

All Saints Catholic Academy: SEND Information Report 2015-17

Introduction

Welcome to our SEND Information Report which is part of the Sheffield Local Offer for learners with Special Educational Needs and Disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

At All Saints Catholic Academy we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our Information Report, so please do contact us. The best people to contact this year are:

Name of SEN Governors:	Mrs Frances Haigh & Mrs Linda Ellis
Name of SENDCo:	Mr John Prosser
Name of SENDCo Manager:	Mrs Debbie Dent

What kinds of SEND needs are provided for?

All Saints is a mainstream Catholic Secondary Academy with a sixth form (11-18) and has an integrated resource with 8 places for pupils with physical difficulties. A range of special educational needs are provided for including learners with:

ADD/ADHD

Social and Communication difficulties/ASD

Dyslexia

Hearing Impaired

Medical Needs

Moderate Learning Difficulties

Specific Learning Difficulties

Our aim is to ensure that:

- Pupils with Special Educational Needs and Disabilities are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each pupil to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess pupils with SEND as early and as thoroughly as possible in line with the revised Code of Practice (2014).
- Parents/carers and pupils are involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

What should I do if I think that my child has special education needs?

Parents can speak to the form teacher and/or the Head of House to explain their initial concerns. Information will be discussed and collected from subject teachers. If necessary the pupil's needs and the next steps in line with the Code of Practice will be discussed and planned with the SENDCo.

How are children identified and assessed?

A pupil may be identified as having SEND at any stage during his/her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific and limited intervention. Recognising that there is a difficulty with learning can come from a range of sources: subject teachers, support staff, parents/carers and the learner themselves. Learners can fall behind in school for a number of different reasons but only those with a learning difficulty or disability that requires special educational provision will be identified as having SEN.

The Code of practice defines SEN as:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age: or**
- b. have 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 schools or mainstream post-16 institutions.’**

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a pupil has SEND, then their needs will fit into one or more of these categories.

Pupil profiles are available on the school’s Virtual Learning Environment. These give a detailed profile of need and recommended strategies. Assessment information and recommendations are available to all staff to inform planning and teaching.

Information is gathered from a range of sources and professionals to help the school to understand a pupil’s particular needs. For example:

- Information and data from primary or previous school
- Information from pupil/parents/carers
- Information from staff (teachers and teaching assistants)
- Screening tests: Cognitive Ability Tests, spelling and reading test data
- Diagnostic tests
- Specialist assessments
- Outside agencies

How will school support my child?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Depending on the needs of the child a range of strategies and devices will be used to adapt access to the curriculum. For example, this might include:

- Pre-learning of vocabulary
- Subject specific spellings
- Vocabulary mats
- Sentence starters and writing frames
- Alphasmart or laptop or iPad

- Provide assistive technology
- Literacy and numeracy interventions

Provision is made for pupils who qualify for special Access Arrangements in examinations. There is a team of teaching assistants to support in some classes depending on the needs of the children. A range of people will be involved with interventions and actions are undertaken to support learners with SEND across the year groups, forms and Houses.

The Pupil Support Team provide interventions and support for pupils whose needs relate to social, emotional, behavioural and mental health issues.

How will school consult with parents of children with SEND and involve them in their child's education?

For pupils on SEN Support(K) and with Statements or Education, Health Care Plans, parents/carers and pupils are involved in the reviewing process; it is important that their views and opinions are used to inform the targets and outcomes. With interim and summative reports there is the opportunity for parents to comment or for them to meet in school to discuss the progress. Parents' evenings are also an opportunity to discuss progress and the SENDCo is available. Communication books are used with identified pupils. Parents can also contact the school via email or telephone.

How will school consult with young people with SEND and involve them in their education?

Pupils are invited to contribute to the review of the Statement or EHCP. Targets are set and reviewed in all subjects with the class teachers. All pupils are expected to contribute to their academic review and the pupil voice questionnaire.

A one page profile is completed with the pupil that explains their needs and the best ways for staff to support them.

What arrangements are there for teaching, assessing and reviewing progress?

Each subject teacher will teach the curriculum and will assess regularly to check the understanding and learning. Self assessment and peer assessment are used to ensure the involvement of pupils in their learning. Each pupil is expected to review their progress with their subject teachers at regular intervals. Teachers give regular feedback which pupils are required to act upon; this can be in response to a piece of homework or in response to the learning taking place in the classroom. In KS3, Key Assessed Pieces are used each half term to assess the progress of each pupil. Cycle data is used and targets are set.

What arrangements are there for supporting young children as they move between different phases of education and in preparing for adulthood?

For pupils preparing to move from KS2 to 3, transition visits are planned by the Transition Co-ordinator. All pupils attend a variety of transition activities during year 5 and 6. All new pupils attend a Transition Day in the summer term and additional visits are also arranged for a number of identified pupils with SEND as necessary.

In the Spring and Summer term, the SENDCo and SEND manager visit the Primary Schools to meet the identified pupils and to collect information from the SENDCo. Review meetings are attended prior to transition. In the Summer Term, Learning Support Assistants visit the Primary Schools to meet the identified pupils and work with them in the classroom.

At KS4, careers meetings and college visits are arranged alongside meetings with parents to ensure a smooth transition to post 16 provision. Support and advice is provided to ensure pupils with SEND apply for appropriate courses. Representatives from the Post 16 providers are invited to the Year 11 reviews and relevant information is passed on to the provider.

What kinds of expertise is available to support children with SEND and how is specialist expertise secured?

A specialist teacher employed by the school provides diagnostic learning assessments, dyslexia assessments and assessments for access arrangements for external exams.

Speech and Language Therapy and the educational psychologist are bought in to provide support and advice, assessment and reports.

A number of established links have been secured with physiotherapists, occupational therapists, Hearing Impaired and Visually Impaired Team. Expert advice is also sought from the Autism Service, as necessary.

Teaching assistants are encouraged and supported to attend courses to improve and extend their knowledge about aspects of SEND. A programme of CPD with emphasis on SEND issues is planned and delivered within school and is available for all staff.

How does the school evaluate the provision made for children with SEND?

During Key Stage 3, all pupils have their reading and spelling ages assessed to identify anyone that may need intervention. In addition to this, teaching staff mark and assess pupils' work on a regular basis and supply this information into the tracking system. Any concerns are discussed with the SENDCo to identify whether further support or intervention is required.

What opportunities are available for children with SEND to engage in activities with children who do not have SEND?

We are an inclusive school and all pupils are encouraged to participate in all activities which are available to them. All pupils have access to a broad and balanced curriculum and are included in all aspects of school life. Support is provided as required to enable each pupil to do this.

With regard to off site visits, the trip leader meets with the SENDCo in the early planning stages of any trip to discuss possible difficulties for pupils. We ensure that all reasonable adjustments are made, including additional staffing or alternative travel arrangements, to allow all pupils to participate as fully as possible in the activities; any potential barriers are discussed with parents. Full risk assessments for the trip and for individual pupils are completed. If the risks cannot be managed safely with adjustments, additional resources or alternative provision would be provided.

What support is available to improve emotional and social development including listening to the views of children and measures to prevent bullying?

Within the vertical tutor system there are planned activities during form time to aid the social and emotional development of pupils. Also the Behaviour Support Team deliver a range of interventions including SEAL, Anger Management, Improving Self Esteem and Confidence. We also have two counsellors who will work with a range of children to aid their social and emotional development.

How does the school involve other services to meet the needs of children with SEND and their families?

The school works closely with other external services including Ryegate Childrens Centre, MAST and CAMHS. We contribute and lead on the completion of the Family Common Assessment Framework to ensure all the needs of the family are identified. We also have a Family Support Worker from the Hallam Caring Services who works with parents or carers to provide parenting advice and support.

Who can I contact for further information?

For further information contact :

Mr John Prosser (Assistant Head/ SENDCo) on 0114 2724851 j.prosser@allsaintslearning.co.uk

Mrs Debbie Dent (SENDCo Manager) on 01142743513 d.dent@allsaintslearning.co.uk