



All Saints Catholic College

SEND POLICY

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for our pupils with special educational needs and/or disabilities, (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At All Saints Catholic College, the school is committed to securing the best possible outcomes for all pupils, including those with SEND.

The SENDCo is Mrs Platt. She can be contacted via the school office on 0161 338 2120 or by email at eplatt@allsaintscatholiccollege.com

The school's curriculum is our starting point for planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs. Some pupils experience barriers to learning and may have special educational needs requiring additional support. These additional needs may link to one or a combination of difficulties in cognitive development, communication and language, medical or sensory impairment or social, emotional and mental health issues.

Where pupils are identified as having special educational needs, they will be addressed initially through quality first teaching. Teachers make provision, where necessary, to support individuals or groups of pupils and thus enable them to participate effectively in curriculum and assessment activities. Such pupils may need additional or different additional or different support from that provided to others of the same age.

Pupils may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment take account of the type and extent of pupils' needs.

Aims and objectives

- Our aim is to ensure that every child has the chance to achieve their best, become confident individuals living fulfilling lives and make a successful transition within school and beyond, into adulthood, whether into employment, further or higher education or training.
- To ensure that our pupils are at the centre in this process, through pupil reviews and pupil questionnaires.
- To ensure that parents are able to be fully involved in supporting their child's education recognising their responsibilities as parents and how they play an active and valued role in their children's education.
- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of pupils are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.

- To identify the roles and responsibilities of staff in providing for pupils special educational needs.
- To enable all pupils to have full access to all elements of the school curriculum.
- To recognise that pupils with special needs are more vulnerable to abuse and exploitation.

In accordance with Section 66 of the Children and Families Act 2014, the school will use its best endeavours to secure the special educational provision required by pupils with SEND.

Educational inclusion

We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community.

Pupils:

- Have different educational needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences.

Teachers should:

- Respond to pupils needs through quality first teaching
- Provide support for pupils who need help with communication, language and literacy, mathematics and all areas of the curriculum
- Plan to develop pupils' understanding through the use of all available senses and experiences
- Plan for pupils' full participation in learning, and in physical and practical activities;
- Help individuals to manage their emotions, particularly trauma or stress, and to take part in learning effectively and safely adapt lessons
- Ensure the learning environment supports all pupils

2. Our Catholic Mission

At All Saints Catholic College, we believe that every child is made in the image and likeness of God and possesses unique gifts and talents.

In keeping with our motto, Quod Habeo Hoc Do ("What I Have, I Give"), we are committed to ensuring that all pupils, including those with SEND, are supported to flourish academically, spiritually, socially and emotionally so that they may achieve their God-given potential.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities

for pupils with SEND

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report.
- [Special educational needs and disability code of practice: 0 to 25 years 2015](#), which sets out guidance for organisations which work with and support children and young people who have special educational needs or disabilities.

As part of the Corpus Christi Catholic Academy Trust this policy also complies with our funding agreement and articles of association.

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of other pupils of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 The school

Equality and inclusion

The school will make reasonable adjustments for pupils with disabilities in accordance with the Equality Act 2010. Such adjustments may include adaptations to teaching, learning environments, assessment arrangements, communication methods and wider school activities.

The school meets its duties under the Equality Act 2010. This includes:

- Making reasonable adjustments to ensure that pupils with SEND are not disadvantaged
- Eliminating discrimination
- Promoting equality of opportunity
- The school's Accessibility Plan outlines how barriers to learning and participation are reduced over time.

5.2 The SENDCo

The SENDCo will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.3 The Governing Body

The Governing Body will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

5.4 The Headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

5.5 Teachers and Form Tutors

Teachers are responsible and accountable for the progress of all pupils in their class, including those with SEND.

Each teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the

impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

6. SEND information report

6.1 Admission arrangements for pupils with SEND

All Saints Catholic College admits pupils with SEND in accordance with the school's admissions policy and the requirements of the School Admissions Code.

Admissions arrangements comply with the School Admissions Code and Equality Act 2010. The school will not refuse admission solely because a child has SEND or a disability and will make reasonable adjustments where required to accommodate pupil needs.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will work with the local authority to ensure that appropriate provision is in place to meet identified needs.

6.2 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, global developmental delay
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) anxiety, personality disorders
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

6.3 Identifying pupils with SEND and assessing their needs

Pupils with special educational needs and/ or disability have learning difficulties that call for special provision to be made. A pupil is identified as having SEND where they have a learning difficulty or disability which calls for special educational provision to be made for them.

The school recognises that not all underachievement indicates SEND and will ensure that appropriate teaching and intervention are in place before identifying a pupil as having SEND.

Pupils have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of pupils of the same age
- They have social, emotional or mental health barriers which prevents them from learning and sometimes resulting in behavioural difficulties
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupils of the same age
- They are under school age and fall within the definitions above

6.4 Accessibility arrangements

The school is committed to improving accessibility for pupils with SEND in line with the Equality Act 2010. This includes:

- Improving access to the curriculum through adaptive teaching and reasonable adjustments
- Improving the physical environment to enable greater participation
- Improving the availability of accessible information for pupils and parents

Further detail is set out in the school's Accessibility Plan.

6.5 Graduated approach: assess, plan, do, review

If our termly assessments and observations show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources.

We will consult the parents and a decision will be made to place the child on the SEND Register. The school will take a graduated approach in the form of a four-stage cycle of assessment, planning, carrying out interventions and reviewing outcomes. The class teacher will use adaptive teaching strategies to meet pupils' individual needs. The class teacher will keep parents informed and draw upon them for additional information.

The Special Educational Need Coordinator (SENDCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support, or if differentiation is not making an impact and/ or the child is not responding. The SENDCo will then advise the teacher about appropriate support and interventions. The SENDCo alongside the child's class teacher and TAs will provide interventions that are different from or additional to those provided as part of the school's usual working practices.

A child who is not making progress will then access interventions which are more intensive. Short-term targets and the teaching strategies will be identified with the class teacher and SENDCo. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. If support is needed from outside services, we will consult parents prior to any support being requested.

In some cases, pupils will be seen in school by external support services. This may lead to additional or different strategies to those identified by the school. External support services will provide advice for the child's new outcomes and targets. The new strategies will, wherever possible, be implemented in the child's normal classroom setting, but may require the child to be taught outside the classroom.

6.6 Education, Health and Care Plans (EHCP)

If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care Plan (EHCP) will be made to the Local Education Authority. This process requires all agencies involved with the child to work together and meet regularly to ensure the best support is in place for both the child and the family (Team Around the Child Meeting). Parents can also request an EHCP and can appeal against a decision not to grant an EHCP.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will ensure that provision specified within the plan is delivered. Annual Reviews will be held at least once every 12 months and review paperwork will be submitted to the Local Authority within statutory timescales. Parents, pupils and relevant professionals will be invited to contribute to the review process.

Further Information: <https://www.tameside.gov.uk/sid/support>

6.7 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

6.8 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

Through this cycle, actions are reviewed and refined as understanding of a pupil's needs and the support required to help them secure good outcomes increases.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.9 Supporting pupils moving between phases

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We will support and guide the pupil through the specific induction process for their new school, for example, we will invite staff from their new school to visit the pupil in their class and accompany the pupil on visits to their new school if required.

6.10 Our approach to teaching pupils with SEND

Our school is a place of belonging. We will use our best endeavours to offer excellence and choice to all our pupils, whatever their ability or needs, through quality first teaching. We have high expectations of all pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- Have different educational needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Pupils with SEND follow a broad and ambitious curriculum that is coherently planned and sequenced to enable them to achieve the best possible outcomes.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

Teachers respond to pupils' needs through quality first teaching:

- Providing support for pupils who need help with communication, language and literacy, mathematics and the wider curriculum
- Planning to develop pupils' understanding through the use of all available resources and experiences
- Planning for pupils' full participation in learning, and in physical and practical activities

- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning effectively and safely
- Differentiation of lessons
- Ensuring the learning environment supports all pupils.

6.11 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, iPads, coloured overlays, wobble cushions, reading pens, visual timetables, larger font, sloping boards for writing, pencil grips, ear defenders etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- In class support.

Adapting our provision spaces for purposeful outcomes. Further learning support consists of:

- 1-to-1 behaviour support provided by staff from within the school.
- Support/Advice from the Tameside Outreach Service.
- Access to our in-house emotional regulation programme. These are led by staff in Room 1 and Room 4 and also supported by pastoral staff.
- Handwriting, fine motor skills support, Speech & Language Interventions /Typing & IT support.
- Exam Access arrangements for Key stage 4 (KS4) and support for class teachers for Key Stage 3 (KS3) to assist with identifying potential access arrangements through Pupil Passports.
- Access to the Nurture alternative provision curriculum through supporting criteria such as Emotionally Based School Non- Attendance (EBSNA), Educational Psychologist (EP) recommendations, Social, Emotional and Mental Health (SEMH), EHCP. SEND and Pastoral/Behaviour Leads/DSL collaborate to ensure that criteria for referral to AP is appropriate and that the provisions are thoroughly monitored for due diligence purposes; overseen by the Senior Leadership Team.
- Learning Support through our Learning HUBS consist of spaces that provide additional adaptation to further bespoke support for pupils with SEND. The rationale for pupil access and outcomes is measured as part of plan-do-review using relevant means such as; attendance/behaviour/engagement data, EHCP outcomes, SEMH pre and post assessment materials, pupil and parent voice and academic progress.

The Learning HUBS will, after consultation with parents/carers, offer programmes that

may include:

- Room 1 (SEMH/EBSNA/Autism Spectrum Disorder (ASD) provision and interventions) led by an experienced Teaching Assistant with a specialist teaching background for designated pupils.
- Room 4 provides daily support in a smaller space for designated pupils to work on English/Maths through a variety of resources (paper based/interactive) or their classwork with staff support. This is staffed by Teaching Assistants who support the building of positive relationships over time and supported by Lead Teacher.
- Room 4 provides a planned, targeted provision for cognition and learning (tailored small group work or 1-1 in English and/or Maths) SEMH interventions led by experienced staff and overseen by Lead Teacher.

These interventions are part of a plan- do -review process and usually are planned for a half term.

Functional Skills for KS4 and English/Maths specialist boosters are delivered here by experienced practitioners. The outcome of these directly link to lifelong learning; enabling Post 16 Transition and aspirations to be as successful as possible. Additionally, KS3 phonics, reading and maths are delivered by experienced practitioners alongside tailored SEMH interventions (Emotional Regulation, Social Communication Groups, Self Esteem and Anxiety management) supported by external agencies.

Additional SEMH interventions overseen by Pastoral staff to support all pupils with support based around trauma and mental health management.

6.12 Preparation for adulthood

The school ensures that pupils with SEND are supported to prepare for adulthood. This includes a focus on:

- Employment and further education
- Independent living skills
- Community participation
- Health and wellbeing

Careers education, work-related learning and transition planning are adapted to ensure that pupils with SEND are able to make informed choices about their future.

6.13 Expertise and training of staff

The school ensures that all staff receive appropriate training to support pupils with SEND. This includes:

- Whole-school CPD focused on adaptive teaching, scaffolding and inclusive practice
- Targeted training for staff supporting pupils with specific needs such as autism, SEMH and communication difficulties

- Access to specialist advice from external agencies including Educational Psychologists, CAMHS and Speech and Language Therapists
- The SENDCo ensures that training is responsive to emerging needs and aligned with the school's improvement priorities.

6.14 Securing equipment and facilities.

The SENDCo has a designated SEND budget to provide equipment for SEND pupils.

Resources will be purchased to provide quality first teaching or on the advice of specialist advisors.

Facilities for SEND pupils are discussed with the Senior Leadership team and prioritised according to the school's development plan.

6.15 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 10 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

6.16 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in PE/ sporting events with adaptations where needed.

6.17 Support for improving emotional and social development

We provide extra pastoral support arrangements or listening to the views of pupils with SEND and measures to prevent bullying. We have a zero-tolerance approach to bullying.

6.18 Working with other agencies

We work closely with the following agencies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families. We are able to obtain specialist advice to ensure that our pupils

have the highest quality support based on the most informed research and best practice.

- Community Paediatrician
- School Nurse
- Educational Psychologists from the Local Authority
- Child and Adolescent Mental Health Services (CAMHS)
- NHS Speech and Language Therapy Services
- Children's Services

6.19 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher, then the SENDCo and then the headteacher.

If the response received at this point is not acceptable then parents/carers will be referred to the school's complaints policy.

Parents also have the right to appeal to the SEND Tribunal if they believe that the Local Authority or the school has failed to meet statutory duties under the Children and Families Act 2014. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Parents and carers may also seek independent advice and support from:

Tameside SEND Information Advice and Support Service (SENDIASS)

Telephone: 0161 359 8005

Email: tamesidesendiass@togethertrust.org.uk

This service provides impartial information, advice and support relating to SEND matters.

6.20 Contact details of support services for parents of pupils with SEND

The Local Authority Local Offer sets out the provision available for children and young people with SEND in the local area.

The Tameside Local Offer can be accessed via: <https://www.tameside.gov.uk/sid/support>

The school works in partnership with the Local Authority to ensure that pupils and families are signposted to appropriate services and support.

Telephone: 0161 359 8005

Email: tamesidesendiass@togethertrust.org.uk

Post: SENDIASS Service, Newbridge Centre, Cromer Street, Stockport, Cheshire, SK1 2NY

7 Safeguarding and SEND

The school recognises that pupils with SEND may be more vulnerable to abuse, neglect and exploitation.

The school recognises that additional barriers can exist when recognising abuse and neglect in children with SEND. These barriers may include:

- Assumptions that indicators of abuse relate to a child's disability.
- Communication difficulties.
- Increased vulnerability to bullying, exploitation and peer abuse.
- Greater reliance on adults for care and support.

Staff receive safeguarding training in line with Keeping Children Safe in Education and understand how concerns may present differently in pupils with SEND.

All staff are aware of the additional barriers that pupils with SEND may face, including:

- Communication difficulties
- Increase dependency on adults
- Social isolation

Safeguarding procedures are in line with Keeping Children Safe in Education (KCSIE).

The Designated Safeguarding Lead (DSL) works closely with the SENDCo to ensure that safeguarding concerns relating to pupils with SEND are identified early and responded to appropriately.

Staff are trained to recognise how safeguarding concerns may present differently in pupils with SEND in line with KCSIE and the school's safeguarding policy.

8 Publication of the SEND Information Report

The school's SEND Information Report is reviewed annually and published on the school website.

The report details:

The kinds of SEND provided for.

Identification and assessment arrangements.

The graduated approach to SEND support.

How adaptations are made to the curriculum and learning environment.

Staff expertise and training.

Support available from external agencies.

Arrangements for consulting pupils and parents.

Arrangements for handling complaints regarding SEND provision.

Monitoring and evaluation

The effectiveness of SEND provision is monitored through:

- Termly review of pupil progress and outcomes
- Analysis of attendance, behaviour and exclusion data
- Provision mapping and intervention impact
- Learning walks, book looks and pupil voice

The SEND governor provides oversight and challenge to ensure that statutory duties are met.

SEND provision is reviewed as part of the school's self-evaluation (SEF) and informs priorities within the School Development Plan (SDP).

This policy links to our policies on the school website:

<https://www.allsaintscatholiccollege.com>

- Safeguarding Policy
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Medical Needs Policy