



ALL SAINTS CATHOLIC VOLUNTARY ACADEMY SEND REPORT



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SEND INFORMATION REPORT QUESTIONS FOR NOTTINGHAMSHIRE

Key Personnel

Title	Name	Contact details
Special Educational Needs Coordinator (SENDCo)	Dawn Bamford	Email: bamford.d@allsaints.notts.sch.uk Telephone: 01623 474700
Nominated SEND Governor	Alison Fawley	Email: fawley.a@allsaints.notts.sch.uk Telephone: 01623 474700
Headteacher	Carlo Cuomo	Email: admin@allsaints.notts.sch.uk Telephone: 01623 474700
Chair of Governors	Alison Fawley	Email: fawley.a@allsaints.notts.sch.uk Telephone: 01623 474700
Our Lady of Lourdes CMAT Family Special Educational Needs Coordinator	Moira Dales	Email: m.dales@ololcatholicmat.co.uk Telephone: 0115 8515454

1. What kinds of special educational needs does the school/setting make provision for?

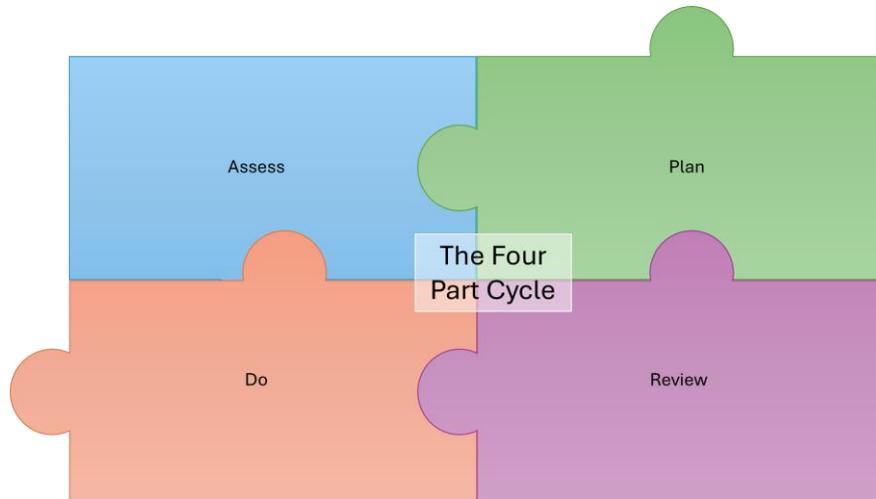
At All Saints' Catholic Voluntary Academy, we aim to:

- Make sure that the arrangements made for students with special educational needs are in line with the requirements of the Special Educational Needs and Disability Act and Equality Act 2014
- Support our SEND students to make progress in all aspects of their education from whatever their starting point in order to achieve the best possible outcomes and prepare them for their future life.
- Make sure that students with special educational needs are able to take part in all the activities of the school including those that take place out of hours.
- Make sure we involve our parents/carers in reviews and keep them informed about their children's progress and opportunities available to them.

The school SEND policy is reviewed annually and revised in discussion with parents/carers, pupils, staff and governors.

You can get a copy of the school SEND Policy from the school website: [SEND Policy](#)

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored using the Graduated Response procedure.



You can get more information on this procedure [Here](#)

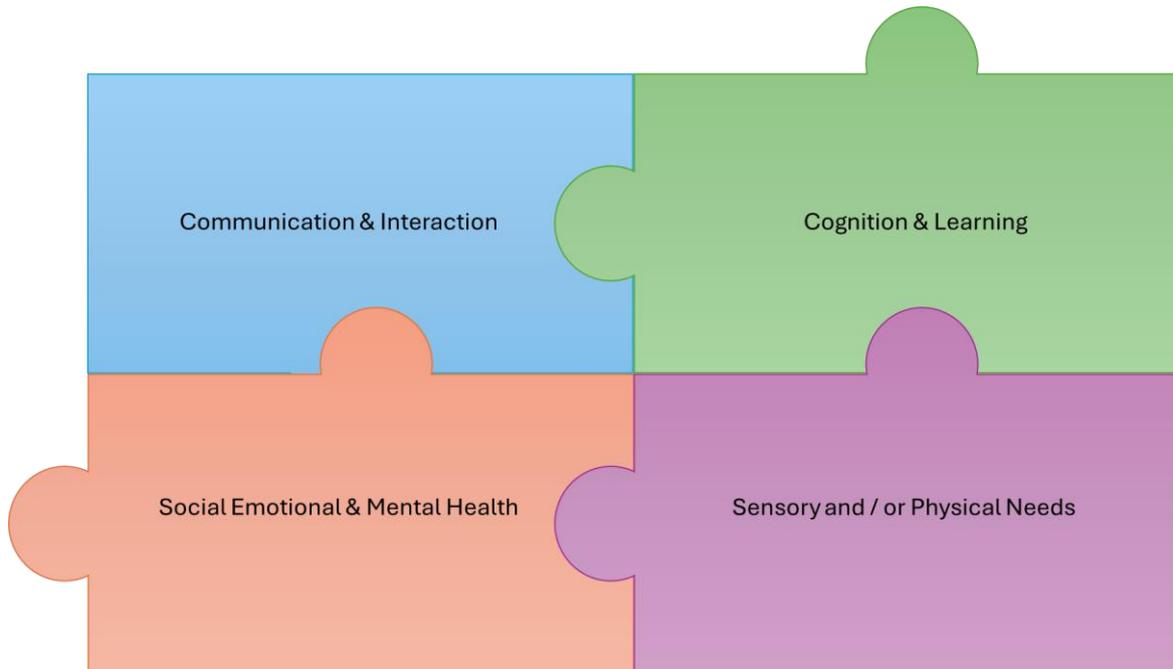
Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

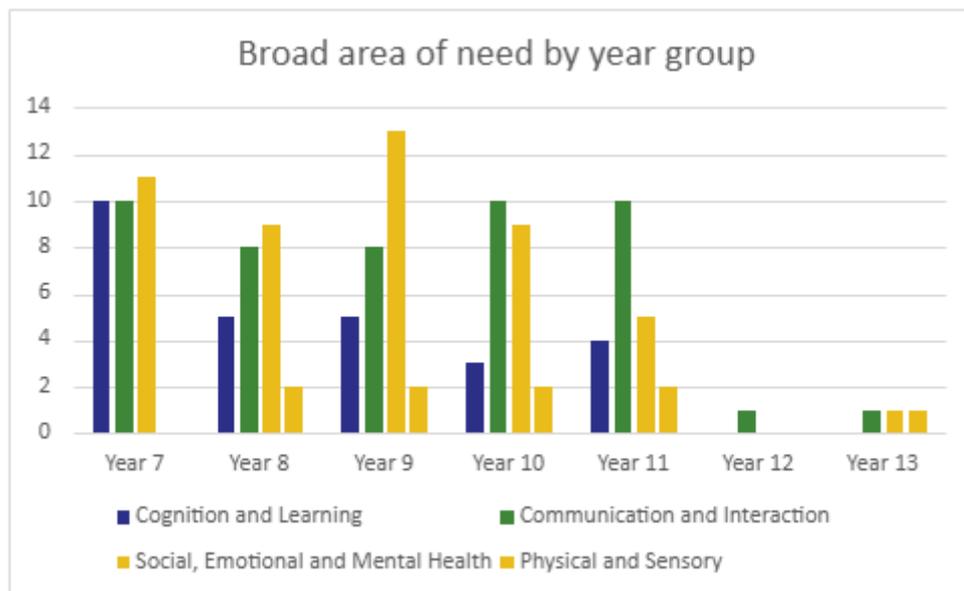
The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

The four main areas of need are:



For more information click [here](#)



The above chart shows a breakdown of the number of All Saints' students in each year group fall into the four categories of need.



2. How does the school/setting know if students need extra help and what should I do if I think that my child may have special educational needs?

At All Saints' Catholic Voluntary Academy pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. When possible, the SENDCo will consult with the child's parents/carers for other flexible arrangements to be made.

We follow a graduated response procedure ([see above](#)). The teacher working with the SENDCo should assess where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of pupil's need such as:

- Teacher's assessment and experience of the pupil.
- Information on pupil progress, attainment and behaviour.
- Individual's development in comparison to their peers.
- The views and experience of parents/carers.
- The pupil's own views.
- Advice from external support services.

Information is gathered on transition into the school through contact with parents/carers, education, health and care services. Information is also gathered through contact with the primary school.

If parents/carers have concerns they can contact the Learning Support Department by phone 01623 474700 or email.

The SENDCo Mrs Dawn Bamford bamford.d@allsaints.notts.sch.uk or Senior Teaching Assistant Mrs Sarah Meadowcroft Meadowcroft.s@allsaints.notts.sch.uk will reply as soon as possible. Alternatively, they can contact the pupil's form tutor or Head of Year.

3a. How does the school/setting evaluate the effectiveness of its provision for students with special educational needs?

The school follows the Graduated Response Procedure of Assess, Plan, Do and Review ([see above](#))

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions the pupil is accessing. It will also



take account of the views of the pupil and their parents/carers. The subject teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

SEND is part of the whole school Quality Assurance policy and procedures.

Students' progress will be monitored on a termly basis in line with the SEND Code of Practice.

Students' progress will provide evidence for the success of the [SEND Policy](#) and this will be analysed carefully through:

- Consideration of each student's success in meeting individual targets.
- Use of standardised tests.
- Evidence generated from review meetings.

Provision mapping and SEND Support plan (Pen Portraits) will be used to monitor, review and evaluate interventions used to support the students. Information will be used to identify how effective provisions are in enabling students to achieve academic and wider outcomes.

Evidence collected will help inform school development and improvement planning.

- We believe that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of students with SEND.
- Personal and academic targets are set and met effectively.
- Parents/carers are kept up to date with their child's progress through annual reports, parent's evenings and provision reviews.
- Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact of any interventions and make necessary adjustments. The views of parents/carers and the student are central to planning future provision and will be sought in the most appropriate manner.
- Parent/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.



3b. How will both the school/setting and I know how my child/young person is doing and how will the school/setting help their learning?

Parents/carers will receive termly progress reports which detail what the students' target grades are for each subject, what current grade they are working at, their attitude and effort to learning. Parents/carers can also view their child's progress on the parent portal of Go4Schools.

The student's keyworker/SENDCo will conduct termly review meetings with parents/carers to discuss progress, any issues and any strategies we could use to aid the pupils learning. Outside agencies that are involved may also attend these meetings to give their advice as to the best way to support a pupil.

Students who follow [the All Saints' Way](#) may be given a praise postcode and/or a proud podium to take home. They will also be awarded achievement points. Phone calls and emails home will also be made if a student has done exceptionally well or if there is an issue. Parents/carers can also check their child's achievement points/behaviour points on the parent portal on Arbor.

All Saints' Voluntary Catholic Academy believes in working in partnership with parents/carers to aid the student to have the best possible educational experience and support them to reach their full potential.

For more information, please click on the links below:

[Progress letter 2024-2025](#)

[Parents Go4Schools site login and mobile app](#)

[Progress Reporting Letter](#)

3c. What is the school's approach to teaching students with special educational needs?

As laid out in the [SEND Policy](#) our vision for children and young people with special educational needs and disabilities is the same as for all children in the Our Lady Of Lourds Academies. We aim to provide an outstanding education to all children and young people. We are fully inclusive in our provision in terms of social background, ability, disability, ethnicity, religion, gender, or sexuality. We strive to ensure access for **all** to educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner. We aim to provide the support and reasonable adjustments needed for all pupils to help them overcome their barriers to learning and to reach their full potential.



We aim to implement this through:

- Making the best use of resources to close gaps in provision
- Improving outcomes by strengthening inclusion by providing high quality provision for our children and young people who have SEND
- Implementing effective policy, systems and processes relating to the trust and school SEND offers
- Building capacity in SEND leadership through effective networking and training.

Our aim is to ensure pupils with additional needs are identified early and that high quality and researched based provision is provided in order that all our pupils/young people with SEND develop and grow to their maximum potential and independence.

3d. How will the curriculum and learning be matched to my child/young person's needs?

At All Saints' Voluntary Catholic Academy, we endeavour to promote in class learning for all our students. With this in mind, we offer enhanced provisions.

Enhanced provision consists of some or all of the following depending on the students' needs and ability:

- **Targeted Support:** Students receive individualised or small-group support that caters to their specific needs, whether those are related to learning difficulties, communication challenges, social or emotional needs, or physical disabilities.
- **Trained Staff:** The provision often involves staff with specialised skills, such as teaching assistants trained in SEND and involvement from the SENDCo in overseeing provision.
- **Personalised Learning:** The base allows for adaptations to the curriculum, such as modified materials and tasks, or the use of assistive technologies to support learning which would be difficult to facilitate in a mainstream classroom, Learning will be planned by teacher/subject leader/SENDCo and usually implemented by teaching assistants/support staff under the direction of the SENDCo.
- **Self and Co-regulation:** learning how to self-regulate and the strategies each individual pupil/student needs to do it.
- **Integration with Mainstream Classes:** While pupils/students might receive timetabled specialised support in the enhanced provision, they remain part of the mainstream school community and will join mainstream classes for specific lessons or activities alongside their peers.
- **Smaller Groups or One-to-One Support:** Pupils/students might receive timetabled specialised support in the enhanced provision; they remain part of the mainstream school community and will join mainstream classes for specific lessons or activities alongside their peers.
- **Focus on Inclusion:** The enhanced provision is designed to be an inclusive setting, where the goal is to support the full participation of pupils/students with

SEND in the wider school community, ensuring they have opportunities to learn and interact with their peers and access the full range of educational experiences.

- **Transition Support:** The provision aims to also offer additional support to prepare pupils/students during transitions, between lessons during the school day, moving from one key stage to another or from primary to secondary school.

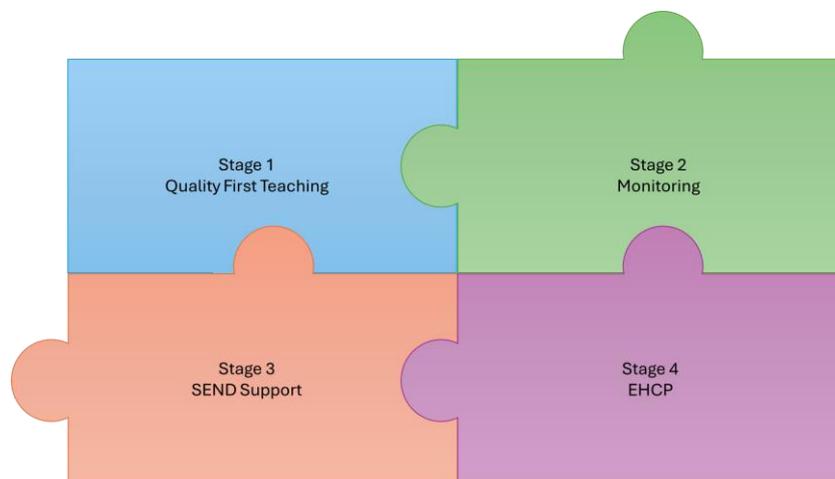
Overall, an enhanced provision base aims to support additional needs, meet elements of specific provision as identified in an EHCP for pupils with SEND, ensuring they received the tailored support they need while still being a respected and valued part of the mainstream educational environment.

3e. How are decisions made about the type and amount of support my child/young person will receive?

There are four stages that determine the type and amount of support a pupil receives. These are:

- **Stage 1:** Quality First Teaching – Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality First Teaching includes differentiated learning, strategies to support SEND pupils’ learning in class, on-going formative assessment and many others.
- **Stage 2:** Monitoring – Pupils’ progress is monitored through classroom tasks, formative and summative assessments.
- **Stage 3:** SEND Support – The SEND system applies to all pupils and young people with special educational needs and disabilities aged 0-25, for as long as they are in education or training. The support received by a pupil or young person with a learning disability will vary significantly depending on their needs.
- **Stage 4:** EHCP – An EHCP (Educational Health Care Plan) is for pupils and young people aged 0-25 who need additional special educational provision. It will identify educational, health and social needs and set out additional support to meet those needs.

For more information click on the link below



3f. How will my child/young person be included in activities outside the classroom, including school trips?

At All Saints' Catholic Voluntary Academy, we aim to:

- Make sure that students with special educational needs are able to take part in all the activities of the school including those that take place out of hours.
- Make sure that our students are involved in decisions made about themselves and their education.
- Make sure we involve our parents/carers in reviews and keep them informed about their children's progress and opportunities available to them.

Depending on the level of the pupils' needs the SENDCo may assign a teaching assistant to accompany the pupil in afterschool clubs and/or trips.

3g. What support will there be for my child/young person's overall wellbeing?

Pastoral support is provided through the form tutor and Year Progress Leaders for each student. If there are concerns around a student's well-being they will be discussed with appropriate staff from within the inclusion team. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and any others that are relevant to the school.

4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details?



Dawn Bamford is the school Special Educational Needs Co-ordinator (SENDCo), and she can be contacted through the school office, via telephone 01623 474700 or by email bamford.d@allsaints.notts.sch.uk

The SENDCo plays an essential role in SEND provision and is responsible for the day-to-day operation of the SEND Policy and Learning Support Department. This involves working with the Head Teacher, staff, parents/carers and other agencies to determine



the strategic development of this policy and the individual academies specific SEND policy. The main responsibilities of the SENDCo are:

- Overseeing the day-to-day operation of the SEND Policy, focusing on high aspirations and improving outcomes.
- Delivering an outcomes-focused and co-ordinated plan for pupils and young people with SEND and their families.
- Attending and contributing to SENDCo network meetings at least termly.
- Staff development on SEND matters
- Responding to changes in SEND Policy, locally and nationally
- Ensuring annual reviews of pupils with EHCPs are conducted accurately.
- Supporting departments and Year Progress Leaders in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Line managing Inclusion staff.
- Liaising with external agencies, including Health and Social Services
- Liaising with the Designated Teacher for Looked after Children
- Liaising with other providers regarding transitional arrangements
- Liaising with parents/carers
- Working with senior leaders within the school to ensure compliance with the Equality Act (2010)
- Providing advice on the financial resources required to effectively support pupils/young people with SEND
- Arranging assessments for Access Arrangements for Examinations
- Analysing school performance data that impacts on improved outcomes for pupils/young people with SEND
- Ensure that the SEND Register is up to date.
- Training teachers to ensure they are able to meet the needs of their students with quality first teaching and through adaptations to the curriculum
- Undertake regular reviews of the overall effectiveness of interventions employed in the school for SEND students
- Stay aware of latest changes and updates to SEND practice nationally and of the latest approaches to SEND support and intervention
- Quality assure the effectiveness of staff working in the SEND Department, including all TAs

5a. What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND through staff meetings.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.



We recognise the need to train *all* our staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

5b. What specialist services and expertise are available or accessed by the school/setting?

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

The school has close links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- The Educational Psychology Service
- Schools and Families Specialist Services – includes those for Cognition and Learning, Communication and Interaction, Sensory Impairments and Physical Disabilities
- Health Services including School Nurse, Paediatricians and Child and Adult Mental Health services (CAMHs)
- Social Care and Local Children's Centres
- Targeted Support
- Alternative Provision providers (where commissioned)

The Governing Body will endeavour to ensure that resources are available to support appropriate provision for all students requiring it.



- **How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

All Saints Catholic Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
 - Behaviour Support Service
 - Social Services
 - Speech and Language Service
 - Language and Learning Support Service
 - Specialist Outreach Services
- Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.
- In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.
- **How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
- It can be accessed at [Nottshelpyourself | Nottinghamshire's SEND Local Offer](#)
- **Where can I access further information?**

The All Saints' Catholic Voluntary Academy school website provides more information on SEND policies and practice.
- **Other sources of information and help:**

ASK US Nottinghamshire (previously parent partnership)
Phone: 0300 500 8080
- Website: <https://www.nottshelpyourself.org.uk>
- Special Educational Needs (SEN) – A guide for parents and carers Published 1 September 2009
Special Educational Needs Code of Practice
Both are available from: www.direct.gov.uk



6. How will equipment and facilities to support students with special educational needs be secured? How accessible is the school/setting?

The school has a range of specialist SEND facilities in place. These are:

- A lift to allow access for staff, students and visitors with disabilities between two of the three floors in the school building
- Toilets and showering facilities suitable for students, staff and visitors with disabilities
- The building is wheelchair accessible (Ground and 1st floor)
- A school minibus adapted to be wheelchair accessible
- Assistive technology (when applied for through SIS)
- Assistance during examinations
- You can get a copy of the school Accessibility Policy from the school website: www.allsaints.notts.sch.uk

7. What are the arrangements for consulting parents of students with special educational needs? How will I be involved in the education of my child/young person?

At All Saints' we believe that a close working relationship with parents is vital in order to ensure

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

Parents/carers are kept up to date with their child's progress through annual reports, parents' evenings and provision reviews.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents/carers of pupils with SEND to the local authority Ask Us Nottinghamshire service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.



8. What are the arrangements for consulting young people with SEND and involving them in their education?

At All Saints' Catholic Voluntary Academy, we value the views and opinions of all students including those with SEND.

We aim to promote an environment where pupils feel safe to voice their opinions of their own needs. This means *[providing one to one meetings between pupils and their teacher/SENDCo/Keyworker based on their individual needs]* by carefully monitoring the progress of all pupils.

Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. *membership of the School Council, House captains, Chaplaincy Team.*

The academy carries out quality assurance including the use of student voice. Students with SEND are involved in this process.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

If you have a concern regarding the level/type of support your child is/isn't receiving the SENDCo Dawn Bamford would be the first person to contact (bamford.d@allsaints.notts.sch.uk Tel: 01623 474700)

If you are wishing to make a complaint the procedure is divided into 3 stages. How each of these stages operates is explained below:

- **Stage 1 – Resolution at a Local Level:** This stage of the policy will apply to all concerns and complaints raised directly with the school. Concerns or complaints should initially be discussed informally with the relevant school employee or representative, for example the SENDCo with a view of resolving the issue.
- **Stage 2 – Formal Investigation:** If the complaint cannot be resolved informally, the complainant will be given the opportunity to progress their complaint to Stage 2. They should complete a Complaint Form and send this to the Trust Complaints Coordinator/Manager who will acknowledge receipt within 5 school days. The complaint should be submitted in a timely way following engagement with the school at Stage 1, and in any case no more than 10 school days of the conclusion of Stage 1. The complainant must set out their request in writing, stating where the complainant remains dissatisfied and what remedies are being sought.
- **Stage 3 – Resolution via Formal Complaints Panel Meeting:** If the complaint has not been resolved at Stage 2, and the complainant wishes to progress their complaint to Stage 3, they should notify the Trust Complaints Coordinator/Manager in writing within 10 school days of receiving the Stage 2 findings. Any such request **must** be set out in writing using a second Complaints



Form, stating where the complainant remains dissatisfied and what remedies are being sought. This request will generate a meeting in front of a Complaints Panel.

Please see the full [Complaints Policy](#)

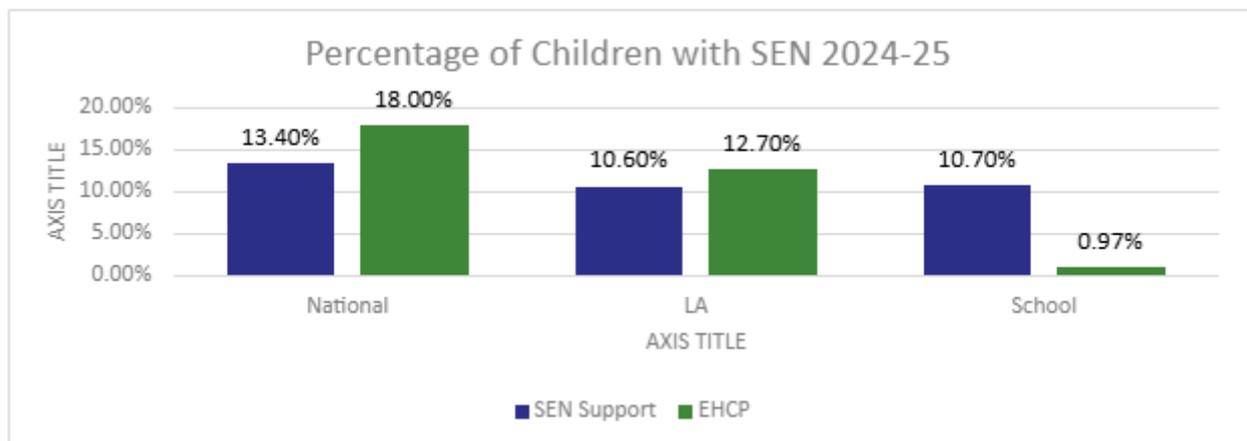
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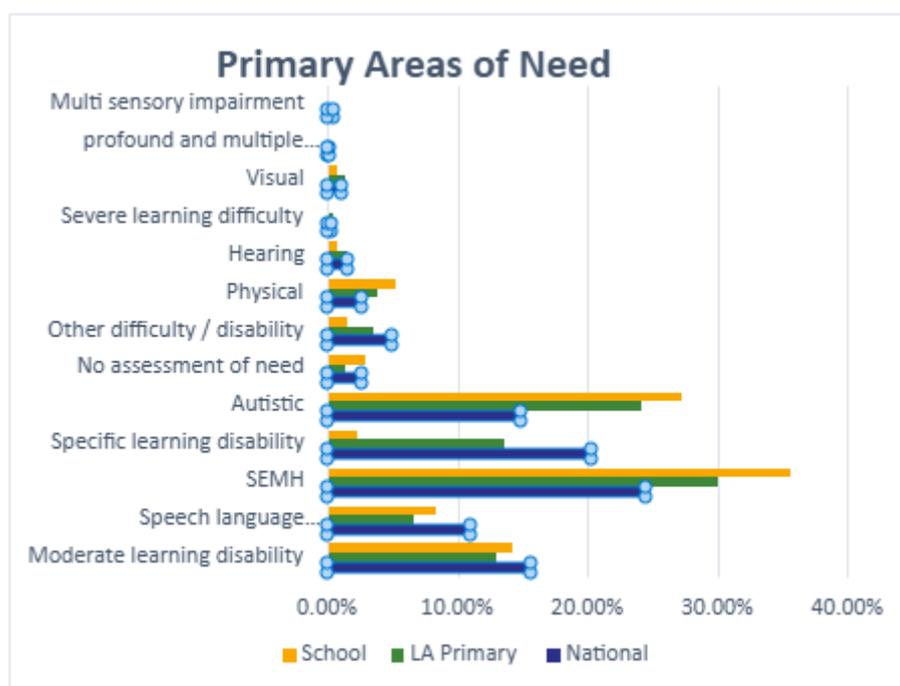
We will work jointly with education, health and care bodies, including the local authorities where our schools are located, and professionals to secure effective outcomes for young people in our schools.

Each OLoL CMAT academy will cooperate with the relevant Local Authority in developing and reviewing its Local Offer.

Each OLoL CMAT academy will make reasonable adjustments for young people with a disability (including the provision of auxiliary aids and services) and will make arrangements to support those with medical conditions.

We shall work with our schools, local and national providers to secure the services needed to improve outcomes for children and young people who have SEND. These services could include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.





11. How will the school/setting prepare my child/young person to?

Joining the school

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND; those with Education, health and Care Plans and those without. See [Admissions Policy](#) for more information.

Transferring between phases of education (e.g. early years to primary, primary to secondary etc.)

SENDCos within the Family of Schools meet termly to discuss SEND provision. The Family of Schools' SENDCo visits individual schools to familiarise themselves with the school environment and the individual student. This enables smoother transition between schools and to ensure a consistent approach.

Information regarding students with SEND will be gathered on transition into the school through:

- Visits to the feeder primary school by the SENDCo to discuss students with complex needs with key KS2 staff
- SENDCo will attend meetings at the primary school from year 5 onwards for students with complex needs
- Information passed to the school from parents/carers
- Information passed to the school from feeder school staff



- Discussions with parents/carers on New Intake Evening
- Students with SEND who are admitted into the school at times other than KS2 to KS3 transition are carefully assessed as soon as possible following their admission to ensure their needs are met
- Transitions between year groups through Year 7 to 13 are carefully planned and transition plans put into place where students require this.

Prepare for adulthood and independent living?

The All Saints' Catholic Voluntary Academy works closely with agencies to plan transition to suitable post 16 provision for students with SEND.

12. Where can I access further information?

For more information please visit:

[The All Saints' Catholic Voluntary Academy website](#)

[The Learning Support page of our website](#)

[The Policy page of our website](#)

Alternatively, you can email our general office at admin@allsaints.notts.sch.uk

Or call the school on 01623 474700