 %
1.1 %
SEN support but no specialist assessment of type of need
6.4 %
3.4 %
0.5 %
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
Percentage

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)

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 EDUKEY Provision Map (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?

Stage 1	If you think your child might have SEND, raise your concern with the school so that the SENDCO is aware.
Stage 2	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 Provision Map.
Stage 3	We will implement the agreed strategies and monitor these over an agreed period of time. We will use: **Norfolk Inclusive Practice Framework** to guide these adjustments and identify barriers to learning 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.
Stage 4	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:



For cognitive barriers we may 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 2 (Detailed Assessment of Speed of Handwriting)
- RAN/RAS – visual processing speed.
- WRIT (Wide Range Intelligence Test/IQ)
- HAST-2 Spelling Test

Area of Need	Universal Support (Quality First Teaching)	Targeted Support (Small Group / Short-Term)	Enhanced / Specialist Support (Individualised / Long-Term)
Cognition & Learning	Scaffolded instructions and modelled answers Knowledge organisers and revision guides Chunked tasks and checklists Dual coding (visual + verbal explanations) Regular low-stakes quizzes for retrieval Access to lesson slides/resources online Memory Fix with School and Community Team	Small group literacy or numeracy catch-up Subject-specific pre-teaching of key vocabulary/concepts Study skills or revision skills groups Memory and organisation skills programmes Homework support clubs Progress Tutor Support for SEND and EAL	1:1 specialist teaching (e.g. dyslexia intervention) Personalised curriculum Assistive technology (laptops, text-to-speech, dictation software) Exam access arrangements (extra time, reader, scribe) Educational Psychologist involvement Non Language English and Maths Small Groups in KS4
Communication & Interaction	Clear, concise instructions (spoken and written) Visual timetables and lesson routines Structured group roles in collaborative work Processing time after questions Explicit teaching of subject vocabulary Predictable lesson structure Lego Therapy with School and Community Team Visual timetables in planners	Social communication groups Speech & language small group work Structured collaboration groups Conversation or friendship skills groups Supported unstructured times (e.g. lunchtime clubs)	Individual Speech & Language Therapy programme Autism outreach or specialist teacher input 1:1 support for transitions between lessons Personalised social communication targets
Social, Emotional & Mental Health (SEMH)	Zones of Regulation training via Schools and Community Team Norfolk Steps trained staff Consistent behaviour routines across departments Emotion regulation strategies taught to all	Mentoring or check-in/check-out systems Emotional literacy or resilience groups Social skills or confidence-building groups Anger management or anxiety management programmes	Individual behaviour or pastoral support plan Regular counselling or therapy in school CAMHS or mental health professional involvement Risk assessments and safety plans Alternative provision

	Calm or reflection spaces available Positive relationships with a key adult Flexible approaches to presentation/deadlines when appropriate Intervention with School and Community Team Referrals via Just One Norfolk	Time-limited pastoral support plans ELSA SEMH Practitioner Support	or part-time specialist placement Key worker support throughout the day Targeted AP Support in or outside school with services such as St Eds, Elevate-ed and Inspire Through Music Access to Medical Needs Tuition
Sensory &/or Physical	Seating plans mindful of sensory/physical needs Movement breaks between or during lessons Reduced sensory overload where possible (lighting, noise) Accessible classroom layouts Use of subtitles on videos and clear board visibility School Nurse Support via Just One Norfolk	Movement breaks Fine/gross motor skills intervention groups Handwriting or keyboard skills groups Small group OT/physio programmes (school-led) Support with locker use, equipment organisation	Individual Occupational Therapy or Physiotherapy programmes Personal sensory diet integrated into timetable Specialist equipment (adapted furniture, specialist keyboards, radio aids) Mobility and care plans Input from sensory impairment specialists (HI/VI services) Personal evacuation or medical care plans

- Parental information and support are 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. Please follow the links to the relevant websites for more information.

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

The Benjamin Foundation Helping children and young people to talk about their feelings in order to build their self-confidence and resilience. By helping at an early stage, our work aims to prevent more serious problems arising in the future.

VSSS (Virtual School for Sensory Support): For children and young people with a sensory loss to achieve positive outcomes and for all professionals to have high aspirations for their learning and achievement. For Virtual School Sensory Support (VSSS) to champion the education of children and young people with a sensory loss through the delivery of a comprehensive, robust and flexible training, guidance, advice and support offer.

https://www.norfolk.gov.uk/shortbreaks Short Breaks are activities and services that support families with children and young people who have special educational needs and/or disabilities (SEND).

Parent carers with parental responsibility can **apply for Short Breaks**. We will ask you to provide evidence to show the impact that your child's disability has on their everyday life and family life. Your child and your family's needs . If you are eligible your child will get a Short Breaks plan.

The level and type of support in a Short Breaks plan is personalised. Activities and services must support your child's individual needs and outcomes. An outcome is the positive impact on your child. Read more about the **Short Breaks plan and outcomes**.

You can use Short Breaks for your child to enjoy: Activities with trained staff and specialist equipment, Activities that are open to children and young people of all abilities, 1:1 activities, Group activities

Independent Speech and Language Therapy Services Provide targeted support and assessments for our students with Speech, Language and Communication needs

St Edmunds Society Provide alternative education pathways for students who require alternative curriculum pathways

School and Communities Team The School and Community Teams (SCTs) are focused on providing support to children who have been identified by a professional as having emerging needs. These needs may not currently necessitate an Education Health Care Plan (EHCP), but without support, they could potentially escalate to the point of requiring one. The SCTs can provide support for needs relating to social, emotional and mental health, cognition and learning, physical and sensory, and communication and interaction.

The SCTs offer support to education settings and families with a focus on inclusion, early help, and prevention. The teams provide interventions, including group-based and individual support packages for children and their parent/carers, alongside early years settings and schools.

Inclusion Team NCC service who work with school to strengthen provision for young people at Risk of Permanent Exclusion

Virtual School for Looked After Children or children and young people with a sensory loss to achieve positive outcomes and for all professionals to have high aspirations for their learning and achievement. For Virtual School Sensory Support (VSSS) to champion the education of children and young people with a sensory loss through the delivery of a comprehensive, robust and flexible training, guidance, advice and support offer.

YMCA E-Learning Service help students reintegrate into school, prepare for exams, and achieve personal learning goals through a flexible and supportive approach that empowers every student to succeed.Medical Needs Service Work alongside schools, and provide education provision where children are deemed medically unfit for school via the GP

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.

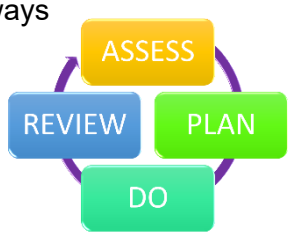
We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Norfolk Inclusive Practice Framework 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 numbers of ways including:



- Reviewing their progress towards goals and strategies each term using 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. We record and monitor children's access to extra -curricular activities on TES Provision Map.

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.

ey 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 our 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 Stevenson 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. We offer formal and informal opportunities throughout the school year to meet with the SEND team and with outside agencies to strengthen relationships and gather key information to improve provision for pupils.

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:

Please reach out to our SEND Team if you would like any support with accessing any further information.

Additionally, click on the links below for external advice and guidance.

Just One Norfolk –

https://www.justonenorfolk.nhs.uk/

Helps families, children and young people in Norfolk access the right services for advice and help.

Norfolk SENDIASS

https://www.norfolksendiass.org.uk/

01603 704070

norfolksendiass@norfolk.gov.uk

Provides free and impartial information, advice and support about SEND for children, young people, parents and carers.

If you can't find the information you need to support children and young people with SEND, or those at risk of exclusion, you can now call the Norfolk County Council SEND and Inclusion Support Line on 0333 313 7165 and speak to a professional for advice and information. The phone line is available on weekdays from 9am until 5pm. The team can give advice on specific children or groups of children and young people with SEND. They can also provide support to help prevent exclusions.

SEND Funding

Notre Dame High School receives funding directly to the school to the Local Authority to support the needs of our students with SEND. This is described in the SEN memorandum. The amount of funding we received for 2026-2027 is: £703,434, of this £91, 093 has been allocated to provided targetted and enhanced support as outlined below.

If you would like further information regarding funding, please visit:

https://www.norfolk.gov.uk/article/40745/SEN-funding-for-schools

Funding is allocated and accessed via our Graduated Provision Map. Allocation is used to deliver targeted and enhanced provision to pupils at NDHS through outside agency assessment, services and Alternative Provision. For example, CEPP provides the school with Educational Psychology and Occupational Therapy Advice. We work with The Benjamin Foundation and employ SEMH Practitioners for KS3 to address the rising mental health concerns for young people. For our most complex pupils, we work alongside Alternative Provision Providers, speech and language therapists and educational psychologists to address barriers to education and address provisions outlined in Education, Health and care plans.

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 t**o 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