

Routes to Support: September 2025



Identifying needs:

What are Special Educational Needs and Disabilities?

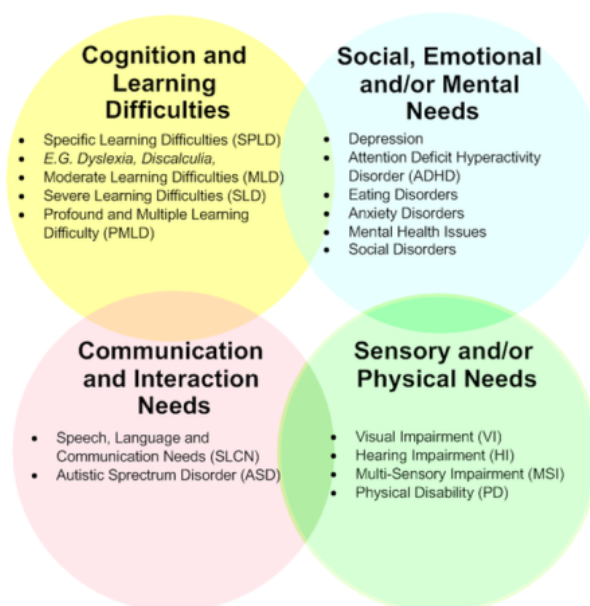
A child has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age;

or

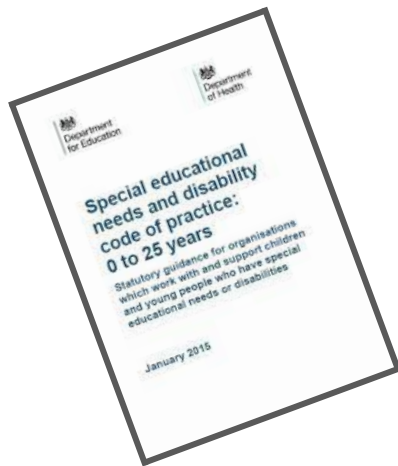
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:



SEND Code of Practice:

The code states that: Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset



What is the SEND code of practice?

The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. It can be found at:

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

School Identification Processes:

KS2 to KS3 transition information:

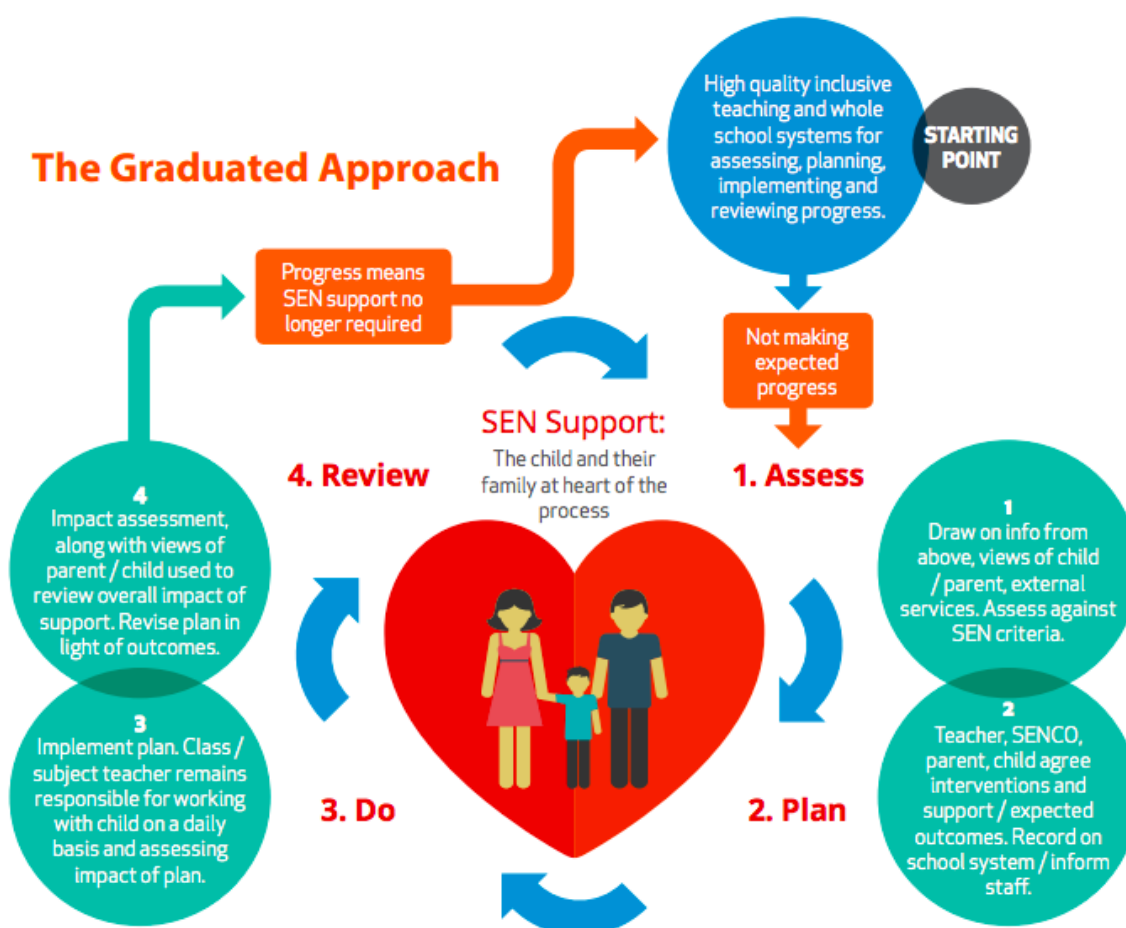
- ☐ Contact is made with all primaries early in Year 6, and for some individuals Year 5, to identify pupils who are likely to transfer to All Saints with SEND.
- ☐ Secondary SENCO meets with Year 6 teachers/primary SENCOs as a scheduled part of the transition programme.
- ☐ Pupils working below age related expectations are identified for additional support. In Year 7 information is shared with staff prior to the start of Year 7.
- ☐ Reading/Spelling Ages: Pupils complete assessments for these in September of Year 7. Pupils identified as in need from this are then offered additional support.

Assessment Data:

- ☐ National Curriculum/GCSE prediction data is collected twice a year. The data for all pupils is assessed by Curriculum Leaders and the IMPACT and Inclusion Leadership Groups and any underachievement or lack of progress is identified.

Identification and Assessment of Children with SEND:

As set out in the SEND Code of Practice, the school follows the Graduated Approach to Assessment, which follows the four stages of Assess, Plan, Do and Review. This allows for a more personalised approach to the identification, planning and assessment of SEND.



1. Assess:

The school will use a variety of methods to assess the emerging SEND need.

- ☐ Teacher assessment
- ☐ Internal data on attainment, progress, behaviour, attendance and Work samples
- ☐ Parent and student views
- ☐ Advice from external agencies
- ☐ Information collected from primary school
- ☐ Banding documents consulted

2. Plan:

The school will create a support plan for the student in partnership with parents/carers, the student and teachers. This will include some of the following:

- ☐ Reasonable adjustments teachers should make to provide high quality teaching
- ☐ The development of a '**Student Profile Form**'
- ☐ What additional provision/intervention is needed to ensure they make progress
- ☐ **SMART** (Specific, Measureable, Achievable, Realistic and Timed) targets are set

3. Do:

The plan will then be implemented for a period of time before it is reviewed again. For example, if a child is in receipt of SEN Support, this will be reviewed approximately every 3 months until the plan is stable and offers the appropriate level of support. The review cycle may be longer.

4. Review

The plan will be reviewed by parents/carers, the student and teachers. The review will be looking at:

- ☐ Has the student met/on track to meet expected targets?
- ☐ What evidence is there?
- ☐ Has there been any improvement on their rate of progress?
- ☐ How is the pupil responding to the targeted provision?
- ☐ Are there changes to the SEND?

At this stage it is hoped that a fuller understanding of the need has been established and from this it will be decided to either:

1. continue with the current plan since it is proving to be successful
2. try different strategies that might prove to be more successful

This is known as a *graduated response*.

In York we use the councils 'Banding Documents' to identify thresholds of need. These can be found at: <https://www.york.gov.uk/SEN>

The banding documents describe good practice and entitlement across all areas of need. They aim to ensure clarity, consistency and transparency for schools, parents, practitioners, the Education, Health and Care Plan Panel, and the equitable use of finite resources.

What is a SENCO?

A SENCO (Special Educational Needs Coordinator) is a teacher who coordinates the provision for children with special educational needs or disabilities in schools. At All Saints we use the capture term **Additional Needs** as families and students report that this feels more inclusive. Students with Additional Needs at All Saints access support from both the **Student Support** and **Pastoral Support** Teams. The SENCO at All Saints also coordinates the Student Support Team.

The role of the SENCO is as the expert in the school on all Special Educational Needs. They will not be directly involved with every child with SEND, but will coordinate the interventions and advise the Pastoral Support Team on how best to support every child. The SENCO will lead on all students with an Educational Health Care Plan (EHCP).

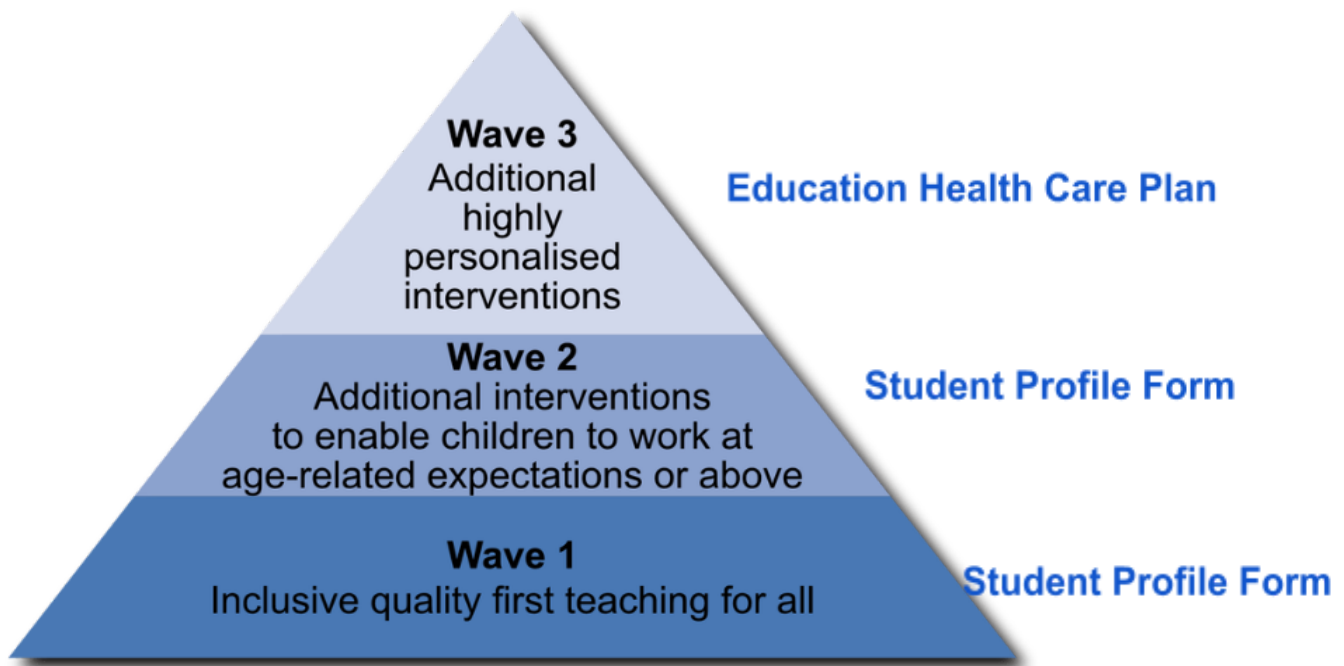
Our SENCO is ***Mrs Caroline Young***, she is a member of the Extended Senior Leadership Team

You can contact Mrs Young on ***Tel: 01904 647877***

Email - young.c@allsaintsyork.npcat.org.uk

Waves of Intervention:

Once a need has been identified, students will be given a 'Wave of Intervention'. This is decided by the SENCo, in cooperation with staff and parents/carers, and outlines the type of support that the individual student receives. Students can move between "waves" and come off the additional needs register during their school careers in accordance with the graduated approach. These are summarised here:



High quality inclusive teaching : High quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEN. It is about the day- to-day interactions that take place in the classroom, the different pedagogical approaches and adaptive teaching used to engage and motivate learners which ensure good pupil progress.

Additional interventions: Any additional interventions and support are developed in partnership with parents, the student and the school. These are wide and varied, but should all be part of a clear plan of support to address the specific need identified.

Additional Needs (SEND) register and support plans

The school informs all staff of the exact needs of all students with a Special Educational Need. We also inform staff how to best implement 'Quality First Teaching' for each child as an individual and explain any other additional support they are receiving and how this can be incorporated into the classroom. Below is a summary of the different SEND levels and support plans that we use to support a child:

EHCP (E) Wave 3	A small number of students with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan (EHCP). These children will typically be a Band 3+ on the City of York's SEND banding documents. These will be led by the SENCO and developed in partnership with families or carers, the student, subject teachers and any relevant external agencies.
SEN Support (K) Wave 2	Some students will require a greater or more specialised level of support/intervention. In partnership with students and families or carers, a 'Student Profile Form' will be completed and implemented. This will be developed in partnership with the school, families or carers and the child. These children will typically be a Band 2 on the City of York's SEND banding documents. Interventions for students on SEN Support will be led by the SENCo in partnership with the school's Pastoral and Student Support teams
Universal Wave 1	For the majority of students, the school will support the child's needs by completing a 'Student Profile Form' in partnership with students and families or carers. These will be led by that student's pastoral and student support teams after being developed in partnership with the SENCo classroom teachers, parents and the child. These children will typically be a Band 0 or 1 on the City of York's SEND banding documents These students will be supported through Quality First Teaching

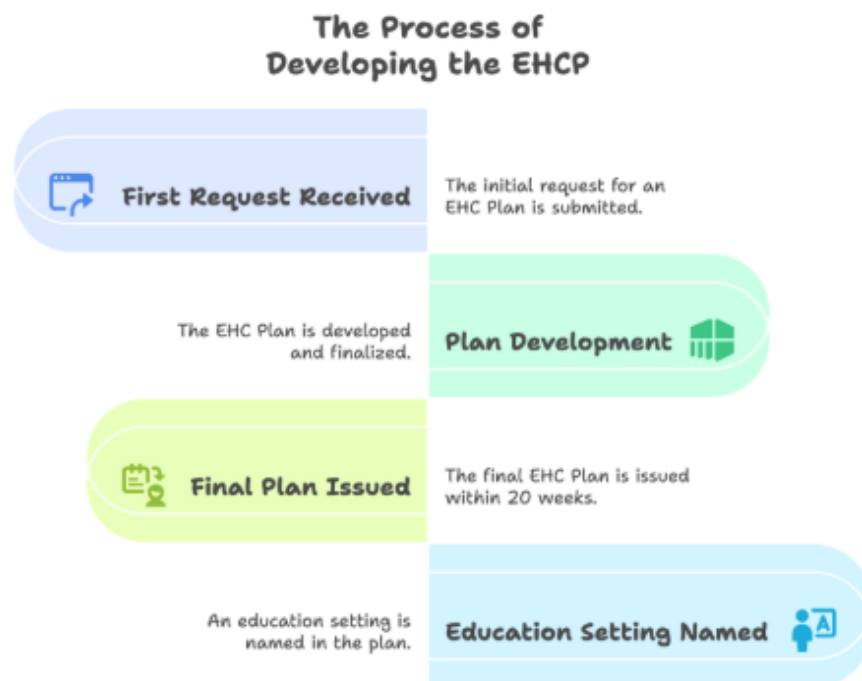
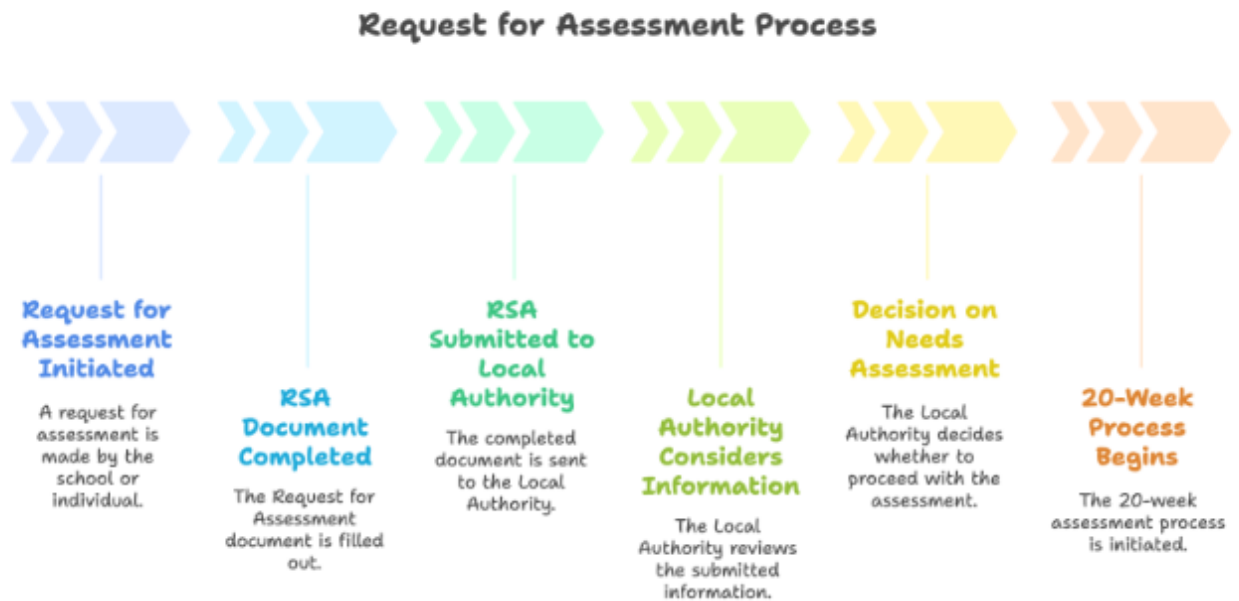
What is an Educational Health Care Plan (EHCP)?

- ☐ If your child's needs are very complex and/or severe the school may ask the Local Authority to carry out a Statutory Assessment.
- ☐ This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- ☐ As a parent/carer you also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.
- ☐ At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education Health Care Plan for your child.

- ☐ Statutory Assessment is only appropriate for a small number of children. Your school SENCO or the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) will be able to advise you about this.

<https://www.yorksendiass.org.uk/>

EHCP Process:



<https://www.yorksend.org/sen-support/process-getting-education-health-care-pla>

If the Statutory Assessment shows that your child needs an Educational Health Care plan they will produce a detailed individual plan advising schools what they must do to support your child.

If your child has an Education Health Care Plan the school must hold an Annual Review Meeting to which you and other professionals must be invited. The meeting will also look at the Health and Social Care needs of your child. The annual review meeting is an opportunity to review your child's outcomes, support and provision set out in the EHCP and to make any amendments where necessary, this includes whether to maintain or cease the EHCP.

Exam Access Arrangements

Exam Access Arrangements (EAA) are the reasonable adjustments that can be made for an exam candidate, and might include things such as extra time to complete an exam paper, permission to use assistive technology, or provision of rest breaks.

Exam arrangements can only be granted if they are a candidate's 'normal way of working' and the candidate has a history of need.

Any arrangements made must reflect the support that the candidate has had in the past few years, evidence that they require exam access arrangements through examples of work and teacher feedback, alongside their assessment test results. An assessor's report must show that the candidate has a significant and long-term impairment. For example a candidate who is eligible for extra time would need to have scores that are below average in speed of writing, reading, reading comprehension or cognitive process, demonstrating they work much more slowly than others. This must also be evidenced by teachers, who are required to provide evidence that they require this arrangement and that this is the candidate's normal way of working.

What sort of exam arrangements are available?

This list is not exhaustive, but these are some of the most common arrangements:

- ☐ **Extra time:** The most frequent AA is extra time which is 25%. More time can be allocated to candidates with more severe difficulties and disability on an individual case by case basis.
- ☐ **A reader:** Readers can be used for candidates who have visual impairments or a disability that affects their ability to read accurately themselves. In some cases, a computer reader will be allowed.
- ☐ **A scribe:** Scribes can be allocated to candidates who have a disability or injury that affects their ability to write legibly.
- ☐ **Rest breaks:** Supervised rest breaks, these are not included in the extra time allowance.

- ☐ **Modified papers:** These are papers which must be ordered well in advance of the exam in different sizes, fonts, colours, braille, or modified language.
- ☐ **Assistive technology:** If the candidate uses assistive technology as their normal way of working they will be able to continue this for exams. Some of the most common requests are for word processors, exam reading pens, computer text readers, and voice processors.
- ☐ **Separate room:** This is suitable for candidates with very specific needs.

Candidates who have a history of needing rest breaks and/or a separate room do not necessarily have to apply for EAA, the school's SENCo can organise this as long as it reflects the person's normal way of working and can be evidenced over a period of time.

The SENCo must be satisfied that the need is genuine, and those eligible might include pupils with learning, communication and interaction needs; a medical condition; and sensory, physical, social or mental and emotional needs. Access Arrangements should neither advantage those with them or disadvantage those without them, all students should have equal access to exams.

Not every student who is entitled to EAA has a Special Educational Need. If you believe your child is entitled to EAA, please contact the SENCO to discuss.

For further information please visit: [JCQ Access Arrangements](#)

Assessing for Exam Access Arrangements:

The school is able to complete some tests and screens if we feel your child may benefit from extra support, intervention or Access Arrangements in examination settings.

We can complete the following testing:

- ☐ **Reading: WIAT III-UK:** This is a battery of individual educational tests which measure reading accuracy, spelling, reading comprehension and reading speed.
- ☐ **Handwriting (Where appropriate): DASH.** This assesses free writing speed and legibility.
- ☐ **LUCID Exact:** (please note this is not diagnostic, it merely gives us information about the likelihood of dyslexia and prevalent traits). This assesses across 6 attainment and ability areas – non- verbal reasoning, reading, spelling, vocabulary, perceptual speed and phonological processing.
- ☐ **Processing: TOMAL II:** The Test of Memory and Learning – second edition (TOMAL-2) is an assessment of immediate verbal and nonverbal memory with a delay recall component for verbal memory.
- ☐ **Processing: CTOPP 2:** The Comprehensive Test of Phonological Processing Second Edition (CTOPP-2) helps evaluate phonological processing abilities as a prerequisite to reading fluency.

In order to satisfy JCQ guidelines your child must be assessed by a qualified assessor no earlier than Year 9. In most cases your child will be assessed in the Summer Term of Year 9. Results are shared with the student and their parent/carer and also with the student's teaching staff in order that strategies are put in place in order to best support the young person.

Useful external links



The York Local Offer provides information on what is available in York for children, young people and their families with special educational needs and/or a disability (SEND). The Local Offer has been produced by children, young people, parents, carers and practitioners working together. Families have been engaged throughout the development of the Local Offer and feedback forms a fundamental part of its ongoing development.

<http://www.yor-ok.org.uk/localoffer>

York Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides information, advice and support to:

- parents
- carers
- children
- young people (up to the age of 25)



They provide free [special educational needs and disabilities](#) support:

- over the telephone
- during home visits
- through SEN and disability support meetings