

SEND Information Report 2024-25

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs or Disabilities (SEND)

Notre Dame High School – 1575 on roll (12.10.24)

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.'

Our 2024-25 SEND Profile shows:

Type of support	% of pupils
SEN Support	9% National Average 13%
EHCP	3% National Average 4.3%

Profile by area of need:

Area of Need:	% of pupils
Specific Learning Difficulty	12.8% National Average: 11.7%
Moderate Learning Difficulty	28.7% National Average: 15.3%
Severe Learning Difficulty	0.5% National Average 2.3%
Social, Emotional Mental Health	17.6% National Average: 19.6%
Hearing Impairment	3.5% National Average: 1.6%
Visual Impairment	5.3% National Average: 0.9%
Multisensory Impairment	0.5% National Average 0.3%
Speech, Language and Communication Needs	10.6% National Average 23.7%
Physical Disability	6.9% National Average 2.5%
Other Area of need	2.7% National Average 3.6%
SEND Support but no specific disability	2.7% National Average 3.4%

High Quality Teaching

All staff at Notre Dame strive to provide high quality teaching to all our students. Curriculum Teams prepare short-, medium- and long-term SOWs (schemes of work) and lessons which support the learning and progress of all students through a variety of evidence informed methods and resources. Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEND, in their classrooms. Such in class scaffolding may involve many adaptations and strategies, dependent upon the needs of the student. We follow the EEF '5 a Day' research:

<https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEND issues. For example, the CPD programme, available to all staff, included sessions on differentiation, the effective use of the Learning Support Assistant to support teaching and learning, literacy, EAL, planning for differentiation to support learning outcomes for all learners, as well as SENDCo updates on dyslexia, Autistic Spectrum Disorder and Attention Deficit (Hyperactive) Disorder, working memory and other complex needs. This year, once again, we have been fortunate enough to have the NHS Physiotherapy and Occupational Therapy Team training our Learning Support Assistants in relation to supporting our students with physical disabilities and medical needs including Diabetes Type 1, Muscular Dystrophy, Cerebral Palsy and Achondroplasia.

All students with a SEND (Special Educational Need & Disability) have a flag on registration system, Bromcom (parent version is MCAS): light green for students with an additional need but no current intervention, dark green is for students with a need and who are receiving intervention and a black flag is for students with an EHC Plan (Education, Health, and Care Plan). This alerts staff to the student's individual advice sheet which outlines their need, exam provision, methods of support and targets. These are updated regularly with new information or year group changes. Students are coded as follows: E (EHCP), K (SEND receiving in class support or intervention) and M (Monitoring with an additional need).

Tracking and Assessment

All staff are responsible for assessing, monitoring, and tracking the progress of our students. Each student is regularly assessed in class in all subjects and levels are recorded on Bromcom (accessible to Page 3 of 11 parents through MCAS - My Child At School) and reported to parents at least once per term. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Heads of Department, Form Tutors, Heads of Year, Progress Managers and the SENDCo regularly check on the progress of students and raise a concern if students are not making expected progress. Evidence is provided and some students who are not making expected progress attend intervention

sessions with our Progress Tutors or are given either in class support, small group support or 1:1 support from our LSA (Learning Support Assistant) Team.

How we identify individual special educational learning needs

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.

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



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

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

- WRAT 5 (Wide Ranging Assessment Test) which covers spelling, maths, single word reading and comprehension.
- CTOPP - 2 (Comprehensive Test of Phonological Processing)
- DASH (Detailed Assessment of Speed of Handwriting)
- AN/RAS – visual processing speed.
- WRIT (Wide Range Intelligence Test/IQ) • HAST-2 Spelling Test
- GL online testing specifically in Years 7 and 8 but have extended that into years 9 and 10 this year.
- NFER Maths Test
- GORT-5 reading assessment (fluency, accuracy, and comprehension)
- Neurodevelopmental checklist – usually completed by our SEMH practitioner or SENDCo.
- Conners Score – Teacher, student, and parent (required for a GP referral to the Neurodevelopmental pathway).

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

- In class support for learning (LSAs)
- 1:1 and small group targeted intervention which includes maths, English and exam revision support (LSAs or Progress Tutors)
- Therapy sessions (trained LSA Lego Therapy, ADHD Norfolk, CEPP CBT (Cognitive Behaviour Therapy)
- Staff CPD (SENDCo and external professionals Speech and Language)
- Vulnerable Student folder for staff which includes the SEND register, individual student advice sheets, exam provision and assessment booking system
- Staff Professional Development targets around SEND. - Whole school 'assess, plan, do review' approach
- Internal referral form for SEND queries – including observation and testing
- HQT (High Quality Teaching– 'what is good for SEND is good for all')

Parental information and support is available on the Local Offer:

[Norfolk Local Offer](#)

If additional, more complex assessments are required, we will then refer the student to either an Educational Psychologist or if appropriate, liaise with health or other external agencies such as:

[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
- EHCP review input
- EHCP application input
- LAC / PEP input
- Therapy (anxiety / SEMH / CBT)

[DOS](#) (Dyslexia Outreach Service, Taverham High School)

- Full formal dyslexia assessments and reports for diagnostic, exam provision and University Disability funding.
- Free training for SEND specific areas e.g., working memory,
- Precision Spelling - JCQ (Joint Council for Qualifications) training and updates (SENDCo and Exams Office)

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

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

- Deaf Support 2 x fortnight for Y9 pupil, 1 Y11 and 1 Y7 pupil - Equipment monitoring and review.
- Visually Impaired support for 1x Y13 pupil fortnightly- including equipment monitoring and review

ABA (Applied Behavioural Analysis) Therapists - Specialist ASD behavioural teachers who work 1:1 with a Y10 student

Staff training NHS: Manual hoist and physiotherapy training, Diabetes training

<https://www.adhdnorfolk.org.uk/services/junior-adhd-mentor-service/>-

[ADHD Norfolk](#) Neuro Therapy through Developmental Coaching – individual referrals for weekly input

New this year:

Therapeutic support via [Nudge Minds](#) supporting pupils who experiencing Emotional Based School Avoidance

[Elevate-Ed](#)- An alternative provision supporting school re-engagement with one Y8 pupil

Once reports have been received from these Agencies, if a special educational need is suspected or diagnosed, a meeting will be arranged, including parents, the pupil, to discuss outcomes and subsequent actions and their advice sheet will be updated or written. If an EHC plan is thought to be the next step, then we will provide a professional referral and evidence to the County Team.

Who are the best people to talk to at our school if you're worried about your child's learning and/or development?

If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENDCo to share their concerns. The SENDCo will then investigate further by

asking staff for feedback, and then running specific psychometric assessments, as above. Some students transitioning to Notre Dame already have a diagnosis of a special educational need and disability or have an EHC plan (Education, Health and Care), and this information will have been passed on by their previous school.

Sometimes they are in the process of applying for an EHC plan and once this is accepted and finalised, the SENDCo usually attends the Y6 review. Such students will be placed on the SEND register and allocated a code of E (EHC plan), K (SEND and receiving support in class or intervention), or M (additional learning need but monitored). This is an agreed code across the MAT. We use the graduated approach of: ASSESS, PLAN, DO and REVIEW

Supporting pupils with Special Educational Needs:

As soon as a student is identified as having a special educational need or disability, support will be put in place to help them make progress. Such support might involve further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented or in-class support through the SEND dept. LSA team. For most of our students, such in-class strategies are effective and inclusive due to quality first teaching. However, some students may need further out of class support on either a one-to-one basis or small group targeted intervention sessions with a Progress Tutor or a Learning Support Assistant. We work collegiately with the Progress Tutor team as we often have students in common. If a student's expected progress fails to improve despite adjustments, they may be referred to the SENDCo for initial psychometric testing and if necessary, to an external agency for further testing and/or advice. The school SENDCo is a qualified Level 7 assessor with the British Psychological Society (CPT3A AAC) but NOT an Educational Psychologist, a neuro developmental professional or a SPLD assessor that is able to diagnose dyslexia.

Spelling interventions such as 'Precision Spelling (Dyslexia Outreach specific targeted support)

Literacy support - 1:1 or small group, either weekly or fortnightly, from a specialist Lead LSA / Progress Tutor that focuses on SPAG, language analysis, essay structure etc.

Reading reinforcement using a wide range of accessible books to build up confidence and fluency run during Library lessons. We use Accelerated Reader. • Maths interventions - led by a subject specialist LSA / Progress Tutor

Writing / essay structure interventions including exam preparation for GCSE / A Level • Lunch-time support for vulnerable students via our dept. club

TEFL and EAL support for pupils who also have SEND.

Physical environment e.g., quieter areas, low stimulation areas, well-lit areas, ramps, doorways, clear corridors, non-slip flooring, toilets, handrails, changing facilities, adjustable lighting, classrooms, clear and tactile signage, edge of steps/ramps highlighted, natural light controllable with vertical blinds, use of contrasting colours.

Therapies – including Lego (to support speech, language and communication), ADHD Norfolk and CEPP.

We access Speech and Language Therapy support through Norfolk and Waveney Speech and Language or NHS referrals,

Interventions follow a monitoring cycle involving 'assess-plan-do-review'. Where an intervention with a student is not effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are monitored to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

Some students receive technology support, such as the use of a laptop or tablet, Visualiser, or iPad. If appropriate, the SENDCo will apply to Access Through Technology for such equipment. Students with visual or hearing impairments may also be assessed and supplied with equipment to support their needs; currently supplied by the Virtual School for Sensory Support.

Education, Health, and Care Plans

Where a student with SEND is struggling to make progress, despite high quality teaching and in class support or intervention, an application to the Local Authority for an Education, Health and Care Plan may be considered. Parents, the Local Authority, and outside agencies will be fully involved in such decisions, and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the Local Authority website.

<https://www.norfolk.gov.uk/article/40673/Education-health-and-care-EHC-plans>

<https://www.norfolk.gov.uk/article/57628/Introduction>

<https://suffolksendiass.co.uk/education-health-care-needs-assessments-and-plans/requesting-anehc-needs-assessment/>

Students with complex needs should have an Education, Health, and Care Plan if the school feels they need additional funding above what would normally be offered e.g., additional LSA support, therapy etc. Students with SEND who have an EHCP will receive a higher level of support and intervention than other students linked to their provisions and outcomes, co-ordinated by the SENDCo.

Parent and child involvement

Notre Dame puts positive relationships with parents/carers and students at the centre of its work. Progress Reviews are provided to parents/carers for all students. Each year group has a calendared parents' evening which is an opportunity for parents/carers to speak to subject specific teachers. Students are also regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns that they may have to the SENDCo, Learning Support Assistants (three of whom are Leads with specialist responsibilities), their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable. We also encourage SEND Ambassadors who participate in new student transition, parent coffee mornings and induction days. The role of the SEND Ambassador is to ensure a diverse range of student voice. Parents and Carers are equally at the centre of supporting their children.

They are fully involved in decisions about support for their child, including those to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any specific member of staff at school if they have any concerns about their child.

Where parents/carers can get extra support

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

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

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

[Norfolk Local Offer](#)

[School Funding information](#)

[SEND Partnership](#)

Equality (including accessibility)

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

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

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

Key documents:

[SJB MAT Equality and Diversity Policy](#)

Students with SEND are actively encouraged, supported, and given opportunities to become involved with extra-curricular activities. For example, students with SEND had been involved with the following: lunchtime clubs, after school study until 4.30 p.m. in either the Sister Mary Library or new Sixth Form Library, wind band, sports clubs, library volunteers and charity events. Students with SEND have also participated in student panels for new members of

staff, Year 6 transition support and in the annual school productions. We now have a small core of SEND Ambassadors who proudly wear their green badges to illustrate that they are there to help and understand the challenges of high school. We are soon to be involved in a national SEND Student Voice Conference where both the SENDCo and students will outline this initiative.

Transition

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

The Pastoral team liaises with all primary schools where there are students coming to Notre Dame. They meet with either Year 6 teachers, SENDCo or Leadership Team to gain as much information as possible about the students, including SEND information. Additional 1:1 SENDCo meetings are also booked for students with an EHCP or more complex needs. Feeder school SENDCos liaise directly with the team at Notre Dame to pass on all relevant information, including SEND files. Parents/Carers of students with SEND in our feeder schools are always welcome to contact our SENDCo either by phone or in person. This is also incredibly helpful when writing their individual advice sheets.

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

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

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

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

steps in education. For students with SEND or an EHC plan entering our Sixth Form, their support will be discussed with them, and their parents and provision put in place as appropriate.

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

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

Funding for SEND and the SJB Mat Cluster:

Notre Dame is part of the MAT Cluster of St John the Baptist which includes St Francis of Assisi in Norwich, St Mary's Catholic Primary in Lowestoft, St Mary and St Peter's RC Primary in Gorleston and St Augustine's Catholic Primary in Costessey, as well as St Edmunds and St Benet's in Beccles and Bungay and recently St Martha's in King's Lynn and Sacred Heart in Peterborough. Our schools have been working together as a cluster for many years, building upon our longstanding collaboration through our shared ethos, and the SENDCos meet termly or more often to review practice, share expertise, and support the transition process. SEND is at the forefront of our schools.

The Local Authority funds schools in two ways to support their SEND provision. Each individual school receives their own SEND funding from the Local Authority. In addition, the Local Authority provides additional funding to EHC plan students, using 3 bands of need and exceptional funding can also be applied for. We, in the St John the Baptist's Cluster, use our professional judgement to ensure that the funding has the greatest impact on our SEND pupils. We regularly review this at both school and cluster level to ensure maximum effectiveness and efficiency. We strive to ensure equality, transparency, and clarity amongst all settings within the cluster and have shared accountability for the monies spent on all learners and their needs.

All children have an allocation of £6000 and children with a higher level of need will be allocated funding bands of 1 to 4c, depending in the outcome off a SEND Support Triage Process in Norfolk, where an INDES is submitted to identify the level of need. In 2024/25 Norfolk County Council have released a new strategy for funding and this includes a SEND Bridging Fund for children in Year 7 who are identified as having high needs at primary school- this applies to 3 of our pupils at Notre Dame High School (2024/25). A process of provision mapping and evidence of need is required to apply for High Needs Funding in Suffolk. More information regarding SEND funding can be found here:

<https://www.schools.norfolk.gov.uk/article/30002/High-needs-Element-3-funding>

<https://www.schools.norfolk.gov.uk/article/29964/School-budget-share>

<https://suffolklearning.com/inclusion/high-needs-funding/>

Anti-Bullying

Notre Dame High School is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community which is seeking to live by strong Christian values. Emphasis is placed upon the development of a school culture in which bullying is unacceptable, challenged and resolved. For more information about how our school responds to bullying incidents, please refer to our Anti Bullying Policy in the Policies section of our website: <https://www.ndhs.org.uk/>

[NDHS Anti-Bullying Policy](#)

Roles and Responsibilities

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.

The SENDCo Mrs Faye Bunn:

Responsible for:

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

- Applying for additional support and funding where necessary for our most vulnerable children

Deputy SENDCO, Mrs Imogen Burns

- Responsible for 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
- psychometric testing from November 2023.

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.