

# SEND Information Report

**Approved by:** L Blagden

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## Introduction

All Saints is an inclusive community that considers the individual needs and qualities of all its students. Staff are committed to delivering a balanced and creative curriculum that is accessible for all students, removing any barriers to learning. This is achieved by adaptive planning within quality first teaching and additional adult support where appropriate to complement the work of the teacher.

All Saints is a welcoming faith community living by the value of:

- **Respect** for ourselves, others and our environment.
- **Understanding**, accepting and celebrating the uniqueness and diversity of our All Saints' family.
- **Affection** for all members of our school and wider community in every situation.
- **Humour** in our interactions with each other, showing loving kindness to all.

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 students 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 students 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 (SENDCOs) and the SEND information report

### ***Special Needs Coordinator (SENDCO)***

The person with the day-to-day responsibility for the co-ordination of specific provisions made to support individual students 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 students 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 Mrs L Blagden, 0114 2724851

This information report will be reviewed by Mrs L Blagden, 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***

A pupil has SEN where their learning difficulty or disability calls for special educational provision that is additional to or different from that provided for pupils of the same age (COP). At All Saints Catholic High School, we pride ourselves on our inclusive nature and ethos. We will always endeavour to make reasonable adjustments to include pupils and parents/carers in our school.

#### **The four categories of SEN are outlined as follows in the SEN Code Of Practice 2014:**

##### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and Developmental Coordination Disorder (DCD)/formally known as dyspraxia.

##### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

##### **Social, emotional and mental health**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have needs associated with Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) or attachment related difficulties.

## **Sensory and/or physical needs**

Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Some students with SEND may have needs in more than one of these areas.**

Our school currently provides additional and/or different provision for a range of needs, including Autism, dyslexia, speech and language difficulties and those with medical needs.

All Saints has a fully integrated virtual, four place, resource for students with physical disabilities. Teaching for students takes place entirely in the mainstream classrooms. Teaching Assistants or additional adults in the classroom are used to predominantly support students who have a place in the IR.

### ***Identifying students with SEND and assessing their needs***

We monitor the progress of all our students through the following means:

Through transition the Primary school SEND information will be gathered from the Primary SENDCo and Class teacher and relevant information will be made 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 need, key staff within the learning support department can access further assessments or outside agency expertise to establish next steps.

All our subject teachers are aware of SEN and will identify any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a student is not making expected progress, they will use adaptive teaching strategies to meet the needs of the individual. Students who do not have SEN usually make progress with adaptations or short-term interventions.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register.

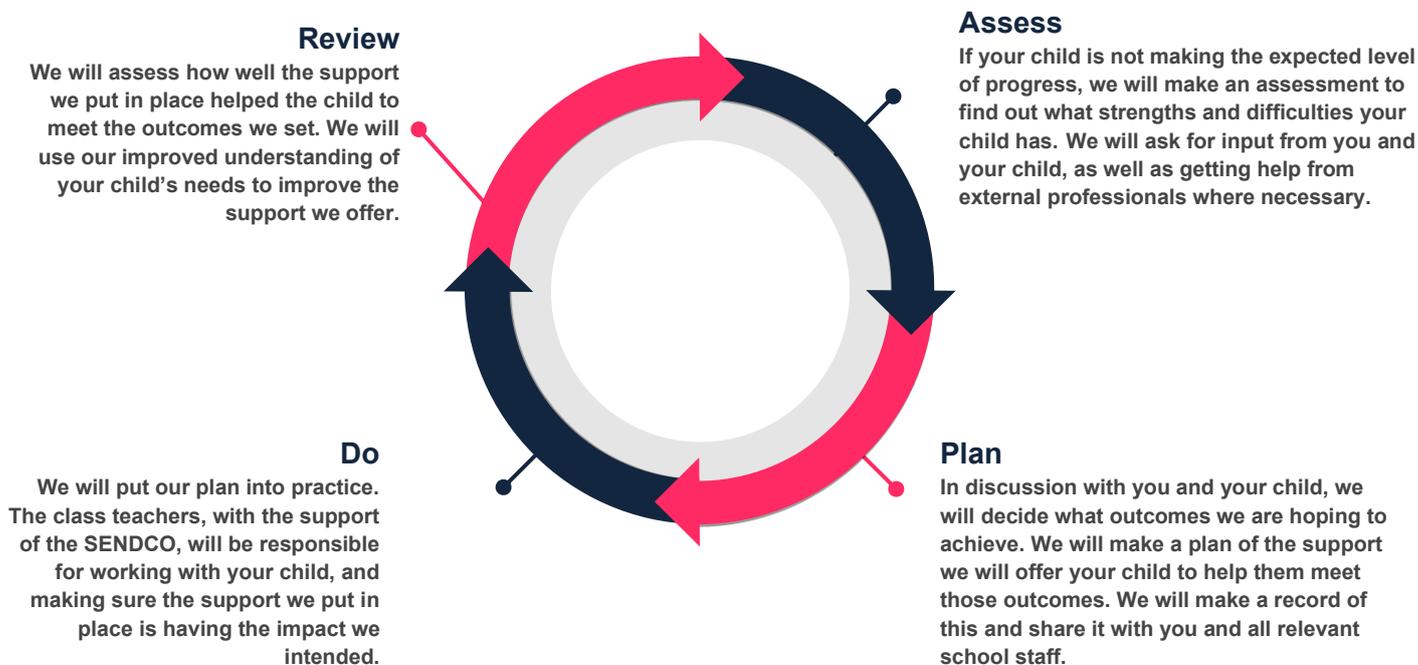
### ***Evaluating the effectiveness of SEND provision***

As part of our school monitoring processes, we regularly look at the effectiveness of our provision for students with SEND. This happens through lesson observations, book scrutiny, data and pupil progress meetings.

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 students' 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 students' progress, including parents at every stage.

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

Teachers are responsible and accountable for the progress and development of all the students in their class, including those with special educational needs.

High quality teaching is our first step in responding to the needs of students who have SEND. The use of adaptive teaching strategies will be used to meet the needs of individual students.

All teaching staff receive regular training in Adaptive Teaching (where the teacher changes how they teach so your child can access the lesson in a way that works best for them) strategies and sharing good practice.

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

We also provide the following adaptations to ensure all students' needs are met: e.g., laptops, reading pens, software, if applicable

Additional adult support, predominantly provided for students in the Integrated Resource (IR) who have 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. The teacher is responsible for adapting resources to support SEND students. The curriculum is sufficiently broad and balanced, and it provides students with deep academic and pastoral experience. Small group work and 1:1 teaching is limited due to available resources. 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 a small number of teaching assistants who have a number of specialisms to support students. These include Speech and Language, Dyslexia, ASD, Literacy and Numeracy, Key Stage 4, Hearing and Visual impairment. We also work with the following agencies to provide support for students with SEND:

- Autism Education Trust
- Speech and Language service
- Health agencies

### ***Enabling students with SEND to engage in wider school opportunities***

We encourage all our students to take part in extracurricular activities such as:

- Sport
- Music
- Afterschool clubs
- Trips
- Lunchtime offer

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

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

- Lifts
  - Lunchtime support for students with disabilities
- Reasonable adjustments are made for SEND participation

### ***Expertise and training of staff***

Our SENDCo has six years of experience in this role and is also a member of the leadership team:

Mrs Lauren Blagden, BSc (Hons) Psychology, PGCE with QTS, PG Cert NASENCO.

Our Deputy SENDCo is Ms Emily Watton, BA English & Politics, MA broadcast journalism, QTS secondary education, CERT psychometric testing.

Ms Watton also carries out GCSE (and GCE) Access Arrangements for students typically from Year 10 onwards.

Staff continually access training and professional development, examples of topics covered are:

- Autism
- Epilepsy
- Prevent training
- Safeguarding
- Speech and Language
- Visual and hearing impairment
- Demand avoidance

We have a team of 10 Teaching Assistants (TAs), including four Specialist teaching assistants who are trained to deliver areas of SEN provision. The four specialist TAs cover Numeracy, Literacy, Speech & Language and Social, Emotional & Mental Health.

All our TAs receive ongoing training or supervision.

### **Securing equipment and facilities**

The school uses its own budget to provide the majority of resources and facilities that are needed for the students. Decisions on how the budget is spent are made using advice from professionals, looking at need in particular cohorts and the provision that is written in EHCPs.

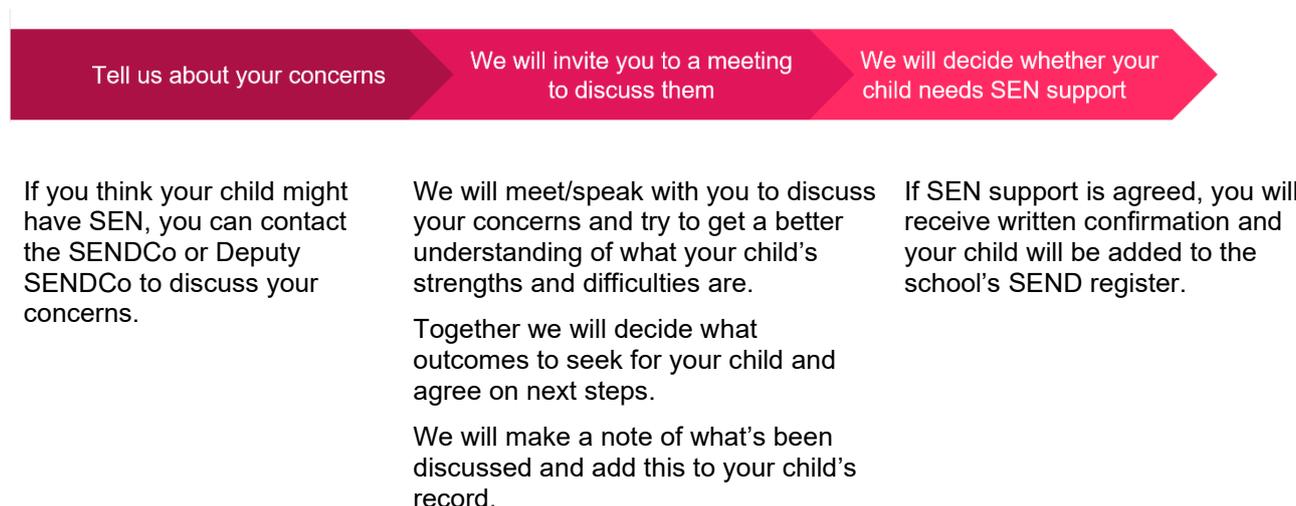
Some specific resources come through other agencies such as our locality and directly from the Local Authority for those with more complex needs.

### **Consulting and involving parents**

Parents and carers are the experts on their child(ren) and we strive to work collaboratively with them, united in our passion to achieve the best outcomes for the student.

Parents of children with SEND are invited to meetings to discuss their child's progress and they also receive two progress reports per year.

### **What should I do if I think my child has SEN?**



### **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 (surveys, pastoral check-ins) 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 – please refer to school's complaints policy. 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:

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

We will always try to resolve any concerns informally first, and in most cases this can be achieved without needing to use the formal complaints process.

### ***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.

Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include, (but are not limited to):

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Attendance and inclusion
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

Before we involve any external agencies in supporting your child, we will first discuss this with you and seek your consent.

### ***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 student's 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 transition.

### ***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 \(SEND\)](#)

### ***Named contacts***

<b>Name of individual</b>	<b>Email address</b>	<b>Phone number</b>
Mrs Lauren Blagden SENDCo	<a href="mailto:l.blagden@allsaints.sheffield.sch.uk">l.blagden@allsaints.sheffield.sch.uk</a>	0114 2724851
Ms Emily Watton Deputy SENDCo	<a href="mailto:e.watton@allsaints.sheffield.sch.uk">e.watton@allsaints.sheffield.sch.uk</a>	0114 2724851
Mrs H Simmerson Link governor	<a href="mailto:governors@allsaints.sheffield.sch.uk">governors@allsaints.sheffield.sch.uk</a>	0114 2724851