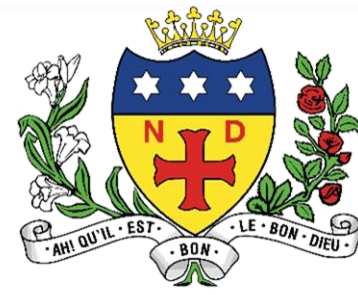


# SEND Information Report

## September 2025

“Teach  
them what  
they need  
to know  
for life.”

# Introduction: Our Legal Duties



## Our Commitment to Inclusion and the Law

At Notre Dame, our SEND provision is guided by key legislation to ensure **every student receives the support they need to thrive**:

### **Children and Families Act 2014**

- Sets out the framework for supporting children and young people with SEND
- Ensures a **person-centred, outcomes-focused approach** to education, health, and care

### **SEND Code of Practice (2015)**

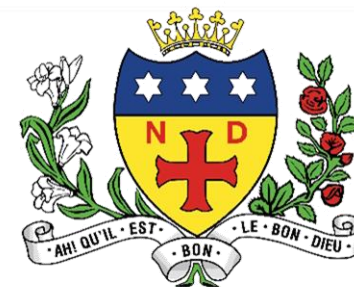
- Provides statutory guidance on identifying, assessing, and supporting students with SEND
- We follow the **Graduated Response (Assess, Plan, Do, Review)** model to meet needs effectively

### **Equality Act 2010**

- We make **reasonable adjustments** to ensure no student is disadvantaged because of disability
- Protects students against **disability discrimination** in all aspects of school life

**“Teach  
them what  
they need  
to know  
for life.”**

# Who we are...



At Notre Dame, we believe that **every student is unique, valued, and capable of success**. We honour the dignity and sacredness of each person, inspired by St Julie's words:

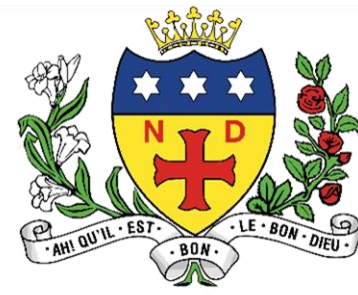
*"Teach them what they need to know for life."*

## **Our SEND Vision**

We see diversity as a strength. Our vision is to create a **nurturing, inclusive environment with high expectations**, where every learner can thrive academically, socially, emotionally, and spiritually.

*"Teach  
them what  
they need  
to know  
for life."*

# Who we are...



## Who We Are

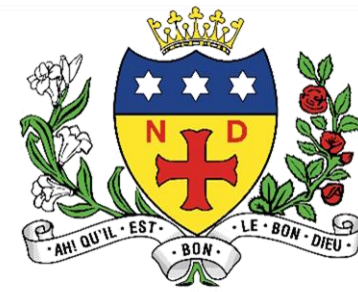
- A community rooted in **sharing the love and goodness of God with everyone**
- A team that sees **SEND as a shared responsibility**, not the job of one department
- **Teachers, LSAs, pastoral staff, and leaders** working together to understand, support, and include all students
- Committed to ensuring **every child feels they matter, can succeed, and is prepared for life beyond school**

## What We Do

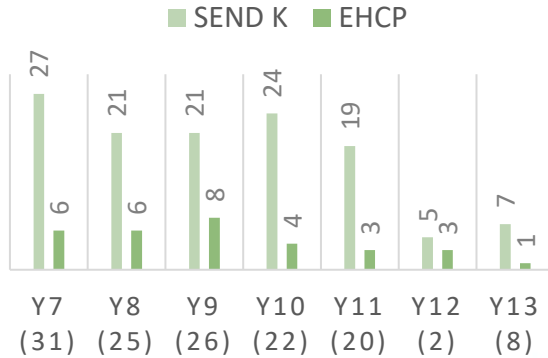
- Build strong, respectful relationships with students and families
- Embed inclusive practice into every lesson
- Celebrate every student's achievements and contributions
- Work with families as partners to support each child's journey

**“Teach  
them what  
they need  
to know  
for life.”**

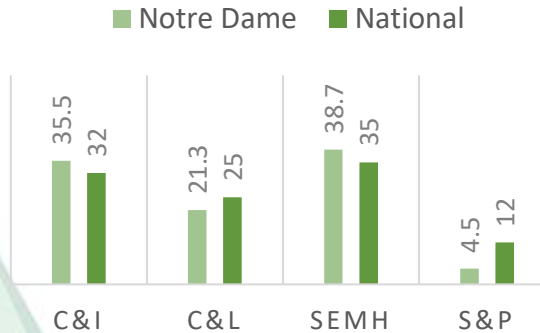
# SEND Data Overview 2024/25



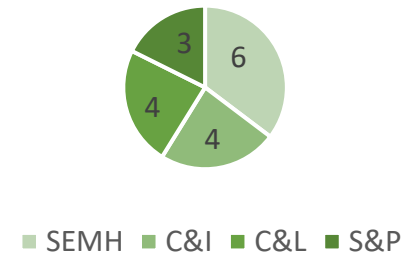
SEND YEAR GROUP  
BREAKDOWN JUNE 25



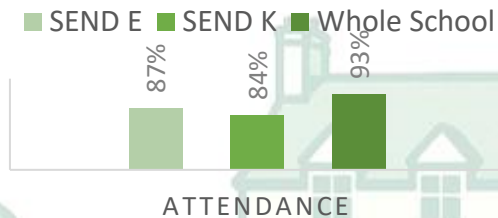
BROAD AREA OF NEED  
BREAKDOWN JUNE 25 %



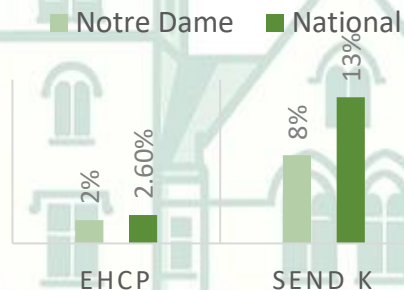
Count of Interventions per  
Area



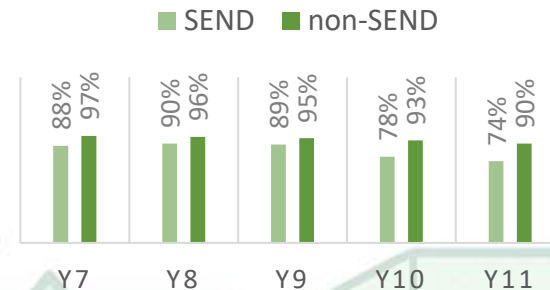
ATTENDANCE PERCENTAGES  
JUNE 25



COMPARISON OF SEND  
FIGURES JUNE 25



SEND VS NON-SEND ATTENDANCE  
JUNE 25



“Teach  
them what  
they need  
to know  
for life.”



# SEND Data Overview 2024/25



22/23					
Name	Filter Value	Stu Count	Eng P8	Mat P8	Total P8
SEN	E	3	0.03	-0.86	-0.48
SEN	K	10	0.76	-0.21	0.19
SEN	N	193	0.38	0.35	0.47
SEN M	No	171	0.41	0.34	0.49
SEN M	Yes	35	0.33	0.12	0.19

24/25

Name	Filter Value	Stu Count	Eng P8	Mat P8	Total P8
SEN	E	3	-3.27	-2.74	-1.41
SEN	K	16	-1.18	-0.94	-1.07
SEN	N	193	-0.13	0	0.14
SEN M	No	179	-0.28	-0.13	0.02
SEN M	Yes	32	-0.16	-0.06	0.05

23/24

Name	Filter Value	Stu Count	Eng P8	Mat P8	Total P8
SEN	E	7	-0.9	0.07	-0.11
SEN	K	9	0.1	-0.14	-0.07
SEN	N	197	0.45	0.62	0.75
SEN M	No	171	0.38	0.59	0.72
SEN M	Yes	42	0.45	0.5	0.56

## ☀ Overall Summary

The data shows:

- **Consistent SEND numbers** across cohorts
- **SEMH remains the predominant area of need**
- A balanced intervention offer across SEND areas
- **Attendance and attainment gaps persist**, highlighting priority focus areas for our SEND development plan and Ordinary Available Teaching CPD next year.

“Teach them what they need to know for life.”

# Contents



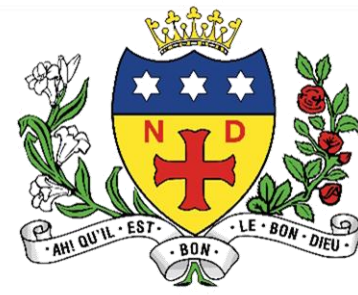
## **SEND Information Report**

This presentation outlines **our SEND provision and statutory information**, covering:

- 1.Introduction: Our Legal Duties
- 2.Our Vision for SEND at Notre Dame
- 3.Who We Are
- 4.SEND Data Overview 2024/25
- 5.Identifying SEND
- 6.Our SEND Team
- 7.The Role of LSAs and the STEP Programme
- 8.Types of Need We Support
- 9.How Students Are Fully Included at Notre Dame
- 10.Mainstream Classroom Focus
- 11.Relational Practice
- 12.How Are We Person-Centred?
- 13.Parent Feedback
- 14.Parent Voice for Reviews
- 15.SEND Information Evening
- 16.Student Voice for Reviews
- 17.Transition
- 18.Outcomes and Preparation for Adulthood
- 19.The Curriculum
- 20.Inclusive Environment
- 21.10 Ordinary Available Strategies
- 22.How We Keep in Contact
- 23.Reviews
- 24.Annual Review (EHCPs)
- 25.Emails, Phone Calls, Postcards/Positive Calls
- 26.How We Evaluate Interventions
- 27.How We Check Progress
- 28.CPD and SEND 5-a-Day
- 29.What Services We Work With
- 30.Provision Map in the 4 Areas of SEND
- 31.Admissions and Transition
- 32.Access Arrangements for Exams
- 33.Equality and Accessibility
- 34.The Local Offer
- 35.What If You're Worried About Anything or Complaints Procedure?
- 36.Closing / Thank You

**“Teach  
them what  
they need  
to know  
for life.”**

# Our Vision



## ☀️ Our SEND Vision at Notre Dame

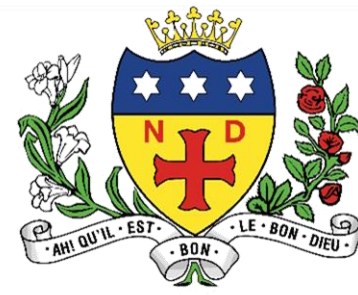
At Notre Dame, we believe:

- **Every student is unique, valued, and capable of success.**
- Diversity is a **strength**, and all students should feel **they matter and can thrive**.
- **High-quality, inclusive teaching** ensures every learner can achieve their potential — academically, socially, emotionally, and spiritually.
- We honour the dignity of each person, rooted in St Julie's words: *"Teach them what they need to know for life."*

**"Teach  
them what  
they need  
to know  
for life."**

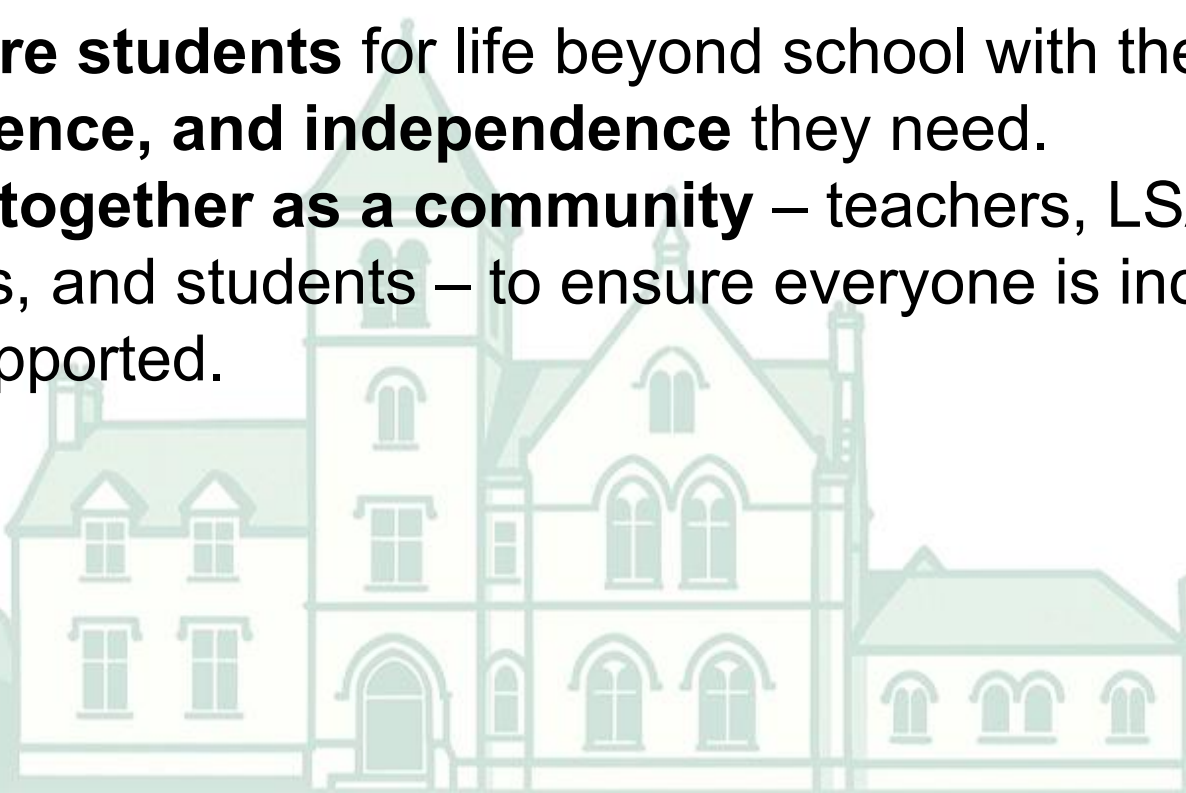


# Our Vision



## ♥ Our Commitment

- **Support every child** to believe in themselves and their future.
- **Prepare students** for life beyond school with the **skills, confidence, and independence** they need.
- **Work together as a community** – teachers, LSAs, families, and students – to ensure everyone is included and supported.



“Teach  
them what  
they need  
to know  
for life.”

# Our Team



 **Meet the SEND Team at Notre Dame**

**SENDCo:**

• **Mr Michael Owczarek**

- Email: [SEND@notredame-high.co.uk](mailto:SEND@notredame-high.co.uk)
- Phone: 0114 2302536

**SEND Inclusion Lead:**

• Mrs Chloe Rauf

• **Learning Support Assistants (LSAs):**

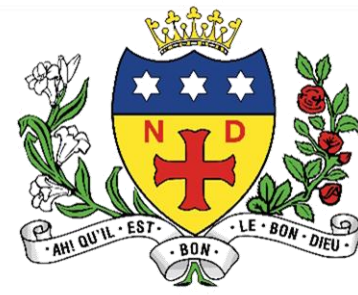
• A team of specialist LSAs supporting students across lessons, interventions, and unstructured times.

**Pastoral and Inclusion Team:**

• Working closely with SEND to ensure holistic support for every student.

**“Teach  
them what  
they need  
to know  
for life.”**

# Our Team



## What We Do

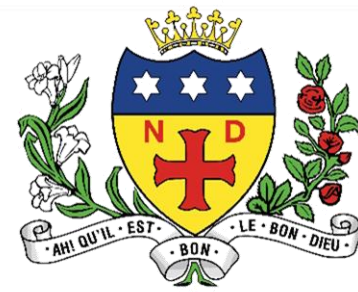
- Identify and assess students' needs
- Coordinate support and interventions
- Work with teachers to ensure inclusive classrooms
- Provide direct student support and mentoring
- Liaise with families and external professionals

## Our Approach

We work **together as a team**, ensuring that **every student feels supported, included, and able to achieve their best.**

**“Teach  
them what  
they need  
to know  
for life.”**

# The Role of LSAs and the STEP Programme



## Learning Support Assistants (LSAs)

At Notre Dame:

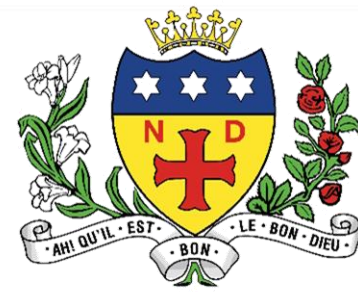
- ✓ LSAs work across lessons to **support students with their learning**
- ✓ They help to **implement strategies, build confidence, and promote independence**
- ✓ LSAs are **not assigned as personal 1:1s**; instead, they support with engagement, deliver interventions coach/mentor.

## Why We Do This

- Encourages students to become **independent learners**
- Ensures LSAs can **target support flexibly and effectively**
- Prepares students for life beyond school where 1:1 support is rarely available

**“Teach them what they need to know for life.”**

# The Role of LSAs and the STEP Programme



Our LSA deployment is managed through the **STEP Programme**:

- ◆ **Support** – Providing practical and emotional support in lessons
- ◆ **Teach** – Teaching strategies and skills to access learning
- ◆ **Empower** – Encouraging students to try tasks independently
- ◆ **Progress** – Monitoring and celebrating progress to build confidence

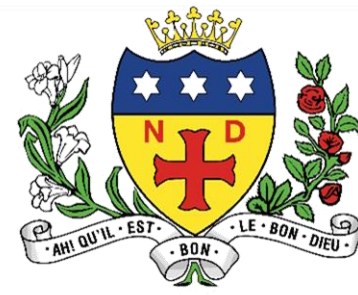
## ♥ Our Aim

To ensure LSAs **enable students to thrive**, rather than creating dependency, by supporting them to **learn, grow, and succeed confidently**.

“Teach  
them what  
they need  
to know  
for life.”



# Types of Need



## The Four Areas of SEND

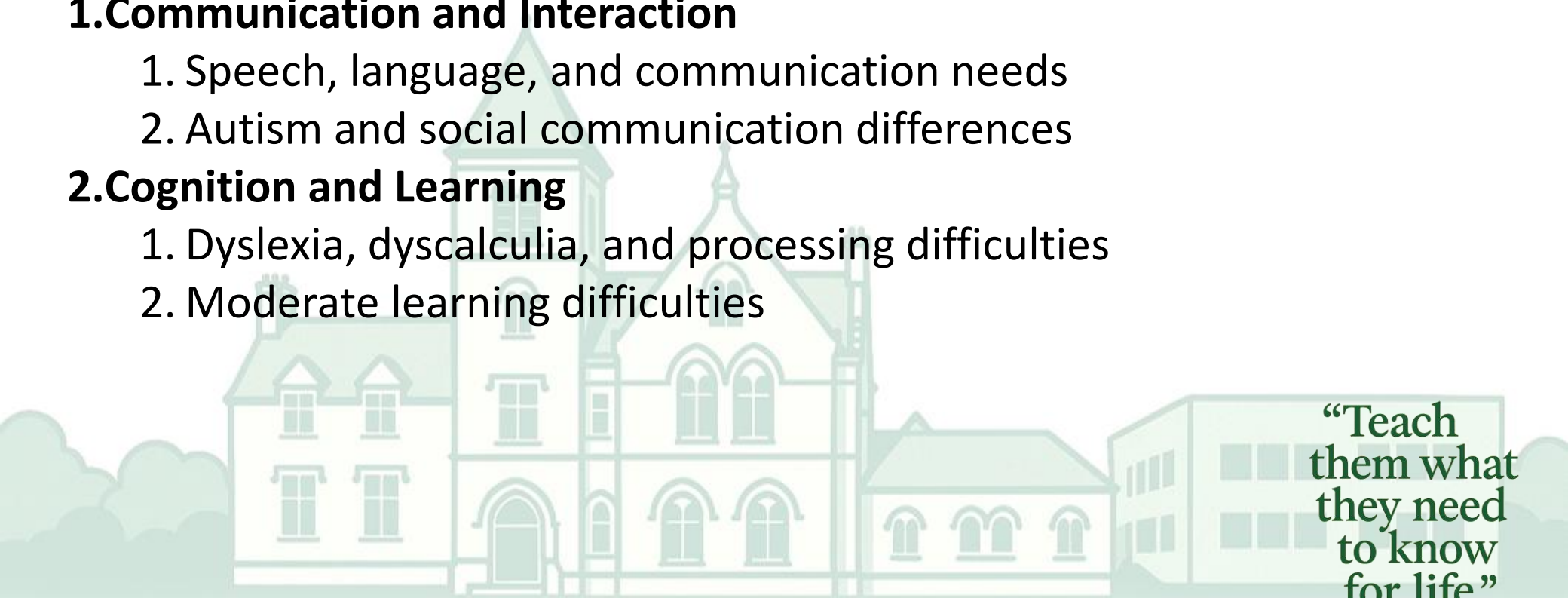
At Notre Dame, we support students with needs across the **four categories defined in the SEND Code of Practice:**

### 1. Communication and Interaction

1. Speech, language, and communication needs
2. Autism and social communication differences

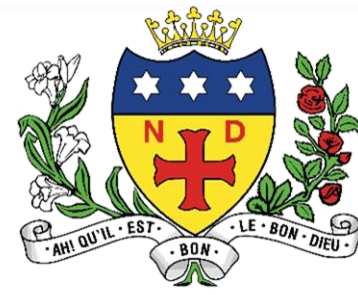
### 2. Cognition and Learning

1. Dyslexia, dyscalculia, and processing difficulties
2. Moderate learning difficulties



“Teach  
them what  
they need  
to know  
for life.”

# Types of Need



## 1. Social, Emotional, and Mental Health (SEMH)

1. Anxiety, ADHD, emotional regulation challenges
2. Mental health needs impacting learning

## 2. Sensory and/or Physical Needs

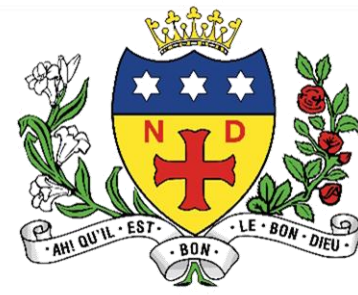
1. Visual and hearing impairments
2. Motor coordination difficulties and other physical needs

### ☀️ Our Approach

- We **value and celebrate** each student's unique strengths
- Support is personalised to meet **individual needs and goals**

“Teach  
them what  
they need  
to know  
for life.”

# How Students Are Fully Included at Notre Dame



## ☀️ Our Inclusive Approach

At Notre Dame, we ensure students with SEND are **fully included in every aspect of school life** by:

### ✓ High-Quality, Inclusive Teaching

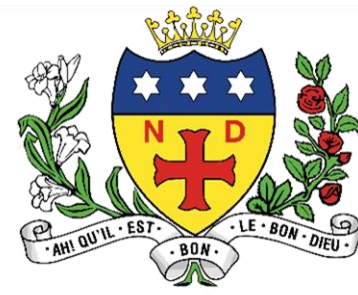
- Lessons planned through the eyes of students with the greatest barriers
- Our **Core 10 Strategies** embedded in all classrooms

### ✓ Access to the Full Curriculum

- GCSE pathway open to all, with scaffolding and support
- Adapted pathways like Aspire in Modern Foreign Languages for tailored learning

“Teach them what they need to know for life.”

# How Students Are Fully Included at Notre Dame



## ✓ Extra-Curricular Opportunities

- Support to attend clubs, trips, and enrichment activities
- Events like the **St Julie Games**, celebrating inclusion in sports

## ✓ Targeted Interventions and Support

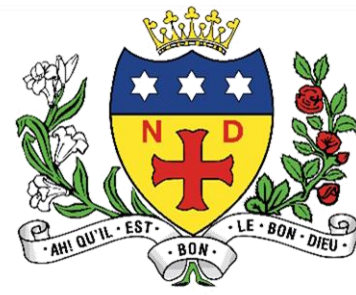
- Wave 2 interventions in The Ark SEND Hub
- LSA support through the STEP Programme to build skills and independence

## ✓ Relational Practice

- Strong, respectful relationships with staff
- Students feel safe, understood, and part of the community

**“Teach  
them what  
they need  
to know  
for life.”**

# Mainstream Classroom Focus



## Inclusive Teaching at the Heart

At Notre Dame, we believe **every student should access the mainstream classroom** with the right support.



### What This Looks Like

- **High expectations for all students**

- Scaffolding learning rather than reducing challenge

- **Lessons planned inclusively by design**

- Using our **Core 10 Strategies**:

- **Adjustments and Adaptations**

- Use of overlays, printed resources, regulation aids, and alternative recording methods to meet individual needs



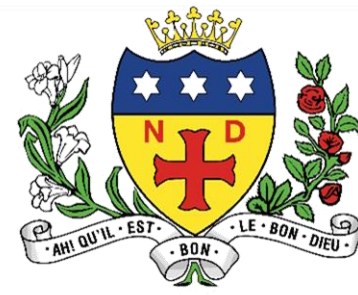
### The Role of LSAs

- Supporting **independence, engagement, and confidence**

**“Teach  
them what  
they need  
to know  
for life.”**



# Relational Practice



## ♥ What is Relational Practice?

At Notre Dame, **relationships are at the heart of everything we do.**

Relational practice means:

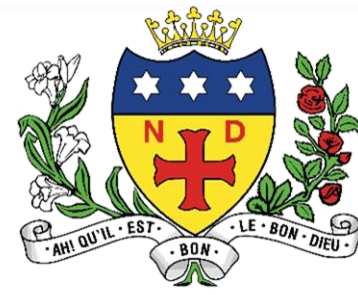
- ✓ **Building strong, respectful connections** with students
- ✓ Creating a safe and trusting environment for learning
- ✓ Understanding each child as an individual with unique experiences

## 🌿 Why This Matters

- Relationships form the **foundation for learning, behaviour, and wellbeing**
- Students are more likely to engage, succeed, and feel confident when they feel understood and valued


**“Teach  
them what  
they need  
to know  
for life.”**

# Relational Practice



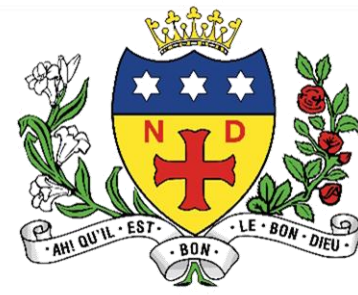
## ✨ How We Embed Relational Practice

- Greeting students positively each day
- Using restorative conversations to resolve issues
- Being consistent, fair, and compassionate
- Listening to student voice and involving them in decisions about their support



“Teach  
them what  
they need  
to know  
for life.”

# How Are We Person-Centred?



## ☀️ Putting Students at the Heart

At Notre Dame, being **person-centred** means:

### ✓ Listening to each student's voice

- Understanding their strengths, needs, and aspirations
- Including their views in planning support and interventions

### ✓ Individualised Support

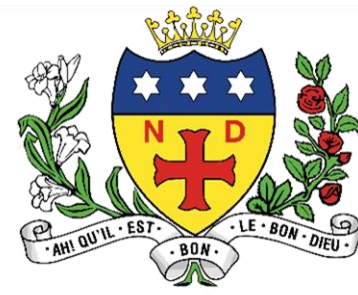
- Tailoring strategies to what works best for them
- Creating student profiles with input from students, families, and teachers

### ✓ Planning with, not for, students

- Co-creating outcomes and next steps
- Empowering students to understand their needs and advocate for themselves

“Teach  
them what  
they need  
to know  
for life.”

# How Are We Person-Centred?

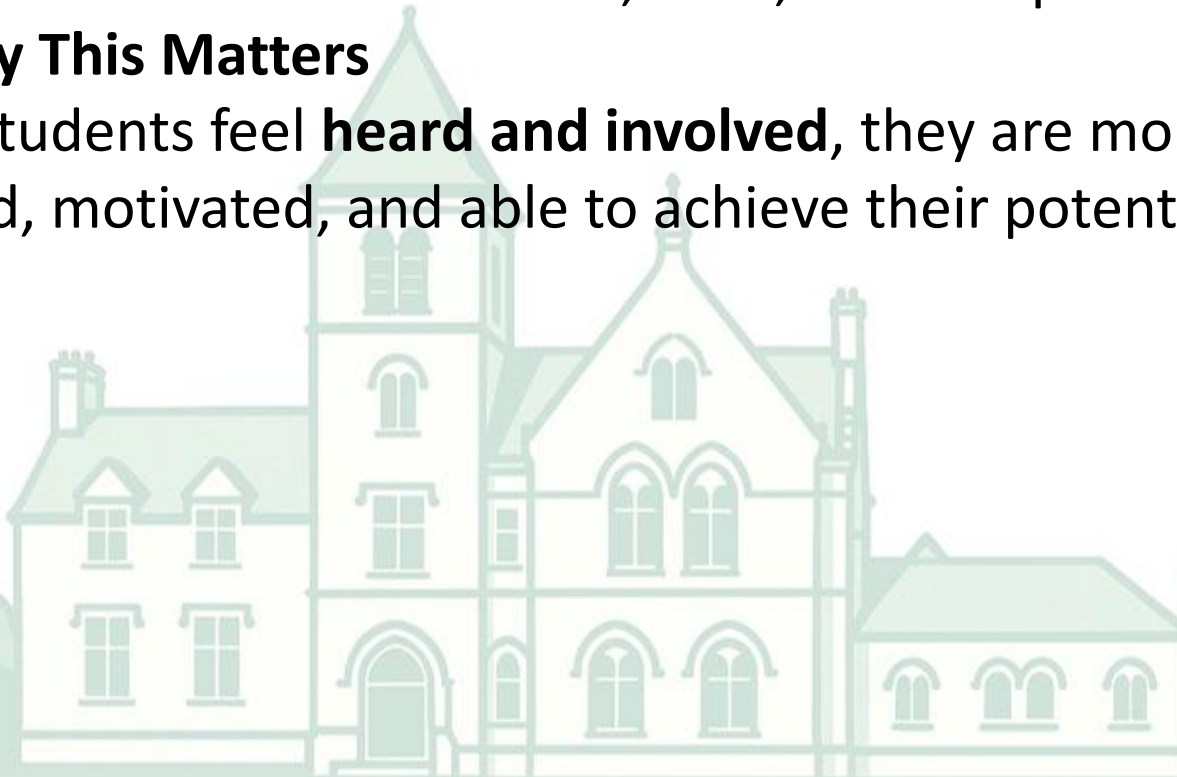


## Our Approach Includes:

- Termly reviews involving student and parent voice
- Personalised outcomes linked to their aspirations
- Support that builds confidence, skills, and independence

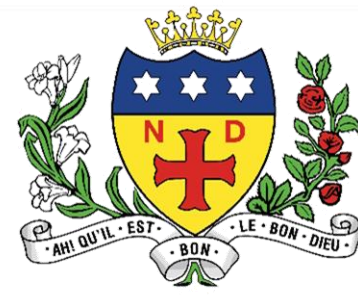
## Why This Matters

When students feel **heard and involved**, they are more engaged, motivated, and able to achieve their potential.



“Teach  
them what  
they need  
to know  
for life.”

# Parent Feedback



## **We Value Your Feedback**

At Notre Dame, we always seek to **improve our SEND provision** by listening to parents and carers.

## **Why We Gather Feedback**

- To understand what you find helpful
- To identify areas where we can improve
- To ensure our events meet your needs and expectations

## **How We Collect Feedback**

- Feedback forms at the end of events
- Online surveys after coffee mornings and SEND evenings
- Informal conversations with the SEND team

## **What We Do With Feedback**

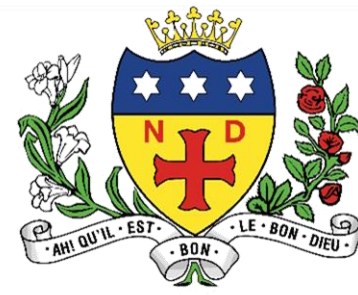
- Review comments as a team
- Make changes to future sessions based on your suggestions
- Share key actions taken so you know your voice makes a difference

 **Your feedback helps us grow as a community and provide the best support for your children.**

**“Teach  
them what  
they need  
to know  
for life.”**



# Parent Voice for Reviews



## ☀️ Why Parent Voice Matters

At Notre Dame, we believe **you know your child best**. Your insights help us:

- ✓ Understand their strengths and challenges
- ✓ Plan support that works in school and at home
- ✓ Set meaningful, achievable outcomes

## 💬 How We Gather Parent Voice

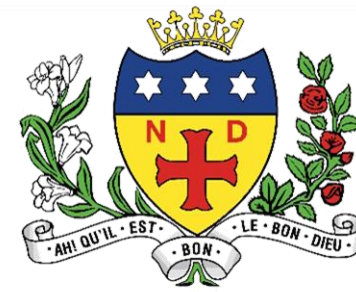
- **Termly SEND reviews** – your views are central to discussions
- **Annual EHCP reviews** – ensuring plans remain relevant and ambitious
- **Parent questionnaires and surveys** – quick ways to share feedback
- **Informal conversations** – phone calls, emails, or meetings when needed

## 🌱 What We Do With Your Voice

- Update student profiles with your input
- Adjust support and interventions based on what you tell us
- Work in partnership to help your child achieve their potential

**“Teach  
them what  
they need  
to know  
for life.”**

# SEND Information Evening



## 🌙 What is the SEND Information Evening?

Our SEND Information Evening is an **annual event** designed to:

- ✓ **Provide detailed information** about our SEND provision
- ✓ Share updates on policies, interventions, and curriculum adaptations
- ✓ Explain processes such as EHCP reviews, access arrangements, and transition planning
- ✓ Introduce the SEND team and their roles

## 💬 Why Attend?

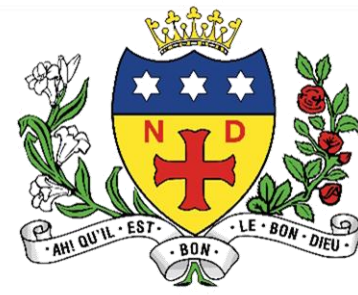
- Learn about **how we support your child's needs in school**
- Understand pathways and preparation for **post-16 transitions**
- Ask questions in a supportive, informative environment
- Meet other parents and carers

## ☀️ When is the next one?

📅 Dates will be shared via **MCAS, email, and newsletters**. We encourage all SEND families to attend.

**“Teach them what they need to know for life.”**

# Student Voice for Reviews



## Why Student Voice Matters

At Notre Dame, we believe **students should be at the centre of their support planning.**

Listening to their voice helps us:

- ✓ Understand how they feel about school and learning
- ✓ Identify strategies that work best for them
- ✓ Set goals linked to their aspirations and interests

## How We Gather Student Voice

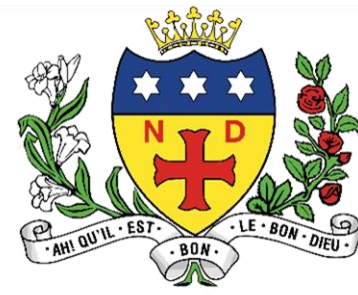
- **Termly SEND reviews** – students share what is working well and what could be better
- **Annual EHCP reviews** – students reflect on progress towards outcomes and future goals
- **Student profiles** – created with their input to guide teachers and LSAs
- **Intervention feedback** – students review what has helped and what they want next

## What We Do With Their Voice

- Adjust support and interventions to better meet their needs
- Update outcomes and targets to remain meaningful and motivating
- Empower students to develop **self-advocacy and confidence**

**“Teach  
them what  
they need  
to know  
for life.”**

# Transition



## Supporting Transitions at Notre Dame

We recognise that **transition times can be challenging** for students with SEND. At Notre Dame, we:

### **Plan Early and Thoroughly**

- Year 6 SEND transition programme, including visits, activities, and meetings
- Attendance at primary annual reviews to gather detailed information

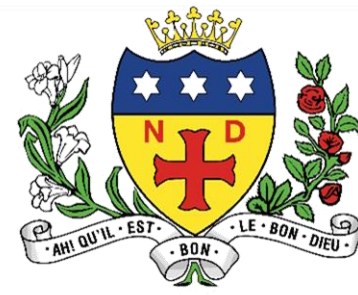
### **SEND Coffee Morning**

- Connecting with you as parents and carers
- Sharing our vision, approaches, and strategies for SEND
- Listening to your feedback to continually improve

**“Teach  
them what  
they need  
to know  
for life.”**



# Transition



## ✓ Support Internal Transitions

- Careful planning for moving between year groups and key stages
- Sharing student profiles and strategies with new teachers
- Additional transition sessions if needed for students with higher levels of anxiety

## ✓ Preparing for Post-16

- Early careers advice and guidance starting in Year 9
- College visits and supported applications
- Life skills development to build independence and confidence

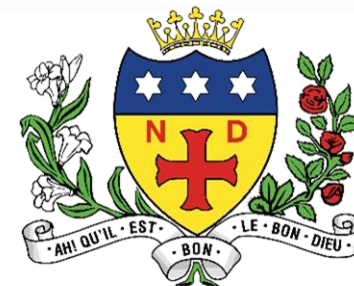
## ☀ Our Goal

To ensure every student feels **safe, prepared, and supported** at each stage of their educational journey, moving forward with confidence.

**“Teach them what they need to know for life.”**



# Outcomes and Preparation for Adulthood



## ☀️ Focusing on the Future

At Notre Dame, we aim to ensure that **every student is prepared for life beyond school.**

## ✅ Setting Meaningful Outcomes

- Outcomes are **personalised** to each student's needs, strengths, and aspirations
- Reviewed termly (or annually for EHCPs) to measure progress and set next steps
- Linked to developing **skills for learning, independence, and social life**

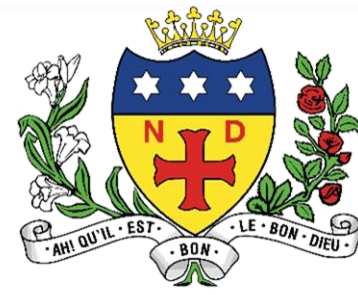
## 🌱 Preparation for Adulthood Includes:

### 1. Employment and Education

1. Careers education, advice, and guidance from Year 9
2. Visits to colleges, sixth forms, and apprenticeships
3. Support with applications and interviews

**“Teach  
them what  
they need  
to know  
for life.”**

# Outcomes and Preparation for Adulthood



## 1.Independent Living

1. Building organisational, life, and self-care skills
2. Promoting independence in learning and daily routines

## 2.Community Participation

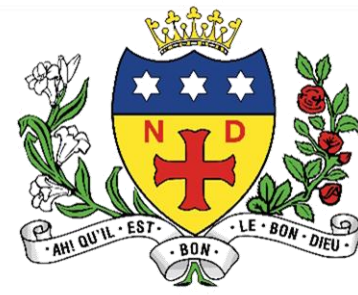
1. Encouraging involvement in clubs, volunteering, and leadership roles
2. Developing confidence to take part in wider community life

## 3.Health and Wellbeing

1. Supporting students to manage their physical and mental health
2. Encouraging self-advocacy and understanding of their own needs

“Teach  
them what  
they need  
to know  
for life.”

# The Curriculum



## An Ambitious Curriculum for All

At Notre Dame, we believe that **every student has the right to a broad and balanced curriculum**, no matter their ability or additional needs.

### Our Curriculum Approach

- **GCSE pathway is open to all**, with appropriate scaffolding and support
- Lessons are planned **through the eyes of students with the greatest barriers**, ensuring inclusivity by design
- **High expectations are maintained** for all students, focusing on scaffolding rather than reducing challenge

### Tailored Pathways

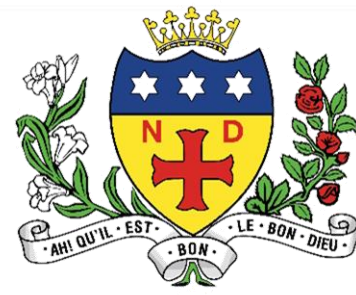
- **Aspire Pathway (Modern Foreign Languages)**
  - Vocabulary-based Spanish learning for students requiring a tailored approach to MFL
- **Literacy Sets in English**
  - For students working a key stage behind, focusing on foundational reading and writing skills
- **Nurture Sets in Maths**
  - Smaller group models for students needing additional support in numeracy

### Extra-Curricular Opportunities

- Inclusive access to sports, music, drama, creative arts, STEM, and language clubs
- Supported participation in trips, enrichment events, and leadership opportunities











**“Teach  
them what  
they need  
to know  
for life.”**

# 10 Ordinary Available Strategies



## Our Core 10 Strategies for Inclusive Teaching

At Notre Dame, these strategies are embedded in every lesson to create a **predictable, supportive, and effective learning environment**:

1.  **Clear routines** at the start of the lesson
2.  **Explicit instruction**, including clear timings
3.  **Scaffolding and task breakdown** to support understanding
4.  **Dual coding** (verbal + visual combined) for clarity
5.  **Modelling (“I do, we do, you do”)** to guide learning
6.  **Thinking time** before student responses
7.  **Example on the board** for reference during tasks
8.  **Circulating the room and prompting** to check understanding
9.  **Noise level indicators** to maintain focus and calm
10.  **Think, pair, share activities** to develop confidence and participation

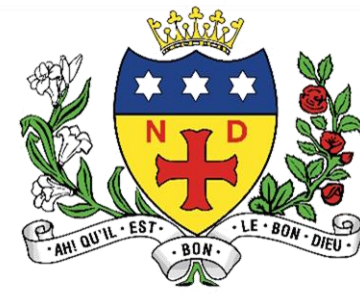
## Why This Matters

These strategies ensure that **all students, including those with SEND**, can access learning, build confidence, and make progress in every lesson.

**“Teach  
them what  
they need  
to know  
for life.”**



# How We Keep in Contact



## Communication is Key

At Notre Dame, we value strong partnerships with families. We keep in contact through:

### MCAS (My Child At School app)

- Sharing updates, reports, and key information

### Parents' Evenings

- Discussing progress and next steps

### Termly SEND Reviews

- For students on the SEND register, including your voice and your child's

### Annual Reviews (for EHCP students)

- Full review of support, outcomes, and future planning

### Emails and Phone Calls

- Ongoing contact for questions, concerns, or updates

### Postcards and Positive Calls Home

- Celebrating achievements and progress

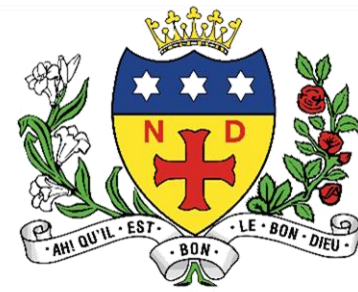
## Our Commitment

We aim to be **responsive and supportive**, working with you to ensure the best outcomes for your child.

**“Teach  
them what  
they need  
to know  
for life.”**



# Identifying SEND



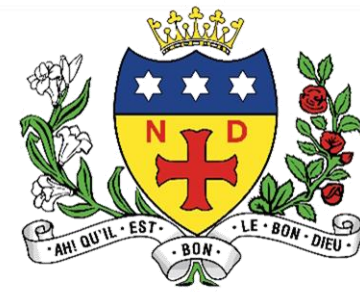
## How We Identify SEND at Notre Dame

### Early Identification

- Gathering detailed information from **primary schools**, including SEND records, provision maps, and EHCPs during transition
- Attending **Year 6 Annual Reviews** for students with EHCPs
- Teacher observations** of learning, behaviour, or social interaction concerns, discussed at departmental or pastoral meetings
- Parent referrals**, where families raise concerns about progress, wellbeing, or learning differences
- Student self-referrals**, encouraging pupils to express when they feel they are struggling

**“Teach them what they need to know for life.”**

# Identifying SEND



## ✓ Assessments and Screening

### • In-class screening tools, including:

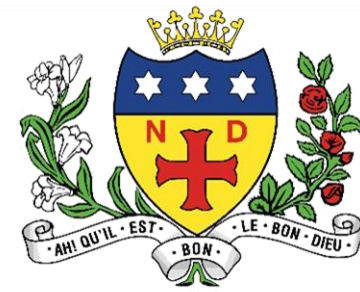
- **SPARCs** for cognitive profiling (memory, processing, comprehension)
- **Dyslexia Gold** for reading fluency, visual tracking, and spelling difficulties
- Typing Speed assessments for exam access arrangement considerations

### • **Standardised tests** to assess reading comprehension, maths fluency, phonics gaps, and processing speed

### • Behaviour monitoring tools where concerns relate to SEMH, e.g. **SDQ** (Strengths and Difficulties Questionnaire)

“Teach them what they need to know for life.”

# Identifying SEND



## ✓ Graduated Response (APDR)

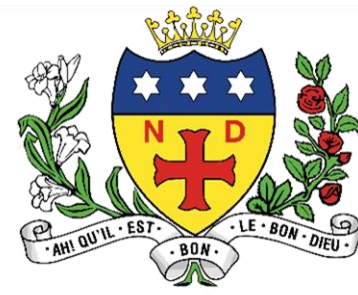
- **Assess:** Gathering data from teachers, parents, observations, and assessments
- **Plan:** Agreeing targeted support strategies or interventions with staff, student, and family input
- **Do:** Implementing strategies within class and/or targeted interventions in The Ark SEND Hub
- **Review:** Monitoring impact through data, teacher feedback, student voice, and formal reviews

## ✓ Pathway to EHCP

- For students requiring support beyond SEND Support, we:
  - Gather multi-agency evidence (EP, SALT, OT reports)
  - Hold **Team Around the Child meetings** to agree next steps
  - Complete **EHC Needs Assessment applications** with families where needed

**“Teach  
them what  
they need  
to know  
for life.”**

# Reviews



## How We Review Support and Progress

At Notre Dame, regular reviews ensure that **support remains effective and relevant** for each student.

### Termly SEND Reviews

- Held **three times per year** for students on the SEND register
- Include **student voice, parent voice, and teacher feedback**
- Review progress towards outcomes and update support plans

### Annual Reviews (for EHCP students)

- Formal meeting each year to review the EHCP in full
- Discuss outcomes, provision, progress, and aspirations for the future
- Include student, parent, SEND team, teachers, and external professionals as needed

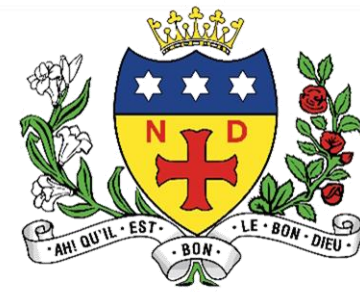
### Additional Reviews

- Held as needed if concerns arise or additional support is being considered
- Can be requested by parents, teachers, or the SEND team

**“Teach  
them what  
they need  
to know  
for life.”**



# Annual Review (EHCPs)



## What is an Annual Review?

An **Annual Review** is a formal meeting held once a year to:

✓ Review a student's **Education, Health and Care Plan (EHCP)** in full

- ✓ Assess progress towards outcomes
- ✓ Update support and provision to meet current needs
- ✓ Plan next steps and future aspirations

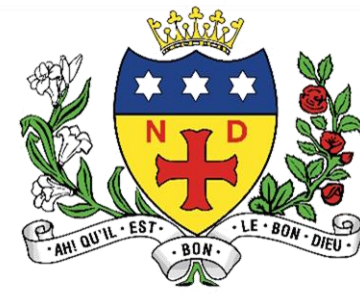
## Who Attends?

- The **student** (their voice is central)
- Parents or carers**
- SENDCo and LSAs** involved in support
- Teachers** or Heads of Year where relevant
- External professionals** (e.g. Educational Psychologist, Speech and Language Therapist) if needed

**“Teach  
them what  
they need  
to know  
for life.”**



# Annual Review (EHCPs)

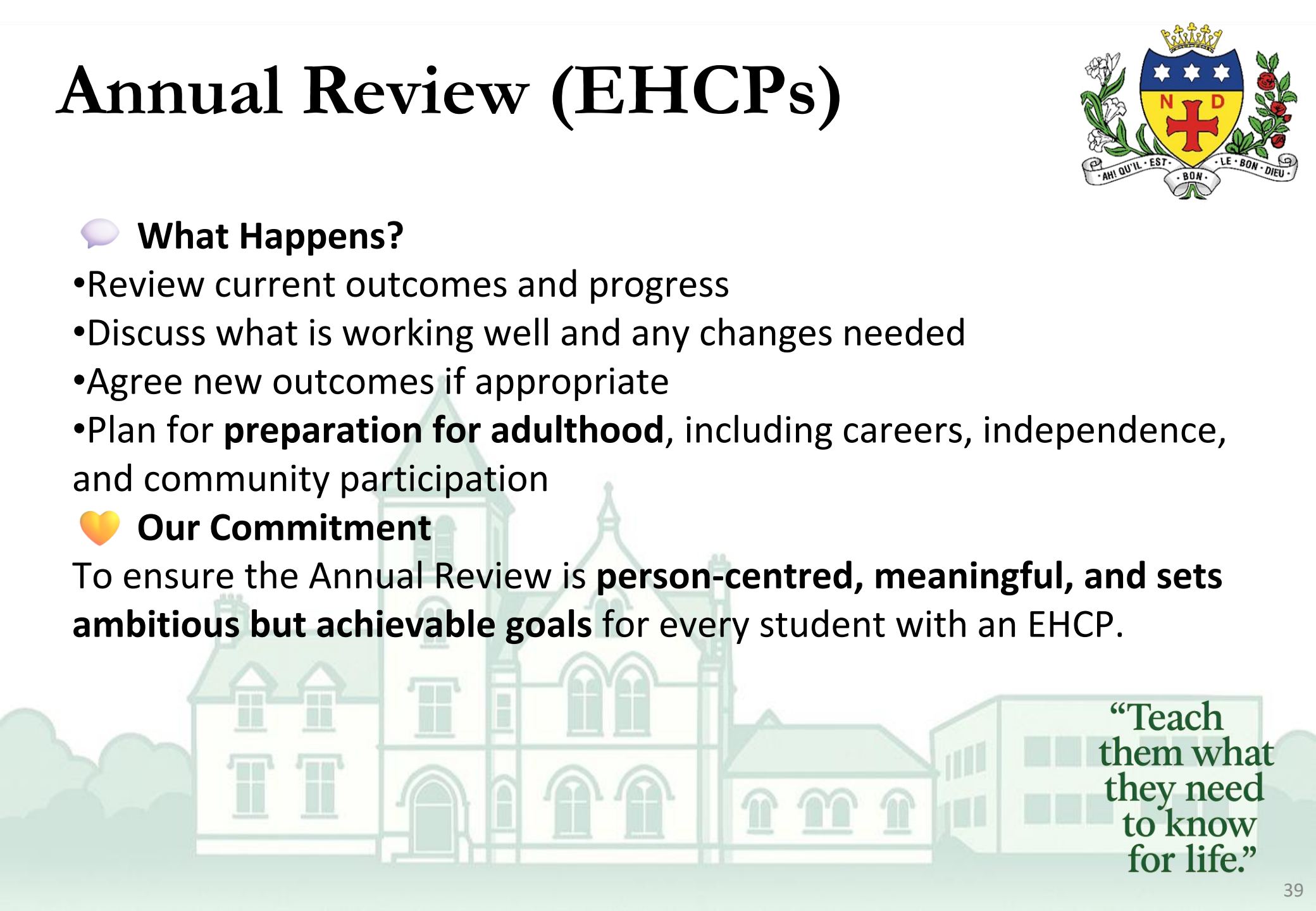


## 💬 What Happens?

- Review current outcomes and progress
- Discuss what is working well and any changes needed
- Agree new outcomes if appropriate
- Plan for **preparation for adulthood**, including careers, independence, and community participation

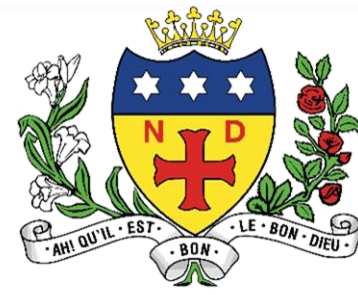
## 💛 Our Commitment

To ensure the Annual Review is **person-centred, meaningful, and sets ambitious but achievable goals** for every student with an EHCP.



“Teach  
them what  
they need  
to know  
for life.”

# Emails, Phone Calls, Postcards/Positive Calls



## Keeping in Touch Regularly

At Notre Dame, we believe that **strong communication builds trust and supports student success.**

### Emails

- For updates, questions, or sharing important information
- Quick way to contact the SEND team or teachers

### Phone Calls

- To discuss progress, concerns, or urgent matters
- Personal conversations to ensure clarity and support

### Postcards and Positive Calls Home

- Celebrating achievements, improvements, and effort
- Letting you and your child know we see and value their progress

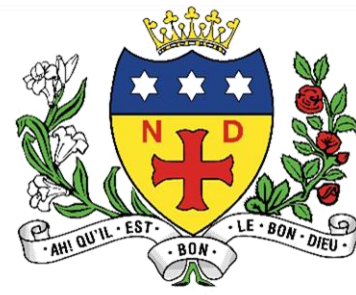
## Why This Matters

Regular communication:

- Strengthens the partnership between home and school
- Builds student confidence and motivation
- Ensures any concerns are addressed quickly and effectively

**“Teach  
them what  
they need  
to know  
for life.”**

# How We Evaluate Interventions



## Ensuring Support Makes a Difference

At Notre Dame, we evaluate all interventions to ensure they are **effective, targeted, and impactful.**

### How We Monitor Impact

- **Entry and exit assessments** for each intervention
- Regular **reviews with students** to gather their feedback
- **Progress data analysis** to measure academic improvements

### What We Look For

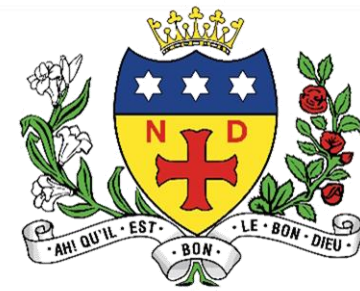
- Skills developed during the intervention
- Confidence and independence gains
- Impact on classroom learning and participation

### Our Evaluation Methods

- **Student voice:** what helped, what they found challenging
- **Data analysis:** comparing before and after intervention results
- **Teacher feedback:** noticing changes in learning, engagement, and confidence
- **Book checks and learning walks:** evidence of strategies being applied in lessons

**“Teach  
them what  
they need  
to know  
for life.”**

# How We Check Progress



## Monitoring Student Progress at Notre Dame

We use a range of methods to ensure students are **making progress and receiving the right support**.

### Student Voice

- Regular check-ins and reviews
- Feedback on what is working and what needs changing

### Data Analysis

- Tracking academic progress in assessments and classwork
- Comparing progress to targets and baseline data

### Book Checks

- Reviewing students' books to see learning, presentation, and progress over time
- Ensuring adaptations and strategies are visible in their work

### Learning Walks and Drop-Ins

- Observing lessons to see inclusive strategies in action
- Checking student engagement and participation

### Why This Matters

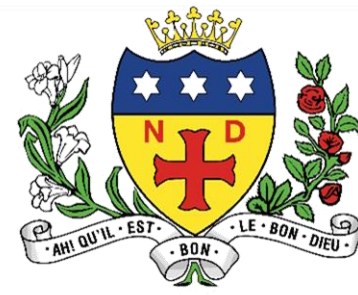
Combining these approaches helps us:

- Build a **full picture** of each student's progress
- Identify any gaps early
- Adjust support to ensure every student achieves their potential

**“Teach  
them what  
they need  
to know  
for life.”**



# CPD and SEND 5-a-Day



## What is CPD?

CPD stands for **Continuing Professional Development**. At Notre Dame, all staff engage in CPD to ensure they have the knowledge and skills to support every student effectively.

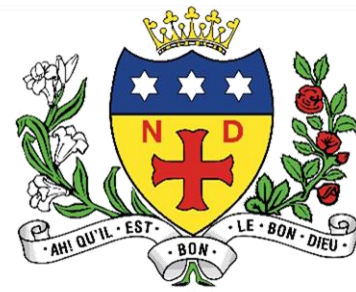
## SEND CPD Focus Areas

- Understanding different types of SEND
- Strategies for inclusive teaching (SEND 5-A-Day (EEF))
- Trauma-informed and relational practice (TISUK)
- Effective use of LSAs to support learning and independence (EEF)
- Low Arousal - Autism Social Communication Education and Training Service (ASCETS)
- LSA training – part of the St Clare CMAT / Learn Sheffield
- SSAT Formative Assessment Programme (year 2 in Sep 2025)

**“Teach  
them what  
they need  
to know  
for life.”**



# CPD and SEND 5-a-Day (EEF)



## 🌟 SEND 5-a-Day

Our SEND 5-a-Day approach ensures staff consistently embed **five key inclusive strategies** into their daily teaching practice to support students with SEND. This includes:

1. Clear instructions
2. Visual supports
3. Chunking tasks
4. Checking understanding
5. Encouraging student voice



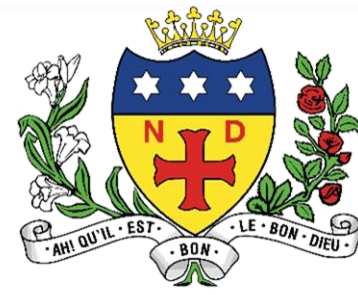
Education  
Endowment  
Foundation

## 🌿 Why This Matters

- Builds staff confidence and expertise
- Ensures **consistency of support** for students with SEND
- Embeds inclusive practice into the **whole school culture**

“Teach  
them what  
they need  
to know  
for life.”

# What Services We Work With



## 👉 Working with External Professionals

At Notre Dame, we work with a wide range of services to ensure students receive **specialist support when needed**.

### ✅ Key Services Include:

- **Educational Psychology (EP)**

- Assessments and strategies for learning, behaviour, and emotional needs

- **Speech and Language Therapy (SALT)**

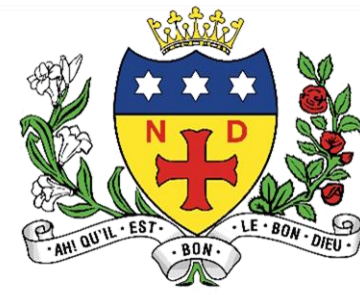
- Supporting communication, language, and social interaction skills

- **Occupational Therapy (OT) and Physiotherapy**

- Supporting motor skills, coordination, and physical access needs

“Teach them what they need to know for life.”

# What Services We Work With



- **CAMHS and Mental Health Support Team (MHST)**

- Supporting emotional wellbeing and mental health needs

- **Paediatric Services (Ryegate)**

- Medical assessments and advice for neurodevelopmental needs

- **Vision and Hearing Impairment Services**

- Ensuring students with sensory needs can access learning fully

- **Local Authority SEND Team**

- Coordinating EHCP assessments and provision

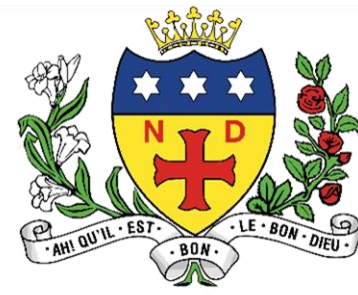
- ☀ **Why This Matters**

These services help us to:

- Gain a **full understanding** of students' needs
- Implement **specialist recommendations** into school practice
- Ensure every child receives the **best possible support** to thrive

**“Teach  
them what  
they need  
to know  
for life.”**





# Provision Map in the 4 Areas of SEND

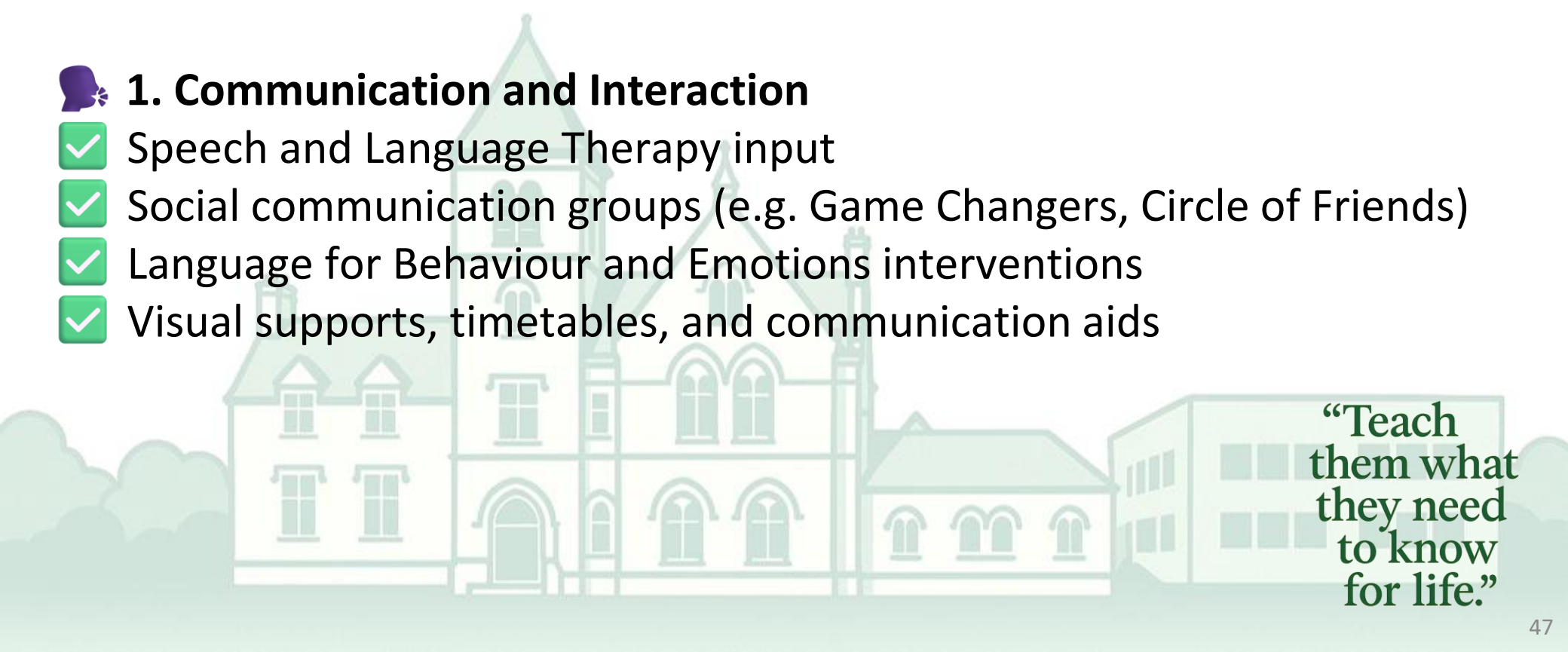


## Our SEND Provision Covers All Needs

At Notre Dame, our support is mapped across the **four areas of need** identified in the SEND Code of Practice:

### 1. Communication and Interaction

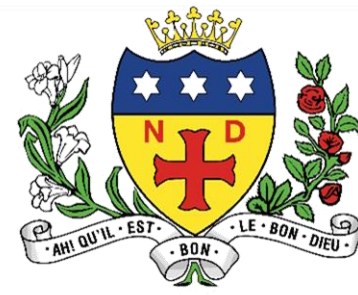
-  Speech and Language Therapy input
-  Social communication groups (e.g. Game Changers, Circle of Friends)
-  Language for Behaviour and Emotions interventions
-  Visual supports, timetables, and communication aids

A faint, light green illustration of a school building with multiple windows and a central entrance is visible in the background.

**“Teach  
them what  
they need  
to know  
for life.”**



# Provision Map in the 4 Areas of SEND



## 2. Cognition and Learning

- ✓ Dyslexia Gold for reading and spelling
- ✓ Fresh Start phonics intervention
- ✓ Typing Speed support for access arrangements
- ✓ Scaffolded teaching, task breakdown, and targeted LSA support

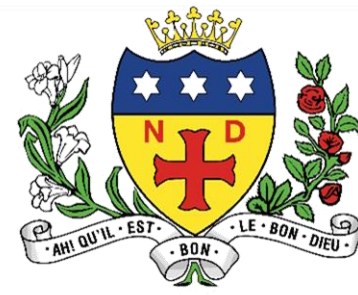
## 3. Social, Emotional, and Mental Health (SEMH)

- ✓ Zones of Regulation and 5-Point Scale interventions
- ✓ Mighty Minds (CBT-style resilience and anxiety programme)
- ✓ Pastoral support and trusted adults
- ✓ Mental Health Support Team referrals





**“Teach  
them what  
they need  
to know  
for life.”**



# Provision Map in the 4 Areas of SEND



## 4. Sensory and/or Physical Needs

-  Occupational Therapy and Physiotherapy input
-  Access to overlays, coloured paper, and sensory resources
-  Adjustments for visual or hearing impairments
-  Support with motor skills, handwriting, and movement breaks

## Why This Matters

Our provision ensures that **every student receives support tailored to their individual needs**, empowering them to achieve their potential.

## Our Commitment

To provide **targeted, inclusive, and effective support** across all areas of SEND.

**“Teach  
them what  
they need  
to know  
for life.”**

# Admissions and Transition for SEND Students



## Admissions for Students with SEND

At Notre Dame:

- ✓ **We welcome applications from all students**, including those with Special Educational Needs and Disabilities (SEND)
- ✓ **Admissions process is inclusive and supportive**, ensuring students with SEND can access our curriculum and community

## How We Support Admissions

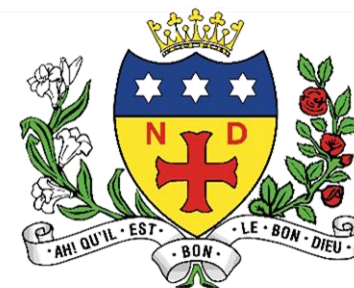
- Attendance at **Year 6 Annual Reviews** for students with EHCPs
- **SEND Transition Programme**, including additional visits, activities, and meetings to build confidence before starting
- Close liaison with **primary schools and families** to gather detailed information about needs and strategies
- Summer School opportunities for students to **meet staff, make friends, and get to know the site**

## Our Commitment

We aim to make transition into Notre Dame **smooth, positive, and reassuring**, ensuring students feel **welcomed, prepared, and valued** from their first day.

**“Teach them what they need to know for life.”**

# Access Arrangements for Exams



## What are Access Arrangements?

Access arrangements are **adjustments for exams and assessments** to ensure students with SEND are **not disadvantaged** and can demonstrate their true abilities.

## Examples of Access Arrangements

- Extra time
- Reader or scribe
- Use of a laptop
- Rest breaks
- Coloured paper or overlays

## How We Assess for These

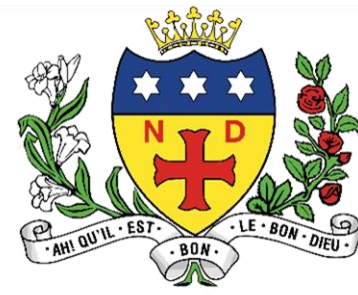
- Based on a student's **normal way of working** in lessons
- Assessed from **Year 9 onwards** using standardised tests and teacher evidence
- Reviewed and approved in line with **JCQ regulations**

## Our Approach

- Students are **trialled with access arrangements in class** to ensure they help
- Parents are informed about outcomes of assessments and applications

**“Teach  
them what  
they need  
to know  
for life.”**

# Equality and Accessibility



## Our Commitment to Equality and Accessibility

At Notre Dame, we are committed to ensuring that **every student can access all aspects of school life.**

### Equality

- We comply with the **Equality Act 2010**, ensuring no student is discriminated against based on SEND or disability
- All students are treated with **dignity, respect, and fairness**, with high expectations for everyone

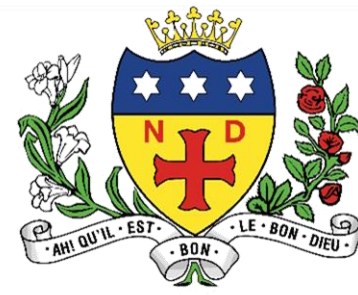
### Accessibility in School

- **Physical environment:**
  - Ramps and accessible entrances where needed
  - Accessible toilets on site
  - Classroom layouts adapted to meet physical and sensory needs

**“Teach  
them what  
they need  
to know  
for life.”**



# Equality and Accessibility



- **Curriculum access:**

- Adapted resources (e.g. enlarged text, coloured overlays)
- Alternative recording methods (e.g. laptops, scribes)
- Visual supports and scaffolded learning tasks

- ✓ **Ensuring Inclusion**

- Staff training in **inclusive teaching and supporting specific needs**
- Student profiles shared with staff to guide adaptations
- **Regular reviews** to ensure barriers are identified and removed

• “Our Accessibility Plan outlines how we continue to improve access to the curriculum, physical environment, and communication for all students. Available on request.”

“Teach  
them what  
they need  
to know  
for life.”



# The Local Offer



## What is the Local Offer?

The **Local Offer** is a guide to all the services, support, and resources available for children and young people with SEND and their families in Sheffield.

## What It Includes

- Education, health, and social care services
- Information about local support groups and charities
- Guidance on EHCPs, funding, and legal rights
- Activities and opportunities for children and families

## Why It's Important

- Helps families understand **what support is available locally**
- Provides contact details and referral pathways for services
- Empowers families to make informed decisions about support

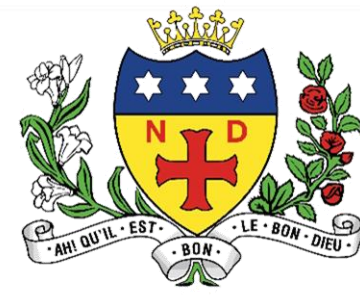
## Where to Find It

You can access Sheffield's Local Offer here:

[Sheffield Local Offer](#)

**“Teach  
them what  
they need  
to know  
for life.”**

# What If You're Worried About Anything?



## We Are Here to Help

If you have any **questions, concerns, or worries** about your child's support:

### **Contact Us**

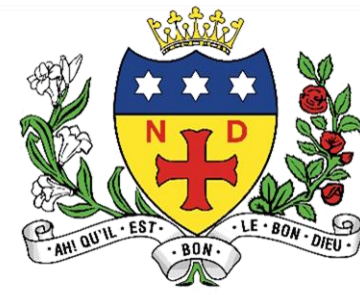
- Speak to your child's **teacher or Head of Year**
- Contact the **SENDCo (Mr Michael Owczarek)** via email or phone
- Arrange a meeting to discuss concerns in more detail

### **Our Approach**

- We aim to resolve concerns **quickly and informally**, working together to find solutions
- Your child's wellbeing and progress are our priority

**“Teach  
them what  
they need  
to know  
for life.”**

# What If You're Worried About Anything?



## ⚠️ **Complaints Procedure**

If you feel your concern has not been resolved:

1. Raise it with the **SENDCo or SEND Inclusion Lead** first
2. If unresolved, contact the **Headteacher**
3. Further concerns can be directed to the **SEND Governor** or through the school's formal Complaints Policy

## 📄 **Complaints Policy**

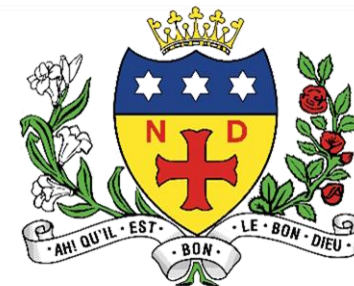
Available on the school website or by request from reception.

## 💖 **Our Commitment**

We want to work in partnership with you to ensure your child is **happy, safe, supported, and thriving** at Notre Dame.

**“Teach  
them what  
they need  
to know  
for life.”**

# Thank You



## ♥ Thank You!

We appreciate you taking the time to:

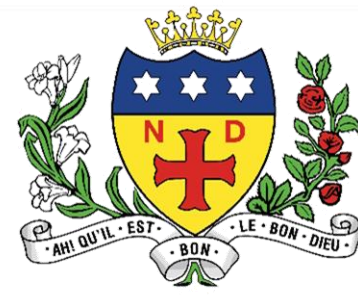
- ✓ Learn more about our SEND provision
- ✓ Share your thoughts and feedback
- ✓ Support us in working together to achieve the best outcomes for your child

## ✨ Our Commitment

At Notre Dame, we are dedicated to:

- **Inclusion and high expectations for every student**
  - **Working in partnership with families**
  - **Ensuring every child feels valued, supported, and ready for life**
- Teach them what they need to know for life."**

# Thank You



## Stay in Touch

If you have any questions or would like to discuss anything further:

•**Email:** [SEND@notredame-high.co.uk](mailto:SEND@notredame-high.co.uk)

•**Phone:** 0114 2302536

 **Together, we can help your child thrive.**



**“Teach  
them what  
they need  
to know  
for life.”**