



ALL SAINTS RC SCHOOL

Additional Needs (SEND) Policy

&

Information Report

2021-2022

Person Responsible:	SENCO
Reviewed by:	Full Governing Body
Last Reviewed Academic Year:	September 2021
Next Review Academic Year:	September 2022
Adopted by Governors:	December 2021

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1. Aims

At All Saints, as a Christian School, we are committed to offering outstanding first wave teaching and learning along with excellent support for all students including those with any Special Educational Need or other additional learning or medical need.

We aim to create a bespoke curriculum which is modified to fit the needs of each individual student on the Additional Needs register in collaboration with the student, their families or carers and the school.

We have high aspirations for the educational experiences and outcomes of all students and offer parity of access to all aspects of the rich and varied life of the school.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

2. Legislation and guidance

- This policy and information report is 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 schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report



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3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Caroline Blanckley-Sharp** email: c.blanckley-sharp@allsaints.york.sch.uk
They will:

- Work with the Head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements



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- Ensure the school keeps the records of all students with SEN up to date

4.2 The SEN Governor : Claire Wagstaffe

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head teacher – Sharon Keelan-Beardsley

The Head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Subject teachers

Each subject teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report



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5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe and multiple learning difficulties

5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than 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 needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether 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. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

A student requiring school support will appear on the register as a K and with an Education Health and Care Plan will appear on the register as an E.

The purpose of identifying SEN is to consider the specific support that the school can put in place rather than categorising a student's need. There are a number of problems that may impact on a student's progress and attainment but are not considered SEND. These include:



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Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

If a need is identified then the student is added to the Additional Needs Register with the agreement of their parents or carers.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student’s areas of strength and struggles
- We take into account the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student’s record in the form of the Student Profile Form and shared with parents and staff to underpin and communicate the support plan.

We will formally notify parents when it is decided that a student will receive SEN support.

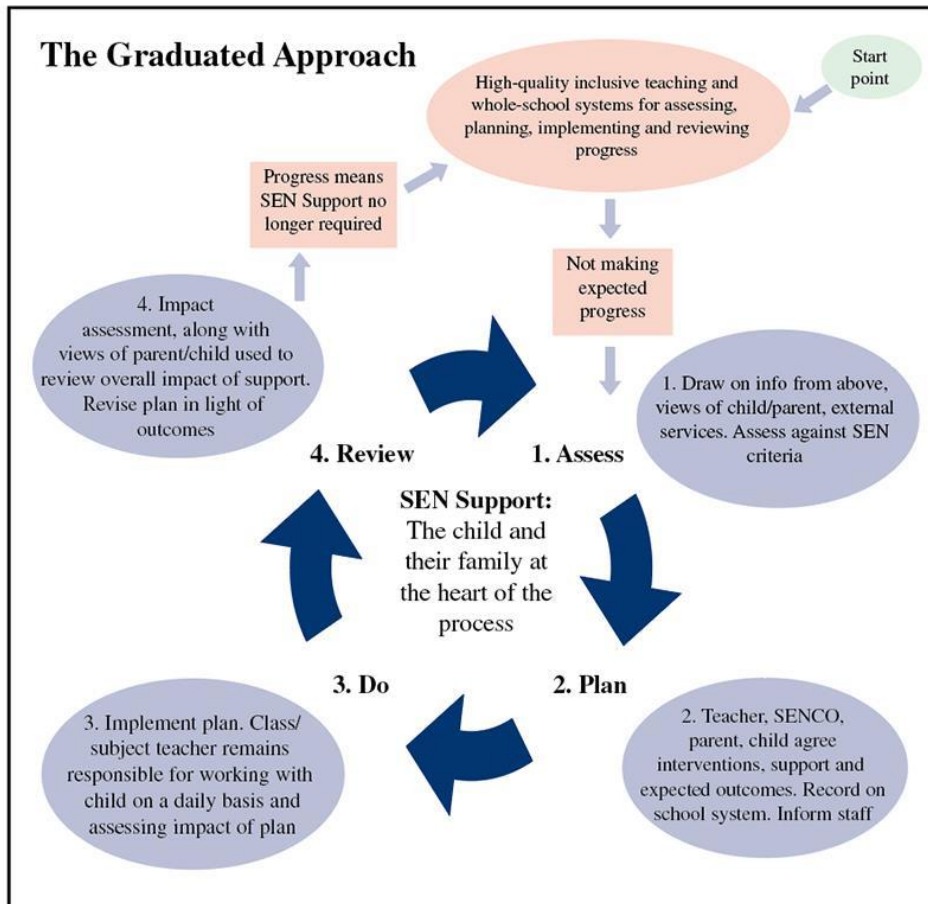
5.4 Assessing and reviewing students' progress towards outcomes

The role of teaching staff is to provide high quality teaching for all students, as the SEND Code of Practice states: High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement.



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If this high quality first wave teaching is not removing barriers to learning for a student, at All Saints we then follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



ASSESS

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant



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PLAN

Once SEND has been established documentation will be produced to support both the student and staff with removing barriers to learning. This may include;

- Individual provision plans
- Whole school provision plans
- Student Profile Forms
- My Agreed Outcome Plans
- My Support Plans
- Health Care Plans
- Local authority documentations

Targets and objectives will be identified and agreed with the student, parents/carers and staff.

Additional provision, where appropriate will be incorporated into the plan. The plan will clearly outline interventions that will be undertaken and identify the personnel involved. There will be clear, measurable outcomes and the interventions will reflect these.

DO

The planned interventions are to be implemented by the named staff.

REVIEW

Students receiving SEN support will have planned and timely reviews. These reviews will involve collecting report information from relevant staff, the student and parents/carers and will evaluate the effectiveness of the support given and the impact of the support on the student's progress. Review meeting minutes will be recorded in the students' SEN file and assessment data from interventions will be recorded on the student's Student Profile Form.

Students with an Education Health and Care Plan will have a statutory annual review meeting, which will be coordinated by the SENCO.

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 or approaches that are required through the Student Profile Form and the Additional Needs Register. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

A student may be removed from the register when they no longer require support to make expected progress, this will be in agreement with professionals and parents.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.





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Smooth transition is essential for students and parents to ease anxieties and to ensure the correct provision is in place as soon as possible.

Year 6 – Year 7

- Transfer information is provided by City of York Council from all York schools
- All Saints staff attend relevant review meetings in Y6
- Bespoke individual transition is offered to those students with an EHCP and for those SEN Support students for whom it may be of benefit; this may include additional visits to All Saints in the summer term, TA placements within the primary school and additional meetings with parents
- Student details are shared with all relevant staff prior to the start of Year 7 through the Additional Needs Register and the Student Profile Forms

Lower Site to Upper Site (Year 9 – Year 10)

- Extra transition visits are arranged, if needed, with opportunities to meet key staff on the Upper site
- Key Stage 4 curriculum is carefully considered and reviewed

Post 16

- For relevant students, transition visits to York College and Askham Bryan (along with other local providers) are arranged
- Specialist EHCP Careers Advice Service provides additional advice and guidance

Higher Education

- Specialist advice and support is available to students who may need help with applications at this key phase

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.



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High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

At All Saints we are committed to Quality First Teaching with a relentless drive to ensure teachers adapt their teaching to respond to the strengths and needs of all students. Form teachers, pastoral and Learning Leaders monitor the well-being of students.

Sometimes there is a need for more targeted provision. This may include some smaller group work or 1:1 interventions. We also have an appropriate and targeted allocation responding to need of TA support in the classroom setting.

We will also provide the following progress interventions:

<i>Progress Intervention</i>	<i>Intent</i>	<i>Implementation</i>	<i>Impact</i>
KS3 Progress Groups: Small group specialist teacher led provision for highest need students	To maximise progress of students through individual targets through bespoke teaching	Students in Y7 with high needs are able to access the group for nurture and stability as well as for academic progress, aiming to increase access to regular classes by Y9 in readiness for GCSE years	<ul style="list-style-type: none">● Increased attendance for some EHCP students● Increased Lit/Num attainment● Improved behaviour● Parental reports of students improved wellbeing
Supported KS3 Form	To develop independence and organisation	TA led with TA support - maximum 20. Access to supported locker area	<ul style="list-style-type: none">● Increased attendance● Improved organisation● Improved wellbeing



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Homework Support	To ensure homework's are completed with support and resources available	TA led, running twice a week - snack and drink available, resources and computer access - support with tricky work and communication with teachers if needed	<ul style="list-style-type: none"> ● Decreased detentions ● Improved wellbeing ● Nurture positive work habits
Lexia	To improve reading accuracy, fluency and comprehension	EEF and research evidence based intervention - on site and remote access - online learning platform with built in monitoring and assessment packages	<ul style="list-style-type: none"> ● Ratio gains of + 3 months av ● Improved independence ● Increased reading confidence ● Age appropriate content - increase general knowledge

Literacy Progress 1:1	To develop reading attack	TA led: 1:1 - students are withdrawn from lessons for a 20 minute sessions	<ul style="list-style-type: none"> ● Ratio gains vary from ● +3 - +10 months ● (increase in Reading Age when assessed start and end of year)
Literacy Progress Small Group	To develop literacy confidence	TA led: Pre and reteaching of planned curriculum	<ul style="list-style-type: none"> ● Increased student confidence in lessons



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Numeracy Progress Small Group	To develop numeracy confidence	TA led: Pre and re-teaching of planned curriculum	<ul style="list-style-type: none">● Increased student confidence in lessons
ELSA / Wellbeing	To support all aspects of wellbeing	TA led: collaboration with pastoral teams and students	<ul style="list-style-type: none">● Reported increase in wellbeing
Small Group Study Support	To support KS4 aspects of study	TA led: collaborating with subject teachers to ensure progression	<ul style="list-style-type: none">● GCSE coverage progression monitored and ensured
Speech and Language Therapy	To deliver SaLT	TA led 1:1 following programmes	<ul style="list-style-type: none">● Therapy input maintained
Spellzone	To improve and develop spelling attack and strategy	Online learning platform - individualised programme led by student accessing platform	<ul style="list-style-type: none">● Increase in average of 20% accuracy over 2 terms with regular and monitored use

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning





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We have 19 teaching assistants. Our TA3 team are trained to deliver interventions in Literacy, Numeracy, Emotional Literacy Support and Autism Mentoring.

Teaching Assistants support students on a 1:1 basis where there is the highest need. We ensure that students work with a range of Teaching Assistants to foster independence and resilience, and the ability to forge relationships positively.

Teaching assistants will support students in small groups to provide targeted and timely interventions.

We work with the following agencies to provide support for students with SEN:

External Agencies

- Termly planning meetings, advice and RSA involvement from Educational Psychologist (EP)
- Specialist Teaching Team – Autism and TA team
- Limetrees + CAMHS who provide ADHD training and support
- Applefields Outreach team supporting with most complex needs
- Specialist Careers Advisor around transition from KS4
- Deaf and Hearing Support Team
- Speech and Language Service
- Termly planning meeting with Primary Mental Health Worker, EP, Childrens' Services and School Nurse
- Support from the Prince's Trust Programme

Secondary links with Schools and Settings

Liaison with feeder settings or schools and next phase schools or other educational establishments

- Transition KS2 to 3 now includes working in school with Y5 students with complex needs and longer term transition work is now in place There are three additional transition days for students with SEN run by the KS3 Student Support Coordinator and the SENCo and this year some Y6s have made weekly visits to All Saints to familiarise themselves with their new school
- Liaison with Applefields School and Danesgate School for dual registered places.
- Regular liaison with York College and Askham Bryan College (May Houseman) to support transition of SEN students providing additional formal and informal visits to YC and to Askham Bryan in addition to supporting students with interviews and the application process.
- Regular liaison and termly reviews of all Alternative Provision in line with CYC Quality assurance procedures for Alternative Education Providers

[CYC QA procedures JT.docx](#)



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5.9 Expertise and training of staff

- Our SENCO has 16 years experience of working with students with all aspects of additional needs and has worked as SENCO in this school for 3 years.
- Our SENCO has qualified in the Post Graduate Certificate in SEN Coordination, Leading Effective, Inclusive Practice in SEN, awarded at Class: Distinction.
- The SENCO is allocated 13 hours a week to manage SEN provision across Key Stage 3, 4 and Sixth Form.
- Our TA3 team have specialisms in Autism Champion training, ELSA support and Literacy Interventions,
- 3 TAs studied a course on Understanding ADHD with Kings College London
- In the last academic year, staff have been trained in Autism Support, Literacy Support, LEXIA administration, SEMH support and ELSA continued training.
- We currently have 1 member of TA staff training with the Open University for Sports, fitness and coaching

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Regular reporting from staff using the '*Strengths, Struggles and Strategies*' format from the Student Profile Form
- Reviewing the impact of interventions after 6 or 12 weeks
- Using student strengths and difficulties questionnaires
- Mentor sessions with key TAs to review Student Profile Forms
- Monitoring by the SENCO via learning walks
- Using provision documents to monitor effective progress
- Holding annual reviews for students with statements of SEN or EHC plans
- Monitoring the data outcomes from subject departments of students on the Additional Needs register

5.11 Enabling students with SEN to engage in activities available to those in the school who do not have SEN





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All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trips where Risk Assessment supports All students are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEN or disability.

Accessibility is improving within the constraints of the building and continue to be reviewed to ensure that the needs of those with Physical Disabilities are able to access education at All Saints

5.12 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Crafting and LEGO sessions for students to encourage a 'Talk and Do' environment
- Mentoring
- Wellbeing sessions through our ELSA interventions team
- All students are encouraged to be part of the school council
- All students are also encouraged to be part of all clubs to promote teamwork/building friendships
- All students are encouraged to be mentors and buddies to new Y7 starters

We have a zero tolerance approach to bullying.

5.13 Working with other agencies

We work with multidisciplinary service teams to ensure a holistic and cohesive approach to planning and provision of support for all additional needs.

Outlined below are the agencies we work closely with to match expert support and recommendations to the identified need.

External agencies are positive about the communication and strong links forged between All Saints and their service providers.

There is information to explain the role of each service and how they fit into the overall package of support that All Saints aims to offer.

Specialist Teaching Team:

Specialist advice and support from experts in all areas of SEN





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Health:

For children and young people with SEND and their families, the City of York Council and NHS provides healthcare to meet their specific individual health needs. The offer includes GP support, though therapy services, to specialist healthcare, mental health support and equipment. These services are provided free at the point of delivery, and reflect core NHS principles of meeting clinical need, collaboration between healthcare professionals and families, and working with other agencies such as education and social care.

Social Care:

There are lots of people at the City of York Council who help and support children and young people in care, but it's tricky to know who everyone is and what they do and how to contact them. Here's a who's who to help you understand the roles.

Social worker:

The social worker provides support to you and your family during time in care. Your social worker should make sure you're doing OK and that you're being looked after properly. When you first come into care, your social worker will meet with you and write you up a Care Plan. If you've got any problems, you can talk to your social worker. They should be able to help you understand any decisions made about your life. Sometimes there may be decisions made that you don't agree with. Talk to your social worker as they won't know there is anything wrong if you don't tell them.

If you're unhappy with the social work service, you can contact an advocate and they can help you to resolve any problems.

Independent Reviewing Officer (IRO)

The IRO chairs your review meetings and makes sure your Care Plan meets your needs. They can also help you have your voice heard. Every child or young person in care should have an IRO and your IRO should stay the same if possible. Your IRO should listen to you, and you can talk to your IRO about how you want your review meetings to take place and how you'd like to contribute to your review meetings.

Advocate



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Advocates can support you to express your views and have your voice heard. Find out more about advocates on the advocacy page.

Independent Visitor

Independent Visitors (IVs) are adults who share their time with young people who are in care. IVs are completely separate from Children's Social Care and there just for you. Your IV doesn't replace your carer or social worker, but is another person to support you. You can do lots of fun activities with your IV!

Lime Trees Clinic. CAMHS Child and Adolescent Mental Health Service

You can contact a Single Point of Access (SPA) at Lime Trees to contact the local CAMHS service. You will be offered a 30 minute telephone conversation, during which you may be sign posted to a different appropriate service or you may be offered a face to face assessment at Lime Trees.

Tel: 01904 615345

This is the children and young people's mental health clinic run by TEWV. You may be referred here by your GP or on the advice of school, and you can also self-refer.

The clinic is at 31 Shipton Road and the phone number is 01904 615300.

Local Area Teams:

Local Area Teams (LAT) are a key part of York's early help response to working with children, young people and families from pregnancy through to adulthood. Early Help aims to support practitioners to work together to improve outcomes for children and young people.

School Well-being service:

The service works in schools with staff and also with students and families and also closely links to LATS and Lime Trees Clinic. If there are concerns around school, talk to your child's class teacher, pastoral lead or SENDCO.

The School Wellbeing Workers (SWW) are managed by the Local Authority (LA), clinically supervised by Child Adolescent Mental Health Service (CAMHS) and linked to a cluster of





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schools. Their focus is to work with children and young people (cyp) and school staff around emerging and developing mental health need. The SWW will provide:

- Consultation, advice and support
- Training and continued professional development
- Facilitating pathways to different care and support- including specialist services
- Working in partnership to deliver evidenced based direct work to children and young people

SENDIASS

East Riding Children and Young Person's SENDIASS

The East Riding Children and Young Person's Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for Children and Young People aged up to 25.

The service aims to provide information and advice about matters relating to young people's SEN or disabilities, including matters relating to health and social care across the whole of the East riding of Yorkshire including:

- Law on SEN & Disability, health and social care, through suitably independently trained staff
- Local policy and practice
- The Local Offer
- Personalisation and Personal Budgets
- Advice for children and young people and their parent/carers on gathering, understanding, interpreting information and applying it to their own situation
- The Local Authority's processes for resolving disagreements, its complaints procedure and means of redress.

The service also aims to promote independence and self-advocacy for children and young people whilst advocating on the young person's behalf where necessary.

5.14 Complaints about SEN provision



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Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details for raising concerns

Caroline Blanckley-Sharp email: c.blanckley-sharp@allsaints.york.sch.uk

5.17 The local authority local offer

www.yor-OK.org.uk/localoffer



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6. Monitoring arrangements

This policy and information report will be reviewed by Caroline Blanckley-Sharp every year.



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It will also be updated if any changes to the information are made during the year.
It will be approved by the Governing Board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Bullying Policy
- Safeguarding Policy
- Home Learning Policy
- Medical Needs Policy
- Behaviour for Learning Policy
- Equality Policy