



ALL SAINTS' CATHOLIC ACADEMY

SEND Information Report



| | | | | |
|---|---|--|--|---|
| <u>What is the school's approach to teaching pupils with special educational needs?</u> | <u>How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?</u> | <u>How does this school know that the help it offers is working?</u> | <u>How will this school support my child?</u> | <u>Who makes the decision about how much support my child will receive?</u> |
| <u>How will my child be included in activities outside of the classroom?</u> | <u>What can this school offer for the wellbeing of my child?</u> | <u>Meet the SENDCo!</u> | <u>What training have staff at this school had to be able to support my child?</u> | <u>What specialist services and expertise are available to this school?</u> |
| <u>How accessible is the environment at this school?</u> | <u>How can I be involved in my child's education? How will I know what's happening?</u> | <u>How will my child be involved in their education?</u> | <u>How does this school help pupils starting school and moving on?</u> | |

Click on the questions to view the answer page. Click on the question again to return to this page:



What is the school's approach to teaching pupils with special educational needs?

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 that our students are involved in decisions made about themselves and their education
- Make sure we involve or parents in reviews and keep them informed about their children's progress and opportunities available to them.

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

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

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.

Once a pupil has been identified as possibly having SEN 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 SENCO 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 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.

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

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

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

We follow a graduated response procedure. The teacher working with the SENCO 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;
- the child's own views; and
- 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 feeder school.

If parents/carers have concerns they can contact the Learning Support Department by phone or email. The SENCO or Senior Teaching Assistants will reply as soon as is possible. Alternatively they can contact the student's form tutor or Head of Year.

How does this school know that the help it offers is working?

The school follows the Graduated Response Procedure of Assess, Plan, Do and Review.

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The subject teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents 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.

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

Student progress will provide evidence for the success of the Special Educational Needs 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 will be used to monitor, review and evaluate interventions used to support students. Information will be used to identify how effective provision is 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 SEN leading to the correct intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively
- Parents 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.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

How will this school support my child?

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

If a teacher thinks a child needs additional support in comparison to other children in class or something different, he/she will talk to the school's special educational needs coordinator (SENCO).

The SENCO may suggest other things the class or subject teacher can do. They may decide the child need additional support.

Who makes the decision about how much support my child will receive?

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools).

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The Senior leadership team and SENCO make key decisions in the allocation of resources and personnel involved to meet individual pupil's SEND needs. This includes the allocation of pupil premium and pupil premium plus funding.

Any applications to specialist equipment are made as required.

How will my child be included in activities outside of the classroom?

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 or parents in reviews and keep them informed about their children's progress and opportunities available to them.

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 your particular school.

What can this school offer for the wellbeing of my child?

Pastoral support is provided through the form tutor and Head of Year 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 your particular school.

Meet the SENDCo!



Dawn Bamford is the school special educational needs co-ordinator (SENDCo) and she can be contacted through the school office, via telephone on 01623 474700 or by emailing bamford.d@allsaints.notts.sch.uk.

What training have staff at this school had to be able to support my child?

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 SEN through staff meetings.

The SENCO 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 SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

What specialist services and expertise are available to this school....

Who can help us?

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
- Complex Case Resolution Team
- Health Services including School Nurse, Paediatricians and Child and Adult Mental Health services (CAMHS)
- Social Care and Local Children's Centres
- Targeted Support
- REAL Education (Re-thinking Engagement & Approaches to Learning)
- First Class Tailored Solutions

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 www.nottinghamshire.sendlocaloffer.org.uk
- **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

How accessible is the environment at this school?

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 SFSS)
- Assistance during examinations
- You can get a copy of the school Accessibility Policy from the school website: www.allsaints.notts.sch.uk

How can I be involved in my child's education? How will I know what's happening?

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

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents 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 and the pupil will always be consulted with regards to future provision. Parents 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 regards to the provision for their child.

How will my child be involved 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/SENCO 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.

How does this school help pupils starting school and moving on?

Joining the school

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; 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.)

SENCOs within the Family of Schools meet termly to discuss SEND provision. The Family of Schools' SENCO visits individual schools to familiarise with the school environment and the individual child. 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 SENCO to discuss students with complex needs with key KS2 staff
- SENCO will attend IEP, CAF or Team Around The Child reviews at the primary school from year 5 onwards for students with complex needs
- Information passed to the school from parents
- Information passed to the school from feeder school staff
- Information gathered through the Springboard process led by the Local Authority
- Discussions with parent's 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.