



# ALL SAINTS

## CATHOLIC COLLEGE

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ORARE LABORARE SERVIRE

## SEND Impact Report

2023-24

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## School Context

Criteria	Amount
Education and Healthcare Plan (EHC)	57
Known SEN Support (K)	142
<b>Total</b>	<b>199</b>

The Special Educational Needs breakdown by year group is as follows:

	2022/23		
SEN Support	<b>Context</b>	<b>No</b>	<b>% of Year</b>
	Year 7	31	17.03%
	Year 8	32	18.08%
	Year 9	27	15.25%
	Year 10	35	23.65%
	Year 11	17	11.41%
	Whole School	142	17.05%
EHCP	<b>Context</b>	<b>No</b>	<b>% of Year</b>
	Year 7	14	7.69%
	Year 8	16	9.04%
	Year 9	12	6.78%
	Year 10	5	3.38%
	Year 11	10	6.71%
	Whole school	57	6.84%

## Identification

Pupils are identified as having additional needs through classroom teaching staff: teachers and anyone working with the pupil (LSAs, therapists, Heads of Department). In addition, parents and carers may also contact the school with the intention of exploring whether their child has additional needs. These cases are then referred to the SENDCo who will initiate the graduated response to SEN as per the SEN Code of Practice; assessing the needs of the pupil and how they can be met within the current provision. From this point, the actions that follow very much depend on the need of the pupil; the approach we take is individualised and the plan to support that pupil should reflect their needs. After a period of time determined by the SENDCo as being a sufficient amount

of time for a plan to have taken effect and impact seen, the plan is reviewed. For all students this is done at least annually.

In some cases, the school will request the involvement of external professionals to support in the identification of needs, such as educational psychologists, speech and language therapists, occupational therapists, counsellors, social workers or other external agencies. Where the need arises, these professionals will support the school in determining the need of the pupil, and in some cases give an indication of whether a pupil may require a clinical diagnosis.

## Provision

The 2022–23 provision was organised and implemented by the inclusion team, led by Mr Holland, SENDCo. Within the team were 3 teachers and 19 teaching assistants. The inclusion team is split into three sectors:

- **EAL (Galilee)**  
Staffed by a senior teaching assistant and a learning mentor
- **SEN (Oscar Romero)**  
Staffed by two teachers, who plan and supervise the delivery of SEN interventions, and supported by 16 teaching assistants who largely are classroom based across the school
- **Speech and Language Resourced Provision (Bethlehem)**  
Staffed by one teacher and one specialist teaching assistant

The SEN provision is tailored to the individual pupil and their ability to access the National Curriculum. For pupils with Education and Health Care Plans, the pupils that are able to access mainstream lessons are supported through the presence of a teaching assistant in the class, who provides emotional and pastoral support to the pupil while supporting the teacher to differentiate work to an appropriate ability level. Teachers are regularly updated, through staff meetings or email communication, about strategies and approaches that best support these pupils. In some circumstances, these pupils access lessons without the additional support in order to encourage independence. The level of support given is dependent on the level of need, which is determined by the SENDCo in conjunction with the relevant professionals. Some pupils are not able to access a full-time mainstream timetable. In these circumstances, we provide these pupils with an alternative curriculum. Within this curriculum lessons include life-skills, cycling, social skills, cooking, Entry Level maths and English, art therapy and, in some cases, additional time slots where pupils can revise and repeat lessons in order to support and reinforce their understanding of content. In addition, we offer a range of interventions which are aimed at improving literacy, numeracy, language skills and emotional regulation.

The SEN provision for pupils identified as requiring SEN support is again tailored towards the individual, but in most cases these pupils will all be accessing a full timetable. Ultimately, we want our pupils with SEN to independently access as many mainstream lessons as possible. These pupils are supported largely through differentiated teaching practices in the classroom. Teachers, teaching assistants and the SENDCo establish an ongoing dialogue focused on how to best support these pupils in lessons. In some instances, the SENDCo will request the involvement of an external professional, such as an educational psychologist, to make recommendations about how we can shape our practice to best support pupils. In addition, many of these pupils have a teaching assistant deployed in the classroom to support with delivery of lesson content and the pupils' ability to access this.

The EAL provision aims to identify the English-speaking ability of pupils then plan to support them to access the curriculum. Where pupils enter our school at the early acquisition stage of the English language, they are given alternative work to do in class, which focuses on developing English skills, but still exposes them to the learning style of our classroom teaching. In addition, pupils are given support sessions during the school day to help them develop their English skills so that they are able to access as much of the National Curriculum as possible. As pupils develop in proficiency, this support is reduced as they are able to generalise more lesson content. Within the provision, we hold 1:1 reading sessions both before and after school, homework club and an incredibly popular international languages club twice weekly, which celebrates our cultural diversity by having pupils teach their native languages to each other.

## SEND Funding

The majority of SEND funding was used to employ staff to support pupils within the SEND provision. However, over the course of the last year, funding was used to enhance the provision through:

- Educational Psychology consultations
- Educational software
- Assessment software for exams access and dyslexia
- Resource software, such as subscriptions to websites that provide SEN lessons and the associated resources
- Specific learning resources, including text books and reading books
- Registration fees for relevant awarding bodies for alternative curriculums, such as ASDAN and Entry Level Certificate courses
- Trips
- Costs incurred for life skills-based subjects for equipment (cooking, horticulture, travel training)
- Training for staff, where we brought in professional input to deliver trainings, or where staff were enrolled on training courses

## Impact

In 2022, the most recent year for which data is available, SEN progress was at national average for SEN support pupils, who represented three pupils of the total cohort, meaning we were able to ensure progress was kept at or above national average for the fourth year consecutively. This data was also impacted by one of these pupils having a bereavement in her immediate family before the exam period. The P8 score for EHCP pupils represents a cohort where only two of three pupils sat their GCSE exams, one of whom had 50% attendance due to frequent readmissions to hospital due to an ongoing illness.

Category	Progress 8 Score 2022	Progress 8 Score 2021	Progress 8 Score 2020	Progress 8 Score 2019	Progress 8 Score 2018
EHCP	-1.41	-2.00	-0.84	-0.74	-1.56
SEN Support	1.13	0.0	0.1	0.2	-0.89

As Table 1 demonstrates, the school maintained progress in SEN in line with or above national average for the fourth year in a row.

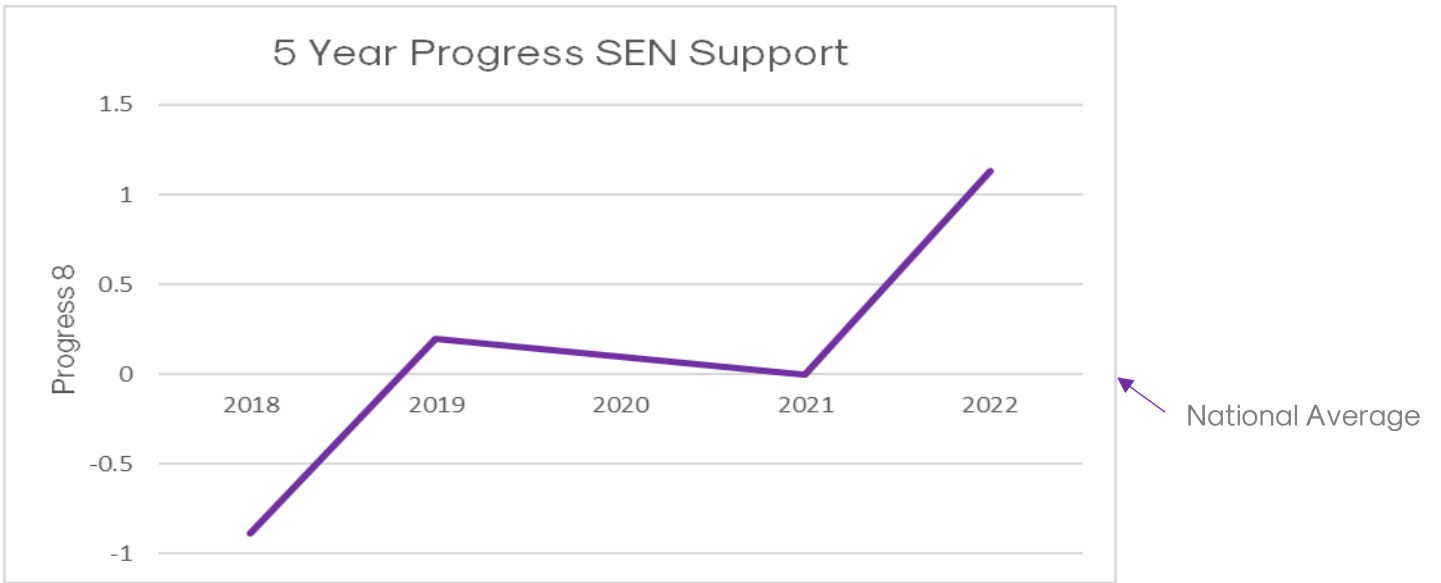


Table 1: SEN Support Progress 8 - Progress Since 2018

All SEN pupils, including SEN Support and EHCPs moved on to college placements last year.