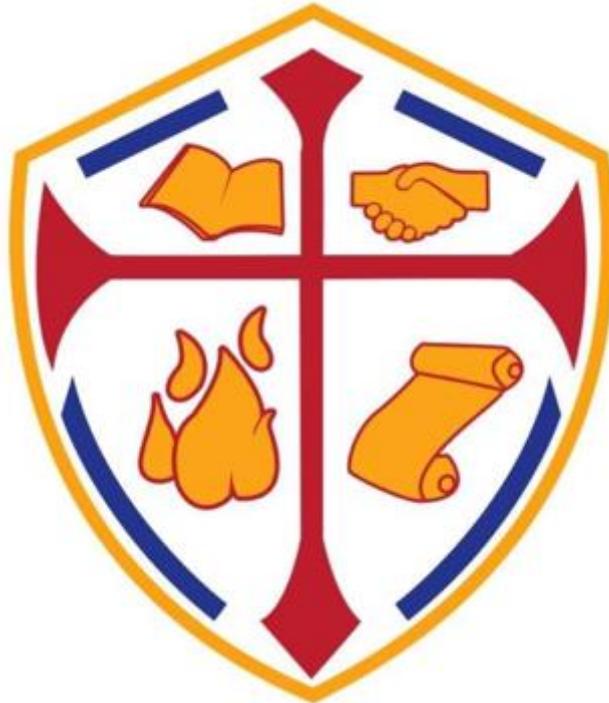


SEND Information Report

All Saints Catholic School



September 2021 to September 2022

'Perseverance Conquers All'

"We are all one in Christ, our mission and our responsibility is to recognize all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness"

(1 Cor. 12:29)

CADD (SEND): Curriculum Access & Development Department.

Our aim is to create a nurturing and aspirational environment where every child feels valued and achieves their potential. We strive to provide our students with a first-class education that equips them for the future and helps them to become confident and successful members of our community.

At All Saints, we provide a broad and balanced curriculum and ensuring that work is differentiated to allow everyone an equal opportunity to achieve. CAD Department members act as inspirational mentors, supporting students to achieve their goals while also working closely with other staff members to provide a supportive learning environment.

The CAD Department aims to implement, manage and support a whole school approach, which responds to the needs of all students in the areas defined in the statutory guidance provided to schools within the Special Educational Needs and Disability Code of Practice 2015.

SEND Code of Practice 2015:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The strategies employed take into consideration and aim to provide for the full range of student diversity, enabling them to have access to their entitlement to the full National Curriculum. A child or young person may have a learning difficulty or disability if he or she:

- Is significantly slower at accessing information and understanding concepts than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to narrow the attainment gap between them and their peers.

SEN Information Report:

The Barking and Dagenham local offer can be found here:

<https://www.lbbd.gov.uk/local-offer>

We aim to foster and encourage positive approaches to the education of students with SEND and to work in partnership with parents/external services. We seek to show that by following the SEND Code of Practice 2015, effective systems and strategies are in place to facilitate positive learning experiences for students with SEND.

Our aim is to ensure that all students can participate fully in the work and life of the school as well as ensuring that all students can achieve to the very best of their ability. We aim to provide the very best opportunities for all students. High quality teaching is vital for all students and is our first form of support for students with special educational needs. However, we recognise that some students will need additional support, provision and resources in order to ensure they make progress and achieve the grades necessary to live a fulfilled, confident and independent life.

Our Aims:

1. To ensure that all SEND students' safety and wellbeing is kept to the fore. To recognise that SEND students are often more vulnerable than their non-SEND peers.
2. To ensure that all students make at least expected progress in learning
3. To ensure that all students with Special Educational Needs and Disabilities (SEND) have their needs identified in order to support academic progression and continued well being
4. To ensure all students can access a balanced curriculum, differentiated and personalised in nature and - where appropriate - providing additional support or resources to remove barriers to learning
5. To ensure that all students with SEND are supported in transition and are well informed for the next stage of their learning and training.

Admission and Transition

The admission arrangements of all students – including students with SEND - are in accordance with national legislation. A copy of our admission arrangements may be found on the school website. In order to ensure that students are well supported at All Saints Catholic School, the following arrangements take place:

1. All students are visited by the Head of Year and SENDCo at their primary schools. This is to ensure that they feel comfortable with the rigours of secondary school life and familiarise themselves with key personnel.
2. Meetings are held with the class teacher and primary school SENDCo to ascertain progress and need.
3. Extended transition is offered to those students who would benefit from more extensive arrangements. This is to ensure that students are less anxious when they begin in September.
4. All appropriate secondary school staff are fully informed of the new intake in preparation for September.
5. For those students with an Education, Health and Care Plans, the SENDCo will aim to attend the final primary school Annual Review.
6. In the event of a mid-year admission, and where appropriate, the Head of Year and SENDCo will seek advice and guidance as to potential barriers to learning or additional needs.

The SENDCo will ensure that full information has been gathered from the previous school, that information has been communicated to teachers and that support is put into place from the outset.

The Wave Approach:

To ensure that all students – including with special educational needs - receive the appropriate provision, All Saints Catholic School employs a differentiated approach to support:

Students are categorised into three different levels.

A description of each stage is as follows:

Wave 3 - Those students who require additional support - which is continuous throughout schooling – in order to make expected progress. Students with an Education, Health and Care Plan or with complex needs will feature in Wave 1.

Wave 2 - Those students who have – or who may need – short term, targeted support to ensure they are making expected progress. Many students who are designated as SEN Support will feature in Wave 2.

Wave 1 - Those students who are making expected progress and whose needs can be catered for in the classroom without additional support or intervention

It is anticipated that students may move between Wave 1 and 2, depending on need.

Identification and Monitoring of Students with Special Educational Needs

Students with special educational needs are monitored by school leaders through the use of progress and interim data.

In addition:

The SENDCo makes good use of baseline data to inform planning for all students including those with special educational needs. Teacher assessment and national assessment results are used to establish areas of need and intervention.

As students' progress through the school, good use is made of the Interim reporting system to monitor students at all levels. Progress meetings with key school personnel after each interim are used to identify areas of need that appropriate interventions are implemented.

A variety of factors are considered when identifying and assessing students with Special Educational Needs. In addition to the above, the following forms of identification may be taken into account:

1. Close liaison with parents on transition to All Saints Catholic School.
2. Effective use of primary school progress data
3. Reading and Spelling screening tests of all students at the start of Year 7
4. Provision of a Learning Profile document for all students monitored on the SEND register.
5. Liaison with subject staff, group tutors and Heads of Year.
6. Liaison with outside agencies and support services where appropriate
7. Key Stage Four screening tests for Access Arrangements.

Provision for students with Special Educational Needs:

High quality teaching is vital for all students and is our first form of support for students with special educational needs. Continuing Professional Development is provided to ensure that teachers are kept abreast of key strategies for support. This is linked clearly to lesson observations and Performance Management. In addition, students with special education needs are supported by:

1. In class support for identified students.
2. Alternative methods of recording and access to use of laptops
3. Lunchtime support for vulnerable students
4. Lunchtime and After school homework support club
5. One to one and small group counselling and mentoring via school staff
6. Youth Support Workers.
7. Family Support Workers.
8. Educational Psychologist consultation.
9. Literacy/Numeracy/Social Skills small group intervention.
10. Guidance given to assist with organisation
11. Examination Access Arrangements, including the use of extra time, readers and scribes

The above list is not exhaustive and may not be offered to all students with special educational needs.

Examination Access Arrangements (for students in Key Stage Four/Five only):

As students move into their GCSE/A-Level years, there may be a need for consultation to ascertain whether additional arrangements in assessments and examinations are necessary. Referrals may come from a variety of means, including concerns from students, parents, teachers and support staff.

If appropriate, students will be put forward to be assessed by the Specialist Assessor who works alongside the SENDCo and the Learning Support Team. The findings from these assessments will be used to make a formal application to the Joint Committee for Qualifications. It is assumed that all applications will be made and formalised by the beginning of Year 11/13 and that these provisions will be in place for the Yr11/13 mock examination, if not before.

This is to ensure that appropriate arrangements may be made in all formal assessments and examinations, including mock examinations. Parents and students will be informed of the process and the findings.

Working in Partnership

All Saints Catholic School is committed to working in partnership with students and parents. We believe in a Pupil Centred Approach and are committed to ensuring the need of the student is at the heart of what we do.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENDCo throughout the year for any reason. Parents will be informed of their child's progress through the following means:

1. Annual Review meetings for identified students (Education, Health and Care Plans).
2. Team around the Family style meetings with identified students.
3. One to one discussion with SENDCo, classroom teachers and form tutors.
4. Telephone and email consultations.
5. Formal Interim Reports.

If a student with an EHCP is offered a place at All Saints, a transition plan will be implemented, and a transition meeting will be organised with the parent/carer and the relevant representative of the external agencies. This meeting is used to strategically plan and prepare for the student's admission.

All primary schools are expected to provide the SENDCo key information about their SEND Cohort so that early identification of particular need or difficulty is established prior to arrival in September. In line with the new SEND Code of Practice, students with SEND will each have a pupil profile written in collaboration with the student and their parents or carers.

Learning profiles are accessible to all members of staff and it serves as a guide to support Teachers' practice in the classroom. The SENDCo (Mr T. Webb) or Lead Practitioner Inclusion (Ms M. Murawski) may also be invited to attend transfer reviews for students with Education Health and Care Plans or who are on SEND Support (In the Summer term prior to the student's admission) with your child's primary school. This meeting is used to strategically plan and prepare for the student's admission and facilitates a smooth transition from Key Stage 2 into Key Stage 3.

Parent Forum:

Once a term, a parent meeting will be held. This provides parents, carers, and keyworkers with the opportunity to meet, discuss and consider further aspects of their child's SEND provision in and outside of the school.

SEND Cohort at All Saints Catholic School

- 103 students on the SEND Register (1469 students on current roll).
- SEND Cohort = 7% of whole school roll.
- 28.2% of SEND Cohort have an EHCP (2% or 29 Students).
- 71.8% of SEND Cohort are placed at SEND Support K (5% or 74 Students).

Communication and Interaction:

(38.8% of pupils on the SEND register at All Saints have needs associated with Communication and Interaction).

- Speech, Language and Communication Needs (SLCN).
- ASD (including Autism & Asperger's Syndrome).
- Complex Social and Communication Needs (CSCN).

Cognition and Learning:

(31.1% of pupils on the SEND register at All Saints have needs associated with Cognition and Learning).

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) (including dyslexia, dyscalculia & dyspraxia).

Social, Emotional and Mental Health Difficulties:

(20.4% of pupils on the SEND register at All Saints have needs associated with Social, Emotional and Mental Health (SEMH)).

- ADHD/ADD Anxiety Challenging behaviour.

Sensory and/or physical needs:

(9.7% of pupils on the SEND register at All Saints have needs associated with Physical Disabilities and Sensory needs)

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

If you feel that your child does not fall under any of these categories, but you have concerns please contact the SENDCo to discuss your child and their needs further.

Overview of SEND Cohort by Year Group:

	Communication	SEMH	Cognition	Sensory
Year 7	24%	24%	40%	12%
Year 8	26.7%	20%	53.3%	0%
Year 9	50%	10%	30%	10%
Year 10	38.4%	30.8%	23.1%	7.7%
Year 11	36.4%	36.4%	27.2%	0%
6th Form	55.6%	11.1%	11.1%	22.2%

Identification of SEND students:

- During KS2 transition meetings, information is passed on from Primary schools.
- Whole school CATS testing.
- Whole school testing of spelling, single word reading and comprehension (Literacy) and numeracy.
- Views from the parents/carers.
- Views from the teachers' reports.
- External professionals which may include: Educational Psychologists, Physiotherapists, Occupational Therapists, Speech Therapists, and medical professionals pass on key information.
- In line with school assessment policy, the CAD Department utilise all student baseline assessment data and information from KS2 in order understand the range of challenges our students face when categorised within the four broad areas of need that are referenced within the SEND Code of Practice (2015).

Keyworker/Mentoring System:

Each student under SEND Support or on an EHCP will receive a Mentor/Keyworker. This person will work in collaboration with the parents and students to review the progress of your child in school on a termly basis.

In Class Support:

Students are supported within lessons in order to assist with accessing the curriculum being taught in class. Teaching Assistants will work with a child on a 1:1 basis, in small groups or assisting whole classes by working collaboratively with the class teacher.

1:1 or small group Literacy:

Literacy intervention is offered to students who after Quality First teaching, continue to struggle with accessing the curriculum in mainstream lessons. We have access to the Lexia programme at All Saints, alongside support from specialist teachers. Literacy Intervention is run within or out of lessons (1:1 or small group).

Numeracy:

Numeracy intervention is offered to students who after Quality First teaching, continue to struggle with accessing the curriculum in mainstream lessons. Numeracy Intervention is run within or out of lessons (1:1 or small group).

Speech and Language:

Currently we are utilising Wordsfirst as an external provider to support us with developing our provision for students with Speech, Language and Communication needs. This involves specialist small group or 1:1 sessions delivered by an external speech and language specialist.

KS3 – KS4:

In Year 9, students with SEND are assessed for eligibility of exam concessions. Based on their scores, students may be eligible for 25% extra writing time, a reader and/or a scribe for each exam, rest breaks, use of a prompt etc.

KS4 – KS5:

SEND students are welcome to attend the 6th form support evening and interviews. The admission criteria is the same for all students; 5 grades 5-9 including English and Maths. However, there are subjects which offer BTEC Level 1 qualifications (where it is not required for the student to have a grade 5 or above in Maths and English).

Concerns:

The SEN Code of Practice (2015) highlights the professional responsibility of all teachers to meet the needs of students with SEND, and parents or carers are therefore encouraged to raise any concerns in the first instance with form tutors or relevant subject teachers. Where concerns cannot be successfully addressed by these staff, parents should contact their child's Year Leader or the SENDCo.

Complaints Procedure:

The SENDCo, Mr Thomas Webb has oversight of the SEND Policy and SEND Information Report alongside the Headteacher. Any complaints in regard to the provision of support for students must first be addressed by the SENDCo, Mr Webb on 0208 270 4256 (ext 1356) or via email Twebb@allsaintsschool.co.uk.

However, if an issue cannot be resolved, the Headteacher (Ms Cattle) and subsequently the **SEN Governor** (Mrs Tracy MacDonald) (tmacdonald@allsaintsschool.co.uk), will work with you to find an amicable solution.

Inter-relationship with other school information:

The SEN Information Report should be viewed alongside the Special Educational Needs Policy. A copy of this can be found on the school website.

What expertise and training do All Saints staff have in relation to SEND?

We are committed to developing the ongoing expertise of our staff. We have several professionals within our school team who have a high level of expertise and training in SEND. Our CADD Staff list is as follows:

Staff Member	Area of Expertise	Level
Tom Webb. (HOD).	BA (Hons with QTS). MA (Hons – Education). National SENDCo Award. CPT3A – Level 7.	SENDCo and Specialist Teacher/Assessor.
Melissa Murawski.	BA (HONS) English Literature. Graduate Diploma of Teaching and Learning. National SENDCo Award. Qualified Thrive Practitioner.	Lead Practitioner Inclusion.
Kusum Likhman	Literacy/Numeracy/Social Skills.	SEND Teacher.
Jenny Ward	Administration.	SEND Administrator.
Chloe Jones	Intervention/Alternative Curriculum. Year 9: SEMH 6 th form: SEMH/CL/CI	Higher Level Teaching Assistant.
Ginisha Gunowry	Year 11: SEMH/CL/CI	Teaching Assistant.
Joel Gyane	Year 11: SEMH/CL/CI	Teaching Assistant.
Nicola Robinson	Year 10: SEMH/CL/CI	Teaching Assistant.
Briony Allen	Year 10: SEMH/CL/CI	Teaching Assistant.
Shimin Wang	Year 9: SEMH/CL/CI	Teaching Assistant.
Seb Guina	Year 9: SEMH/CL/CI	Teaching Assistant.
Adrian Fung Chan.	Year 9: SEMH/CL/CI	Teaching Assistant.
Shellene Polius	Year 8: SEMH/CL/CI	Teaching Assistant.
Natasha Liyeli	Year 8: SEMH/CL/CI	Teaching Assistant.
Shimin Wang	Year 8: SEMH/CL/CI	Teaching Assistant.
Sandra David	Year 7: SEMH/CL/CI	Teaching Assistant.
Lucia Manello	Year 7: SEMH/CL/CI.	Teaching Assistant.
Annah Aderinto	Year 7: SEMH/CL/CI.	Teaching Assistant.

Where can I find more information about SEND services in the London Borough of Barking and Dagenham?

Further information about London Borough of Barking and Dagenham's Local Offer and parental support can be found using the links below:

<https://www.lbbd.gov.uk/local-offer>

<https://www.lbbd.gov.uk/about-our-local-offer>

<https://www.lbbd.gov.uk/information-advice-and-support-service>

There are also links to other SEN websites below:

www.barnardos.org.uk – information for parents around Special Educational Needs advice.

www.ipsea.org.uk – information for parents around Special Educational Needs advice.

www.specialneedsjungle.com – general resources for parents around Special Educational Needs advice.

www.talkingpoint.org.uk – site to support parents and children with speech and language difficulties.

www.cerebralpalsy.org.uk – site to support parents and children with cerebral palsy.

www.ehlers-danlos.org – site to support parents and children with ehlers danlos.

www.autism.org.uk – site to support parents and children with autism.

www.ADHDfoundation.org.uk – site to support parents and children with ADHD.

www.dyspraxiafoundation.org.uk – site to support parents and children with dyspraxia.

www.bdadyslexia.org.uk – site to support parents and children with dyslexia.

www.downs-syndrome.org.uk – site to support parents and children with downs syndrome.

www.rnib.org.uk – site to support parents and children with sight difficulties.

www.ndcs.org.uk – site to support parents and children with hearing difficulties.

www.youngminds.org.uk – site to support children with social, emotional and mental health difficulties.