

SEN Information Report

All Hallows RC High School



The Governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year **must** be updated as soon as possible. (Special Educational Needs and Disability Regulations, 2014)

This report is designed to be easy to access and to provide information for parents/carers and other interested parties on how our school provides for and manages Special Educational Needs and Disabilities as stated in the new Code of Practice. If you cannot find the information you need please contact school on 0161 921 1900 or Ms. Nicola Jackson (Director of Inclusion (SENCO) directly at Nicola.jackson@salford.gov.uk

All Hallows RC High School has an inclusive philosophy. All teachers are teachers of children with special educational needs or disabilities (SEND) and therefore teaching such children is a whole school responsibility. We aim to provide for all students' additional needs. All Hallows RC High School has an Enhanced Resource Base which caters for 20 students. The resource is for students with Education, Health and Care Plans with a primary need of Speech, Language and Communication needs. Students may have a diagnosis of Moderate learning difficulties too. Places within the resource are allocated by the Local Authority and the plan must specify that a child has a place within the Enhanced Resourced Provision.

1. The kinds of special educational needs for which provision is made at All Hallows

As an inclusive school we make provision for the Special Educational Needs of students based on all 4 broad areas of needs. Examples are below:

Cognition and Learning – Dyslexia, Moderate Learning difficulties

Communication and Interaction – Receptive and expressive language difficulties. Autistic Spectrum Condition

Social, Emotional and Mental Health Difficulties – ADHD, ODD.

Sensory and Physical – Visual Impaired, Hearing Impaired.

2. What are the policies for identifying pupils with SEN and assessing their needs?

In Year 6 our Pupil Progress Leader (PPL) for 7 and the transition lead visit all our feeder primary schools and gather detailed information, including all SEND needs. The SEN team will complete additional visits when required and for pupils with Education Health Care Plans/ Outside support agencies such as speech and language therapy services, educational psychology services and other external agencies will also inform us, with parental permission, of any issues that we need to be aware of.

Transition planning with the primary school and with you the parent/carer is useful to help us to understand your child and to help provide continuity of support between primary and secondary education. We aim for open and transparent communication and consultation with parents/carers and young people, as well as with other professionals throughout your child's time at All Hallows RC High School. The school has systems in place to identify individual needs and SEND needs that may arise during the students' time at All Hallows RC High School. Our staff follow a robust assessment, monitoring and review system which helps identify students who may have barriers to learning. The system includes a referral process to most appropriate external agencies when required. We undertake a range of screening and assessments as part of our school provision and have a personalised approach to identification and support.

If a pupil's progress is a concern and they have a barrier to learning staff complete a cause for concern form or speak to the SENCO.

1) An individual monitoring plan, including observations of teaching, assessment of pupils learning, testing, progress checks are completed. If there is a cause for concern (Assess)

- 2) Parental meeting takes place and pupils targets views/support discussed (Plan)
- 3) Pen Portrait created and support strategies shared with staff (Do)
- 4) progress check and assessment completed with subject teacher and SENCO (Review).

Pupils on SEN list are monitored vigorously to ensure progress is achieved. After every progress check underachieving pupils and their parents attend a meeting with SENCO to discuss targets and next steps. Next steps may involve escalating pupil up the threshold of need to involve external agencies to support the pupil.

Examples of assessments that may be used to support the identification of SEND are listed below. This is not an exhaustive list:

Regular progress checks are made throughout each lesson by AFL. Formal checks via interim reports are made every term.

All pupils are tested in year 7

SDQ – Emotional concerns

Diagnostic Reading Test – Word reading and comprehension

TALC test- Language comprehension

Gray's Oral Reading Test – 5 – Reading

Single Word Spelling test - Spelling

Basic Numeracy Screening Test – Numeracy

Digit Memory Test – Memory

Symbol Digit Modalities test – processing speed

Wide Range Achievement Test 4 – Spelling reading, numeracy

Comprehensive test of Phonological Processing 2 – Phonological skills

Dyslexia and Dyscalculia Screener by GL assessments

Detailed Assessment of Speed of Handwriting

3. What are the arrangements for consulting parents of children with SEN and involving them in their child' education

If a concern is raised about a child with SEN then the class teacher/form tutor will contact the parent in the first instance to discuss the concern. Teachers will complete an SEN referral form outlining their concern and the SEN team will follow this up with the relevant assessment. At this stage a phone call or meeting will be arranged with parents to outline the concern and to gain consent for further investigation.

Children with an EHC will receive an annual review and regular meetings will take place throughout the year to review targets on learning plans for both SEN support and EHC plans

Throughout the year there are 2 parents evenings (pastoral and curriculum), an annual report for parents and also Interim reports throughout the year.

Pupil Passport review meeting are in line with the Schools assessment schedule. Progress and outcomes are discussed during consultation meeting with Schools EP

Parents are invited into the School to discuss their child's progress at anytime

Presentation Evening where parents have the opportunity to celebrate the successes of their child within school

A morning and an afternoon session is dedicated to parents of pupils with SEND

Parents of pupils with SEND are given the SENCO direct number to discuss progress

Parental questionnaires are completed annually for parents of children with SEND

4. What are the arrangements for consulting young people with SEN and involving them in their education

Students with SEN complete a 'pupil view' form with a TA at the start of the year to complete their pupil passport. This document is shared with staff to outline what the student's strengths and areas of difficulty are and how they can best be supported. All students are consulted and involved in choosing their options during the Autumn term of year 9 and are supported with their choices where required. For students with an EHC they are placed at the centre of their annual review and they are given the opportunity to discuss what has been working well for them and what could be better. All pupils are invited to take part in pupil voice surveys.

5. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including

a. How we evaluate the effectiveness of our provision for such pupils

We currently use Provision Mapping software to track provision for pupils with SEN. We input relevant data and review on a half termly/termly basis (depending on the intervention). This allows us to consider the impact of the intervention and how well the student is doing.

The Salford Provision mapping tool is used to decide if intervention is value for money compared to assessment information

We carry out Interim analysis of attainment data for children with SEN across the school in primarily English and Maths – comparisons with non-SEN to see if the gap has narrowed.

We analyse of levels of progress from KS2 in English and Maths to see if expected progress is made within discrete groups of SEN pupils, which is compared nationally with progression guidance material. We also compare SEN pupil progression over time.

We may carry out staff surveys to evaluate effective provision and review what is being delivered. We may also use Attendance/punctuality/seclusion data to highlight any concerns or patterns of behaviour that can be supported.

6. What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

We follow the graduated approach to SEN and follow cycle of 'ASSESS, PLAN, DO, REVIEW'.

We will carry out consultations, meetings, target setting, and reviewing targets with external agencies such as the Educational Psychologist. Following an assessment by the relevant agencies, meetings take place to discuss the findings and how best to meet the targets in School.

We use provision map software to track and monitor interventions in order to effectively review the impact of these and ensure appropriateness for the students.

The SENCO is available on virtual and face to face parents evening if parents wish to make an appointment to discuss their child's needs.

Appointments on virtual parent's evenings will be available via the link sent to parents when creating appointments for class teachers.

Annual reviews are held for pupils with an EHCP and there is a direct phone line/email address to the SENCO for parents to contact.

Meetings with the SENCO can be arranged by appointment with flexibility around time during the school day.

All staff are trained, (through a yearly programme of Continuing Professional Development seminars), in adapting lesson plans to increase the use of elements known to support students who need extra help. For some students with lighter needs, this is all that is required to help them make progress.

Teachers also have access to the profiles of students known to have specific needs and they can collaborate with the specialist staff to build adaptations to activities especially for those individual students.

Many lessons benefit from having a teaching assistant in the class who can spot difficulties and help to give instant support.

The named SENCO in school is Nicola Jackson Nicola.jackson@salford.gov.uk

7. What is the school's approach to teaching pupils with SEN?

We aim for All Hallows RC High School to be a Catholic school to which children wish to come, to which parents wish to send their children, and where teachers wish to teach.

Our Mission is to offer a high quality Catholic education for all, in an environment where Gospel Values are central to teaching and learning, and in which the unique value of each person is recognised and respected.

The underlying philosophy of All Hallows' SEN policy is inclusion. We adopt a whole school approach, where every teacher is a teacher of special or additional needs, with the responsibility for supporting the inclusion of SEND children into the school community in its widest sense.

Quality first teaching takes place in every classroom and is regularly monitored and reviewed throughout the year through the whole school teaching and learning processes. Teachers are provided with regular CPD on the varying needs and also, where necessary to discuss individual children to implement bespoke strategies for teaching them. We are currently undertaking Emotionally Friendly school status and have recently received the SEND inclusion Award accreditation to demonstrate our commitment to supporting young people with SEND in their educational journey and showcase the excellent teaching and learning practices that take place. All pupils are provided with a broad and balanced curriculum and, where appropriate, discussions will be held with parents/carers, school and professionals to discuss the curriculum offer and provide reasonable adjustments where necessary.

Although EAL is not deemed as SEN, we do recognise that they would require something additional and different. Pupils who speak English as a second language may also require additional modified curriculum programmes. The EAL policy can be found on the All Hallows website under 'policies'.

We are aware of our duties under the Single Equalities Act 2010 and will make any reasonable adjustment possible to ensure pupils with SEN and/or disability are not treated less favourably and to ensure that their needs are met.

We are aware of new Statutory guidance entitled Supporting Pupils at School with Medical Conditions (February 2014) and are compliant with these duties.

8. How does the school adapt the curriculum and learning environment of pupils with SEN?

Quality first teaching is at the heart of everything we do at All Hallows. All students have access to dyslexia friendly toolkits which provide resources to support their learning. Where individual needs require we adapt the physical environment e.g. seating arrangements, materials e.g. worksheets and texts as well as adapting language to suit the needs of the child.

Other examples (not an exhaustive list) may include:

Enlarged print/IPAD for VI pupils

Curriculum scaffolded and differentiated to meet the needs of SEND pupils

Use of all aspects of AFL by teachers in every class has a profound impact on the quality of learning.

Enabling pupils to really understand where they are in their learning journey and what they need to do next to improve further and become independent learners.

Small class sizes - sets

Word Walls

Wobble cushions/foot stools for better seating

Concentration pencils

Writing slope

Alternative methods of recording – Laptop/Scribe/Dictaphone

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We are aware of new Statutory guidance entitled Supporting Pupils at School with Medical Conditions (February 2014) and are compliant with these duties.

9. What additional support for learning is available for pupils with SEN?

We have a large department of skilled TAs with a number who are ELKLAN trained and have completed a National recognised award for supporting teaching and learning. There are also a number of teaching staff who are ELKLAN trained.

The CAU (Curriculum Access Unit) is a nurture group in year 7 for pupils with literacy and numeracy difficulties and are identified at primary as requiring additional support with their transition to high school.

The LSC (Learning Support Centre) is designed to meet the needs of pupils presenting with social, emotional and mental health difficulties. A range of SEMH interventions are carried out through this unit such as anger management, social skills, wellbeing. Pupils requiring support from the LSC are given a RAMP (Reducing Anxiety Management Plan) which provides strategies for teachers to follow when teaching them.

Pupil passport with SMART targets are created for pupils who have high needs on the SEN register (SIBB/SIBC) with clear strategies for support. These targets are reviewed on a termly basis. Within the SEN department a range of interventions are offered to support with varying needs. These may include:

Handwriting support - Teredescu

Reading Recovery – Soundwrite, Lexia,

Spelling support – Word Wasp

Numeracy intervention – Numicon, Power of 2

Speech and Language support – ELKLAN trained TA's

Interventions are determined on a case by case basis therefore depending on the needs of the child will depend on what interventions are required to support.

The Aquinas Centre is the Enhanced resource unit for pupils with MLD/SLCN. Enhanced Resource Facilities are for pupils from schools across the city who have an Education, Health and Care Plan naming 'All Hallows Enhanced Resourced Provision' and detailing the SEN

difficulty as SLCN/MLD. Places are allocated through the LA's SEN Panel process and are not available to other pupils in the school including those with mainstream EHC plans.

Pupils accessing this provision at KS4 have access to a 'Preparing for Adulthood' Curriculum which aims to develop independence and life skills to support them moving into Post 16 and beyond. These meet the requirements set out within the EHC plans.

10. What activities are available for pupils with SEN in addition to those available in accordance with the curriculum?

All students regardless of need are able to attend extra-curricular activities and adaptations to facilitate inclusion can be made where necessary. Students have access to a range of activities such as:

Residential

Trips

During School – dinner time social clubs

Before school – breakfast club in the canteen and for some in the CAU

After school – Homework club

Various sports clubs run after School

During holidays - revision sessions for KS4 pupils at key points throughout the year.

Summer School – transition activity for year 6 pupils

The CAU/Aquinas Centre run break and lunchtime activities for pupils to access and supervision is available at these unstructured times.

This gives the students opportunities for independence whilst still maintaining a level of support for these students.

11. What support is available for improving the emotional and social development of pupils with SEN?

All Hallows is recognised as an emotionally friendly school and offer a range of interventions to support this area of need. Below is a list of interventions that may be available to pupils to support their development in school. The interventions delivered are based around the needs of the pupils at that time.

Social Skills sessions

Anger management

Learning Mentor

CARITAS counselling

LSC

CAU

Circle of Friends

EP advice
 Reduced Anxiety Model Prevention (RAMP)
 Tension model
 Scare Programme
 Brief Support
 Motivational Interviewing
 Friends for life
 Coping Power
 Emotional and Social Intelligence
 SEMH outreach support

Each year group has a Pupil Progress Leader (PPL) and each child is placed in a form group with a consistent form teacher. Through this model it provides opportunities for pupils to access support on a daily basis with a named member of staff. Bullying issues are dealt with in accordance with the Anti-Bullying Policy. Student council representatives allow for pupil views to be heard and students with SEN are able to be elected to represent their form in the school council.

12. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO

Nicola Jackson Nicola.jackson@salford.gov.uk 0161 921 1900

13. Who are the named contacts within school for when young people or parents have concerns?

In the first instance, if you have a concern about your child you should raise this with your child's form teacher or class teacher.

Other key contacts include:

Mrs N White	Deputy SENCO
Mrs G Pickup	SEN governor
Mrs E Walker	Headteacher
Mrs M Done	Assistant Headteacher (Designated Safeguard Lead)
Mrs E Hambelton	Social Inclusion officer
Mr J D'Costa/Mr M Tomlinson	Yr 7 Pupil Progress Leader
Mr A Hren/Miss K Milan-Snee	Yr 8 Pupil Progress Leader
Mrs D Slater	Yr 9 Pupil Progress Leader
Mr C Reid	Yr 10 Pupil Progress Leader
Mr D Goodfellow	Yr 11 Pupil Progress Leader

14. What is the expertise and training of staff in relation to CYP with SEN and how will specialist expertise be secured?

All Hallows RC High school has an experienced SENCO of 13 years who has completed the Level 7 OCR diploma in Assessing SpLD and National award for SENCO. The SENCO has been part of an Expert reference group panel with Nasen and Whole School SEND developing national guidance for SEN. The SENCO has achieved a Master's Degree in Senior Leadership in Education as well as achieving Chartered Manager Status with CMI.

The Deputy SENCO has also achieved the National Award for SENCO and the NPQSL.

Within the school there is a wealth of experience and expertise amongst the teaching and support staff including:

ELKLAN trained teachers and TA's

Dedicated TAs to Aquinas Centre and CAU

Number of TA's trained to deliver phonics – soundwrite programme

All TAs trained to deliver Lexia intervention

All staff have regular CPD sessions developing their knowledge and understanding of teaching pupils with SLCN, SEMHD, MLD, ASC and other needs where necessary. Learning walks are carried out on a regular basis with a focus on SEN to review the CPD offer and highlight areas of best practice. The school receives LA support from VI and HI team to support the needs of individual pupils.

Should support be required from external agencies then referrals are made directly to the service following their referral process. We currently access an Enhanced service from Speech and Language therapy service and have access to Educational Psychology input through a Service level agreement

15. How will equipment and facilities to support CYP with SEN be secured?

We are aware of our duties under the Single Equalities Act 2010 and will make any reasonable adjustment possible to ensure pupils with SEN and/or disability are not treated less favourably and to ensure that their needs are met.

We are aware of new Statutory guidance entitled Supporting Pupils at School with Medical Conditions (February 2014) and are compliant with these duties.

Equipment or facilities to support pupils with SEN are non-negotiable. Whatever they require, within reason they receive e.g. specialist VI/HI equipment, equipment to support physical disabilities. We discuss the need for equipment and facilities on an individual case basis usually with agencies involved, parents, the child and the SENCO/head teacher.

If the need is greater than what school can provide using our allocated funding then further support will be sought through the statutory assessment process and an EHC will be applied for.

16. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

In the event that a complaint cannot be resolved, then the matter will be referred to the chair of governors

Steps

- 1) In the first instance please contact the Class Teacher.
- 2) If the matter is not resolved please contact the SENCO.
- 3) If the matter remains unresolved the Head Teacher should be contacted.
- 4) In the unlikely event that the matter is still unresolved please contact the Governing Body in writing.

17. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children

A range of services are used within the school to support the needs of pupils with SEN and their families. On a needs basis we will consult any relevant service which may include:

Educational Psychologist
Speech and Language Therapists
Inclusive Supportive Services
CAMHS
CARITAS
Early Help service

18. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

SIASS	0161 778 0343/0349 siass@salford.gov.uk
<u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers	0161 793 3275
Statutory Assessment Team	0161 778 0410

<i>Learning Support Service (LSS)</i>	0161 686 7229 adminlss@salford.gov.uk
<i>Educational Psychology Service Burrows House M28 2LY</i>	0161 778 0476
<i>Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA</i>	0161 793 3535

19. What are the arrangements in supporting pupils moving between phases of education and preparing for adulthood?

When pupils join from year 6 the transition co-ordinator will meet with the primary schools and discuss children that may require additional support at secondary school. This information is shared with the SEN team and further visits to the primary school are carried out by the SENCO/ Assistant SENCO.

A clear transition package is put in place depending on the needs of the child.

On transition to post-16, at the review meeting of year 9 discussions are held at annual review meetings to discuss post 16 options. This continues in year 10 and 11 annual reviews and post 16 providers are invited to attend. Pupils are given taster visits and support with applications and interviews.

The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

<i>Transition From</i>	<i>To</i>	<i>Support Service</i>	<i>Contact details</i>
<i>Key Stage 3</i>	<i>Key Stage 4</i>	<i>Educational Psychology</i>	0161 778 0476
		<i>LSS</i>	0161 686 7229 adminlss@salford.gov.uk
<i>Key Stage 4</i>	<i>Key Stage 5 and beyond</i>	<i>Educational Psychology</i>	0161 778 0476
		<i>LSS</i>	0161 686 7229 adminlss@salford.gov.uk

		Post 16 Education Information	https://www.salford.gov.uk/jobs-skills-and-work/help-for-14-to-24-year-olds/post-16-education-and-training/
		Connexions	0161 393 4550 Salford@careerconnect.org.uk
		Salford City College Learning Support	<p>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</p> <p>Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ</p> <p>FutureSkills - Dakota Avenue, Salford, M50 2PU</p> <p>Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR</p> <p>Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD</p>
For information or concerns of a safeguarding nature please refer to the Salford Local offer and search for Salford Safer Children partnership https://safeguardingchildren.salford.gov.uk/parents-and-carers/			0161 603 4322 sscp@salford.gov.uk
20. Where can I find the Local offer? The Local Offer in Salford (LOIS) can be found at this location: www.salford.gov.uk/localoffer.htm			

It includes contact information on All Hallows RC High school and information on the Enhanced resourced provision in the school.
<p>21. What are the arrangements for the admission of disabled pupils?</p> <p>All Hallows RC High school ensure that pupils with SEND are admitted on an equal basis with others in accordance with its admissions policy.</p> <p>Where a local education authority proposes to name the school in an EHCP made in accordance with the Code of Practice 2014, All Hallows RC high school shall consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility.</p> <p>In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school shall have regard to the relevant guidance issued by the Secretary of State to maintained schools. The school will respond to the local authority in a timely fashion and will make a succinct and clear response why the young person's needs would be best met elsewhere.</p>
<p>22. What steps have you taken to prevent disabled pupils from being treated less favourably than other pupils?</p> <p>All Hallows RC high school values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible environment for learning. At this school we have adopted a whole- school approach to SEND policy and practice. All staff are committed to the principles and aims of this policy. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum are integrated into all aspects of the school. Pupils are provided with the necessary adaptive equipment to ensure full inclusion in the classroom. Where required, we work closely with external agencies to ensure strategies are in place to enable full inclusion for pupils with disabilities. Pupils with disabilities are provided with the same opportunities as their peers in regards to school trips and visits.</p>
<p>23. What facilities do you provide to help disabled pupils access your school?</p> <p>All Hallows RC High School is a relatively new build school and is compliant to all current regulations. The school building has facilities for supporting personal care and medical needs. There is a school lift and in the event of the lift not working, a plan is in place to ensure access to learning on the ground floor. When required due to pupil needs, subject lessons may be timetabled outside of their faculty area to ensure that all learning is accessible. Accessible changing facilities are available to pupils who require it. Staff are suitably trained to support pupils with medical conditions. There are accessible entrances to school which pupils with disabilities use. Adaptive equipment is available where appropriate.</p>
<p>24. How do I find the school's accessibility plan?</p>

Updated September 2024

This can be located on the school website under 'policies'.
