



All Saints Catholic College

SEND POLICY

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Document Record	
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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 children 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, we want to achieve the best possible outcomes for all pupils, including those with SEND. Mrs Platt and Mrs Hitchen are our joint school SENDCO's. The school's curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. 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 children 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 children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

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 children 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 children 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 children's special educational needs.
- to enable all children to have full access to all elements of the school curriculum.
- to recognise that children with special needs are more vulnerable to abuse and exploitation.

Educational inclusion

Our college is a place of belonging. We will use our best endeavours to offer excellence and choice to all our children, whatever their ability or needs, through quality first teaching. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children 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 children's needs through quality first teaching;
- provide support for children who need help with communication, language and literacy, mathematics and all areas of the curriculum;
- plan to develop children's understanding through the use of all available senses and experiences;
- plan for children's 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 children.

2. 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 SEN information report.

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

3. 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 children 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 children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO's are Mrs E Platt and Mrs S Hitchen. Please see below an overview of their roles and responsibilities and their contact details.

SEMH and EHCP Processes Lead- eplatt@allsaintscatholiccollege.com

The SENDCO for SEMH and EHCP Processes holds responsibility for working with teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support, provision and learning plans. She will oversee pathway referrals for ADHD and Autism and work closely with the Trust's Educational Psychologist to identify and assess pupils needs following the Graduated Response framework. Where it is felt that a child needs a higher level of SEND support, she will apply to the local Authority for an Education Health and Care Plan (EHCP). These plans will be reviewed and monitored in collaboration with the Local Authority.



Cognition and Learning Lead - shitchen@allsaintscatholiccollege.com

The SENDCO for Cognition and Learning holds responsibility for implementing and coordinating interventions for pupils with Cognition and Learning needs. The Cognition and Learning Lead supports the day-to-day operation of provision made by the school for pupils who need support for Cognition and Learning needs. They provide professional guidance in this area in order to secure high quality teaching and the effective use of resources to bring about improved standards of the achievement of all pupils.

The SENDCO's 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

4.2 The Governing Body

The chair of governors is Mr Sandy Fairley and he 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

4.3 The Headteacher

The headteacher Ms Natalie Gilligan 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



4.4 Teachers and Form Tutors

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

5. SEND information report

5.1 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

5.2 Identifying pupils with SEND and assessing their needs

Children with special educational needs and/ or disability have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children 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 children of the same age;
- they are under school age and fall within the definitions above.

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 differentiate clearly in daily planning. 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, children 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.

Education and Health Care Plans (EHCP)

If the child continues to demonstrate significant cause for concern, a request for an Education and HealthCare 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.

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

5.3 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.

5.4 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.

5.5 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.

5.6 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 children, whatever their ability or needs, through quality first teaching. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- 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 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 differentiated for individual pupils.

Teachers respond to children's needs through quality first teaching:

- Providing support for children who need help with communication, language and literacy, mathematics and the wider curriculum;
- Planning to develop children's understanding through the use of all available resources and experiences;
- Planning for children's 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 children.

5.7 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, I-pads, 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-to1 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.

Learning HUB Room 5 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 life-long 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.

5.9 Expertise and training of staff

The SENDCO manages SEND provision including monitoring, teaching and assessment. Between the SENDCO's they have experiences of primary school, secondary school and also local authority procedures and processes.

5.10 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.

5.11 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

5.12 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.

5.13 Support for improving emotional and social development



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

5.14 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 children 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

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENDCO/headteacher in the first instance. If the response received at this point is not acceptable then parents/carers will be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. 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

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

Telephone: 0161 359 8005

Email: tamesidesendiass@togethertrust.org.uk

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

5.17 Contact details for raising concerns

Please contact the Form teacher initially and then later the SENDCO.

The SENDCO's are Mrs E Platt and Mrs S Hitchen and they can be emailed via:



eplatt@allsaintscatholiccollege.com

shitchen@allsaintscatholiccollege.com

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Body.

7. Links with other policies and documents

This policy links to our policies on the school website:

<https://www.allsaintscatholiccollege.com>

- Accessibility plan
- Behaviour Policy
- Equality information and objectives