

## SEN information report

**Approved by:** J.Prosser

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## Introduction

Within this tradition our school mission is to:

- Share a common philosophy of life.
- Teach the truths of our faith and the principles of Christian morality.
- Encourage our students to fulfil their intellectual, spiritual and physical potential.
- Prepare each person for the opportunities, responsibilities and experiences of adult life.

We work in partnership with the home, our churches and local communities in delivering high quality education for all. These relationships provide the foundation for developing lifelong wholeness and integrity.

Our SEND information report aims to set out how our school will support and make provision for student s with special educational needs and disability (SEND).

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for student s with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCO s) and the SEND information report

### Special Needs Coordinator (SENDCO)

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual student s with SEND is the Special Needs Coordinator (SENDCO).

The SENDCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents and other agencies.

The SENDCO works with professionals providing a support role to families to ensure that student s with SEND receive appropriate support and high quality teaching.

The SENDCO plays an important role with the Head teacher and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children with SEND.

The SENDCO is Mr J Prosser, 0114 2724851

This information report will be reviewed by Mr J Prosser, every year. It will also be updated if any changes to the information are made during the year.

### Contact details for raising concerns

Arrangements for handling concerns from parents or carers of children with SEND regarding the school's support are within the scope of the school's complaints procedure.

Parents may also contact the SENDCO or Head teacher directly if they feel this is more appropriate.

# SEND information report

## The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health difficulties,
- Sensory and/or physical needs.

All Saints has a fully integrated, eight place, resource for students with physical disabilities. Teaching for students takes place entirely in the mainstream classrooms.

## Identifying student s with SEND and assessing their needs

We monitor the progress of all our student s through the following means:

The SEND Manager will collate Primary school SEND information from the Primary SENDCo and Class teacher and make this available to all classroom based staff. All SEND students undertake baseline testing when they start at school and we continue to regularly assess progress with the aim of establishing whether there is a need for intervention.

If we notice a possible SEND key staff within the learning support department can access further tests or agencies to establish next steps.

## Evaluating the effectiveness of SEND provision

The effectiveness of the SEND provision is measured by reviewing our provision. We regularly monitor progress and share analysis of performance with subject leaders and teachers. Students who have an Education Health Care Plan undergo an annual review and outcomes are shared with relevant staff. We will use student voice to capture views of their provision and adapt the curriculum and environment accordingly

## Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with support information and plan for the students to make progression.

This will draw on...

- The subject teacher's assessment and experience of the student
- Their previous progress, attainment and behaviour
- Other staff's assessments, where relevant
- The individual's development in comparison to known starting points, their peers and national data
- The views and experience of parents
- The student's own views

All teachers and support staff who work with the students with SEND will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review the effectiveness of the support and interventions and their impact on the student's progress.

## **Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

Below are examples of the types of interventions we can provide

- Literacy and numeracy
- Social and emotional
- Speech and Language
- Dyslexia
- Hearing and Visual impairment
- Health and Wellbeing

## **Adaptations to the curriculum and learning environment**

We also provide the following adaptations to ensure all students' needs are met:

Examples include

Additional adult support, predominantly provided for students in the IR who have a Physical Disability. Any other available adults will be deployed according to priority.

Students with SEND who are eligible for extra time will be identified as early as possible and this information is shared with relevant staff.

The school will try its best to create the best available environment according to the resources available. Typical class sizes will often have 30 students in them. The teacher is responsible for adapting resources to support SEND students. The curriculum is sufficiently broad and balanced and it provides students with a deep academic and pastoral experience. Small group work and 1:1 teaching is limited due to available staffing. The school has a good number of computers that can be accessed by each student throughout the day and other technology is widely used by teaching staff to support the delivery of the curriculum.

## **Additional support for learning**

We have nine teaching assistants who have a number of specialisms to support students. These include Speech and Language, Dyslexia, ASD, Literacy and Numeracy, science, Key Stage 4, Hearing and Visual impairment,

We also work with the following agencies to provide support for students with SEND:

- Autism
- Speech and Language
- Health agencies

## **Enabling students with SEND to engage in activities available to those in the school who do not have SEND**

We encourage all our students to take part in extra-curricular activities such as:

- Sport
- Music
- Afterschool clubs
- Trips

We do this by working with individual students, their teachers and carers to ensure the students' needs are met.

We encourage an environment of inclusion across the school through our [admission policy](#) and the [accessibility policy](#)

We have the following facilities to help disabled students access extra-curricular activities:

- Lifts
- Lunchtime support for disabled students

## **Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways through a pastoral programme delivered through the house system and by the learning and student support departments.

We have a strict [anti-bullying policy](#) which can be found on our website.

## **Expertise and training of staff**

Our SENDCO has three years of experience in this role who is also an Assistant head teacher on the leadership team. Our SEND Manager has 12 years of experience and they work closely together with the Learning Support Manager to lead SEND provision. We have one specialist teacher who carries out GCSE (and GCE) Access Arrangements for students typically from Year 9 onwards.

In the last academic year, staff have been trained in:

Autism  
Epilepsy  
Speech and Language  
Visual and hearing impairment

## **Securing equipment and facilities**

The school uses its own budget to provide the majority of resources and facilities that are needed for the students.

Some specific resources come through other agencies such as our locality and directly from the Local Authority for those with more complex needs.

## **Consulting and involving parents**

Parents of children with SEND are invited to meetings to discuss their child's progress. They also receive two progress reports per year and a SEND summary report at the end of the school year. Some students have a communication book to keep the dialogue open between school and home.

## **Consulting and involving students**

Children with SEND are encouraged to participate fully in the life of the school, including being a form representative. All pastoral and academic leads will encourage students to share their thoughts, worries and dreams with them. Pastoral leads will often involve these students in consultation and review. The views of students with SEND can be expressed either directly through their voice or advocated by staff through observation and their knowledge of the child.

## **Complaints about SEND provision**

Arrangements for handling complaints from parents of children with SEND regarding the school's support are within the scope of the school's complaints procedure. Parents may also contact the SENDCO or Head teacher directly if they feel this is more appropriate.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments

## **Working with other agencies**

The school works with a number of agencies which include health and social care bodies, local authority support services, diocesan services and voluntary professionals.

## **Contact details of support services for parents of students with SEND**

Services available to parents in our area include. Local Authority Support Services such as – Learning Support, Speech and Language Team, Autism Team, Educational Psychology Service and Ryegate Children's Centre; Social Services and MAST (Multi-Agency Support Team); and health partners such as the School Nurse and CAMHs (Child and Adolescent Mental Health service). Hearing and Visual Impairment service.

## **Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents/ carers and the students which information is to be shared as part of this process. All students are supported through the application process. Often the school will liaise with the post 16 SENDCo to ensure a handover in the summer term of moving.

## **The local authority local offer**

Our contribution to the local offer is found here [local offer](#)

Our local authority's local offer is published here [Sheffield Directory – Local Offer \(SEND\)](#)