



Notre Dame High School

Sharing the love and goodness of God with everyone

SEND Information Report

September 2026

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Approved by	Local Academy Committee
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¹ This report is published in accordance with Section 69 of the Children and Families Act 2014 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. It describes how Notre Dame High School identifies, supports and includes students with special educational needs and disabilities (SEND), and is written for parents, carers and students.

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1. Our Legal Duties

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 and ensures a person-centred, outcomes-focused approach to education, health and care.
- SEND Code of Practice 0–25 (2015) – statutory guidance on identifying, assessing and supporting students with SEND. We follow the Graduated Response (Assess, Plan, Do, Review).
- Special Educational Needs and Disability Regulations 2014 – require this report to be published and updated annually.
- Equality Act 2010 – we make reasonable adjustments so that no student is disadvantaged because of disability, and protect students against disability discrimination in all aspects of school life. Our Accessibility Plan 2025–28 sets out how we improve access over time.
- Keeping Children Safe in Education (September 2026) – recognises that children with SEND, medical conditions and young carers can face additional barriers; our SEND and safeguarding teams work closely together.
- Children’s Wellbeing and Schools Act 2026 – strengthens co-operation between schools and the local authority on admissions and children not in school.

National SEND Reform

The Government’s Schools White Paper, Every Child Achieving and Thriving (February 2026), sets out proposals to reform the SEND system, including new National Inclusion Standards, a four-level model of support and digital Individual Support Plans. These proposals are not yet law and no changes to Education, Health and Care Plans are expected before 2029. The duties described in this report continue to apply in full, and we will keep families informed as reforms progress.

2. Who We Are and Our SEND Vision

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.”

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.

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.

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.

3. Our SEND Team

SENCO / Inclusion Leader	Miss C. Bonser – SEND@notredame-high.co.uk – 0114 230 2536
SEND Inclusion Lead	Mrs C. Rauf
Learning Support Assistants	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
SEND Governor	Mr K. Evans
Head Teacher	Mrs D. Cleary

What the Team Does:

- 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.

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

4. SEND at Notre Dame – Data Overview 2026–27

The figures below are taken from the September 2026 school census and our internal tracking. National comparisons use Department for Education state-funded secondary school data.

Students on the SEND register, September 2026

	Y7	Y8	Y9	Y10	Y11	Y12	Y13/14
EHCP	8	6	5	7	8	1	0
SEN Support	33	45	29	23	27	15	6

Comparison with national figures (September 2026 census)

Measure	Notre Dame	National
SEN Support (no EHC plan)	13.96%	13.40%
EHC plan	2.73%	3.10%

Primary area of need

Area of need	Share of SEND register	Interventions running
Communication and Interaction	52.3%	4
Cognition and Learning	12.0%	4
Social, Emotional and Mental Health	32.4%	6
Sensory and/or Physical	3.2%	3

SEND provision by sex

Group	Male	Female
EHCP – Notre Dame	71.4%	28.6%
EHCP – National	70.7%	29.3%
SEND register – Notre Dame	62.6%	37.4%
SEN Support – National	60.4%	39.6%

Attendance 2025–26 (full year)

Group	Attendance
EHCP	85.7%
SEN Support	86.0%
Whole school	93.1%

Year group 2025–26	SEND	Non-SEND	Gap
Year 7	91.3%	96.8%	5.5
Year 8	83.5%	95.3%	11.8

Year group 2025–26	SEND	Non-SEND	Gap
Year 9	88.4%	94.8%	6.4
Year 10	86.5%	94.1%	7.6
Year 11	73.5%	92.0%	18.5

Progress 8 by SEND status – three-year trend

Group	Cohort	Year	English P8	Maths P8	Overall P8
EHCP	3	2022–23	0.03	-0.86	-0.48
SEN Support	10	2022–23	0.76	-0.21	0.19
No SEN	193	2022–23	0.38	0.35	0.47
EHCP	7	2023–24	-0.90	0.07	-0.11
SEN Support	9	2023–24	0.10	-0.14	-0.07
No SEN	197	2023–24	0.45	0.62	0.75
EHCP	3	2024–25	-3.27	-2.74	-1.41
SEN Support	16	2024–25	-1.18	-0.94	-1.07
No SEN	193	2024–25	-0.13	0.00	0.14

Cohort sizes for students with EHCPs are very small, so single-year figures should be read with caution.

What the Data Tells Us

- Consistent SEND numbers across cohorts, broadly in line with national proportions.
- Communication and Interaction is the largest area of need on the register; Social, Emotional and Mental Health needs attract the greatest number of interventions.
- A balanced intervention offer across all four areas of SEND.
- Attendance and attainment gaps persist, particularly in Year 11, and these are priority focus areas for our SEND Development Plan and Ordinarily Available Provision training this year.

5. Types of Need We Support

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

- **Communication and Interaction** – speech, language and communication needs; autism and social communication differences.
- **Cognition and Learning** – dyslexia, dyscalculia and processing difficulties; moderate learning difficulties.
- **Social, Emotional and Mental Health** – anxiety, ADHD, emotional regulation challenges; mental health needs impacting learning.
- **Sensory and/or Physical Needs** – visual and hearing impairments; motor coordination difficulties and other physical needs.

We value and celebrate each student's unique strengths, and support is personalised to meet individual needs and goals.

6. How We Identify SEND

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.

Assessments and Screening

- In-class screening tools including SPARCs (cognitive profiling: memory, processing, comprehension), Dyslexia Gold (reading fluency, visual tracking and spelling) and 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, for example the Strengths and Difficulties Questionnaire.
- Attendance data, behaviour information, wellbeing indicators, transition information and professional reports, to build a holistic understanding of each student.

The Graduated Response (Assess, Plan, Do, Review)

- 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 an EHCP

For students requiring support beyond SEN Support, we gather multi-agency evidence (Educational Psychology, Speech and Language Therapy, Occupational Therapy reports), hold Team Around the Child meetings to agree next steps, and complete EHC Needs Assessment applications with families where needed. Parents may also request an assessment directly from Sheffield City Council.

7. How Students Are Fully Included at Notre Dame

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 such as Aspire in Modern Foreign Languages for tailored learning.

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.

8. Mainstream Classroom Focus

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

- **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.

Our Core 10 Ordinarily Available Strategies

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 and 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

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

9. The role of LSAs and the STEP Programme

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, and coach and mentor. This encourages students to become independent

learners, allows LSAs to target support flexibly and effectively, and prepares students for life beyond school where 1:1 support is rarely available.

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

10. Relational Practice and Support for Emotional and Social Development

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, and understanding each child as an individual with unique experiences. Relationships form the foundation for learning, behaviour and wellbeing.

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.

Emotional Wellbeing, Mental Health and Anti-Bullying

- Pastoral support and trusted adults for every student, with Heads of Year and the Inclusion Team working alongside the SEND team.
- Zones of Regulation, 5-Point Scale and Mighty Minds interventions, and referral to the Mental Health Support Team or CAMHS where needed.
- The Ark is open at lunchtime as a low-sensory, supervised space.
- We recognise that students with SEND can be more vulnerable to bullying. Our Anti-Bullying and Behaviour and Relationships Policies set out how incidents are prevented, reported and addressed; students with SEND are supported to report concerns in ways that work for them, and reasonable adjustments are made to the behaviour system where a student's needs require it.
- Support for students with medical conditions through Individual Healthcare Plans, in line with statutory guidance including the 2026 allergy safety guidance.

11. How We Are Person-Centred?

- **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.

Our approach includes termly reviews involving student and parent voice, personalised outcomes linked to aspirations, and support that builds confidence, skills and independence. When students feel heard and involved, they are more engaged, motivated and able to achieve their potential.

12. Working with Parents and Carers

Parent Voice for Reviews

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, and set meaningful, achievable outcomes. We gather parent voice through termly SEND reviews, annual EHCP reviews, parent questionnaires and surveys, and informal conversations by phone, email or meeting. We use your voice to update student profiles, adjust support and interventions, and work in partnership to help your child achieve their potential.

Parent Feedback

We gather feedback through forms at the end of events, online surveys after coffee mornings and SEND evenings, and informal conversations with the SEND team. We review comments as a team, make changes to future sessions based on your suggestions, and share the key actions taken so you know your voice makes a difference.

SEND Information Evening

Our annual SEND Information Evening provides detailed information about our provision, shares updates on policies, interventions and curriculum adaptations, explains processes such as EHCP reviews, access arrangements and transition planning, and introduces the SEND team. Dates are shared via MCAS, email and newsletters.

How We Keep in Contact

- **MCAS (My Child At School app)** – 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** – full review of support, outcomes and future planning for students with EHCPs.
- **Emails and phone calls** – ongoing contact for questions, concerns or updates.
- **Postcards and positive calls home** – celebrating achievements and progress.

13. Student Voice for Reviews

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, and set goals linked to their aspirations and interests. Student voice is gathered through termly SEND reviews, annual EHCP reviews, student profiles created with their input, and intervention feedback. We use it to adjust support, update outcomes and targets, and empower students to develop self-advocacy and confidence.

14. Reviews and Annual Reviews

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 (Students with EHCPs)

A formal meeting held once a year to review the EHCP in full, assess progress towards outcomes, update support and provision, and plan next steps and future aspirations, including preparation for adulthood. The student, parents or carers, the SENCO and LSAs involved in support, teachers or Heads of Year where relevant, and external professionals if needed all attend. The review is person-centred, meaningful and sets ambitious but achievable goals.

Additional Reviews

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

15. Transition

Joining Notre Dame

- Year 6 SEND transition programme, including visits, activities and meetings.
- Attendance at primary annual reviews to gather detailed information.
- SEND Coffee Morning – connecting with parents and carers, sharing our vision and strategies, and listening to feedback.
- Summer School opportunities for students to meet staff, make friends and get to know the site.

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 is to ensure every student feels safe, prepared and supported at each stage of their educational journey.

16. Outcomes and Preparation for Adulthood

Outcomes are personalised to each student's needs, strengths and aspirations, reviewed termly (or annually for EHCPs) to measure progress and set next steps, and linked to developing skills for learning, independence and social life. Preparation for Adulthood includes:

- **Employment and education** – careers education, advice and guidance from Year 9; visits to colleges, sixth forms and apprenticeships; support with applications and interviews.
- **Independent living** – building organisational, life and self-care skills; promoting independence in learning and daily routines.
- **Community participation** – encouraging involvement in clubs, volunteering and leadership roles; developing confidence to take part in wider community life.
- **Health and wellbeing** – supporting students to manage their physical and mental health; encouraging self-advocacy and understanding of their own needs.

17. The Curriculum

Every student has the right to a broad and balanced curriculum, no matter their ability or additional needs. The GCSE pathway is open to all with appropriate scaffolding and support; lessons are planned through the eyes of students with the greatest barriers; and high expectations are maintained for all students, focusing on scaffolding rather than reducing challenge.

Tailored Pathways

- Aspire Pathway (Modern Foreign Languages) – literacy intervention for students requiring a bespoke approach, also providing additional literacy and personal development intervention.
- 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.

18. How we Evaluate Interventions and Check Progress

Evaluating Interventions

- Entry and exit assessments for each intervention.
- Regular reviews with students to gather their feedback.
- Progress data analysis to measure academic improvements.
- Teacher feedback on changes in learning, engagement and confidence.
- Book checks and learning walks for evidence of strategies being applied in lessons.

We look for skills developed during the intervention, confidence and independence gains, and impact on classroom learning and participation.

Checking Progress

- **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 are visible.
- **Learning walks and drop-ins** – observing lessons to see inclusive strategies in action; checking student engagement and participation.

Combining these approaches helps us build a full picture of each student’s progress, identify any gaps early, and adjust support so every student achieves their potential. The impact of SEND provision is reported termly to senior leaders and governors.

19. Staff Expertise and Training

All staff engage in continuing professional development to ensure they have the knowledge and skills to support every student effectively. SEND CPD focus areas include:

- Understanding different types of SEND.
- Strategies for inclusive teaching – SEND 5-a-Day (Education Endowment Foundation): clear instructions, visual supports, chunking tasks, checking understanding and encouraging student voice.
- Trauma-informed and relational practice (TISUK).
- Effective use of LSAs to support learning and independence (Education Endowment Foundation).
- Low Arousal approaches – Autism Social Communication Education and Training Service (ASCETS).
- LSA training as part of the St Clare Catholic Multi Academy Trust and Learn Sheffield.
- SSAT Formative Assessment Programme.
- From September 2026, the Department for Education-funded whole-staff SEND and inclusion training programme.

The SENCO is a qualified teacher and holds, or is working towards, the National Professional Qualification for SENCOs. Specialist expertise is secured from the external services listed in section 20.

20. Services We Work With

- **Educational Psychology** – assessments and strategies for learning, behaviour and emotional needs.
- **Speech and Language Therapy** – supporting communication, language and social interaction skills.
- **Occupational Therapy and Physiotherapy** – supporting motor skills, coordination and physical access needs.
- **CAMHS and the Mental Health Support Team** – 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.
- **Sheffield City Council SEND Team** – coordinating EHC needs assessments and provision.
- **Family Intervention Service and Sheffield Young Carers** – support for families and young carers.

These services help us gain a full understanding of students’ needs, implement specialist recommendations into school practice, and ensure every child receives the best possible support to thrive.

21. Provision Map Across the Four Areas of SEND

- **Communication and Interaction:** Speech and Language Therapy input; social communication groups (Game Changers, Circle of Friends); Language for Behaviour and Emotions interventions; visual supports, timetables and communication aids.
- **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.
- **Social, Emotional and Mental Health:** 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.
- **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.

22. Admissions

We welcome applications from all students, including those with SEND. Our admissions process is inclusive and supportive, complies with the School Admissions Code (2021) and the Equality Act 2010, and we will not refuse admission to a child whose EHCP names the school, nor to a child with SEN because we feel unable to meet their needs. We support admissions through attendance at Year 6 Annual Reviews, our SEND Transition Programme, close liaison with primary schools and families, and Summer School opportunities.

23. Access Arrangements for Exams

Access arrangements are adjustments for exams and assessments to ensure students with SEND are not disadvantaged and can demonstrate their true abilities. Examples include extra time, a reader or scribe, use of a laptop, rest breaks, and coloured paper or overlays. Arrangements are based on a student's normal way of working in lessons, assessed from Year 9 onwards using standardised tests and teacher evidence, and reviewed and approved in line with Joint Council for Qualifications regulations. Students are trialled with arrangements in class, and parents are informed about the outcomes of assessments and applications. Full details are in our Access Arrangements and Reasonable Adjustments Policy.

24. Equality and Accessibility

We comply with the Equality Act 2010, ensuring no student is discriminated against because of SEND or disability, and treat all students with dignity, respect and fairness, with high expectations for everyone.

- **Physical environment:** ramps and accessible entrances where needed; accessible toilets on site; classroom layouts adapted to meet physical and sensory needs.
- **Curriculum access:** adapted resources (enlarged text, coloured overlays); alternative recording methods (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 2025–28 outlines how we continue to improve access to the curriculum, physical environment and communication for all students. It is published on the school website.

25. The Sheffield Local Offer and Independent Advice

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, including education, health and social care services, local support groups and charities, guidance on EHCPs, funding and legal rights, and activities for children and families. It is available at www.sheffielddirectory.org.uk/localoffer.

Families can also seek free, impartial and confidential advice at any time from Sheffield SEND Information, Advice and Support Service (SENDIAS) – www.sheffieldsendias.org.uk.

26. What If You Are Worried About Anything?

If you have any questions, concerns or worries about your child's support, speak to your child's teacher or Head of Year, contact the SENCO via email or phone, or arrange a meeting to discuss concerns in more detail. We aim to resolve concerns quickly and informally, working together to find solutions.

Complaints Procedure

1. Raise it with the SENCO 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, available on the school website or by request from reception.
4. Independent support is available from SENDIAS, and Sheffield City Council offers mediation. Parents retain the right to appeal to the First-tier Tribunal (Special Educational Needs and Disability) about statutory decisions such as EHC needs assessments.

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

27. Thank you

We appreciate you taking the time to learn more about our SEND provision, share your thoughts and feedback, and support us in working together to achieve the best outcomes for your child. At Notre Dame, we are dedicated to inclusion and high expectations for every student, working in partnership with families, and ensuring every child feels valued, supported and ready for life beyond school.

Email: SEND@notredame-high.co.uk **Phone:** 0114 230 2536

Together, we can help your child thrive.