

All Saints Catholic College



SEND Information Report

Date approved by Governors:

19th June 2017

Date to be reviewed:

June 2018

All Saints Catholic College, in keeping with its mission and ethos, is committed to ensuring that all pupils make the best possible progress during their time with us. In addition, we seek to ensure that pupils with special educational needs (SEN) are identified and received the supported needed to ensure they too make progress.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to about my child's learning needs?	Special Educational Needs Co-ordinator (SENCo)	The SENCo is responsible for: Coordinating all the support for children with recognised special educational needs (SEN) and implementing the school's SEN policy to ensure all SEN children get a consistent, high quality response to meeting their additional needs in school. Ensuring, where appropriate, that a Pupil Learning Plan is drawn up outlining the support to be put in place to support your child's learning Ensuring that you are: Involved in supporting your child's learning Kept informed about the support your child is getting Involved in reviewing how well they are doing Part of planning ahead for them Liaising with all the other people who may be coming into school to help support your child's learning eg Educational Psychology. Updating the school's SEND register (the record of all students with additional learning needs which ensures the needs of pupils in this school are known) and making sure there are clear, well-kept records of your child's needs and progress. Leading the statutory reviews of the Education, Health and Care Plans (EHCPs) and statements (where applicable) Ensuring that, where needed, appropriate exam access arrangements are identified, arranged and all accompanying JCQ procedures are completed.
	Pastoral Team	To provide specialist support for teachers and support staff in the school so that they can help your child achieve the best possible progress in school. Each year group has a member of the teaching staff appointed to act as the

	<p>Subject Leader and class teacher</p> <p>Headteacher: Mrs L Emmett</p> <p>SEND Governor: (Mrs G Aldgate)</p>	<p>Progress Leader for that group of pupils. Where a Pupil Learning Plan is in place, liaising with the SENCo to ensure that all staff working with your child are supported to deliver the planned work/programme.</p> <p>Checking on the progress of your child and, in liaison with the SENCo and Subject Heads, identifying, planning and ensuring the delivery of any additional help your child may need to ensure their progress. They are responsible for using Pupil Learning Plans when planning for your child's lessons. Ensuring that the school's SEN policy and Literacy policy is followed in the classroom and for all the pupils they teach with any SEN.</p> <p>She is responsible for: The day to day management of all aspects of the school, including the support for children with SEND. She will give responsibility to the SENCo, Subject Heads and class room teachers to meet the needs of our SEN pupils but is still responsible for ensuring your child's needs are met. Ensuring that the Governors are kept up to date about any issues related to SEND.</p> <p>As the Governor with particular overview for SEND, they are responsible for: Championing the needs of pupils with SEND in all areas of school life eg policies and budget decisions. Staying up to date with local, regional and national developments in relation to SEND. Monitoring the implementation and impact of SEND policy and practices.</p>
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B. IF MY CHILD HAS SPECIAL EDUCATIONAL NEEDS HOW COULD THEY GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This will, first and foremost, be the responsibility of the class teacher and will be monitored by the teacher with overall responsibility for each of the subjects taught in school. However, other people who may also be involved in working with your child are:

- Other staff in school including the SENCo, Teaching Assistants, Progress Leaders, Learning Coaches and members of the Senior Leadership Team.
- Staff who visit the school from the Local Authority central services such as colleagues from Hearing Impaired Team, the Visual Impaired Team, the C.L.A.S.S. Team and the Pupil Support Services.
- Staff from other agencies such as the Speech & Language Therapy (SALT) Service, BLIS or Child and Adolescent Mental Health Service (CAMHS)

Types of Support available	What this means for your child	Who can get this kind of support
<p>All Saints aims to ensure that all of our teaching is good or outstanding. To achieve this all teachers are asked to use various strategies from our Quality First Teaching training material.</p>	<p>Using a variety of strategies to support the pupils in their lessons, teachers will:</p> <ul style="list-style-type: none"> • Set high expectations • Ensure that all teaching builds on what your child already knows • Plan different ways of teaching to help all the children in the class to participate in the lesson • And take advice from the SENCO or other staff/colleagues to put in place other strategies to support your child 	<p>All of our pupils will be getting this as part of excellent classroom practice.</p>

<p>Specific group or individual work aimed at addressing short falls in a pupil's performance</p>	<p>Having identified gaps in your child's performance their teachers will;</p> <p>Provide, during their regular lessons, additional support for your child to address targeted needs.</p> <p>The teacher may also plan group sessions for your child with targets to help your child close the gap in their learning.</p> <p>Some Subject Leaders may also have in place other intervention strategies to support pupils with gaps in their learning in their particular subject.</p> <p>Where available, a Teaching Assistant may, using the teacher's plans, run these small group sessions to support learning in lessons</p> <p>Your child may also be provided with support by the Learning Centre and may be invited to be part of our various programmes in the Centre.</p>	<p>Some Year 7 pupils arrive with specific gaps in their understanding of a subject/area of learning and so will need additional support from their teachers.</p> <p>In addition, following our regular whole school 'Additional Intervention Meetings', pupils behind their age related expected performance will also need support from their teachers.</p> <p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
<p>Pupil Learning Plan</p>	<p>Once your child has been identified as a pupil in need of substantive additional support:</p> <ul style="list-style-type: none"> • You will be invited to a meeting to discuss your child's progress and to help put in place a Pupil Learning 	<p>Your child will have been identified as having specific barriers to learning that will need more specialist input to support their learning.</p>

	<p>Plan, designed to address their needs.</p> <ul style="list-style-type: none"> • You may be asked to give your permission for the school to refer your child to a specialist professional for a more in-depth report to help us all to better understand your child's educational needs. • The Plan might include support for your child in their lessons. It might also include some small group or 1:1 support in the Learning Centre to address areas of need. 	<p>This additional support may be provided by various members of the staff here at All Saints and/or specialist professionals from outside the school</p>
<p>Education, Health and Care Plan</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Tameside Local Offer. • After the school have sent in the request, the Local Authority will decide whether they think your child's needs are complex enough to need further assessment. If so, they will ask you and all professionals involved to write a report outlining your child's needs. • After all the reports have been set in the Local Authority will decide if 	<p>Children whose learning needs have been assessed and found to be severe, complex and lifelong.</p>

	<p>your child's needs are severe, complex and lifelong. If this is the case they will, with your support and contribution, write an Education, Health & Care Plan to address your child's additional needs.</p> <ul style="list-style-type: none"> • This Plan will include advice to your child's teachers on how best to support their learning and will outline various support programmes for your child, within their lessons or via 1:1 individual support or in small group settings. 	
<p>How can I let the school know I am concerned about my child's progress?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's subject teachers and/or their Form Tutor and/or their Progress Leader. • If you are not happy that the concerns are being managed and that your child is not making progress you should speak to the SENCo • If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to an Assistant or Deputy Headteacher. • If you are still not happy you can request a meeting with the Headteacher. 	
<p>How will the school let me know if they have any concerns about my child's learning?</p>	<ul style="list-style-type: none"> • When a teacher has concerns about your child's progress and targeted teaching has not met the child's needs, the teacher will raise this with the Subject Leader initially who may raise this with the SENCo and Progress Leader. • During termly 'Additional Intervention Meetings', Progress Leaders, the school's SENCo and members of the Senior Leadership Team discuss the progress of each student in the College. This is another way that your child may be 	

	<p>identified as not making as much progress as they could be.</p> <ul style="list-style-type: none"> • If your child is then identified as falling short of their age related progress the school will set up a meeting to discuss the additional steps planned to address their needs.
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Who are the people providing services to children with SEN in this school	Directly funded by the school	<ul style="list-style-type: none"> • Form Tutors • Teaching staff • Learning Coach • Pastoral Staff • Teaching Assistants • SENCo • Educational Psychologist • Pupil Support Service • Attendance Advisor • EMAT • Positive Steps (Careers advice)
	Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Visual and Hearing Impaired services
	Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School nurse service • Health Mentor service

Where can I find the schools' SEN policy and other related documents?	All current policies can be found on the school website (www.allsaintscatholiccollege.com). If you do have issues accessing these please contact school who will help you access these documents
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<p>How are the teachers in school supported to work with children with SEND?</p>	<ul style="list-style-type: none"> • The SENCo's role is to support the teachers in planning for children with SEN. • All teachers receive information on Quality First Teaching to provide and maintain high quality teaching for all our students. • The SENCo organises various training opportunities for staff to deepen their understanding of the key barriers to learning. This training will also provide staff with ideas and strategies on how best to help SEN children. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their care.
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> • Teachers, as they plan their lessons, are asked to do so in ways that address the needs of the various groupings of students in their care; this includes SEND pupils. • Planning and teaching therefore can be adapted, on a daily basis if needed, to meet your child's particular needs. • Teaching Assistants will also work within some lessons to support the teacher in meeting the needs of SEND pupils. • Pupils identified as having specific barriers to learning needing more specialist support will have a Pupil Learning Plan put in place. • This Plan will identify the addition the specific resources and strategies to be used to support your child, individually and/or in small group
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress will be continually monitored by their teachers, the Subject Leaders, their Form Tutors and their Progress Leaders • Your child's progress at KS3 will be reviewed against national age related standards, and for KS4 the grade given by their teachers will be measured against the target set for them following their success in Year 6. • Their progress will also be reviewed at our termly 'Additional Intervention Meetings' and, should their progress should fall short of the standards expected, additional support will be put in place. • The SENCo will also monitor that all children on the SEN register are making progress in line with the targets set

	<ul style="list-style-type: none"> • If your child's learning needs are assessed and found to be severe, complex and lifelong, the school will ensure an Education, Health & Care Plan is, with your support, drawn up and put in place. • Once an Education, Health & Care Plan is in place, you will be invited to Termly Review Meetings to help monitor your child's progress. • College reports on progress six times per year with Progress Review data being monitored against targets. • Progress is monitored via Achievement Plan meetings with your child.
<p>What support do we have for you as a parent/carer of a child with SEN?</p>	<ul style="list-style-type: none"> • Throughout the school year you will receive regular updates on your child's progress • There will be several planned opportunities for you to meet with the teachers working with your child eg at Review days or Parents' Evenings • At the same events there will also be opportunities to meet with the Progress Leader and/or the SENCo to raise any of your concerns • The school also encourages all parents to arrange additional meets with their child's Progress Leader and/or the SENCo at any point when they are particularly concerned about their child's progress. • If a Pupil Learning Plan or an Educational, Health & Care Plan are put in place to support your child's learning, you will be fully involved in drawing up the plan and in its subsequent review. • Throughout their time at All Saints, all information from outside professionals will be shared with you. For example, any assessments carried out with your child will be shared with you and the ideas and suggestions contained in assessment reports will be explored with you.
<p>How will we support your child as they move to a new school year or when they are leaving this school?</p>	<p>When moving years in school:</p> <ul style="list-style-type: none"> • Information about you child will be shared with all staff via our Inclusion File. • Where necessary, those staff who will be teaching your child will receive additional information to ensure they are fully aware of their needs and the strategies for supporting them outlined in their Pupil Learning Plan or their Education, Health & Care Plan.

	<ul style="list-style-type: none"> • If the transition to a new year would be particularly difficult for your child a personalised plan for that move will be put in place <p>At any point during their time at All Saints, if your child moves to another school;</p> <ul style="list-style-type: none"> • Information about your child will be shared with their new school • If appropriate, we will contact the SENCo at the new school to ensure they know about any arrangement already in place to support your child with the hope that these can continue once they move school. • Your child's school records will be passed to their new school as soon as possible. <p>In Year 11:</p> <ul style="list-style-type: none"> • Any pupil with an Education, Health & Care Plan in place will have support to plan and prepare for the next stage of their training/education. • Pupils with a Pupil Learning Plan in place will also receive information about future training/education and information regarding your child's needs will be shared with prospective training or education providers. • A meeting with Positive Steps may take place to plan for post 16 education.
<p>Who should I contact about my child/young person joining your setting, school or college?</p>	<p>Information regarding our admissions policy can also be found on our website or through contact with the school. As a Catholic College our admissions are guided by the criteria laid down in the Governors' policy for admission to Roman Catholic Secondary Schools. Our intake encompasses a wide ability range and is non-selective.</p> <p>The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published</p>

	<p>oversubscription criteria. Where a child is disabled the College will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.</p>
<p>How does All Saints consult with and involve children and young people with SEND in planning and reviewing their education?</p>	<p>As well as the information about reporting progress detailed above for students with EHC Plans a yearly review of the EHC Plan will take place with the SENCo however parents may come into College before this to discuss progress or raise concerns. This review will be based on comments from teachers, comments from TAs but also comments from the student and their parents. The review meeting will have the SENCo, the parents, the student, and any outside agencies who may be needed at the review.</p>
<p>How does All Saints assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?</p>	<p>Evaluation of arrangements and provision is dependent on what these are, how they've been set up and the impact they have had.</p> <p>In terms of the provision of extra literacy support students are assessed to see how they have progressed. Those students who have achieved a reading and spelling age that allows them to access the main stream will no longer access this support. However in discussion with parents and the students, and based on advice from the SEN teacher or subject teachers, other types of support may be necessary and these may be put in place. Similar evaluation is done for all types of additional or extra support.</p> <p>SEN through the use of the teacher assessments completed throughout the year.</p> <p>In every case these additional arrangements are only put in place, changed or ended after discussion with parents and the student.</p>
<p>How are the resources at All Saints allocated and matched to my child's needs?</p>	<p>Currently the SEND budget is managed by the school leadership team and is allocated to the provision of resources. These include:</p> <ul style="list-style-type: none"> • Teaching assistants • Resources for students with SEND • Provision within Learning Support • Provision of outside specialist teaching if available or applicable

<p>How will equipment and facilities to support children and young people with SEND be secured?</p>	<p>The SENCo will take the primary lead in securing equipment or facilities for young people. This may be delegated to the appropriate teaching assistant (ie exam provision) or subject leader/ teacher BUT this will be coordinated in all cases by the SENCo.</p> <p>Again parents may know of suppliers of equipment/ facilities/ facilitators that may be beneficial for a student with particular needs. In such cases recommendations are always welcomed – although the feasibility of utilising them would be discussed.</p>
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<p>How will my child or young person be included in activities outside the classroom, including trips?</p>	<p>There are a number of break and after school clubs that are run by school. The activities are open to all students, although if a parent has a concern regarding the club or activity then they would be advised to contact the organiser or their child's Form Tutor or the Pastoral Team to discuss that concern.</p> <p>There is open access to all trips and activities for all students, although the nature of certain trips and activities may necessitate a meeting with parents so that their child can access those trips.</p> <p>Only where behaviour has caused particular and regular concern may access to a trip/ activity be denied. This again will be done in consultation with parents.</p> <p>As with all matters parents are invited to contact the school and discuss all trips and activities so that their child may access them and get the most enjoyment from them.</p>
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C WHERE CAN I GO TO FOR ADDITIONAL SUPPORT IF I NEED IT?

<p>Where can I find the Tameside Local Offer?</p>	<p>http://www.tameside.gov.uk/localoffer</p>
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