

**Corpus Christi Catholic Academy Trust: All Saints Catholic College  
(A Voluntary Academy)  
Special Educational Needs and Disability Information Report 2025-2026**

**1. What kinds of special educational needs does the school provide for?**

All Saints Catholic College is a mainstream secondary school providing education for students aged 11–16. We are dedicated to meeting the needs of all learners, with the majority of needs addressed through high-quality, inclusive teaching practices.

In addition, the school is committed to making appropriate provision for students with Special Educational Needs and Disabilities (SEND) across the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Our SEND team consists of:

- Ms E. Platt, Special Educational Needs and Disabilities Coordinator (SENDCO)
- Ms C. Tortoishell, Deputy SENDCO

These staff members work collaboratively with students, families, and teaching staff to ensure that appropriate support, guidance, and interventions are in place to enable all students to achieve their full potential.

**2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?**

At All Saints Catholic College, we recognise that the early identification of pupils with Special Educational Needs and Disabilities (SEND) is essential to ensuring effective support and positive outcomes.

If you have concerns that your child may have a special educational need, we encourage you to raise this initially with your child's Form Teacher or directly with the Pupil Progress Lead. Where appropriate, concerns will be referred to the SEND Department for further advice, assessment, and guidance.

All teaching staff receive ongoing professional development to support the early recognition and understanding of potential SEND needs. Staff meet regularly with the SEND team to discuss pupils' progress, emerging concerns, and appropriate strategies. If a teacher identifies that a pupil may have an unmet need, they have a professional responsibility to discuss this with both parents/carers and the Special Educational Needs and Disabilities Coordinator (SENDCO).

All Saints Catholic College follows a clear and robust procedure for the identification, assessment, monitoring, and support of pupils with SEND, in line with statutory guidance. Further details can be found in our SEND Policy, available on the school website:

<https://www.allsaintscatholiccollege.com/about-us>

### **3. What is the school's approach to teaching pupils with SEND**

#### **How We Meet the Needs of Pupils with SEND**

At All Saints Catholic College, we adopt a graduated approach to supporting pupils with Special Educational Needs and Disabilities, in line with the SEND Code of Practice. Support is implemented in a structured and responsive manner to ensure that provision is appropriate, effective, and tailored to individual needs. Our graduated response includes the following levels of support:

- **High-quality, adaptive classroom teaching:**  
All pupils benefit from inclusive, quality-first teaching that is differentiated and adapted to remove barriers to learning.
- **Small-group adult support:**  
Where additional support is required, pupils may work in focused small groups to develop core skills, reinforce learning, or practise key strategies.
- **Targeted interventions:**  
Evidence-based interventions are delivered to address specific areas of difficulty, with progress regularly reviewed to ensure effectiveness.
- **Individualised timetables and specialist input:**  
Some pupils require personalised timetables or guidance from external professionals, such as educational psychologists or specialist teachers.
- **Intensive programmes and one-to-one support:**  
For pupils with more complex or significant needs, intensive teaching programmes or increased adult support may be provided to secure progress and promote independence.

#### 4. **How will both you and I know how my child/young person is doing?**

All teachers at All Saints Catholic College are responsible for monitoring and tracking the progress of every pupil, including those with identified Special Educational Needs and Disabilities (SEND). Where a specific need has been identified, a more detailed and structured assessment process is implemented to ensure that support is accurately targeted and progress is clearly measured.

For pupils with more complex or significant needs, more frequent review meetings may be required. During these meetings, individual targets—based on assessed needs—will be shared and discussed with parents/carers. Where appropriate, external specialists may contribute to the process, either by attending review meetings or by providing professional guidance to support the setting of meaningful and achievable targets.

This collaborative approach ensures that provision remains responsive, personalised, and aligned with each pupil’s developmental and academic needs.

#### **5. How will the curriculum be matched to my child/young person’s needs?**

##### **Our Graduated Response to Meeting SEND Needs**

At All Saints Catholic College, we implement a clear and structured graduated response to supporting pupils with Special Educational Needs and Disabilities (SEND). Our quality-first teaching provision forms the foundation of this approach, ensuring that barriers to learning are reduced through high-quality, inclusive, and appropriately adapted classroom practice. Teaching across all subjects is adapted to enable every pupil to access the curriculum and achieve their potential.

Where additional support is required, pupils may participate in targeted small-group intervention programmes designed to address specific areas of need and promote progress. For some pupils, particularly those with identified SEND, agreed individual outcomes will be put in place to guide their learning and development. These outcomes are reviewed regularly, with parents/carers and pupils actively involved in both the creation and evaluation of targets to ensure they remain relevant, purposeful, and ambitious.

This approach ensures that support is personalised, responsive, and reflective of each child’s evolving needs.

## 6. What are the arrangements for assessing and reviewing young people's progress?

### Tracking Progress and the Assess–Plan–Do–Review Cycle

All teachers at All Saints Catholic College are responsible for tracking the progress of pupils within their classes. This monitoring forms part of the school's regular Quality Assurance (QA) cycles, which ensure that teaching, learning, and pupil outcomes are consistently evaluated.

If a pupil is identified as not making expected progress, they may be monitored more closely as part of a focus group. Where progress continues to fall below expectations, the pupil may be added to the Special Educational Needs Register so that additional, targeted support can be implemented.

Support follows the statutory Assess, Plan, Do, Review model:

- **Assess:** Identifying the pupil's strengths, needs, and areas requiring support.
- **Plan:** Designing a targeted programme of work or intervention to promote progress.
- **Do:** Implementing the planned support, strategies, or interventions.
- **Review:** Evaluating the impact of support and adjusting provision as required.

The SENDCO plays an integral role in this process. As part of the school's QA cycle, the SENDCO meets with class teachers and support staff to review the progress of pupils on the SEND register, evaluate the effectiveness of strategies, and ensure that provision remains aligned with each child's needs.

Where necessary, additional assessments may be carried out by the SENDCO or by external specialists commissioned by the school. This ensures that the needs of all pupils are identified accurately and that support remains responsive, evidence-based, and effective.

**7. How will staff be trained to meet the needs of my child/young person?**

**Staff Development and Building Expertise**

All Saints Catholic College is committed to ensuring that all staff are equipped with the knowledge, skills, and confidence required to meet the diverse needs of pupils with Special Educational Needs and Disabilities (SEND). The school implements a planned, ongoing cycle of staff development that prioritises adaptive teaching, Quality First Teaching, the teaching of reading, and trauma-informed practice.

Continued Professional Development (CPD) is carefully identified for all staff to extend their expertise and enhance their ability to support pupils with SEND. This includes:

- Whole-school training focused on inclusive, evidence-based teaching strategies
- Targeted workshops that address specific areas of need
- Coaching and mentoring opportunities to promote consistency and embed best practice across the school

The school also benefits from collaborative work within the Corpus Christi Multi Academy Trust. Regular cross-school meetings provide valuable opportunities to share expertise, moderate practice, and strengthen the specialist knowledge of SENDCOs and other staff involved in SEND provision.

This collaborative and developmental approach ensures that staff are continually improving their practice and are well-prepared to deliver high-quality, responsive support for pupils with SEND.

**8. How will my child/young person access activities available for children in the school who do not have SEND?**

**Inclusion and Access to the Wider Life of the School**

All Saints Catholic College is committed to ensuring that every pupil—including those with Special Educational Needs and Disabilities (SEND)—is fully included in all aspects of school life. We adopt a proactive approach to identifying and removing barriers to participation, ensuring that all pupils have equitable access to opportunities alongside their peers.

To promote inclusion, the school makes reasonable adjustments to enable pupils with SEND to take part in a wide range of activities, including:

- Day trips, residential visits and spiritual retreats
- After-school clubs, sports teams and enrichment activities
- Work experience placements and vocational learning opportunities
- School performances, liturgical events and student leadership roles
- Curriculum-linked activities such as STEM challenges, competitions and cultural experiences

In addition, All Saints actively supports meaningful participation through:

- Individual risk assessments and personalised planning, ensuring each activity is accessible, safe and appropriately staffed
- Adapted resources and specialist equipment, such as sensory tools, visual supports or assistive technologies
- Staff trained in adaptive teaching, trauma-informed approaches and Quality First Teaching, enabling pupils to feel safe, confident and supported
- Careful attention to accessibility needs, such as providing quiet spaces, movement breaks or alternative formats
- Enhanced adult support where required, particularly during transitions, unstructured times or unfamiliar environments
- Close communication with parents and carers, ensuring advance planning for any additional needs and creating positive experiences for pupils
- Collaboration with external agencies, where appropriate, including physiotherapy, occupational therapy or sensory support services, to facilitate full participation

This comprehensive approach ensures that pupils with SEND are able to thrive, contribute and succeed within the academic, social, cultural and spiritual life of the school.

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

### **Supporting the Social, Emotional and Mental Wellbeing of Pupils**

At All Saints Catholic College, the wellbeing of every child is central to our mission. Our Catholic ethos fosters a nurturing, compassionate environment where all pupils are valued, respected and supported to grow emotionally, socially and academically.

Quality First Teaching, adaptive practice and trauma-informed approaches are embedded throughout the school to ensure that pupils with SEND feel safe, understood and able to access learning successfully.

### **Whole-School Approaches**

We take a proactive approach to promoting emotional and social development across the school:

- All staff receive ongoing training in trauma-informed strategies, emotional regulation and approaches to supporting mental health needs.
- A whole-school mental health programme includes guest speakers, spiritual retreats, personal development activities and a pastoral curriculum that promotes resilience and emotional literacy.
- Classroom practice prioritises emotional safety, positive relationships and a strong sense of belonging for all pupils.

These universal strategies ensure that every pupil benefits from a consistent, supportive and understanding school environment.

### **Pastoral and Mental Health Support**

Our pastoral and mental health provision is designed to meet pupils' needs through a tiered approach:

- The Mental Health Lead provides targeted intervention, one-to-one support and early help strategies.
- The Pastoral Team offers daily emotional support, mentoring and safe spaces where pupils can talk through their worries and develop coping skills.
- The NHS Mental Health Support Worker provides additional early-intervention support for identified pupils, helping them understand and manage their mental wellbeing.

This layered support ensures that pupils receive the right help at the right time, preventing difficulties from escalating.

### **Specialist Support and External Agencies**

To ensure high-quality, evidence-based provision, we work closely with specialist professionals:

- The Trust Educational Psychologist assesses needs and advises staff on strategies to support social, emotional and mental health.
- When necessary, referrals may be made to Child and Adolescent Mental Health Services (CAMHS) or other external agencies for specialist therapeutic support.
- Staff collaborate closely with external professionals to ensure recommended strategies are implemented effectively in school.

This collaborative approach ensures that pupils with more complex needs receive comprehensive, multi-agency support.

### **Preventing Bullying and Promoting Inclusion**

All Saints Catholic College is committed to ensuring that no child with SEND experiences bullying or discrimination because of their needs.

We promote inclusion and positive peer relationships through:

- A clear Anti-Bullying Policy, available on our school website
- Curriculum work that develops empathy, respect and understanding
- Assemblies, pastoral activities and restorative practices
- Ongoing work to strengthen relationships and build a strong, caring community

These measures ensure that pupils feel safe, valued and included, and that the school environment reflects our Catholic commitment to dignity, compassion and respect.

## **10. What specialist services and expertise are available at or accessed by the school?**

### **Working with Specialist Services and External Agencies**

All Saints Catholic College works closely with a wide range of specialist professionals to ensure that pupils with Special Educational Needs and Disabilities (SEND) receive high-quality, evidence-based support. The school draws upon expertise from Trust-employed practitioners, in-school specialists, and external agencies to provide a comprehensive and responsive approach to meeting pupil needs.

### **Trust-Employed Specialists**

Where appropriate, pupils may access support from the following professionals:

#### **Educational Psychology Service**

- Michelle Lavarack – Educational Psychologist
- Evie Hooper – Assistant Educational Psychologist

These professionals provide assessments, consultation, advice, and support for pupils with a wide range of learning, emotional, and developmental needs.

#### **Speech and Language Therapy (SALT)**

- Catherine Cronshaw – Highly Specialist Speech and Language Therapist

Support may include assessment, targeted intervention, therapy plans, and guidance for staff.

#### **In-School Expertise**

All Saints Catholic College also benefits from highly skilled staff who contribute to the identification and support of pupils with SEND:

- Mental Health Lead — Mrs Burton
- NHS Mental Health Support Worker
- Trauma-informed practice embedded across staff training and pastoral systems

- SENDCO and Deputy SENDCO providing strategic oversight and specialist guidance
- Pastoral and Safeguarding Teams delivering daily support, intervention, and wellbeing monitoring
- Literacy and Numeracy Intervention Leads delivering targeted academic programmes

### **External Agencies Accessed by the School**

Depending on individual needs, pupils may also receive support from a range of external specialists, including:

- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Team / NHS Health Services
- Early Help and Local Authority support services
- Social Care and Family Support Teams
- Educational Welfare Services
- Youth Offending Team (YOT) where appropriate

These partnerships enable the school to provide holistic support, addressing educational, social, emotional, and health needs.

### **Collaboration Across Corpus Christi Multi Academy Trust**

All Saints Catholic College actively collaborates with other schools across the Corpus Christi Multi Academy Trust to strengthen SEND provision. This includes:

- Regular SENCO network meetings to share expertise, moderate practice, and develop consistency across the Trust
- Trust-wide training focusing on adaptive teaching, trauma-informed practice, and high-quality SEND provision

This collective approach ensures that specialist knowledge is continually developed and that provision for pupils with SEND remains robust, consistent, and aligned with best practice.

## **11. How are parents and young people themselves involved in the school?**

### **Working in Partnership with Parents, Carers and Pupils**

At All Saints Catholic College, we recognise that effective collaboration with parents, carers and pupils is essential to achieving positive outcomes for children with Special Educational Needs and Disabilities (SEND). Wherever possible, families and pupils are actively involved in each stage of the Assess, Plan, Do, Review cycle. This includes the initial SEND meeting with parents, review meetings, and formal annual reviews.

Form Teachers meet with all pupils—including those with SEND—throughout the year to discuss progress, share targets, and support pupils in understanding their next steps. Parents and carers are also invited to attend multi-agency meetings where appropriate, ensuring they remain fully informed and able to contribute to decision-making. As part of the assessment process, the Educational Psychologist may meet directly with parents to discuss findings and explore suggested strategies.

We are committed to ensuring that pupils with SEND feel listened to, valued and supported in their education. Pupils may be involved in their review meetings where appropriate, and they play an important role in developing and updating their Pupil Passport, helping them express their strengths, needs and preferences. To further understand their experiences, we regularly gather pupil voice feedback through age-appropriate activities, as well as parental feedback through questionnaires and ongoing communication.

This collaborative approach ensures that provision is meaningful, personalised and reflective of each child's lived experience.

## **12. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

## **Transition Support**

All Saints Catholic College recognises that transition periods can be particularly challenging for some pupils, especially those with Special Educational Needs and Disabilities (SEND). We are committed to reducing anxiety and ensuring that transitions—whether into Year 7, between key stages, or beyond school—are planned, supportive and responsive to individual needs.

To support pupils with SEND, we provide a range of enhanced transition measures, including additional visits, increased parental involvement, and personalised transition materials such as transition booklets. We work closely with pupils, families, primary schools and external agencies to make each stage of transition as smooth and successful as possible.

### **Transition into Year 7**

For pupils joining Year 7 with identified SEND:

- Our SENDCOs visit pupils in their primary schools to gather key information and begin building relationships.
- Pupils are offered additional tours of All Saints Catholic College before the official start date, helping them gain confidence with the environment.
- Transition meetings are held with Year 6 teachers and SENCOs to ensure a detailed handover of information about individual needs, strengths and support strategies.
- As part of our transition programme, we gather key data—including KS2 SATs outcomes and SEND transition information—to inform targeted support from the start of Year 7.
- We offer summer transition workshops for identified pupils, alongside the whole-school transition day in July, enabling pupils to meet their new teachers and peers before September.

### **Ongoing Transition Throughout the Year**

Throughout Year 7 and beyond, we maintain regular communication with parents, carers and professionals to ensure that pupils continue to feel supported as they settle into school life. Engagement opportunities include:

- Parents evenings
- Coffee mornings
- Review meetings
- Parent Partnership evenings

These opportunities ensure that families remain informed, involved and able to contribute to ongoing support planning.

### **Assessment During Transition**

All pupils are assessed in line with the school's assessment policy. Literacy and numeracy assessments are carried out each term to monitor progress and inform teaching and intervention planning. This ensures that support remains responsive, evidence-based and aligned with each pupil's developing needs.

### **Transition Beyond Key Stage 4**

We also work closely with a range of service providers to support successful transition into post-16 education, training or employment. Our partnership approach helps ensure that pupils leaving Year 11 are well-prepared for their next steps and able to thrive in further education, apprenticeships or the workplace.

### **13. Who can I contact for further information?**

If you require further information, please contact the main school office by telephone or email the school office.

0161 338 2120

[schooloffice@allsaintscatholiccollege.com](mailto:schooloffice@allsaintscatholiccollege.com)

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