

SEND Policy for



All Hallows Catholic School

Document Control

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Our School Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

1. Policy Statement

All Hallows Catholic School is committed to ensuring every student reaches their full potential, whether they are our most gifted student or need extra support. We believe every teacher is a teacher of Special Educational Needs and all teachers are responsible and accountable for the progress and development of every student in their class. Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. We value all students equally, whatever the difference in their abilities and behaviours. We support our students to remove the barriers to learning they may experience and ensure they are treated respectfully and with dignity. All children here will enjoy and fully participate in the life of the school and make a positive contribution to the school community.

1. Policy Scope

This policy and information report are 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 the schools' responsibilities for students with SEND;
- The Special Educational Needs and Disability Regulations (2014), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCo's) and the SEN information report;
- The Equality Act (2010), which states that an education provider must not discriminate, either directly or indirectly, against students with a disability.

This policy is also in line with our Equality Information and Objectives policy and links to our school's accessibility plan (available on request).

2. Policy Aim

The aim of the SEND policy and information report is to set out how our school will support and make provisions for students with SEND and explain the roles and responsibilities of everyone involved in providing for students with SEND.

The SEND policy reflects the principles of the SEND Code of Practice (2014). The objectives that we aim to achieve are to:

- raise achievement amongst all students;
- eliminate discrimination, promote equality of opportunity and develop positive relationships between neurodiverse and disabled students, and their peers;
- facilitate access to a broad and balanced curriculum that is appropriately differentiated to meet individual needs and abilities;
- maintain good communication and genuine partnerships with parents and carers of children with SEND, encouraging them to be actively involved in assessing needs and reviewing provision;
- seek students' views and involve them in decision-making;
- foster an atmosphere in which SEND students feel valued and can develop a sense of self-worth and achievement;
- provide a range of appropriate resources to enable achievement;



- make arrangements to support students with medical conditions and have regard for statutory guidance supporting students at school with medical conditions;
- implement a graduated approach to meet the needs of students;
- develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods;
- employ a collaborative approach with students with SEND, their families, staff within school and external agencies;
- set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family;
- share expertise and good practice across the school;
- provide regular training for all staff in matters relating to aspects of SEND;
- meet all the requirements and provisions contained in the SEND Code of Practice (2014) for the identification, assessment, support and review of special educational needs;
- have regard for guidance detailed by Surrey County Council.

3. Policy Definition

Definition of Special Educational Needs

Students have special education needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. Students have a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of students of the same age;
- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.

Equality Act (2010)

Many children and young people who have SEN may also have a disability under the Equality Act. This is defined as "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".

We recognise that many students will have additional needs at some time during their school life. In implementing this policy, we aim to ensure appropriate support is in place so that students are helped to overcome their difficulties. The Equality Act (2010) clearly states that schools and colleges "must not directly or indirectly discriminate against students with a disability". Additionally, reasonable adjustments must be made to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers.

4. SEND Information Report

The SEND information report has been produced in line with the guidance set out in schedule 1 of the Special Educational Needs and Disabilities Regulations (2014) and paragraphs 6.79-6.81 of the SEND Code of Practice (2014).

What types of SEND do we provide for?

All Hallows is an inclusive school that fully complies with the requirements set out in the Special Educational Needs and Disabilities Code of Practice (2014). Our school currently delivers additional provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD) and speech, language and communication needs (SLCN);

- Cognition and learning, for example, dyslexia, dyspraxia, specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD);
- Social, emotional and mental health (SEMH) difficulties, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD) and attachment disorder;
- Sensory and/or physical needs, for example, hearing impairments, visual impairments, epilepsy and physical disability.

How do we identify and assess students with SEND?

We assess each student's skills and levels of attainment on entry at All Hallows and reassess students yearly throughout KS3 using standardised screening tools. In addition, in every class and every subject there is a continuous cycle of planning, teaching, assessing and evaluating. Through this, teaching staff are able to identify those whose progress:

- is significantly below that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social skills. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding what special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/ carers. We will use this to determine the support that is needed.

How do we assess and review student progress?

We follow the graduated approach and the four-part cycle of assess, plan, do, review. Subject teachers work with the SENDCo to analyse the student's needs, drawing on the:

- teacher's assessment and experience of the student;
- previous progress, attainment and behaviour;
- student's development compared to their peers and national data;
- views and experience of parents and carers;
- student's own views;
- advice from external support services, where relevant.

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

Parents/ carers receive a report which informs them much their child is on track to reach their expected level by the end of Year 11. This enables parents/ carers to have a clear idea about the progress that their child is making. Where a teacher identifies that a student is not progressing as expected, they will start a programme of intervention strategies in class to help that student. Staff are responsible for setting each student achievable yet challenging targets and having high expectations of progress. Heads of Department, Form Tutors, Heads of Year and the SENDCo regularly check on the progress of students and raise a concern if students are not making expected progress.



Students with an EHC plan attend review meetings with the SENDCo. One of those meetings will be the student's Annual Review to which parents/ carers will be invited and all staff involved with the student will contribute. The student will take part in these meetings and will also be expected to contribute.

Supporting students moving between phases and preparing for adulthood

We understand that transition between schools and other establishments is sometimes an anxious time for parents/carers and students, especially for students with SEND. The school has a well-established induction programme for all new students. This includes taster days as well as multiple additional transition afternoons for SEND students. The SENDCo attends transition annual review meetings in order to liaise with the student's primary school. The Head of Year 7 and SENDCo also visit primary schools to meet with Year 6 teachers and leaders to gain as much information as possible about these students, including SEND information.

For Year 11 students who are not staying at All Hallows for Sixth Form, the SENDCo works with the careers advisor to ensure that all students have thought through their next steps. We also liaise with their next provider to ensure that they understand the student's needs. We share information with the school, college, or other setting the student is moving to.

What is our approach to teaching students with SEND?

All Hallows staff pride themselves on their approach to the learning and engagement of our students. We adopt a graduated approach to meeting needs. Through quality first teaching, staff make reasonable adjustments to help include all children, not just those with SEND. Teaching strategies include differentiation, personalisation, active learning and effective feedback, ensuring that the students' needs are met within the classroom environment. We believe in maximising the learning in the classroom which will then reduce the need for later intervention. For those students identified as needing additional support time, support programmes are organised and closely matched to student needs. Programmes range from in-class support with an LSA and literacy or numeracy withdrawal to social skills groups and Lego therapy. All interventions are research informed and evidence based and are measured to monitor impact against expected rates of progress. Intervention programmes have been proven to increase literacy levels, resilience and to give confidence in the classroom. All of our additional support programmes are overseen by the SENDCo. Staff are trained in using differentiation and strategies are shared, especially in supporting specific needs such as Dyslexia and Autism.

How do we adapt the curriculum and learning environment?

Diversity is valued and respected in our school and all staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. Through the provision of a stimulating curriculum, the highest quality learning and teaching and the wealth of opportunities beyond the classroom, we encourage all our students to give their very best and fulfil their true potential. Parents/ carers are invited to meet with key staff to discuss their child's curriculum and work with us to support any adaptations needed. This can sometimes include being disapplied from a subject to join a small group literacy or numeracy intervention programme. When choosing option courses for KS4, parents/ carers and students engage with us to discuss their GCSE choices so they are fully aware of the options and challenges each route will pose for them. The quality of teaching is regularly assessed to ensure



that all students are receiving a high standard of learning and teaching. We make the following adaptations to ensure all students' needs are met:

- differentiating our curriculum to ensure our students are able to access it;
- adapting our resources and staffing;
- using recommended aids such as laptops, coloured overlays and larger fonts;
- differentiating our teaching, for example, giving longer processing times, pre-teaching key vocabulary and reading instructions aloud.

What additional support for learning do we provide?

A wide variety of strategies are used to provide SEN support for students in the various learning areas of the curriculum. The following interventions and methods are currently used within the school:

- differentiation of input, tasks and outcome;
- small group intensive support sessions in literacy and numeracy;
- catch-up spelling groups;
- specialist programmes run by the educational psychologist;
- extra-curricular homework/ coursework support club;
- speech and language support for targeted students;
- support in examinations for specific students;
- students with an EHC plan may receive one-to-one or paired withdrawal and in-class support in line with the statutory requirements outlined in their EHC plan;
- students with SEND receive in-class support where possible and are taken out of lessons for targeted numeracy and literacy sessions if the SENDCo identifies the need;
- students with SEND are monitored carefully by the SENDCo and staff are made aware of their needs. It is the classroom teacher's responsibility to ensure that the needs of these students are being met through effective differentiation.

What expertise and training do our staff have to support students with SEND?

All Hallows staff provide high quality teaching to all of our students. Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEND issues. There is a regular programme of training for LSAs on an array of subjects such as behaviour management and supporting students with particular SEND such as Speech Language and Communication Needs or Autistic Spectrum Disorders. At the start of every year all staff are trained on the specific SEND needs of the students that they teach. Throughout the year there are opportunities for staff to be trained in a wide range of specific SEND needs. The SEND staff access regular training on national SEND issues and changes and keep abreast of current issues and initiatives. The SENDCo is a qualified teacher, holds a master's degree in leadership in education, and is completing the master's level NASENCo Qualification (Post graduate certificate in SEND). Three members of staff are qualified Emotional Literacy Support Assistants (ELSA).

How will we secure equipment and facilities to support students with SEND?

The Special Educational Needs budget is allocated in response to the needs of the individual students at the school. The majority of the school's funding is spent on teaching and support staff and the allocation of their time is agreed by the Senior Leadership Team and the SENDCo. Specialist equipment is sometimes obtained on loan or may be purchased for use in school or for the student to take home. In-class support is allocated specifically to the requirements of

students with an EHC plan and other high need students will also receive support on a need's basis. Budgets are closely monitored and aligned to the School Development Plan.

How do we evaluate the effectiveness of our SEND provision?

The SENDCo, Senior Leadership Team, Heads of Department and Governors evaluate progress of SEND students through the school's ongoing monitoring cycle. This includes; analysis of their assessment data, learning walks, student book checks, numeracy and literacy audits, provision management audits and lesson observations. We also closely monitor how happy and content our SEND students are during times such as intervention sessions, lessons, homework club and 2by2 club. Interventions will be assessed to indicate progress and this will be used to plan for your child's needs within school.

Exam Access Arrangements

The SENDCo organises the provision of exam access arrangements with the help of the in-house Access Arrangements Officer and Examinations Officer. Public examination access arrangements are overseen by the regulatory body; the Joint Council for Qualifications [JCQ].

The SENDCo must follow the regulations for the award of exam access arrangements stipulated annually by the JCQ.

Before a pupil can be assessed for access arrangements, school-based evidence must be submitted by subject teachers evidencing the need for an access arrangement (for example, the student runs out of time in class tests where their peers do not). Once this evidence has been collated, the in-house assessor will conduct an assessment free of charge that fulfils the JCQ criteria. The awarded exam access arrangement or adjustment must become the students' 'normal way of working' and we must be able to show that they derive 'substantial benefits' from this way of working. This is evidenced by trialling the access arrangement for class-based assessments and in mock exams.

In the rare case that parents appoint an external assessor, the assessor must have an established relationship with the school, and school-based evidence must be submitted to the external assessor prior to an assessment being carried out. If the aforementioned conditions are not met, the school will be unable to accept the findings of the external assessor.

How do we enable students with SEND to engage in activities with other students who do not have SEND?

The Special Educational Needs and Disability Code of Practice (2014) states that "All schools have duties under the Equality Act (2010) towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations". All Hallows is an inclusive school and actively seeks to promote the inclusion of students with SEND. We use our best endeavours to ensure that all students with SEND are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEND students to enable them to participate in all school visits and other out of class activities. The school consults with parents/ carers and health professionals to make access arrangements for SEND students so that all can participate in school visits and out of hours learning. All staff organising visits complete risk assessments. Where there are specific issues regarding safety and access for individuals, further plans are put in place to ensure needs are met.



How do we support students with SEND to improve their emotional and social development?

At All Hallows, students' well-being is highly valued. We are committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within our community. The SEND department runs a 2by2 peer mentoring programme during the lunch break every day, emphasising the importance of good social skills, leadership and nurturing relationships. We have three specially trained Emotional Literacy Support Assistants (ELSA's) to provide emotional and social skills support to students. In addition, the school employs a councillor who attends All Hallows for one day each week.

How do we consult with and involve students and parents/carers?

Partnership with parents and carers plays a key role in enabling children and young people with SEND to achieve their potential. We recognise that parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents and carers of children with SEND will be treated as partners and supported to play an active and valued role in their child's education. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENDCo is always pleased to discuss any concerns involving SEND with parents and carers.

Students with SEND are encouraged to express any concerns that they may have to the SENDCo, LSAs, their Form Tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns. We work with SEND students to develop their pupil passport, which provides valuable information for teachers to support planning and differentiation for students in their mainstream lessons and any interventions in the SEND department.

How do we work with other agencies?

Where a student with SEND is not making progress and we feel that they need advice and support from external professionals, we will discuss such a need with parents/ carers. If it is felt appropriate, we will then refer a student to an external agency and/ or professional for diagnosis, support or advice. All external partners are vetted in terms of safeguarding. Subsequent to such a referral, we will work with the external agency to support such students. Colleagues from the following support services may be involved with SEND students:

- Educational Psychologists
- Learning and Language Support
- Speech and Language Therapists
- Behaviour Support
- Health Services
- Social Services
- Physiotherapists
- Occupational Therapists
- Hearing Impairment Services
- Visual Impairment Services
- Educational Welfare



How do we handle complaints from parents/ carers of students with SEND about provision made at the school?

We hope you are satisfied with the provision offered to your child. If you do have a complaint or concern, please raise this with the SENDCo, Ms R Peters, in the first instance. If the matter remains unresolved, please follow the Complaints Procedure on our school website.

Who can students and parents/ carers contact if they have concerns?

Key staff working with students with SEND are as follows:

- SENDCo – Ms R Peters
- Assistant SENDCo – Mrs K Attrill
- Assistant Headteacher (SEND link) - Mr R Halton
- SEND Governor – Mrs C Sturges

What support services are available to parents/ carers?

Every local authority has to make arrangements for the provision of SEND information, advice and support. SEND Advice Surrey can be accessed by following the link provided [here](#). They provide impartial, confidential and free support to empower parents/ carers to make informed decisions.

The following organisations also offer information and support for parents/carers and students:

- [British Dyslexia Association](#)
- [The National Autistic Society](#)
- [Autism Education Trust](#)

Where can the Local Authority's Local Offer be found?

The Surrey Authority's Local Offer can be found by following the link provided [here](#).

What are the arrangements for the admission of SEND students?

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the new Code of Practice (2014). In September 2019 there were 16 students in All Hallows with an Education Health Care (EHC) Plan.

What facilities do you provide to help disabled students access the school?

The original school building is largely inaccessible to wheelchair users, though new buildings are accessible with lifts in the Sports Centre and the Sixth Form Centre. There is a lift into the main building, but access is then limited to The Ark (the SEND department area) and the school hall. There are disabled toilet facilities in The Ark, Sports Centre and Sixth Form Centre. Where there is a need, physical and sensory adaptations are made to the environment, for example, there have been improvements made to classrooms and to the café to meet the needs of students with hearing impairments and sensory needs.

With regards to examinations, students who meet the criteria as specified by the Joint Council for Qualifications (JCQ) will have Access Arrangements (AA) to meet individual SEND. Please note we are unable, under JCQ regulations, to accept privately commissioned reports for evidence for AA.

Where can you find the school's accessibility plan?

This is available on request – please contact the school office at admin@allhallows.net

5. Linked Documents

The following documents have been referred to throughout the policy:

- [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)
- [Children and Families Act](#)
- [Special Educational Needs and Disability Regulations](#)
- [Equality Act](#)
- All Hallows' Equality Information and Objectives Policy
- All Hallows' Accessibility Plan

