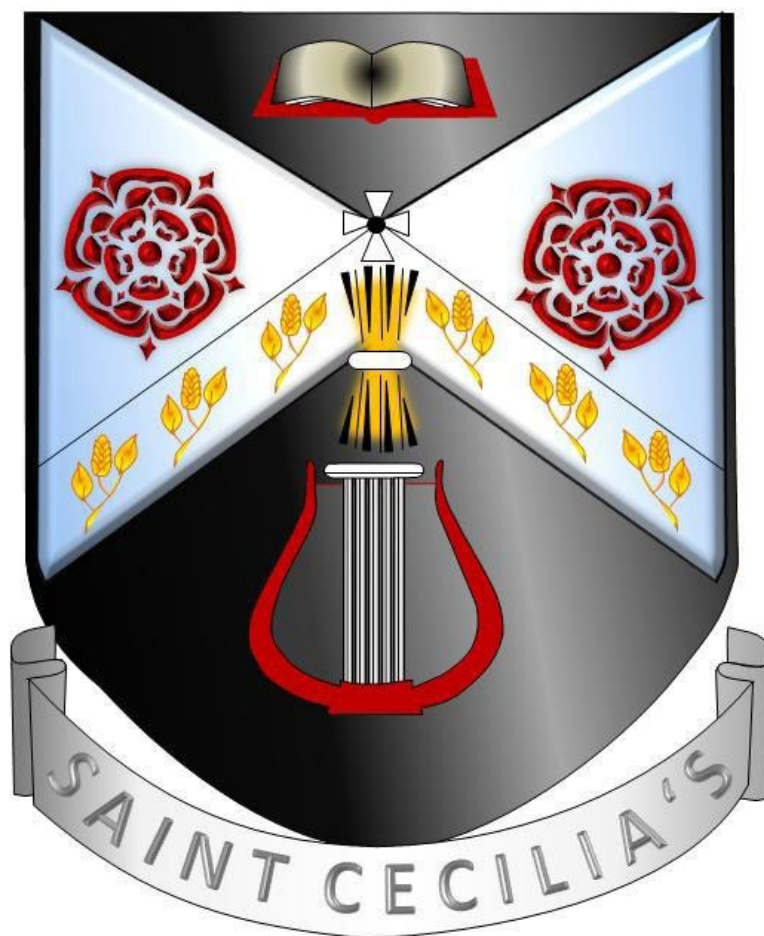


St Cecilia's

R. C. High School



SEND Information Report

Reviewed September 2026

Overview

St Cecilia's RC High School is a non-selective secondary school.

We believe that all children should be valued as individuals and that we achieve together. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment, and background.

St Cecilia's curriculum statement outlines the intent, implementation, and impact of the curriculum for all children. "We are a caring Catholic school with high standards and expectations for all our pupils, rooted in the Gospel values that we model and build our lives upon. We believe all our pupils have the potential to discover, develop and rejoice in their God given talents and abilities, whilst answering to their faith as individuals, and actively responding to God's call to work towards a common good. We promote forgiveness and encourage resilience, ensuring pupils do not give up and persist in the face of setbacks when they occur."

To do this, we create an ethos and educational environment that meets the needs of every pupil in the school and ensure that all pupils with special educational needs and/or disabilities are identified early, assessed, and catered for within the school setting and make the best possible progress.

We foster and promote effective working partnerships with parents/carers, pupils and outside agencies. SEND students have full access to all aspects of the school curriculum and the wider school life and activities.

We develop self-esteem, promoting a positive self-image and a 'can do' culture by providing equal opportunities for all learners, whatever their academic starting points, age, gender, ethnicity, disability, and background. We regularly review and evaluate the progress of students with SEND, ensuring parents/carers and pupils are fully involved throughout the process.

SEND at St Cecilia's

At St Cecilia's we have three categories of SEND provision

- Education Health Care Plan (E) pupils

These are for pupils who require above the ordinarily available provision and require multi agency work.

- SEND (K) pupils.

These are pupils who may have significant additional needs which require targeted interventions to meet those needs.

- Additional needs (AN) pupils

These are pupils who we monitor closely in school. They have needs that can be met through Quality First Teaching.

Legal framework

St Cecilia's approach to SEND has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Question: What are the arrangements for admission of disabled students? Please

see the accessibility plan for further information

Question: How does the school know if pupils need extra help with learning?

Our curriculum promotes a broad range of knowledge and skills, allowing each child to discover and pursue their own interests and passions.

We aim to ensure that:

- Pupils with additional learning needs can access their entitlement to a broad, balanced, and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each pupil to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess pupils with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and pupils are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach. We acknowledge and draw on parents' knowledge and expertise in relation to their own child.

- We endeavor to meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional, and mental health
4. Sensory or physical

If a pupil has SEND, then their needs will fit into one or more of these categories. We currently have, or have had in the past, provided for children with visual and/or hearing impairments, Autistic Spectrum Condition, Dyslexia, Speech, and Language difficulties and (mild) physical disabilities.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all pupils.

At St Cecilia's, we recognize that pupils make progress at different rates. Therefore, pupils are identified as having SEND in a variety of ways, including the following:

- Liaison with primary school/previous school
- The pupil performing significantly below expected levels.
- Concerns raised by parent/carer.
- Concerns raised by teacher.
- Liaison with external agencies, e.g., physical health diagnosis from pediatrician

If a pupil is identified as having SEND, then their name will be added to one of the categories mentioned above EHCP/SEND/Additional need list.

We recognize that pupils' needs may change over time and provision must reflect this. The aim of any additional provision is for the pupil to achieve age related expectations, so once they reach this threshold, they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

Question: What should I do if I think my child has special educational needs?

Your main point of contact at school should always be your child's Form Tutor who will be able to discuss your concerns. If you need to speak with other staff members, such as Heads of Year, or the SENDCo, then the Form Tutor will be able to help you arrange this.

Question: How will school support my child?

Subject teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

The SENDCo is responsible for ensuring that:

- Teachers understand a pupil's needs.
- Teachers are trained in meeting those needs.
- Teachers have support in planning to meet a pupil's needs.
- The quality of teaching for pupils with SEND
- Provision across the school is efficiently managed.

Sometimes, some pupils require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENDCo is responsible for organizing intervention for an individual or small group of pupils, which might include one of these provisions, for example:

- Additional adult support in the classroom – Learning Support Assistants support the teacher in helping the learning of whole classes.

Lancashire County Council Local Officer.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needsanddisabilities.aspx>

Who will explain provision to me?

- Information about the provision in individual subjects can be discussed with subject teachers or Heads of Department. There is an annual opportunity for this at Parents' Evening.
- In the case of individual or small group interventions, the SENDCo or a member of the Learning Support team will write to parents/carers explaining the aims of the intervention. Letters, phone calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.

Question: How are the school governors involved and what are their responsibilities? The

SENDCo reports to the governors annually to inform them about the progress of

pupils with SEND; this report does not refer to individual pupils and confidentiality is always maintained.

One of the governors is responsible for SEND and meets with the SENDCo. This

'SEND link governor' also reports to the governing committees, to keep all the

governors up to date with Learning Support at St Cecilia's. The current link governor

for SEND is Mrs L Hindley, she meets with the SENDCo each term (or more often if

necessary) to discuss matters relating to SEND.

Question: How will the curriculum be matched to my child's needs? What are the school's approaches to adaptive teaching and how will that help my child?

Subject teachers are responsible for planning lessons that are accessible to and adapted for every pupil. In some curriculum areas are taught in mixed ability groups. Pupils are entitled to participate in all areas of the curriculum, and it is the subject teacher's role to adapt resources and activities to ensure the pupil can access the learning. This can mean teacher's plan:

- A range of activities suited to the individual pupil's learning preference.
- Small group or 1-1 learning with an LSA or specialist teacher.
- Pre-teaching content or vocabulary.
- Over-learning topics.
- To set adapted activities for homework.
- To provide specially targeted texts and resources appropriate for pupils' reading ages.
- To provide additional apparatus or materials.
- To adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties.

At Key Stage 4 (Year 10 onwards) pupils choose from a range of GCSE courses which help to prepare them for the next steps in their education, be that college, apprenticeships, or work. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

There is a homework club available to all pupils requiring additional support where pupils can seek help from a member of the Learning Support team.

For pupils with SEND, the Eden room can be used at breaks and lunchtimes. This is a much smaller and quieter room and is supervised by Learning Support Assistants.

Question: How does the school know how well my child is doing?

Teachers monitor and review all pupils' progress throughout the year. The whole school system at St Cecilia's includes:

- Data collection from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and academic leaders in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties.
- In-class additional support is reviewed fortnightly at the Learning Support Meeting. LSAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- The school behavior management system (Synergy) provides parents/carers

with information about how well a pupil is engaging with the learning opportunities on offer and provides pastoral staff with evidence for how well a pupil is learning at school.

Question: What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?

St Cecilia's operates a tutor system, which means that pupils are placed in form groups and pastoral guidance and care is provided by a form tutor. This encourages communication with parents/ carers and enables the member of staff to get to know their form group very well. This system also means that pupils can share their experiences and provide support for pupils experiencing the same changes and transitions as themselves. Form Tutors are the main point of contact for parents/carers about their child's pastoral and social well-being. There are five form groups per year group, and they each have a Head of Year who works closely with the Form Tutors.

Pupils who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school, where they are supported by LSAs and SENDCo to manage unstructured social time.

If a pupil is unwell during the school day, then they will be sent to Reception. If the pupil is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible.

In a medical emergency, a member of staff who is first aid trained will attend urgently or may call for an ambulance if the pupil requires hospitalization. Pupils who have severe allergies or other significant health/medical needs are flagged up to all staff throughout the school year.

Question: What support is there for behavior, avoiding exclusion and increasing attendance?

The school uses a positive behavior system. Rewards are given to pupils which are recorded using Synergy. These rewards also are linked to termly trips and activities.

There are sanctions for poor behavior, which are outlined in the school behavior policy. Pupils can receive sanctions such as detention, internal seclusion, or fixed term exclusions. However, if a pupil is falling significantly behind their peers, and their behavior is affecting their learning or the learning of others, then additional support may be provided.

- The Head of Year and Attendance Officer help parents/carers manage their child's attendance at school and can offer support.
- The Attendance Officer monitors attendance, oversees legal action against parents/carers whose children do not attend school helps liaise with outside agencies who can support families in difficult situations.
- The Heads of Year work with pupils when their learning is affected by their behavior providing emotional support, signposting to sources of guidance and advice, liaising with external agencies relevant to improving social, emotional, and mental health.

Question: How will my child be able to contribute their views?

Pupils' views are highly valued at the school, and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:

- The school has an active School Council, where pupils are elected each year to represent their peers. The School Council consults on school linked initiatives, leads on charity activities at school and can express pupil views to senior leaders throughout the school year.
- Pupil panels regularly form a part of the school's interview process for new members of staff.
- There is an annual pupil questionnaire where we actively seek the viewpoints of pupils on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- If a pupil takes part in an intervention program, then they will contribute to viewing their progress.
- If your child has an EHCP, their views will be sought before any review meetings.

Question: What specialist services and expertise are available at or accessed by the school? How does the school involve other bodies, including health and social care services, local authority services and voluntary sector organizations, in meeting the needs of SEND pupils and their families?

The SENDCo liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists, and psychiatrists (CAMHS), pediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programs
- Lancashire Educational Psychology Service
- Specialist Teacher Advisors – hearing impairment, physical disabilities, ASC, communication, and language, SEND team.
- Lancashire County Council traded services.
- Compass Bloom Mental Health Support

Question: What SEND training has the staff had or are currently having?

- SEND training is an on-going rolling program of professional development for our staff, throughout the school year.
- A specialist teacher has experience and training in planning, delivering, and assessing intervention programs.
- All staff are trained each year on the needs of new pupils joining the school –this can include training from specialist agencies or consultants.
- SEND training forms part of the continuing professional development of all teachers and LSAs and is organized in accordance with the needs of the pupils.
- The school works closely with other local schools, especially our feeder primary schools.

Question: How will my child be included in activities outside the classroom including school trips?

All pupils are entitled to be included in all parts of the school curriculum, and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's

health and safety will not be compromised. This may include specialist advice where relevant. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

There is an extensive program of extra-curricular activities at

St Cecilia's which every pupil is encouraged to access. Pupils who have SEND engage in their chosen activities with pupils who do not have SEND.

Question: How will the school prepare and support my child when joining the school and transferring to a new school?

We want to make sure our new pupils feel like they belong at St Cecilia's before they officially arrive. Learning is most effective when pupils feel they belong and are comfortable in the school environment.

Key Stage 2-3 (Year 6 to Year 7)

- Careful transition is planned and arranged. The Transition and Induction Coordinator/ Heads of Year work closely with primary schools to organize activities, visits, and experience of secondary life for those pupils who are especially vulnerable at transition.
- All pupils in Year 6 who have accepted a place at St Cecilia's for Year 7 are invited to an induction day in July. The day provides a taste of secondary school life, gives experience of lessons, information about how the school runs and provides an opportunity for pupils to meet their new classmates. We also offer additional transition morning visits for our most vulnerable students.
- Parents/carers are invited to an 'Induction Evening' to receive information about the organization of the school and about expectations of the next five years.
- The Transition and Induction Coordinator/ SENDCo/ Head of Year visit feeder primary schools to meet Year 6 pupils and to gather information from Year 6 teachers and support staff.
- All teachers and LSAs are provided with information about all new pupils' needs, strengths and background before the start of Year 7.
- The school arranges regular transition visits for vulnerable Year 6 pupils to get to know the school site, meet staff with whom they will work and learn about how the school is organized.

Key Stage 3-4 (Year 9 to Year 10)

- For KS4, pupils choose from a range of GCSE courses to help prepare them for the next steps in their education, be that college or apprenticeships. Pupils and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

After St Cecilia's High School (Year 11 to Year 12)

- The school arranges visits to open days and further education establishments for all pupils. Support is available when making decisions.
- All pupils in Year 11 are provided with careers advice to help them plan possible routes for training or education.
- The Learning Support department liaise closely with local colleges about individual pupils with SEND. This liaison is arranged in accordance with the pupil's needs but typically can include extra visits or tours; meetings with college support staff; or guidance and advice on meeting the pupil's needs for college staff.
- All information relating to a pupil's exam concessions and required adaptive teaching is passed on to college or training provider during the summer term of Year 11, when college places have been confirmed.

Joining mid-year

- A pupil 'buddy' is chosen to support the new pupil for the first few days of being at St Cecilia's. The buddy takes the new pupil to lessons, introduces them to other pupils and answers questions.
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

Moving to another school

- Contact is always made with the new school to ensure the transfer of information and the child's school file.

Question: How are the school's resources allocated and matched to children's needs?

We aim to ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a need's basis.

The pupils who have the most complex needs are given the most support.

Question: How is the decision made about what type and how much support my child will receive?

Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different pupils require different levels of support to achieve age expected attainment. The SENDCo consults with subject teachers, Heads of Subject, Heads of Year, as well as with support staff, to discuss the pupil's needs and what support would be appropriate. There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

Question: How do we know if it has had an impact?

- We see evidence that the pupil is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels.
- The pupil is achieving or exceeding their expected levels of progress.
- Verbal feedback from the teacher, parent, and pupil

- Formal or informal observations of the pupil at school
- Pupils may move off the SEND register when they have 'caught up' or made sufficient progress.

Question: Who can I contact for further information?

A parent/carer's first point of contact should be the child's Form Tutor to share concerns.

Parents/carers can also arrange to meet the SENDCo (Miss J Hughes) jh@st-cecilias.lancs.sch.uk

Look at the school's policy on SEND and our Local Offer which can be found on the school website.

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

SENDIAS, offering independent, free advice for parents of children with SEND:

The National Autistic Society

Dyslexia:

County SEND Team:

Complaints. The procedures for complaints can be found on the school website.

Question: Who should I contact if I am considering whether my child should join the school?

Contact the SENDCo in the first instance jh@st-cecilias.lancs.sch.uk

The Governing Body at St Cecilia's High School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

'All schools/colleges should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEND. Students with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (Code of Practice 1:33) It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their protected characteristics: • sex

- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

(Equality Act 2010)

Question: How do I make a complaint?

The policy of the school is to work in partnership with parents and the wider community. It is based on the belief that co-operation and a sense of joint purpose between staff, parents and the school will assist in ensuring open and positive relationships. From time to time, however, parents and members of the public may express concern or make a complaint, either orally or in writing, about some aspect of the conduct/operation of the school, the conduct of the Headteacher, an individual member of staff, the governing body, or an individual governor. The school will always give serious consideration to concerns and complaints that are brought to its attention. However, anonymous complaints will not normally be considered. In considering concerns or complaints, the school will ensure that they are dealt with effectively and with fairness to all parties.

In the first instance, a complaint related to the school's approach to provision for pupils with SEND should be raised with the SENDCO Miss J Hughes, who can be contacted by phone, or by email at jh@st-cecilias.lancs.sch.uk If a satisfactory resolution is not reached, Mrs H Hall (Headteacher) should be contacted.