Parent Information:

Newman Catholic College

SEND Information Report

2026-2027

This SEND Report is designed to meet the legislative requirements which are set out in schedule 1 of the Special Educational Needs and Disability (SEND) Regulations 2014 and paragraphs 6.79- 6.81 of the SEND Code of Practice 2015.

All Brent maintained schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen. The local authority has described their local offer for children with SEND in Brent schools at:

https://www.brent.gov.uk/localoffer

Newman Catholic College is a fully inclusive school that ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

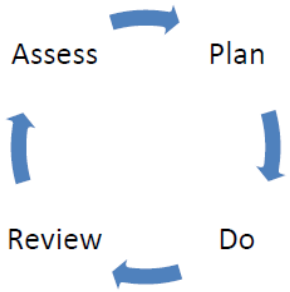
This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEND when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs, we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

Our SEND/ Inclusion Policy and Disability Accessibility Plan are available on the school's website. If you would like further information about what we offer here at Newman Catholic College then please do not hesitate to contact us directly.

What types of SEND do we provide for at Newman Catholic College?	Provisions are made for pupils with a range of needs including : • **Cognition and Learning**: Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) - Dyslexia, Dyspraxia and Dyscalculia. • **Communication and Interaction**: Autistic Spectrum Disorder (ASD), Selective Mutism, Speech, Language and Communication Needs (SCLN), Dysfluency and Attention and Listening Difficulties. • **Social Emotional and Mental Health:** Attention Deficit Disorder (ADD), Attention Deficit and Hyperactive Disorder (ADHD), Attachment Disorder, Sensory Modulation Disorder, Social, Emotional and Mental Health Difficulties (SEMH). • **Physical and Sensory** : Medical needs, asthma , allergies, epilepsy , sickle cell disease and hearing ad visual impairment
How does Newman Catholic College identify and assess pupils with SEND?	We aim to identify pupils' Special Educational Needs (SEND) as early as possible, so that they achieve the best possible outcomes. **A pupil has SEND when their learning difficulty or disability calls for special educational provision**. That means provision which is different from or additional to provision normally available to pupils of the same age. **Identification :** We will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which: • is significantly slower than that of their peers starting from the same baseline

	• fails to match or better the pupil's previous rate of progress • fails to close the attainment gap between the pupil and their peers • widens the attainment gap Pupils' levels of progress will be discussed in our termly Pupil Progress Meetings with the SENCo, support staff, pupil and parents to ensure effective provisions are in place. The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. In identifying a pupil as needing SEND support, the subject teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs which includes in class observations and formal written referrals to the SENCo. This takes into consideration pupil's development in comparison to their peers and national data. Slow progress and low attainment do not necessarily mean that a pupil has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. Difficulties related solely to limitations in English as an Additional Language are not SEND. Persistent disruptive or withdrawn behaviours also do not necessarily mean that a child has SEND. For some pupils, SEND can be identified at an early age. However, for other pupils, difficulties become evident as they develop. We recognise that parents know their children best and we listen and understand when parents express concerns about their child's development. Parents are welcome to contact their child's teacher or SENCo with any questions, requests for advice or concerns. We also listen and address any concerns raised by the pupils. **Assessment:** • The school's assessment policy outlines a range of assessments regularly used throughout the school year: www.ncc.brent.sch.uk • Interim reviews

	• Annual Reviews which are held for pupils with EHCPs • Tracking of pupil progress- termly • Individual Learning Plans and Support Plans implemented and evaluated termly • The progress of pupils with speech and language needs is assessed by the speech therapist.
Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?	Our school's SENCo is Miss S. Jackson .She can be contacted on a daily basis. Email: sjackson@ncc.brent.sch.uk Telephone : 02089653947 ext. 215
How does Newman Catholic College meet the needs of pupils with SEND?	Newman Catholic College is an inclusive school which strives to support all pupils to enable them to achieve their full potential. Through a whole school approach combining Quality First Teaching with targeted support where required, we work to support pupils to help them achieve their potential. All teachers are responsible for every child in their care, including those with special educational needs (See Teaching and Learning Policy). Underpinning all our provision is the graduated approach : Assess, plan, do and review.  Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes through Individual Progress Meetings. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date (usually every half termly or at the end of each data drop or assessment).

	Where children are on an Individual Learning Plan or EHCP, the SENCo, pupil and parents will meet to review targets on a termly basis. If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health Plan. We will co-ordinate these plans with the SEN Support Plan and will involve parents and carers as well as foster carers or social workers in discussions.
What is our approach to teaching pupils with SEND?	At Newman Catholic College, our aim is for all pupils to reach their full potential and our policy is underpinned by the notion that all teachers are teachers of SEN. • Specific resources, equipment and strategies will be used to support an individual p[pupil and in groups • Our Higher level teaching assistants (LSAs) collaborate with teaching staff and adapt or modify planning to support the needs of pupils where needed • Subject teachers plan lessons according to the specific needs of pupils, and will ensure the needs are met through whole class teaching. **Planning and Teaching :** • Teacher are guided by strategies and recommendations made by professionals and outside agencies. • Staff are encouraged to follow the guidance from the Graduated Approach Framework. Teachers implement strategies in line with pupils' identified needs. • Teachers and support staff attend whole school trainings courses run by outside agencies such as Brent Outreach Autism Team (BOAT), Brent Child and Adolescent Mental Health Services (CAMHS) and Brent Visual Impairment Services. • The SENCo assists in deciding what resources/training and support is needed. • The SENCo provides advice to class teachers on planning for pupils with SEND. • All Staff have received training on Quality First Teaching and Adaptive Curriculum. • All pupils identified as having SEND have an Individual Support Plan, detaining needs and support strategies. Teachers and support staff use these to inform their planning and teaching.

	• The SENO does informal drops in lessons to ensure that Learning Plans are implemented as well as informal feedback on the implementation of learning plans.
How do we adapt the curriculum and learning environment?	• Pupils with a disability will be provided with reasonable adjustments such as specialist equipment and services to overcome any disadvantages experienced in school. This aims to increase pupils' access to the taught curriculum. • All pupils are assessed on entry to the school to identify their needs. • The ground floor of Newman Catholic College's building is accessible to individuals with physical disabilities. • After school activities and Homework Club and the school library are accessible to all pupils including those with SEND. • A daily Lunch Time Club is facilitated by the SENCo and some LSAs which provides a quiet space for pupils. • Daily Reading and Spelling intervention Groups for pupils with SEND (AM registrations). • In class support for targeted pupils with SEND. • Access Arrangements are considered for pupils with SEND during internal and external examinations. • Visual aids are used to support pupils' learning. • All teaching is geared towards a multi sensory approach.
How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?	Our inclusive policy encourages and enables all pupils to work with each other inside and outside the classroom. Activities include : • Planning and presenting assemblies • Sports teams • Student Council • Trips and various extra -curricular activities.
How do we consult parents of pupils with SEND and involve them in their child's education?	***Parents are always informed if it's considered that their child has an additional need. Home/ school Communication is both formal and informal through pupils' planners, phone calls home, letters and informal catch ups***. Pupils' progress towards their identified outcomes will be shared with parents through feedback regarding SEND support reviews and also through the school reporting system (SIMs) and Parents Evening.

	The SENCo arranges termly Progress Meetings or Structured Conversations as required for targeted pupils. Parents' and pupils' views are sought through pupil feedback sheets and parent questionnaires. All pupils with an Education Health and Care Plan have Individual Educational Plans which are done and reviewed collaboratively with parents and pupils. Where a pupil has been identified as having special educational needs, the parents are informed by a formal letter which is followed up by a meeting with the SENCo, the pupil and their parents.
How do we assess and review pupils' progress towards their outcomes?	Assessments for SEND pupils follow the school's assessment policy, which involves four written assessments per year, book scrutiny, observations and Inclusion Learning Walks. The schools reporting systems (SISRA, SIMs) are used to analyse data from written assessments. This data is used to inform Structured Conversations between the SENCo and curriculum heads. In addition, all pupils with SEND have support plans which are reviewed and updated following each data drop. The SENCo then shares this information with relevant staff. .
How does Newman Catholic College support pupils moving between different phases of education?	We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible. • If your child is moving to another school: ○ We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • **In Year 6:** ○ The SENCo will discuss the specific needs of your child with the SENCo of their primary school, ○ Where possible your child will visit their new school on several occasions and in some cases staff from Newman Catholic College will visit your child at their primary school ○ We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and

	all needs are discussed and understood. ○ If your child has an EHCP we will try to attend the final Annual Review at primary school so it can be a transition meeting to begin the collaboration with parents and other professionals involved with your child. • **In Year 11/12/13:** We work closely with our Careers Advisor to ensure that there is adequate planning for your child when they leave Newman Catholic College. The careers Advisor attends Annual Reviews from Year 10 in order to get to know your child and to help to decide the appropriate pathways. Where appropriate, support staff accompany students to college and sixth form appointments.
How do we support pupils with SEND to improve their emotional and social development?	The form tutors at Newman Catholic College play a significant role in the pastoral care of our pupils, making them the first point of call. Medical Care Plans fall within the role of the deputy SENCo, while social and emotional well-being of pupils is the responsibility of the deputy head teacher. We seek to develop pupils' social ,emotional and mental wellbeing through: • Referrals to CAMHS • Referrals Brent Outreach Autism Services • Referrals to Brent Inclusion Services • Therapeutic service/Art Therapy which aims at developing pupils' emotional intelligence. This is done on a 1-1 basis • Quiet spaces are available throughout the school e.g. library, Chapel, Respect Garden and Lunch Time Club • Termly Drop Down Days delivered my external experts aimed at developing pupils' Personal, Social and Health Education. • Our highly trained Learning Mentors and Counselors provide support to targeted pupils
What expertise and training do our staff have to support pupils with SEND?	• The SENCo has a MA in Inclusive Education. • The SENCo has completed the National Awards for Special Educational Needs Coordination (NASENCo).

	• The SENCo is a trained teacher of students with Specific Learning Difficulties. • She is qualified to apply for Access Arrangements for public examinations. • The Deputy SENCo has an MA in Teaching English to Speakers of Other Languages. • The Assistant SENCo has a specialist qualification in dyslexia and literacy structured intervention teaching. • One of our LSAs has had training in delivering speech & language programmes from speech & language therapists. • Our SEND Teacher has completed training in assessing SpLD-dyslexia. • Three LSAs received ad training to work with students with ADHD. • Three of our LSAs have been awarded with Higher Level Teaching Assistant Status (HLTA). • All of our LSAs have had training in delivering Precision Teaching. • Two LSAs have been trained to use specialist equipment for differentiating resources for visually impaired pupils. • All staff have had training on working with children with Autism, delivered by the Brent Outreach Advisory Team. • All staff have had training on working with children with visual impairment, delivered by Brent Visual Impairment Team. • All staff have had training on 'Effective strategies to enhance speaking, language and communication and attention and listening in the classroom', delivered by the Speech and Language Therapist.
How does Newman Catholic College involve other organisations in meeting the needs of pupils with SEND and supporting their families?	<u>Directly funded by the school</u> • Highly trained Learning Support Assistants • Additional Educational Psychology input for specialist assessments towards EHCP applications and Access Arrangements • Specific Learning Difficulties Consultant (assessment, advise and resources). • Art Therapist • Trained Counselors • Learning Mentors • Psychotherapist (Sports and Thought) <u>Paid for by the Local Authority</u> • Brent Outreach Autism Team • Educational Psychology Service • Brent Deaf and Hearing Impairment Service

	• Brent Visual Impairment Service • Speech and Language Therapy Service for pupils with EHCPs. This is provided by Health but paid for by the Local Authority. • Child and Adolescent Mental Health Service • Brent Social Service <u>Provided and paid for by the Health Service</u> • School Nurse • Occupational Therapy • Speech and Language Therapy • Learning Support assistants have received training on Autism, Speech and Language, Visual Impairment, Trauma, Attention Deficit and Hyperactivity Disorder and Precision Teaching. • All staff have received level one Safeguarding training.
How does Newman Catholic College evaluate the effectiveness of our SEND provision?	At Newman Catholic College, we evaluate the effectiveness of provision buy collecting the views of parents and pupils after each cycle of intervention (qualitative). We also use the quantitative data to examine pupils' levels of attainment and progress. This is compared to pupils identified as not having SEND, pupils within the LEA and nationally. This information s shared with the Governors and SLT. • Termly analysis of progress for pupils with SEND to ensure that they have made expected levels of progress. • The SENCo monitors planning and other evidence to ensure that the needs of pupils with SEND are being met. • The SENCo conducts termly progress meetings to evaluate progress towards outcomes. • The SENCo monitors the impact of interventions and support through our Provision Mapping System and SISRA. • Qualitative data regarding pupils' behaviour and progress is also obtained from SIMs. • Outside agencies such as Speech and Language Therapists provide summaries at the end of each intervention cycle. • Termly Structured Conversations with Curriculum Heads.

How does Newman Catholic College handle complaints from parents of children with SEND about provision made at the school?	Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice: • The school's or LA's complaints procedure • The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider) • Complaints to OFSTED (about whole SEND provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint) • An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement • A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure) Complaint to the Secretary of State (against schools or LAs)
Who can young people and parents contact if they have concerns?	If you have concerns about your child's progress you should speak to your child's form teacher initially and/or Head of Year. If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the teacher in charge of SEND (SENCo). If you are still not happy you can speak to a school Governor.
What support services are available to parents?	SEND Information Advice and Information Support Service (SENDIASS) offers independent advice and support to parents and careers of all children with SEND .The nearest SENDIASS can be located via: http://www.brent.gov.uk/sendiass The SENDIASS will also provide information on how to access an Independent Supporter for parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. Additional Information is also available on the application process for EHCPs: Getting a SEND assessment | Brent Council

Where can the LA's local offer be found? How have we contributed to it?	Brent Local Offer outlines what is on offer for children and young people with SEND (0-25 years) and their families. Newman Catholic College SEND Report has a direct link to the Local Offer: https://www.brent.gov.uk/localoffer