The Catholic High School, Chester
SEND Information Report, Autumn 2026

The revised **SEN Code of Practice (DfE, January 2015)** states: 'The Governing Bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the Governing Body's or the proprietor's policy for pupils with SEN'.

This report is designed to be easy to access and to provide information for parents/carers and other interested parties on how our school provides for and manages Special Educational Needs and Disabilities as stated in the new Code of Practice.

If you cannot find the information you need, please contact school on 01244 952788 or
Mrs. J Wraige, SENDCo. directly at wraigej@christofidelis.org.uk

The Catholic High has an inclusive philosophy. All teachers are teachers of children with special educational needs or disabilities (SEND) and therefore teaching such children is a whole school responsibility. We aim to provide for all students' additional needs.
The school's Autism Resource Centre caters for a maximum of 15 students. The resource is for students with Statements/Education, Health and Care Plans for Autism Spectrum Condition and places are allocated by the Local Authority.

How does the school identify children with special educational needs?
Our Year 7 Year Leader of Learning, Assistant Headteacher and SENDCo. visit all of our feeder primary schools and gather detailed information on Year 6 students, including all SEND needs.
We liaise with outside support agencies such as the autism team, sensory services, speech and language therapy services, educational psychology services and other external agencies who are also involved in supporting the identification of special educational needs.
We conduct a robust transition planning process with the primary school and with you the parent/carer, which helps us to understand your child and to provide continuity of support between primary and secondary education. We aim for open and transparent communication and consultation with parents/carers and young people, as well as with other professionals throughout your child's time at The Catholic High School.
The school has systems in place to identify individual needs and SEND needs that may arise during the students' time at The Catholic High. Our Staff follow a rigorous assessment, monitoring and review system which helps identify students who may have barriers to learning and provide appropriate support pathways. The system includes a referral process to our Trinity Department, which provides support for all areas of special educational need. We undertake a range of screening and assessments as part of our school provision and have a personalised approach to identification and support.

What are the arrangements for the admission of disabled pupils?
Students are offered support prior to their application, through year 5 and 6 visits and through individual meetings with Mrs Wraige, Mr Cross or transition Teaching Assistants. We adopt a 'person centred planning' approach to supporting students with SEND, taking the views of parents and students as paramount.
Students with an EHCP make their application through the Cheshire West and Chester SEND team. Transfer to Secondary school is discussed during the Annual Review Meeting.

What steps are taken to prevent disabled pupils from being treated less favourably than other pupils?
The school adopts an inclusive policy with the ethos that all students are treated equally. We make reasonable adjustments to support all students with SEND to enable them to fully participate in all aspects of our school community. All young people are encouraged to participate in extra-curricular events and are

supported appropriately. The school's Behaviour Policy also supports students with SEND and we take appropriate steps to support them in all aspects of school.

What facilities are in place to help disabled pupils to access the school?
We receive advice from a range of outside agencies such as Occupational Therapists, Educational Psychologists and Specialist Teachers to ensure that we are providing appropriate facilities and support for students with additional needs. We have a wide range of resources to support students including ramps and handrails to support students with mobility difficulties, three disabled toilets, adapted science equipment to support visually impaired students and access to Trinity, our inclusion base, for students with social, emotional or mental health needs. We currently have one lift in the Emmaus building. Student needs are always discussed on an individual basis.
The School's Accessibility Policy is also available on the school website.

How do we increase the extent to which disabled pupils can participate in the school's curriculum?
We adopt an inclusive policy where all young people are encouraged to attend all subjects to ensure their curriculum is broad and balanced. Students are taught in mixed ability groups in year 7 and then may be set on ability as they progress through school, which also supports this process. Students who require additional support may form part of our structured intervention sessions including literacy support, nurture group and social skills sessions. This will be reviewed regularly to ensure that students are not limited in their curriculum offer for long periods of time unless there is a specific need. Specific needs may be outlined on a student's individual Education, Health and Care Plan, Pupil Passport or Learning Plan. Any student withdrawal is always made in conjunction with parents and students and is regularly monitored to ensure that we are maximising academic and social / emotional progress.

How do we improve the physical environment of the school to enable all pupils to be able to take advantage of the education and benefits, facilities and services provided or offered by the school?
This is outlined in the School's Accessibility Policy

How do we improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled?
We have a range of ICT based resources such as laptops that can be used to support students in school. Following the advice and guidance of specialist support teams we also provide a range of bespoke resources to enable students to access the curriculum such as specialist Deign and Technology equipment. Students benefit from other adjustments such coloured paper or the use of overlays to support students with visual stress. Students with a literacy need are supported within lesson through the use of audio books and differentiated material that enables them full access to the curriculum. We provide link books to specific students or regular parental emails to support students with social-communication needs, to develop their organisation and also to promote home-school relationships. The Trinity team communicate regularly with parents to ensure that students have the information that they need in a format that best suits their needs.

How will you be able to raise any concerns you may have and who should you contact in the first instance?
Parent/carer concerns can be discussed through contact with your child's Form Tutor in the first instance, then the Year Group Leader or Mrs. J Wraige, SENDCo.

How will the school staff support your child?
The Catholic High School follows a whole school approach to SEND where all teachers are responsible and accountable for the progress and development of pupils in the class, including where pupils access support from Teaching Assistants or other specialist staff (Code of Practice 6.36)
The support offered to your child will be tailored to their individual needs. The subject teachers will offer quality teaching and differentiation. Where a pupil is identified as having SEND, the school takes action to

remove barriers to learning and put effective special educational provision in place. This takes the form of a four-part 'Assess, Plan, Do, Review' cycle and is reviewed termly. Some children are identified as requiring intervention but not necessarily as having specific SEND. These children are monitored in school and interventions are recorded and reviewed termly.

Information about your child will be shared with staff through Pupil Passports, Learning Plans, and Provisions through 'Provision Mapper'. This includes information about individual support strategies, reading and spelling aptitude, exam access arrangements and any associated professional advice.

The Learning Support Department provides a range of support, primarily delivered by Teaching Assistants. Their main aim is to promote independent learning and their roles include:

- Working within departments to provide classroom-based support to students. Pre and post teaching is tailored to specific students who require additional support and catch-up sessions are arranged to support students who have missed significant periods of school. TAs also support literacy-based interventions across departments, working in conjunction with the HLTA for literacy in school.
- Support within our pastoral system. Pastoral TAs are attached to specific year groups, offering a link between students, their Form Tutor and home.
- Providing homework and organisation support to enable students to become more independent learners as they progress through school.
- Providing specialist support sessions to develop social skills and emotional support.

Mr. N Cross is the teacher in charge of our Autism Resource Centre. He works with TAs and staff to ensure that the needs of the students in the Base are met. We aim for full curriculum access and we work closely with parents/carers, staff and support agencies, to ensure the students achieve and are included in all elements of school life. Mr. Cross works closely with our Speech and Language Therapist and the Autism Support Team. Mr. Cross can be contacted directly at crossn@christofidelis.org.uk

The Trinity Department work closely with curriculum leaders and our school pastoral team. We offer academic and pastoral support for students with identified needs. The Trinity team meet once a week to discuss referrals and agree actions. A wide range of interventions are put in place for students including sessions on social skills, motivation and developing self-esteem. Our young people with SEND may also be supported by a range of professional services, including:

- Educational Psychology Service
- Special Education Support Service
- School Health/ Community Paediatricians
- Education Welfare Service
- CAMHs
- Speech and Language Therapy Service
- Sensory Support Service
- Occupational Therapy Service
- Autism Support Team

How is the curriculum matched to your child's needs?
The curriculum is accessible to all students, including those with SEND. Differentiation is built into The Catholic High School's provision for all students. This includes pre and post teaching, modelling, the use of task planners, visuals and other scaffolding strategies. Interventions for students with SEND are determined by their individual needs and are impact assessed.

How will both the school and yourself know how your child is doing and how will we help you to support your child's learning?
You will have tracking reports sent home and regular end of unit assessments are used to track pupil progress. Individual teachers and TAs will contact you if there are issues within curriculum subjects. Some students with SEND have a link book which enables daily contact between you and the TA. Alternatively, an email communication may be set up. If your child receives literacy intervention, you will receive a termly report outlining their progress. This will also highlight any support strategies that you can complete at home to provide a streamlined home-school intervention package for your child.

How will we measure the progress of your child in school?
Your child will be given targets based on evidence on intake and earlier progress. Our reporting to you will, in part, be based on these targets. We will also attempt to make sure your child is happy and settled at school and recognise that this is more likely to happen through regular contact with home and when key staff are accessible to you.

What support will we give you as a parent of a child with Special Educational Needs?
We aim to begin to make informal links with parents/carers at the Year 6 transition phase and build on this throughout your child's time at The Catholic High School. TAs develop close links with parents and Mrs. Wraige and Mr. Cross are also accessible to discuss any issues. We work closely with external agencies and try to ensure access to the right support agency for parents/carers.

What support there will be for your child's overall well-being?
Support is available throughout the day. Vulnerable students have support options in unstructured times. We monitor how children are progressing emotionally, socially and academically and the Trinity team follow a range of programmes to support this process. Staff always work flexibly to meet the changing needs of students and are open to new ideas. A range of extra-curricular activities are available and all young people are encouraged to take part. This is a fundamental part of The Catholic High School.

What training occurs for staff supporting children and young people with SEND?
All staff have a wide range of expertise relating to their specialist areas, including on-going academic qualifications, professional training and development. Students with SEND are discussed at department meetings and Mrs. Wraige and Mr. Cross also deliver information sessions to new staff and offer specific training for departments. All staff have access to a range of resources to support students with SEND which are detailed on curriculum plans and within the National College. Staff utilise a range of strategies to support students with SEND including those outlined within the 5-a day principle, the 'adaptive teaching strategies' document and the 'Whole School Guide to SEND'. Support strategies are included on Pupil Passports and Individual Learning Plans on Provision Mapper. All staff receive bi-annual SEND training INSET to enable ongoing professional development in SEND provision, in addition to regular updates during staff briefings.

How will your child be included in activities outside the classroom, including school trips?
As an inclusive school, we aim to ensure that all activities are accessible to all our students and reasonable adjustments are put in place where necessary. The views of the young person and the parent/carer are taken into account if a risk assessment is needed.

How accessible is the school environment?
The school has facility for supporting personal care and medical needs. There is one corridor on the first floor of the school which is accessible only via the stairs. We make provision for lessons to be on the ground floor should a student have mobility issues. We receive support from external agencies to support

individual students to ensure reasonable adjustments are put in place for students for example installing handrails and ramps.

How will the school prepare and support your child to join the school, transfer to a new school or onto the next stage of education and life?

We aim to build an open communication with you as parents/ carers and your child during the Year 6 Transition and to foster strong links throughout your child's time at The Catholic High School.

The young person and their parent / carer's views are central to planning and are part of the annual review process and during transition, at any stage. We involve careers services such as 'Changing Education' to support decision making and offer specialist advice in preparation for GCSE studies and in post-16 provision. We assess students for exam access arrangements to ensure the correct additional arrangements are in place for their external examinations. Students with SEND are supported with accessing Unifrog, career options and with 6th form / college applications or apprenticeship schemes.

What type of interventions, equipment and resources might the school provide for students with additional needs?

We provide a range of support strategies for identified pupils. These include

- In class support
- Small group interventions
- Nurture group sessions
- Personalised timetables
- Emotionally Available Adults
- Social skills and life skills
- Speech and language interventions
- Access to Trinity during unstructured times

*A full range of support can be found on our Trinity Referral and Support Pathways document on the school's website.

How are decisions made about what type of support and how much support your child/young person will receive?

This is based on the young person's individual needs as supported by information from the Local Authority and the professionals involved, information from primary school, our own assessments and the views of the young person and their parents or carers.

How do we consult with children and young people in school?

We try to put students at the centre of their learning and development. The SENDCo and team of pastoral staff work closely with young people to identify the support needed to meet agreed outcomes. Pupil voice is also collected through school council meetings, annual review meetings and more informal sessions. Pupils with SEND are also supported to complete student questionnaires, which are used to inform future planning.

How will we consult with parents and carers of children and young people with SEND?

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process. This is done through a variety of methods including:

- Parents / carers evenings
- Use of Firefly to communicate students' attitude to learning and behaviour in lessons
- Use of School Post to communicate school-based interventions and support plans
- Provision Mapper communications

- Feedback on Learning Plans and Pupil Passports
- Regular meetings, e-mails and telephone communication with link Teaching Assistants and / or the SENDCo. / Lead Teacher of the Autism Provision
- Annual review meetings for students with additional funding, IDP's and EHCP's
- Questionnaires

Who are the staff who may provide support to students with additional needs?

Name	Role	Specialism / main responsibilities
Mrs J. Bakir	Teaching Assistant	Creative Arts Subject TA Hearing / Visual Support Lead
Mrs C. Berry	Teaching Assistant	Pastoral TA: Year 10 Mental Health Support Lead
Mrs C. Burnett	Teaching Assistant	Curriculum TA: History Behaviour Support Lead
Mrs L. Buckley	Teaching Assistant	Curriculum TA: Maths Maths Lead: KS3
Mrs M. Cook	Teaching Assistant	Year 8 Pastoral TA SELP Lead
Mrs A. Cox	Teaching Assistant	Pastoral TA Young Carers Lead, ELSA Lead, Nurture Group Lead
Mr N. Cross	Teacher in charge of the Autism Resource Provision	Autism Resource Centre Lead Teacher
Mrs F. Davies	HLTA: EAL	EAL Co-ordinator
Mrs G. Eaton	Teaching Assistant	Pastoral TA: Year 9 Handwriting Lead
Mis S. Fowles	Teaching Assistant	Pastoral TA: Year 8 Literacy Lead, Social Skills Lead
Miss M. Jones	Teaching Assistant	Curriculum TA: Science
Mrs N. Jones	Teaching Assistant	Pastoral TA: Year 7 Literacy Lead, Speech and Language Lead
Miss A. O'Donnell	HLTA: Literacy Intervention	Literacy Co-ordinator
Mr S. Murray	Teaching Assistant	Curriculum TA: English Literacy Lead
Miss S. Palmen	Teaching Assistant	Pastoral TA Trauma Informed Lead, ELSA Lead, Nurture Group Lead
Mrs Partridge	Teaching Assistant	Curriculum TA: Year 11 Handwriting Lead
Miss Patino-Pan	Teaching Assistant	Curriculum TA: RE Curriculum TA: MFL
Miss Prince	Teaching Assistant	Pastoral TA: Year 7
Mr M. Twist	Teaching Assistant	Curriculum TA: Geography Curriculum TA: English Literacy Lead TA
Mrs J. Wraige	SENDCo.	Coordinating SEND Provision

Who is available to contact for further information?

Mrs. J. Wraige: Head of Learning Support/SENDCo. wraigej@christofidelis.org.uk

Mr. N. Cross: Teacher in charge of Autism Resource Provision crossn@christofidelis.org.uk