St Edmund Arrowsmith Catholic High School

Prepare the way of the Lord

SEN Information Report

Date:	October 2026
SENCO:	Katie Butler
SEN Governor:	Andrew Connellan
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Dedicated SEN time:	10 periods per week
Local Offer Contribution:	https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx
Date parents consulted:	**October 2026**

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

Assess:	The school will use data from KS2 SATs, transitional meetings with primary schools at which discussions will take place to highlight any additional support that may be needed once a pupil reaches St Edmund Arrowsmith. Each pupil in year 7 completes a reading assessment, spelling test and a handwriting screener upon starting with us. In-class, subject based benchmarking taken at the start of year 7, in-class assessment data from teachers and additional testing based upon cause for concern forms completed by concerned staff or parent concerns and indeed from the pupil themselves. Targeted Education Support Service (TESS) reports and finally Educational Psychologist (EP) assessments.
Plan:	Teaching staff, alongside the SENDCo, Directors of Learning (DoLs), support staff and, if necessary, external expertise, will look at how best the learning needs of the young person can be met within their classroom.
Do:	Interventions will range from in-class Quality First Teaching and scaffolded learning (teacher led) to specialist 1-1 provision run by an external specialist (see below for more detailed analysis of specific interventions).
Review:	The classroom teacher and/or provider of 1-1 provision alongside the SENCo to review the progress of the intervention and more importantly transference of the skills to within the classroom will carry out the review. Pupils and parents will also be invited to participate in the review to ensure that their views are felt and heard regarding the intervention. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

1. **Communication and Interaction**

Provisions offered within school to assist pupils with communication and interaction issues are: -

▪ A clear reward and sanction system ▪ Written instructions ▪ Chunking of instructions ▪ Extra time to process information ▪ Exam concessions ▪ Guided reading ▪ Visual timetables	▪ Comic conversations ▪ Buddy systems ▪ Peer Mentoring ▪ Monitoring cards ▪ Time out / safe place ▪ Emotion cards ▪ Incredible 5-point scale ▪ SULP ▪ Talking Partners ▪ Transition Group ▪ ELKLAN ▪ Social Stories ▪ Check in chats ▪ Pupil note/thought books	▪ . TA support ▪ External TESS support ▪ External SALT support ▪ External EMBRACE support ▪ SENDIAS support ▪ Private Educational Psychologist ▪ Local Authority Educational Psychologist

2. **Cognition and Learning**

Provisions offered within school to assist pupils with cognition and learning issues are: -

▪ A clear reward and sanction system ▪ Written instructions ▪ Chunking of instructions ▪ Extra time to process information ▪ Exam concessions ▪ Guided reading ▪ Visual timetables ▪ Social Stories	▪ Talking Partners ▪ Fresh Start phonics ▪ Mathswatch ▪ Sparx Maths ▪ Maths intervention ▪ TT Rockstars ▪ Buddy systems ▪ Monitoring cards ▪ Time out / safe place ▪ Emotion cards	▪ External TESS support ▪ External SALT support ▪ External OT support ▪ External EMBRACE support ▪ SENDIAS support ▪ Private Educational Psychologist ▪ Local Authority Educational Psychologist ▪ TA Support

3. **Social, Emotional and Mental Health**

Provisions offered within school to assist pupils with social, emotional and mental health issues are:-

▪ Pastoral Support ▪ TA support ▪ Exam concessions ▪ Counselling ▪ Pastoral Hub support ▪ Check in chats- Key person ▪ Form teacher support ▪ Creative Intervention	▪ PSTEC ▪ Attachment & Trauma Therapy ▪ External TESS support ▪ External Gateway Services support ▪ External MHST support	▪ External CAMHS support ▪ Private Educational Psychologist ▪ Local Authority Educational Psychologist

4. **Sensory and/or Physical Needs**

Provisions offered within school to assist pupils with social, emotional and mental health issues are:

▪ Lower-floor teaching and/or lift to upper floor ▪ Access to VI/HI service (SSET) ▪ Laptop ▪ Focus Aids ▪ Movement breaks ▪ Access to quiet space	▪ Audio recording ▪ Handwriting support ▪ Scribing ▪ Timeout card ▪ External Occupational Therapy support ▪ External Speech and Language Support ▪ Talking Partners

(**Reference:** SEN Policy 2026)

For further information around accessibility please see the Accessibility policy and plan.
Accessibility_Policy_and_Plan_approved_03122024(1).pdf

As of **October 2026**, we have 77 young people that are in receipt of additional funding, whilst in the academic year 2025/26 237 pupils accessing additional support during the year. This figure is impacted as pupils are added and removed regularly as the SEND register is reviewed frequently.

We have internal processes for monitoring quality of provision and assessment of need. These include review of assessment data, termly QA process and pupil/parental voice.

St Edmund Arrowsmith is committed to inclusion both within the classroom and outside of the classroom within extra-curricular activities. All extra-curricular activities, including school trips, are open to all students if it is safe for the student to participate after reasonable adjustments have been made in line with Disability Discrimination Act.

Staff will consult with parents/carers and, if necessary, health professionals to ensure individual needs can be met. Any additional advice will be disseminated to the staff leading the activity for it to be incorporated into the risk assessment.

Consulting with Children, Young People and their Parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Pupil Passport Review	Young Person, Parents, TAs and SENDCo	Once per term
Guidance Evening	Parents and teachers	Annually
Parents Evening	Young Person, Parents, Teachers and SENCo	Annually
Annual review of (EHC) provision	Young Person, Parents, Teachers, TAs, SENCO and External Support Providers.	Annually

Staff Development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
DD, CS, DG, MJW,	Talking partners	MPS1
DD, MR DH PF DCL	Behaviour Management	Level 4
KB, CS	P Scales	UPS1, Level 4
KB	ELKLAN	UPS1
CS, KB,	Word Wasp	Average Level 4
CS, KB, GS DG	SoundsWrite	Average Level 4
KB, CS, DG, MO, MW,	Sign Language (Signalong)	All levels (UPS3 to Level 2)

DG GS	Maths Recovery	All levels (UPS3 to Level 2)

As a school we are experiencing more students with a range of different needs, and we need all our staff to be able to teach and support these pupils to enable them to achieve the best they can.
We are striving to ensure inclusion is at the heart of our school and are investing in inclusion within our classrooms with the CPL for all teaching staff this year being around inclusion and inclusive classrooms.

Staff Deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

All our subject areas within school have a designated TA who supports primarily within that area. We also have 3x level 2 TA to support our more complex needs pupils on a 1 to 1 basis.

All our in class support provided by subject specific TAs is more room based, rather than pupil centric, allowing support staff the opportunity to provide assistance to the more able within the class, whilst the teacher offers support to those that are less able.

Our transition setting offers small classroom provision in some subject areas for our most vulnerable pupils taught by specialist teachers. This gives our most complex needs students and those students 'not secondary ready' an opportunity to access the KS3 curriculum at a more appropriate level whilst ensuring they have an equitable offer that meets their individual needs as per section F of the EHCP.

Finance

Information around SEND finance is available upon request.

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome a large number of children and young people with special educational needs or disabilities and we supported children and young people transition to the next phase in education or employment.

Our approach involved:

- Taster days in Year 5.
- SENDCO cluster termly meetings with feeder school SENDCOs
- Attending Y6 annual reviews of pupils with EHCPs
- Bi-weekly transition afternoons beginning the spring half-term, to allow for familiarisation into school, with tours, treasure hunts and sample lessons part of the programme.
- Three days for transition where all feeder school, plus pupils not from feeder but that have been given a place are put into their respective forms and given a mock timetable, plus lunch in the canteen, to aid familiarity with the school system.
- Meeting with our new pupils with SEND and parents on new intake day in July.

For pupils leaving St Edmund Arrowsmith we work alongside our in-house careers advisors, providing advice on guidance on their pathway post-16. We also liaise with most of our local colleges, including them in transition reviews and providing pertinent information to ensure a smooth transition into further education. We also visit the post 16 providers that our young people with SEN needs are going to go to alongside the pupils to offer support to the pupils and ensure a smooth transition takes place.

Complaints

Any concerns should be raised with either the class teacher or member of the SLT Team. They will investigate the concern and aim to resolve it. If the issue remains unresolved and you are unhappy with the outcome the next step is to make a formal complaint.

Please see the link to the school complaints policy which gives further details.
Policies | St Edmund Arrowsmith Catholic High School

*This year we had **0** formal complaints.*

Challenges this year

Challenges for our school have included: -

1. The dissemination of information to all members of the teaching staff
2. Reviewing the existing provision arrangements
3. Ensuring quality of experience for all students with SEND is the same across all lessons

We intend to address this through: -

1. Continuing to ensure the school system, Arbor is up to date for all pupils with SEND. Ensuring this information is correct, up to date and accessible to all staff.

2. A continued programme of assess -> plan -> do -> review is also to be implemented regarding provision that are currently in place, whilst reviewing new and emerging provisions to ensure that St Edmund Arrowsmith is always offering the best quality and variety of provision to meet each student's individual needs.

3. An increase in lesson visits and observations as part of QA process. More focus on implementation of pupil passports within lesson visits. Continue QFT briefings focusing on importance of adaptive teaching. Staff CPL for 2026-2027 is around inclusive classrooms.

Further Development

Our strategic plans for developing and enhancing SEN provision in our school next year include continuing staff training, both support staff and teaching staff, further focus on the quality of teaching our pupils with SEND receive through the QA process and the staff CPL and to continue ensure consistency in staff use of the Cause for concern form to identify and refer pupils who may have an undiagnosed need or require further assessment and support from external agencies.

In preparing this report we have included staff, parents and children and young people through termly reviews and support afternoons, where issues and provisions are discussed on a regular basis, in addition to private parental meetings, which alongside the students themselves, has led to the development of this information report.

Relevant school policies underpinning this SEN Information Report include:

- Accessibility and Policy Plan 2024
- Home to school transport policy
- Safeguarding Child Protection Policy December 2025-2026
- Achievement and Behaviour Policy 2025-2026
- Wigan school's complaints procedure 2016
- Anti-bullying policy 2023-2025

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
  - Special Educational Needs and Disability Regulations 2014
  - SEND Code of Practice 2015

Date presented to/approved by Governing Body:

GLOSSARY OF TERMS

ELKLAN	-	Is a company name - provide a speech programme for students with communication needs.
TESS	-	Targeted Education Support Service
SALT	-	Speech and Language Therapy
OT	-	Occupational Therapy
SENDIAS	-	Special Educational Needs and Disabilities Information Advice and Support Service
PSTEC	-	Percussive Suggestive Technique (created in order to make otherwise difficult things much faster and simpler to achieve)
SSET	-	Specialist Sensory Education Team
TA	-	Teaching Assistant