



HAGLEY CATHOLIC HIGH SCHOOL

SEMPER FIDELIS

Special Educational Needs and Disabilities
(SEND) Information Report 25/26



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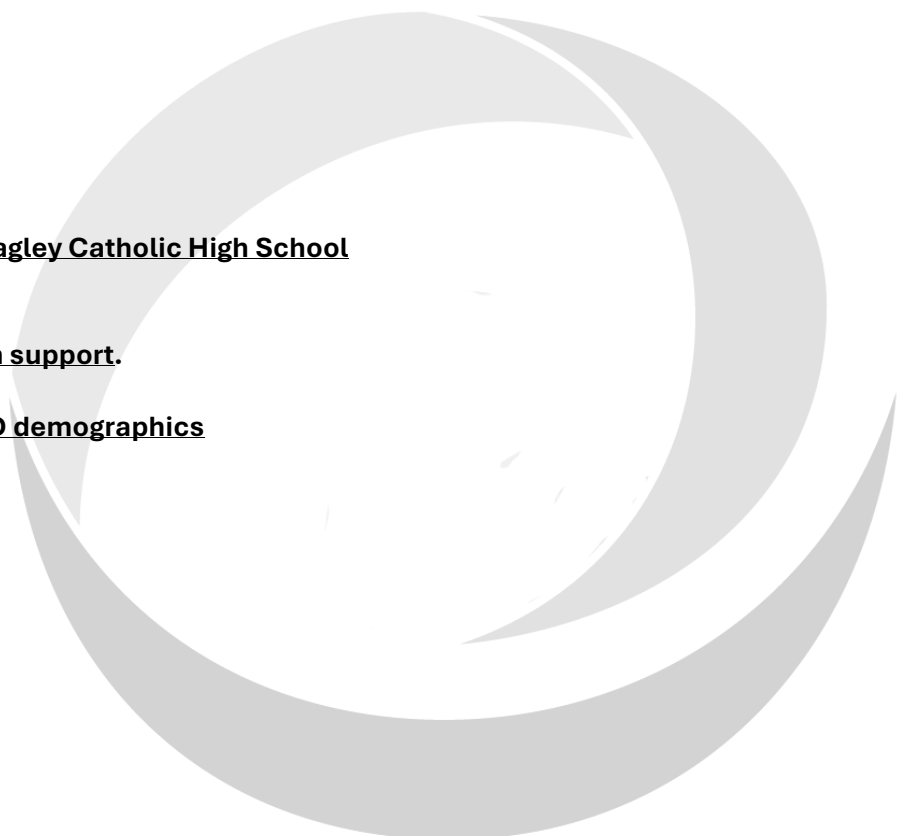
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A Message from the SENDCo:

Thank you for your interest in Hagley Catholic High School. I have been the school SENDCo since September 2024 and alongside my role as the DSL (Designated Safeguarding Lead), DT (Designated Teacher for Looked After Children) and Assistant Principal, I am proud to take a lead role in promoting our Inclusion agenda.

I have seen first-hand the immense challenges faced by students and families in being seen and heard. We will always make our best endeavours to listen with empathy, advise with transparency and be relentless in our pursuit of advocacy and results.

Ms Hackett
nhackett@emmausmac.com

Our school's approach to supporting students with SEND

All students have a right to an education that enables them to realise their potential. Some students with additional needs may need support to identify and mitigate the barriers that prevent them from accessing a broad and balanced educational experience. We can help with this.

Hagley Catholic High School is an inclusive mainstream academy high school. We welcome students with a range of special educational needs and disabilities (SEND). The Learning Support Department works alongside all obligations and guidance as outlined in the 2014 SEND Code of Practice. Fundamental to this is that ALL teachers are teachers of SEND. This means we continually adapt and refine our practice to ensure we facilitate impactful learning opportunities.

We also recognise that some students, including those with EHCPs, may require targeted/specialist interventions and support which can be accessed through the Learning Support team or external agencies.

We have developed this Information Report in accordance with the SEND Regulations 2014, Reg. 51 & Schedule 1 and SEND Code of Practice 2015 (6.79–6.83) SEND code of practice: 0 to 25 years - GOV.UK. This Report will be updated at least annually, or when there are any significant changes to provision or personnel.

Key Contacts

- ✓ School Principal: Mr J Hodgson – jhodgson@emmausmac.com
- ✓ Assistant Principal for Inclusion/DSL/SENDCo/DT: Ms N Hackett – nhackett@emmausmac.com
- ✓ Assistant SENDCo: Mrs R Hodgson – rhodgson@emmausmac.com
- ✓ Inclusion and Safeguarding Officer: Ms M Cleland – mcleland@emmausmac.com
- ✓ Learning Support Assistants: Mrs C Barnham; Mrs E Handel; Mrs K Whitehouse; Mrs J Doyle; Mrs S Sunderland; Ms A Basford.
- ✓ Governor for SEND: Mr Geoff Taylor Smith: gtaylorsmith@emmausmac.com

Summary of Developments

- ✓ In March 2025 we experienced a very positive Ofsted inspection where they identified that students with additional needs were well supported and the direction of travel was inclusive.
- ✓ All students on the SEND register have a Pupil Passport. This is a one-page document specifically for teachers to refer to when planning and delivering their lessons. It outlines the students need and how they must adapt their teaching to ensure the student can access learning. These passports are co-created with students and monitored to ensure needs are being met.
- ✓ We have developed our screening provision which means we can now identify issues with memory and processing and can translate this data into practical adaptations in the classroom.
- ✓ All teaching staff have received training on adaptive teaching which will help them make necessary adjustments for pupils with additional needs.
- ✓ Our teaching and learning model has adaptation at its core, ensuring that all teachers are teachers of SEND. We live our ethos of inclusion by teaching to the top and scaffolding to ensure that students of all abilities can access the same learning opportunities
- ✓ We have committed to a whole school CPD programme on formative assessment, which is about continuous assessment to identify gaps and adapt teaching accordingly.
- ✓ We are developing our parental involvement (parents leading CPD sessions and contributing to the development of relevant documentation)
- ✓ We have contract with the Complex Communication Needs team (Worcs Country Council) and are using these hours to support EHCP applications and quality assure the work we are doing with student already diagnosed with autism.
- ✓ We successfully recruited a Learning Support Assistant who is a specialist in autism and is developing a mentoring programme for students with autism who need extra support.
- ✓ We are developing our use of assistive technology and aim for all students with dyslexia to have the option of using a reading pen in all lessons and examinations.
- ✓ We have created a clear entry and exit criteria for the SEND register and quality assure this termly.
- ✓ We have invested in Lexia, a sophisticated, adaptive literacy intervention that focuses on word study, grammar and comprehension and follows the simple view of reading. Students can work at their own pace, at school and home and are remotely monitored and supported.
- ✓ We have reevaluated the use of the Hub, with a clear rationale and Hub Pass contract for parents, staff and families to ensure absolute clarity around access and usage.
- ✓ All staff receive regular updates about students and bite sized CPD through a new SEND Bulletin, written by the SENDCo.
- ✓ We have introduced several new evidence-based interventions (see below).

What types of SEND do we support?

We provide support across all Areas of Need as highlighted in Appendix 1 below.

School staff and SEND support:

Class / subject teachers

- ✓ All teachers receive regular SEND CPD / training both in-house and from external providers and are supported by the SENDCO to meet the needs of SEND students.
- ✓ Adaptive teaching has been part of our School Improvement Plan
- ✓ All Heads of Department have received training on access arrangements and their integral role in identifying students for access arrangements including 25% extra time

- ✓ An online system has been created for teachers to refer students who cannot complete assessments in the same time as their peers, thereby complying with the stringent conditions of the regulatory body (JCQ).
- ✓ Learning walks, book looks and the appraisal system are used to ensure the quality of teaching meets the needs of SEND learners.
- ✓ Staff regularly act as trusted adults for SEND students and will liaise with stakeholders including the NHS, CAMHS, social workers and other professionals to ensure that accurate information is shared by adults who know the students best.
- ✓ Staff liaise with Learning Support Assistants who are tasked with delivering interventions to ensure that gaps are identified and needs are met effectively.
- ✓ Staff have received training on vocabulary development and how to link reading ages to class based texts to support adaptation and accessibility.

CPD

Continual professional development around SEND is part of our CPD offer. Whole school sessions are delivered annually and opportunities for students focused meetings occur regularly. The purpose of these meetings is to work collaboratively across the curriculum and share best practice around pedagogy and engagement for students with specific needs. Staff also have access to a full range of SEND training opportunities through the National College. To reflect the value we place in parental involvement, we arranged a CPD session in the Spring term of 2025 which was led by parents of students with autism.

Learning Support Assistants (LSAs)

All LSAs receive regular training and CPD along with all teaching staff and are deployed according to need, offering both in class and 121 or small group interventions.

Examples of interventions we can offer includes:

- ✓ **Talkabout for Teens** – an evidenced-based intervention for developing Social Skills for Teenagers
- ✓ **Lego Based Play** – an evidence-based intervention using the therapeutic benefits of play to explore feelings and emotions
- ✓ **Fizzy Hands** – an intervention to support students with manual dexterity and malleability.
- ✓ **Maths Entry Level support** – support with preparing targeted small group of Yr11 students for additional accredited Maths course
- ✓ **Preparation for Adulthood** – a scheme of learning based around key areas to help prepare students for adult life, including personal safety, mental health and careers.
- ✓ **ASD Mentoring** – one of our LSAs has been trained alongside CCN Team (Complex Communication Needs Team) to mentor students with ASD
- ✓ Additional, targeted, small group academic interventions for Core subjects with student with SEND, especially those with an EHC Plan where this has been identified as a necessary provision in Section F.
- ✓ **Draw and Talk** – an evidence based intervention to support with social and emotional health. [Drawing and Talking - Home page](#)

The SEND Register

Students with additional needs are on our SEND register. The SENDCo can add and remove students from this at any time throughout the year. The register is a fluid document and there must be clear evidence that without 'reasonable adjustments' and provision that is 'additional to or different from', the student cannot access learning.

Where there is adequate evidence a student may have additional needs, the student may be placed on the Send Register in the 'Monitoring' category whilst new adjustments/interventions are trialed in accordance with the Assess-Plan-Do-Review model

SEND needs are clearly pinned to the top of individual student profiles and every student on the register will have a Pupil Passport.

Pupil Passports

We use Provision Map software to collate information about student need. From this, we generate a Pupil Passport which is a one page document outlining student need and the corresponding strategies staff must follow to enable the student to access learning. We aim to co-create the Passports with parents and students. They can be adapted at any time throughout the school year to reflect changing needs.

External agencies

Various external agencies across our several Local Authorities are used in our support of pupils with SEND:

- ✓ Up until August 2025, we received bimonthly support from Educational Psychology for Everyone, a local company providing expertise to support EHCP applications and monitor/quality assure progress for students with existing needs. From November 2025, we will move to a new provider, with more focus on reports to support the EHCP process.
- ✓ Specialist Teachers from the Hearing and Visually Impaired Teams support specific students and teaching staff regularly.
- ✓ Worcestershire Speech and Language team.
- ✓ In April 2025 we procured a Service Level Agreement (a package of hours) with the CCN team (Complex Communication Needs) to support with EHCP applications and students with autism, or suspected autism.
- ✓ We work with Cherry Tree Medical Education facility and Worcestershire Met.
- ✓ School Nursing Service
- ✓ Children's Services and Social Care
- ✓ Child and adolescent mental health services - CAMHS
- ✓ Specialist teacher assessment for access arrangements – we have moved from the local authority service and procured a private practitioner who better meets the needs of our students.
- ✓ Integrated services for Looked After Children & Virtual Schools

Parents and carers are informed of any such involvement and may be invited to meet with the specialist teacher(s) or other professionals.

Identifying and assessing pupils with SEND

Primary Liaison and transition:

During 6 Hagley's SENDCO begins specific liaison with primary SENDCOs and parents and carers of children with SEND. Where there is an EHCP, the SENDCO will aim to attend the final year 6 annual review to ensure that the nuances of secondary school are reflected in Section F. Our contribution at

this stage enables parents/carers to understand how life at secondary school differs from primary and the provision we can offer.

Literacy

At the start of each academic year, students complete NGRT reading assessments which we use in addition to their SAS scores from year 6. Any student with a score of 85 and below, whether that have identified SEND needs or not, will receive further screening to identify their specific weaknesses in literacy. We can then provide literacy support through our online platform Lexia, or Toe by Toe. Confidence in literacy is also supplemented by our Peer Reading scheme where students in the sixth form support individual students with their reading.

SENDCo Monitoring:

Teaching staff welcome the observations of the SENDCo in classes to monitor any possible concerns alongside the whole school, termly academic monitoring and data drops. Any students who are being monitored by the SENDCo are added to the Additional Learning Support Register at 'Monitor' and this is also added to their profile for teaching staff to be aware. Please note Mrs Hodgson is our new Assistant SENDCo (Sep 25) and may deputise for the SENDCo in meetings, or be your main point of contact.

SEND Referrals:

Any teaching staff who may have concerns about a possible Special Education Need related to Cognition and Learning will submit an electronic SEND Referral, which is easily accessible on our landing page.

This forms an important part of the 'Assess Plan Do Review' cycle. Referrals are then triaged by the SEND team via lesson observations, student and parent meetings, feedback from other teaching staff and academic monitoring. Actions and any necessary interventions are then agreed, disseminated and monitored. Students may then be added to the SEND register.

Access Arrangements Referrals & Windows:

Any teaching staff who may have concerns about whether a student may require a reasonable adjustment in examinations such as extra time, a Reader, Scribe, use of PC etc... complete a referral to the SEND team.

Access Arrangements windows are also built into the School Calendar at the end of year 9 and reflect the latest guidance by the JCQ who regulate examination adjustments.

Department Meetings:

All departments meet regularly throughout the school year and will use this opportunity to discuss students of concern with their line manager, who will then liaise with the SENDCo. The Senior Leadership Team also line manage departments and issues/concerns will also be discussed with them.

Student and Parents / Carers Identification:

Any concerns about a possible unidentified educational need or barrier to learning are highly valued. Families, parents and carers are encouraged to raise this by contacting the SENDCO to discuss the next steps. We regularly work with external agencies in support of diagnosis and will always refer families to the Right to Choose Pathway, which can speed up the process. Right to Choose - ADHD UK. This website holds an up-to-date list of the private companies who are working alongside the NHS to diagnose Autism and ADHD. If medication were ever a possibility following diagnosis, please be mindful that in order to access medication through the NHS, you may need to request shared care from your GP (some do not honor this).

Screening and assessment:

We do have some in-house screening tools to help identify student needs more accurately. We have two online programmes that look specifically at working memory and processing speed. This level of screening can be carried out by the SENDCo and provides invaluable information that can lead to further assessment by a qualified practitioner, such as our access arrangement tester or Educational Psychologist. We also regularly work with the following external agencies across the four main authorities we work with:

- ✓ Complex Communication Needs Team
- ✓ Referrals for ASD or Autism including the Right to Choose.
- ✓ Community Pediatrics ADHD Referral Pathway
- ✓ Learning Support Outreach Team
- ✓ Educational Psychology
- ✓ Visual / Hearing Impaired Specialist Team

Involving key stakeholders**Consulting with Students and Families:**

We take every opportunity to include SEND students in all meetings regarding their education and welfare (where feasible and appropriate). We take their views into consideration and always take time to support them emotionally, practically and educationally.

We believe fully in collaborative communication with all parents and carers of students with SEND. All parents / carers of any pupil included on our SEND register are notified of their inclusion and signposted to this SEND Information Report. Similarly, any students' parents / carers invited to any of our small group or 1-1 interventions are informed. Parents / carers of any students who are removed from the SEND Register are also notified. If a referral has been made within school to Learning Support, views are also sought from parents / carers to provide a historical and holistic portrait of the child.

Annual Review meetings are held with parents / carers for students with an Education, Health, Care Plan. Parents / carers and students are invited to contribute their views and ideas. Materials for additional support to be given at home are given where applicable.

Alongside the whole school assessment reporting process, the Learning Support Department offer opportunities for regular communication with parents to discuss progress against targets and comply with guidance in the SEND Code of Practice.

Parents / carers of students with SEND are welcomed to communicate regularly with the Learning Support Team and additional review meetings are held as needs arise, often in collaboration with other school staff such as Head of Year or Form Tutor.

Learning Support Assistants leading interventions will communicate directly with families, informing them of progress and achievements.

Teaching approach and progressing toward outcomes

All pupils are provided with high quality teaching based upon Rosenshine's Principles of Instruction. Many elements of this model have been found to be particularly effective for students with SEND

(although we recognise all students have individuals and specific needs) These are including but not limited to:

- ✓ Ensuring a calm learning environment
- ✓ Do now tasks – retrieval of knowledge
- ✓ Teaching new material in small steps
- ✓ Teacher modelling and scaffolding
- ✓ Support with knowledge organisation: review, recap and building upon prior learning.
- ✓ Pupils with a disability are provided with reasonable adjustments (such as auxiliary aids and services) to help overcome / support any need / disadvantage to ensure inclusive access to the curriculum.

Evaluating Effectiveness

SEND is an integral part of our School Development Plan: primarily the identification of need and the quality of adaptation for specific pupils in the classroom.

SEND outcomes and practices form part of the Principal's report, which is regularly scrutinised by the Academy Committee. All interventions are measured with either formative or summative assessment at the outset and to measure its impact. The quality of classroom teaching provided to pupils with SEND is monitored through several processes, such as:

- ✓ Classroom observation by SEND or leadership team, the SENDCO, external verifiers.
- ✓ Ongoing assessment of progress of pupils with SEND using whole school Academic monitoring.
- ✓ Pupil and parent feedback on the quality and effectiveness of interventions provided.
- ✓ Attendance and behaviour records.

Action relating to SEND support will follow an 'Assess, Plan, Do and Review' model as outlined in the Code of Practice (COP):

Assess: Indicators of potential additional needs include: referral from teachers about academic underachievement (despite support); low or erratic attendance; significant behavioural issues despite support and safeguarding referrals around mental health. We will use all available data to produce a picture of the need.

Plan: From the information gathered, a cycle (normally a half term) of intervention and support will be agreed by all parties.

Do: the agreed interventions/adaptations/support will run for a cycle.

Review: Progress towards these outcomes will be tracked and reviewed post intervention cycle with the parents/carers and the student. The next steps will be agreed. This could include further cycles of the same or different interventions/adaptations.



Whilst we make our best endeavours to adhere to agreed timescales, progression is ultimately led by the student and will be responsive to their needs.

Transition

KS2-3 Transition: During the Autumn and Spring term of Year 6, Hagley staff will visit students who are in schools that are part of the EMMAUS, or a named Feeder School, for an induction session. Student who do not attend any of these are all invited to an additional Induction session during the summer term.

Additionally, in the summer term, all students who have been offered a place, will be invited to an Intake Day and Evening. At the Intake Evening the SENDCO is available to liaise with any parents of student with additional needs.

To further enable us to identify student who may benefit from additional support all Year 7 students are tested upon entry to give us an up-to-date reading age. This is then monitored alongside all Key Stage 2 data from primary schools and enable us to have a clearer view of ongoing and new support needs.

For students with additional needs, transitions of all kinds can be especially challenging. In recognition of this, we have developed an extended transition programme for students, parents and carers. This includes:

- ✓ Additional transition visits that can be tailored to individual need. (1-1, in small groups from primary school, small groups with student from other primary schools). These can be tailored to individual need and have made a huge impact this year.
- ✓ Buddy system with Year 7 and 8 pupils where appropriate (Transition Ambassadors)
- ✓ The SENDCO, will endeavour to attend the Annual Review meeting of any child with an Education, Health, Care Plan in Year 6 and where applicable in Year 5. This is vital in supporting parents to understand the differences in provision between primary and secondary.
- ✓ Parents / carers of students with SEND are invited to attend our annual Open Day in October. Many of which begin this as early as Year 4 and for some pupils a more personalised transition programme is put in place.

KS3-4 Transition: In year 9, all students choose their Pathways for Key Stage 4 (year 10 and 11 study) A high level of guidance for all families and students helps to ensure that they make appropriate choices in relation to their ability, interests and future plans. Where appropriate, students with additional needs may receive additional information and about appropriate future opportunities and additional careers interviews as required.

KS-5 Transition: All students must now remain in education, employment or training until the age of 18. Hagley has an onsite sixth form and the recruitment process is fully inclusive of students with SEND. The following link to our school website provides further details about our sixth form curriculum, entry requirements and our prospectus: [Hagley Catholic High School - Our Sixth Form](#)

Additional, advice and guidance is given to students with SEND as follows:

- ✓ Where a student has an EHCP, all Annual Reviews from Year 9 onwards will include a focus on post-16 destinations and options.
- ✓ Collaborative work with outside agencies where necessary for a 'Moving Forward' Plan.

- ✓ Accompanied / transitional visits where necessary to help in the consideration of options. This includes taking students to national careers events.
- ✓ A number of opportunities for students and parents to meet staff in the next provision are facilitated. These opportunities are personalised to each pupil with SEND.
- ✓ Records / supporting documents forwarded to individual destinations and providers.
- ✓ Students remaining at sixth form will have protected, weekly, direct access to the SENDCo

Adaptations to the learning environment

The school has many different buildings on several different levels. Consideration has been taken for students with mobility issues and includes:

- ✓ Two lifts with wheelchair access, disabled toilets and shower facilities.
- ✓ Stairs have been highlighted in visible paint to aid any Visually Impaired student(s).
- ✓ Disabled parking bays are clearly visible and located near to the main school entrance, which itself has disabled access.
- ✓ There is a Hearing Loop available in the theatre and staff are regularly given CPD for students with a Hearing Impairment.

We work with outside agencies to help support students with any physical / mobility issue(s). For some students we ensure that their lessons are timetabled in downstairs classrooms and where this is not possible alternative arrangements are put in place to allow students full access to their curriculum. Any students who are temporarily unable to access fully the school site (e.g they are on crutches) are catered for with risk assessments undertaken and measures put in place for any lessons that are not easily accessible.

Other agencies such as the Visually Impaired and Hearing-Impaired Teams, also regularly inspect the school site and provide advice as and when necessary.

Further information is available in our Accessibility Policy (please see our website for further information)

Diagnostic testing and Access Arrangements for exams

For some students with SEND it is recognised that for exams they will require adjustments to ensure they can access examinations without being disadvantaged compared to their peers. These include but are not limited to:

- ✓ Extra time (25%)
- ✓ Live Reader
- ✓ Computer Reader
- ✓ Scribe
- ✓ Prompt
- ✓ Use of PC (with / without spellcheck engaged)
- ✓ Rest breaks
- ✓ Separate Venue
- ✓ Transcribe



**Joint Council for
Qualifications** CIC

All schools are subject to the JCQ regulations which change annually; they will also inspect the school without notice which is why it is important we follow their processes. [JCQ-AARA-2025_FINAL.pdf](#)

Some adjustments (see above) can be applied by the centre without formal application. However, there are adjustments that require testing by a specialist teacher, at an additional cost to the school.

Exam adjustments are not automatically given to students with additional needs; we need to be sure the adjustment will help. For example, not all students would benefit from extra time (an adjustment that needs to be tested for by a specialist teacher). In some cases, extra time can increase anxiety. The JCQ stipulate that for all students there must be:

- ✓ Evidence the adjustment is a 'normal way of working'
- ✓ Evidence that the adjustment is being used (exam scripts/evidence from invigilators etc)
- ✓ Removed if it is not being used (as evidenced by reports from the exam team)

All Learning Support Assistants are trained to assist with students in Key Stage 3 and for others in their day-to-day curriculum. We also employ outside invigilators who are fully trained to facilitate students' access arrangements for all external assessments.

Supporting Emotional and Social development

At Hagley we recognise the extra need for supporting the emotional and social development of students with SEND. We have a dedicated Inclusion and Safeguarding Officer who facilitates a range of bespoke intervention programmes and the SENDCO & /or Assistant Principal responsible for Inclusion, have a pivotal role in the pastoral leadership team; keeping SEND wellbeing high on the agenda. Our Character and Culture programme also explores many pertinent issues and there is regular communication with pupils around mental health and the available support.

Safeguarding our SEND students

As a school, we recognise that SEND students may be more vulnerable to safeguarding threats and extra vigilance is required from staff in key roles, including the Attendance team, Heads of Year and Behaviour Lead. Adaptations that reflect our commitment to this include:

- ✓ The Assistant Principal for Inclusion is the Designated Safeguarding Lead and SENDCO (Sep 24) thereby having an overview of the cohort.
- ✓ We use an electronic monitoring system (Safeguard Analytics) which already flags SEND students, allowing us to tailor our approach to SEND students as necessary.
- ✓ Any potential sanctioning for SEND students involved in behaviour incidents are flagged to the SENDCO for advice and guidance. No decisions are made around sanctioning without full consideration of need. This does not mean that students with SEND are exempt from sanctions but that there may be reasonable adjustments made that account for additional vulnerabilities.
- ✓ Staff are trained to understand the additional vulnerabilities faced by students with additional needs.

Looked After Children and SEND

We recognise and understand that Looked After Children (LAC) and Previously Looked After Children (PLAC) students with SEND can be at increased risk of vulnerability. Our Designated Teacher for Looked After Children (DT) is also the SENDCO/Assistant Principal for Inclusion (Ms N Hackett) who works with the Virtual Schools and attends termly PEP meetings to ensure that provision is appropriate and tailored.

Enrichment

The school has a variety of lunch time clubs and sporting activities. We strive to ensure that all students with SEND are aware of the offer, signposted, supported to attend and reasonable adjustments are made to accommodate them. We have a student notice board in the Hub and will encourage and support attendance at enrichment activities.

Handling complaints

The school has a comprehensive complaints policy and procedure which is published on our website and is fully accessible to all parents. Where there are complaints about the SEND provision, the SENDCO and relevant SLT will support with the management of the complaint. Where learning points arise, staff are communicated with and relevant reparative training is provided.

Your Local Authority 'Local Offer'

There is a range of support, advice and guidance related to SEND provision from your local authority.

For details on the local offer from all the authorities we work with, please see below:

- ✓ **Worcestershire:** www.worcestershire.gov.uk/thelocaloffer
- ✓ **Sandwell:** www.sandwell.gov.uk/SEND
www.sandwellSENDiass.co.uk
- ✓ **Dudley** [Dudley Local Offer | Dudley Council](#)
- ✓ **Birmingham:** [Home - Local Offer Birmingham](#)

Other Useful Links:

- ✓ For support with GP appointments and your Right to Choose, please see this website: [Right to Choose - ADHD UK](#)
- ✓ British Dyslexia Association: [British Dyslexia Association](#)
- ✓ National Autistic Society: [National Autistic Society](#)
- ✓ IPSEA: [\(IPSEA\) Independent Provider of Special Education Advice](#)
- ✓ [Home | YPMH: The Foundation for Young People's Mental Health](#)
- ✓ [Melo :: Onside, Worcestershire & Herefordshire](#) – this is a consolidation of support services for students living in the Worcestershire and Herefordshire area. Parent/carers can refer.

Acronyms and Jargon Buster

- SEND: Special Educational Needs and Disabilities
- EHCP: Educational Health Care Plan
- APDR: Assess Plan Do Review (a planning model)
- AP: Alternative Provision
- Four Areas of Need: this relates to the way in which special educational needs are categorised as per the SEND Code of Practice (SEMH; Sensory and Physical; Cognition and Learning; Communication and Interaction)
- CPD: Continuing Professional Development.
- EP: Educational Psychologist.
- SENCO: Special Educational Needs Coordinator
- CCN (team) Complex Communication Needs
- LA: Local Authority

The Future of SEND Provision at Hagley Catholic High School

Our key priorities for 2025/26 reflect our commitment to reflective practice and inclusion:



- ✓ Improve communication and collaboration between school and families.
- ✓ Develop a volunteering programme
- ✓ Develop a bank of resources which will support students and families to navigate new diagnosis positively.
- ✓ Promote and develop our use of EdTech (using technology to enable greater access to learning)
- ✓ Empower staff to understand and fulfil their role as teachers of SEND.

Appendix 1 – Areas of Need we can support

Please note that we will use every resource we have available to support your child. We work across a minimum of four local authorities and a vast range of specialist services at any one time. We rely on their timely cooperation to enable us to make impactful changes. We understand that this can cause frustration and anxiety. We will always make our best endeavours to challenge and advocate for your child.

Area of Need (Taken from the SEND Code of Practice)	What this means
Cognition and Learning	Moderate learning difficulty – students with a level of learning that is significantly below their chronological age. Working alongside the classroom teacher, we can offer supplementary learning support through online or face to face provision SpLD – specific learning difficulties such as Dyslexia.
Communication and interaction	Autistic spectrum disorder (ASD) Speech, Language and Communication Needs (SLCN)
Social, Emotional and Mental Health*	A child who is ‘becoming withdrawn or isolated, displaying challenging, disrupted or disturbing behaviour’ Attention Deficit Hyperactivity Disorder (ADHD).
Sensory and/or physical	Hearing impairment (HI) Visual Impairment (VI) Physical Disability (PD)

*Social, Emotional and Mental health is wide and complex. We have an internal Early Help offer which includes support for emotional wellbeing and signposting information.

A note on diagnosis: we fully recognise that Autism and ADHD cover a broad spectrum of behaviours and no two students are the same therefore there will be varying levels of support offered in accordance with our resourcing and capacity.

Appendix 2: Hagley/National SEND demographics 24/25

Hagley Data (September 2025)

Please note that the register will change. Some students who may have been on the register can be removed. The SEND register is for a very small minority of students who must have provision that is significantly additional to and different from (this phrase is taken from the SEND Code of Practice) other students. SEND support is specialist and targeted.

EHCP: 31

SEN-K: 104

Monitoring: 2

Total = 137 (12.4% of the school population)

Please note that individual students can present with more than one need.

SEN Need	No. of Students	% of SEN Students with this Need
Selective mutism	1	0.6%
Anxiety disorder	1	0.6%
Visual processing disorder	2	1.3%
Aspergers syndrome	2	1.3%
Hearing Impairment	2	1.3%
Other medical condition (e.g. epilepsy, asthma, diabetes)	3	1.9%
SEN Support, No Specialist Assessment	4	2.6%
Physical Disability	4	2.6%
Vision Impairment	4	2.6%

SEN Need	No. of Students	% of SEN Students with this Need
Other Difficulty/Disability	5	3.2%
Dyspraxia	6	3.9%
Specific Learning Difficulty	12	7.7%
Attention Deficit (Hyperactivity) Disorder	15	9.7%
Moderate Learning Difficulty	18	11.6%
Dyslexia	18	11.6%
Speech, Language and Communication Needs	25	16.1%
Autistic Spectrum Disorder	34	21.9%
Social, Emotional & Mental Health	43	27.7%

National Data (as of Jan 2025)

This table presents the latest national statistics on Special Educational Needs and Disabilities (SEND) in England, based on the January 2025 school census. These figures provide context for understanding the national landscape of SEND provision.

Category	Figure	Notes
Total pupils with SEND	1.77 million (~19.5%)	Based on school population in England
Pupils with EHCPs	482,600 (5.3%)	Up 11.1% from 2024; doubled since 2016
Pupils on SEN Support	1,284,300 (14.2%)	Up 3.7% from 2024
EHCP pupils in mainstream schools	56.2%	Slight increase from previous year
Gender split (EHCP)	71.4% boys	Proportion slowly decreasing
Gender split (SEN Support)	61.2% boys	
Schools with SEND support units	449	Up from 392 in 2024

SEND tribunals held	24,000	36% increase from previous year
EHCP pupils eligible for Free School Meals	Nearly twice as likely as non-EHCPs	Indicates higher levels of disadvantage

