

Special Education Needs & Disability (SEND) Information Report 2023/2024



for All Hallows Catholic School

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Introduction

This report outlines the Special Educational Needs and Disabilities (SEND) provision in place at All Hallows which is correct at the time of publishing. Provision may change at any time and those changes will be published through the regular review of this document.

For any Information or queries please contact the SENDCo, Rebecca Peters:

Phone: 01252 319 211

Email: r.peters@allhallows.net

1. What types of SEND do we provide for?

All Hallows is an inclusive school that fully complies with the requirements set out in the SEND 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) and severe learning difficulties (SLD)
- 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

2. How do we identify and assess students with SEND?

- Monitoring meetings take place whereby the SENDCo, senior leadership team, heads of year and heads of key stage discuss student progress and identify any concerns
- All staff receive continuing professional development in recognising SEND and are proactive in raising concerns
- A screening tool is used to assess student's reading age, spelling age and screen for dyslexia each year through key stage 3
- Mid-phase admissions for any year group are also screened for dyslexia, reading ages and spelling ages

3. How do we assess and review student progress?

- Rigorous monitoring takes place three times per year to track progress across all areas of the curriculum
- Parents receive a termly report specifying whether a child is meeting expectations, below expectations or above expectations in each of their subjects
- Progress is assessed and reviewed in monitoring meetings with the SENDCo, senior leadership team, heads of year and heads of key stage
- 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
- Specific interventions conducted by Learning Support Assistants (LSAs) are reviewed termly with the SENDCo
- Students with an EHC plan attend review meetings with the SEND Co-ordinator (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



4. Supporting students moving between phases and preparing for adulthood

- Transition information is shared between schools and colleges, and the SENDCo attends transition meetings with the student's primary school (or previous school for mid-phase admissions)
- The SENDCo requests all relevant reports and assessments from the previous school and ensures that this information is added to each student's SEND profile
- Where possible, students take part in our induction programme, including taster days and transition afternoons
- Where this is not possible, students and parents are invited in for a 1:1 meeting and tour of the school
- New Form Tutors and Heads of Year are briefed to ensure the continuity of support for SEND students during their school life
- 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.
- The SENDCo liaises with students' next education provider to ensure that they understand the student's needs

5. 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
- Education provision is delivered in three 'waves' of support
 - Wave 1: students receive quality first teaching with differentiated tasks, active learning and effective feedback
 - Wave 2: students receive a short-term additional intervention, often requiring withdrawal from a lesson or from form time once per week. Individual targets will be set and progress will be reviewed on a termly basis
 - Wave 3: students receive long-term additional interventions and support. Students at this level will have an education, health and care (EHC) plan or be being considered for a formal EHC assessment

6. 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)
- 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
- Our curriculum is tailored to meet the individual needs of our students, by
 - Ensuring all staff have access to the reading ages and spelling ages of our students, enabling them to differentiate work where necessary
 - Personalised 1:1 meetings to discuss subject options in year 9, ready for key stage 4, and in year 10/11 ready for key stage 5
 - For students with a higher level of needs, they may be disapplied from a subject to join a small group literacy or numeracy intervention programme
 - In key stage 4, key identified students may have the opportunity to sit Functional Skills maths and Functional Skills English qualifications
 - Using recommended aids such as laptops, coloured overlays and larger fonts
- Parents/ carers are invited to meet with key staff at least three times per academic year to discuss their child's curriculum and work with us to support any adaptations needed.



7. What additional support for learning do we provide?

- A wide variety of strategies are used to provide SEND support for students in the learning environment, including:
 - Pupil Passports, with strategies agreed with parents and students, to ensure teachers know how to support the student in the classroom
 - Differentiation of input and tasks
 - Scaffolding work to enable students to meet the same outcomes as their peers
 - Use of laptops and reading pens
 - 'The Ark plus one' homework club
- The following interventions and methods are currently used within the school
 - Small group intensive support sessions in literacy and numeracy
 - Functional Skills English and Maths
 - Catch-up spelling groups
 - Toe-by-toe 1:1 spelling
 - Lexia reading programme
 - Paired reading
 - Speech and language therapy
 - Social skills
 - ELSA
 - Drawing and talking therapy
 - Therapeutic story writing
 - 2-by-2 lunch club
 - Touch typing courses
 - Exit cards
 - Self-regulation check-in, in the Zen Den
- The following specialist services are also accessed where necessary
 - Meetings and interventions with the educational psychologist
 - Autism Outreach Service
 - Specialist Teachers for Inclusive Practice (STIPs)
 - Speech and Language Therapists (SaLT)
 - Counsellors and therapists
 - Child and Adolescent Mental Health Services (CAMHS)
 - Occupational Therapy
 - Advisory teachers for visual, hearing and physical disabilities
 - School nurse
 - Catch 22
 - Young carers

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

- Staff have access to regular training opportunities to improve their knowledge and skills
- 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 SENDCo is a qualified teacher, holds a master's degree in leadership in education, and has completed the master's level NASENCo Qualification (Post graduate certificate in SEND).
- Three members of staff are qualified Emotional Literacy Support Assistants (ELSA)
- One member of staff is a qualified drawing and talking therapist
- Two members of staff are Elklan level 3 speech and language therapist, one of whom is a speech and language champion for the school
- There are two deputy SENDCos, who lead in academic and pastoral development



9. 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 decided by the SENDCo
- Specialist equipment is sometimes obtained on loan or may be purchased for use in school
- 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 needs basis

10. How do we evaluate the effectiveness of our SEND policy and provision?

- The SENDCo, Senior Leadership Team, Heads of Department and Governors evaluate progress of SEND students through the school's ongoing monitoring cycle
- Effectiveness is analysed using assessment data, learning walks, student book checks, numeracy and literacy audits, provision management audits and lesson observations
- Interventions are assessed to indicate progress and this will be used to plan for your child's needs within school

11. How do we manage Exam Access Arrangements?

- The SENDCo organises the provision of exam access arrangements
- 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 student 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 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.

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

- All Hallows is an inclusive school and actively seeks to promote the inclusion of students with SEND
- Our inclusion policy promotes the involvement of all our learners in all aspects of the curriculum, extra-curricular activities and school trips
- The school consults with parents/ carers and health professionals to make access arrangements for SEND students so that all can participate. Where there are specific issues regarding safety and access for individuals, further plans are put in place to ensure needs are met
- Learning Support Assistants accompany students on trips and support students in their extra-curricular activities where this is needed



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

- All Hallows has a strong pastoral system with tutors, heads of year, heads of key stage and a deputy head teacher who all regularly meet and consult with the SENDCo
- The SEND department runs a 2by2 peer mentoring programme during lunch break every day, emphasising the importance of good social skills, leadership and nurturing relationships
- Three year 12 students volunteer in The Ark who engage in activities with students, encouraging students' participation in activities with others
- Students who require specific support in developing friendships and social skills take part in a week social skills group
- We have two specially trained Emotional Literacy Support Assistants (ELSA's) to provide emotional and social skills support to students
- The school employs counsellors who attend All Hallows two days per week

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

- 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
- All Hallows offers the opportunity for parents of students with SEND to meet at least three times each academic year
- We work with students with SEND 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

15. 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

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

- If you do have a complaint or concern, please raise this with the SENDCo, Ms Rebecca Peters, in the first instance
- If the matter remains unresolved, please follow the Complaints Procedure on our school website
- Key staff working with students with SEND are as follows:
 - SENDCo – Ms Rebecca Peters
 - Deputy SENDCos - Mr Mike Darlow (academic), Mrs Natalie Walker (pastoral)
 - Assistant SENDCo – Mrs Karen Attrill
 - Assistant Headteacher (SEND link) - Mr Dave Spare
 - SEND Link Governor – Mrs Alison Paterson



17. 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 this link: [SEND Advice Surrey](#). They provide impartial, confidential and free support to empower parents/ carers to make informed decisions
- Family Voice Surrey gives parents a strong collective voice, as well as a forum to share knowledge. Their website can be accessed here: [Family Voice Surrey](#)
- The following organisations also offer information and support for parents/carers and students:
 - [British Dyslexia Association](#)
 - [The National Autistic Society](#)
 - [Autism Education Trust](#)
 - [Youngminds \(CAMHS\)](#)

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

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

19. What are the arrangements for the admission of SEND students?

- The Governing Body believes that the admissions criteria will not discriminate against students with SEND and has due regard for the practice advocated in the new Code of Practice (2014)
- In September 2020 there were 18 students in All Hallows with an Education Health Care (EHC) Plan

20. What facilities do we provide to help disabled students access the school?

- Our Accessibility Plan adheres to the Equality Act 2010
- 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

