



ALL SAINTS

CATHOLIC COLLEGE

ORARE LABORARE SERVIRE

SEND Information Report

Approved by: Board of Governors Date: 17 October 2023

Last reviewed on: 13 December 2022

Next review due by: 31 October 2024

SEND INFORMATION REPORT

Our Information Report outlines the support and provision pupils can expect to receive if they choose to attend All Saints Catholic College. It provides information for parents and carers of young people who have SEND (Special Educational Needs and Disabilities) and all those who support young people with additional needs.

The school is committed to giving all of our pupils every opportunity to achieve the highest of standards. We have high expectations of all pupils and we offer a broad and balanced curriculum. The achievements, attitudes and well-being of all our pupils matter. We believe that young people achieve at their best if they feel safe, healthy, confident and happy.

Our Inclusion Department is run by well-qualified staff who provide interventions for pupils who require additional help in order to achieve their full potential. We are committed to narrowing the attainment gap between children with SEND and other learners and this may include interventions at the end of the school day, short-term focussed learning or one-to-one interventions developed on an individual needs basis.

The SEND department works in partnership with subject specialists to ensure that pupils have the greatest possible access to the curriculum.

KEY PEOPLE:

Mr Brad Holland – SENDCo: b.holland@allsaintscc.org.uk

Mr O'Neill – Headteacher: info@allsaintscc.org.uk

Mr Dave Hallbery – SEND Link Governor: info@allsaintscc.org.uk

1. Who are the best people to talk to about my child's difficulties with learning, special educational needs or disability?

- Your first point of contact is your child's form tutor. If you have any concerns, please raise them with the form tutor in the first instance.
- Following this, it is likely that the tutor will have discussed your concerns with the school's SENDCo, Mr Holland. You may wish to arrange a meeting with him to discuss your concerns further.
- If you continue to have concerns, you may wish to contact Mr O'Neill, Headteacher. He will decide who is best placed to assist you.

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's form tutor or subject teachers may contact you to talk about any issues or concerns.
- The subject teachers and form tutors may also talk to you about any issues at one of our Parents' Evenings.
- The school's SENDCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies that the school might be considering.

3. How will the school consider my views and those of my child with regard to their difficulties with learning, special educational needs or disability?

- You will be able to share your views and discuss your child's progress at our Parents' Evenings
- Parents will be consulted regarding any major modification to a pupil's curriculum, changes to their learning support provision, or where there may be contact with other support agencies.
- If your child has an Education, Health and Care Plan (EHCP), you and your child will be able to share your views in detail at the Annual Review

4. How does the school ensure the teaching staff are appropriately trained to support my child's special educational needs or disability?

- At All Saints Catholic College, we believe that your child's learning needs will first be met through the high-quality teaching delivered by their class teachers
- We regularly review the school training schedule and professional development programme for all teaching and support staff to ensure that there is appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the bi-borough training team and various other professionals who support in the delivery of our SEND provision, such as therapists, counsellors, mental health practitioners and educational psychologists.
- Individual training can also be arranged as and when necessary.
- The SENDCo is trained in SEND to fully support all staff across the school and attends regular forums and training opportunities to ensure best practice.
- All Staff in Inclusion Team work closely with the educational psychologist on their regular visits to the school.

5. How will the curriculum and school environment be matched to my child's needs?

- At All Saints Catholic College, we plan our curriculum to match the age, ability and needs of all children.
- On entry, we conduct baseline assessments using both nationally standardised tests and subject specific assessments. This data is used alongside the information from your child's primary school to place them in a teaching group that is most suited to their needs.
- Subject teachers will adapt lesson plans and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- The school regularly reviews its Accessibility Plan to ensure that all children have the fullest possible access to the curriculum and the school site.
- In some cases, alternative curriculums are offered to help support individual needs.

6. What types of support may be available and suitable for my child?

This really depends upon the nature of your child's needs and their difficulties with learning. Our education provisions are designed to address four broad areas of need as defined in the SEN Code of Practice 2015:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

At All Saints Catholic College, we have a three-tiered approach to supporting a child's learning:

- **Universal** – this is the quality first teaching your child will receive from their subject teacher and may include some very minor adaptations to match learning needs.
- **Targeted** – it may be appropriate to consider making short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) assessing your child's needs; (b) planning the most effective and appropriate intervention; (c) providing this intervention; and (d) reviewing the impact on your child's progress towards their individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom.

These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

- **Specialist** – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and/or the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through an EHC Plan.

7. How will the school support my child to reach their learning outcomes?

- The subject teachers and other staff working with your child will ensure that your child receives appropriate teaching and support in order to reach their targets.
- We conduct assessments at least once a term in order to monitor your child's academic progress. This information is used to identify specific needs and target appropriate interventions.
- External agencies may also review your child's progress and adapt their own planning accordingly.

8. What is an EHC Plan (EHCP) and who can request one for my child?

The purpose of an EHCP is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for their education, health and social care and as they get older, to prepare for adulthood. An EHCP will contain:

- The views and aspirations of your child.
- A full description of his/her special educational needs and any health and social care needs
- The agreed outcomes for your child's progress.
- The specific provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You, your child (where appropriate and aged 16 and over) and/or the school, usually through the SENDCo, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHCP.

9. How will the school help me to support my child's learning?

- On the school's website teachers will post useful information and curriculum plans which detail what your child will be studying in each subject area. You can also access and monitor your child's homework through Microsoft Teams.
- There may be suggested strategies or activities for you to do at home to support your child's learning.
- Every pupil is issued with a Pupil Planner which facilitates daily contact as necessary between school and home. All homework will be recorded in the planner and there is a timetable to inform you on which day you should expect homework in each subject.
- Pupils with an EHCP may have an allocated keyworker who will be their primary contact providing daily operational information and keep you informed of your child's progress and well-being as required.
- You may have an opportunity to meet with other professionals involved in supporting your child.
- Parents' Evenings are informative sessions in which you can discuss further support for your child with classroom teachers.

10. How is support allocated to children and how do they move between the different levels of support in school?

- The school receives funding from the local authority. These funds may include money to support the learning of children with SEN and/or disabilities.
- The Headteacher, in consultation with the school Governors, decides the budget for SEND provision on the basis of the needs of the children in the school.
- The Headteacher and the SENDCo discuss the effectiveness of the school's current interventions and provision, which may include additional or alternative interventions, staff training and equipment needs.
- This approach is reviewed regularly to ensure the best possible intervention is provided to those pupils who require additional support to learn.
- We operate a graduated approach to providing support to pupils which is addressed initially through minor adaptations in planning and delivery made by subject teachers to meet your child's needs

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of their regular learning within the class and through specific intervention programmes, and end of term tests/examinations.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what further adaptations are necessary.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and well-being at All Saints Catholic College?

- At All Saints Catholic College, we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

- You can be confident that in particular your child's tutor, the teaching assistants and the SENDCo are available to provide support to match your child's needs.
- Options include referral to School Nurse to support physical well-being, referral to School Counsellor or the option to attend Art Therapy to support Mental Health well-being.
- You should feel free to contact your child's tutor if you have any concerns.

13. How is my child included in all the same activities as their peers?

- All Saints Catholic College is an inclusive school and committed to providing equal opportunities for all children.
- After school clubs, educational visits and residential trips are available to all pupils throughout the year.
- When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.

14. How will the school support my child in the transition phases?

- We liaise closely with the primary school from which your child is transferring. We are able to discuss with the relevant teachers any individual needs and how best to support your child when they join our school, and to offer tailored transition programmes, if deemed necessary and appropriate.
- We take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils' needs, progress and additional support strategies.
- If your child has an EHCP, we will participate and/or facilitate its review in sufficient time prior to their moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.
- From year 9, all EHCPs reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.
- We will support with the post-16 transition, including educational settings and apprenticeships, led by the SENDCO.

15. Who can I contact if I have a complaint about the SEND provision for my child?

- In the first instance, you may speak to the SENDCo, who should be able to address your concerns.
- If you have further concerns you may contact the Headteacher, Mr O'Neill who may direct you to the school's Complaints Procedure.

16. What is the Bethlehem Centre?

- At the beginning of 2021, RBKC local authority commissioned our school to build a specialist resourced provision (SRP) for students with a core need of speech, language and communication and an EHCP.
- To access the centre, a child needs to have an EHCP with the SRP specifically named as that child's provision. Students in the mainstream cohort with an EHCP do not access support from the SRP.
- More information about accessing the centre can be found on the school website.

17. If I have any other questions about my child at All Saints Catholic College, who can I ask?

At All Saints Catholic College, we are always happy to discuss with you any aspects of your child's education. It is best to speak to one of the following in this order:

- Your child's tutor
- Your child's subject teachers
- Your child's head of year
- The SENDCo
- The Headteacher who has overall responsibility for SEND

Links for parents:

Local Offer - <https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

Early Help - <https://www.rbkc.gov.uk/health-and-social-care/early-help-families>

CAMHS - <https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/>