

# SEN Information Report

All Saints Catholic School



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## Contents

### Purpose

1. What types of SEN does the school provide for?
2. Which staff will support my child, and what training have they had?
3. What should I do if I think my child has SEN?
4. How will the school know if my child needs SEN support?
5. How will the school measure my child's progress?
6. How will I be involved in decisions made about my child's education?
7. How will my child be involved in decisions made about their education?
8. How will the school adapt its teaching for my child?
9. How will the school evaluate whether the support in place is helping my child?
10. How will the school resources be secured for my child?
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?
13. How does the school support pupils with disabilities?
14. How will the school support my child's mental health and emotional/ social development? 8
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?
16. What support is in place for looked-after and previously looked-after children with SEN?
17. What should I do if I have a complaint about my child's SEN support?
18. What support is available for me and my family?

### Glossary of terms

## Purpose

The aim of this information report is to explain how we implement our SEND policy. We want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, please read the NPCAT SEND policy. You can find it on our website in the Policies section.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils within four categories of needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical

## 2. Which staff will support my child, and what training have they had?

### **SENCO**

Our special educational needs co-ordinator, or SENCO is: **Caroline Young**. The SENCO holds the NASENCO Award in Special Educational Needs. The SENCO qualified 10 years ago and has been a teacher for 20 years. The SENCO is allocated time 12 hours every week to manage SEND provision.

### **Link Governor**

Our SEND link governor is **John Thompson**

### **Subject teachers**

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Training has included:

- 5 a Day EEF approaches and implementation
- Literacy and reading strategies
- Scaffolding and prompting
- Additional Needs Champions identified in each subject area
- Target setting training
- Student Profile Form- how to use them well!
- Adaptive Teaching
- Effective Deployment of Teaching Assistants
- Exam Access Arrangements JCQ update

### **Teaching assistants (TAs)**

We have a team of 10 TAs, including 1 higher-level teaching assistants (HLTA) who are trained to deliver SEN provision.

Training has included:

- Exams Access Assessor training with annual EAA updates
- TA3s completed training in Zones of Regulation - EP service CYC
- TA3s Training in Attachment Theory and responses
- SENCO + 2 school staff completed Adaptive Teaching Training
- All TA team completed Adaptive Teaching Training through external provider
- SENCO + Pastoral staff completed Emotion Coaching training with EP
- 1 X TA attended ASC Champion Training half termly
- ELSA support sessions attended termly with EP service
- Examinations Officer attended virtual EAA conferences

### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

### 3. What should I do if I think my child has SEN?

If you think your child might have SEN, please get in touch with the school to request to have a discussion with a member of the Additional Needs Team.

It may be appropriate to discuss your concerns further through a meeting to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.

We will decide whether your child needs SEN Support. If this is the case we will formally notify you in writing and your child will be added to the school's Additional Needs register.

Contact the school and arrange a meeting with the SENCO.  
This is a helpful guide to the Routes to Support at All Saints.

#### [Routes to Support at All Saints - a handy guide](#)

### 4. How will the school know if my child needs SEN support?

At All Saints School we believe that every teacher is a teacher of SEND. All our subject teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. We will use the NPCAT High Quality Teaching toolkit to inform any possible strategies.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will work with the class teacher to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress. Your child's class teacher will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that every child is unique, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcome
- Discuss their views with a member of staff who can act as a representative during the meeting

## 8. How will the school adapt its teaching for my child?

Subject teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will use adaptive teaching to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Explicit instruction
- Cognitive and meta cognitive strategies
- Scaffolding
- Flexible Grouping
- Use of technology
- Use of additional adult support when required.

**We may also provide the following interventions:**

| <b>Progress Initiative</b>  | <b>Intent</b>   | <b>Implementation</b>  | <b>Impact</b>   |
|---|---|--|---|
| KS3 Progress Groups:<br>Small group                               | To maximise the progress of students  | The delivery of literacy within the progress group   | Increased attendance for some EHCP students   |
| Provision for highest need students identified in Y6-7 transition | Through individual literacy, numeracy and preparation for adulthood targets | Based on the seven strands of the EEF Guidance Report for Improving Literacy. These Progress Groups focus on carousel teaching and re-teaching of basic key skills in Literacy, Numeracy and Life Skills within lively and stimulating contexts. | <p>Increased Lit/Num attainment shown through Progress Record books.</p> <p>Improved behaviour</p> <p>Parental reports of students improved wellbeing</p> <p>All students are making some measurable progress</p> <p>Up to 30% increase in some spelling attach progress</p> <p>Reading fluency reported from subject teachers</p> <p>Positive parental feedback</p> <p>Measurable positive progress for 85% of the cohort</p> <p>Measurable achievements through individual targets for all of the cohort.</p> |
| Supported Form KS3 & KS4  | To develop independence and organisation                                    | TA led with TA support – maximum 10. Access to supported locker area   | <p>Increased attendance</p> <p>Improved organisation</p> <p>Improved wellbeing</p>  |

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|                               |  |   | Opportunity to speak to a trusted member of staff  |
| Homework Support<br>KS3 & KS4 | To ensure homework is completed with support and resources available | TA led, running one a week<br><br>Resources and computer access, support with tricky work and communication with teachers if needed   | Decreased detentions<br><br>Improved wellbeing<br><br>Nurture positive work habits<br><br>School is school – home is home  |
| Reciprocal Reading            | To develop literacy confidence                                       | TA led: augmenting the curriculum and enabling students to access different texts   | Increased student confidence in Lessons<br><br>Reported positive progress in outcomes<br><br>Measurable progress through reading fluency, attack and vocabulary        |
| Mathematics Intervention      | To develop numerical skills and develop mathematical reasoning       | An online tutoring programme using Evidence-based learning sequences and diagnostic tests to improve mathematical skills aiming at topic mastery, knowledge retention and metacognition | Increased student confidence in lessons<br><br>An increase in accuracy but in early stages<br><br>Positive student feedback  |
| ELSA/Wellbeing                | To support all aspects of wellbeing                                  | TA led: collaboration with pastoral teams and students  | Reported increase in wellbeing shown through Strengths and Difficulties Questionnaires – evidence available<br><br>Positive student voice<br><br>Positive parent voice |
| Speech and Language Therapy   | To deliver SaLT programmes   | TA led 1:1 following Speech Therapist programmes with Half  | Therapy input maintained   |

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|                             |  | termly input from the SaLT-1-2 sessions per week   | Continuous planned reinforcement and opportunities to develop SLC skills<br><br>EHCP targets and outcomes met and achieved   |
| Princes Trust Qualification | To provide a supported KS4 Route for the highest need students offering information, advice and guidance (IAG) through the KS4 to Post 16 transition | The course is delivered by an HLTA with the support of the wider TA team. Students have the opportunity to develop a wide range of life skills within a skilfully delivered course with a teaching style which is based on dynamic teaching learning strategies. Students are inspired to be independent learners and can work at their own pace on personal projects with the taught course | Students now accessing level 1 and level 2 outcomes<br><br>100% pass rate<br><br>Excellent reports of portfolio scrutiny from Prince's Trust QA process  |
| Autism Mentor Sessions      | To support students with ASC in managing their day   | Led by KS3 + KS4/5 Autism Champions<br><br>Fortnightly catch-up to support all aspects of challenge that students may face. This includes discussion of social situations using techniques such as social stories  | Positive student voice<br><br>Positive parent voice<br><br>Students are well informed of changes to schedules so impact and anxiety can be minimised. Communications with subject teachers can be supported and managed positively |
| Lexia (KS3)                 | 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. Delivered within the   | Ratio gains of +3 months average reading accuracy<br><br>Improved independence<br><br>Increased reading confidence   |

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|                               |   | KS3 Progress Group replacing MFL curriculum time OR in two morning registrations   | <p>Age appropriate content – increase general knowledge</p> <p>Positive parent voice</p> <p>Positive student voice</p> <p>Regular reporting of progress to parents creates learning conversations between students and parents</p>                         |
| Spellzone (KS3)               | To improve and develop spelling attack and strategy       | Online learning platform – individualised programme led by student accessing platform regularly in KS3 Progress Group and at home  | <p>Increase on average 10% accuracy over 2 terms with regular and monitored use</p> <p>Positive parent voice</p> <p>Positive student voice</p> <p>Regular reporting of progress to parents creates learning conversations between students and parents</p> |
| KS5 Student Support           | To support KS5 aspects of study for highest need students | Specialist qualified teacher led: collaborating with subject teacher to ensure progression   | <p>A-level and BTEC coverage progression monitored and interventions identified to support maintaining target grades</p> <p>Improved ALS in some students</p>  |
| Supported Break and Lunchtime | To support KS3 & KS4 students during unstructured time    | Supported by TAs. Provides a quieter space for students during busy, unstructured times in the school day. Enables students to access extra-curricular activities/clubs and contribute to the school community | <p>Allows students to socialise in a supportive environment</p> <p>Allows students to decompress</p>   |

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| Lunchtime Activities              | To provide structured activities and/or support students at attend extra-curricular clubs enabling students to build relationships with peers and staff and gain optimum alertness for afternoon lessons | TA3 led – opportunities to engage in purposeful movement and engagement which also expends excess energy delivered in the gym as circuit sessions and chance to speak to a trusted member of staff. Offered to students with ADHD or another need that would benefit from the initiative | Positive feedback from both students and parents  |
| Accessible Technology             | To give students maximum access to lesson content  | TA led specialist support and monitoring of equipment  | Students are able to access all areas of the curriculum   |
| Exam Access Arrangement Workshops | To ensure all EAA is used to it's maximum benefit  | Workshops led by HLTA for each set of EAA  | Measurably improve outcomes for students with EAA<br>Positive student voice indicated increased<br>Confidence in using their arrangements effectively |

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

The school budget that is received from the Local Authority includes money for supporting pupils with SEN. The Headteacher and School Business Manager then decide on the budget for SEN in consultation with school governors and based on the needs of pupils in the school. The school may receive an additional amount of 'top-up' high needs funding for pupils with higher level needs. We use our SEN funding in the most appropriate way to support your child.

This support may

include some individual or small group support, for example, small intervention groups. Funding may also be used to pay for support from outside services or to purchase specialist teaching equipment and resources as needed, which may include additional staff. There are regular meetings to monitor the impact of interventions and SEN provision.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Our admission arrangements for pupils with SEND are the same as for every child in school. However, if special provision needs to be made (for example due to a physical or medical need) then a meeting with parents (and specialist services if appropriate) will be sought in the first instance to ensure that school is fully prepared to meet the child's needs. If a child with an Education Health Care Plan (EHCP) is transferring to us, then we will seek advice from other professionals and consult with the Local Authority SEND Team to ensure our school can fully meet their needs.

### 13. How does the school support pupils with disabilities?

All Saints Catholic School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

### 14. How will the school support my child's mental health and emotional/ social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pastoral check-ins
- Student Support worker check ins
- Mentoring
- Emotional Literacy Support Assistant interventions
- Emotion Coaching
- Wellbeing service support
- Learning Support Hub referrals
- Medical Needs tuition team referrals

### 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

#### **Between years**

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 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, 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

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guidance

- Bespoke individual transition to All Saints Sixth Form 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 and additional meetings with parents
- Specialist advice and support is available to students who may need help with university and/or degree apprenticeship/apprenticeship/work place applications

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Jo Sandwell, Deputy Headteacher, will work with Caroline Young, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

If you feel unhappy with the provision your child is getting or have concerns, we encourage you to come into school and speak to our SENCO, or our Head Teacher. A detailed copy of our complaints procedure is highlighted in our complaints policy found on our website. We would like to assure parents that we only want the best for our children with SEND and so if you do have any concerns/complaints please do come and speak to us ASAP.

Contact details:



01904 647877



[lsreception@allsaints.york.sch.uk](mailto:lsreception@allsaints.york.sch.uk) or [usreception@allsaints.york.sch.uk](mailto:usreception@allsaints.york.sch.uk)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the

### [SEN Code of Practice.](#)

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If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at City of York's local offer.

### [York's Local Offer](#)

SENDIASS North Yorkshire is a service for parents and carers of young people aged 0-25 with special educational needs and /or disabilities (SEND) as well as young people themselves. It is impartial, which means it is not biased and gives confidential information, advice and support that is arms length to the Local Authority.

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## SENDIASS

### Glossary of terms

|  |  |
|--|--|
| <b>Access arrangements</b>               | Special arrangements to allow pupils with SEND to access assessments or exams.   |
| <b>Annual review</b>                     | An annual meeting to review the provision in a pupil's EHC plan  |
| <b>Area of need</b>                      | The 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.   |
| <b>CAMHS</b>                             | Child and adolescent mental health services.   |
| <b>Differentiation</b>                   | When teachers adapt how they teach in response to a pupil's needs.   |
| <b>EHC needs assessment</b>              | The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.  |
| <b>EHC Plan</b>                          | An education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.  |
| <b>First-tier tribunal/SEND tribunal</b> | A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND  |
| <b>Graduated approach</b>                | An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil. |
| <b>Intervention</b>                      | A short-term, targeted approach to teaching a pupil with a specific outcome in mind.   |
| <b>Outcome</b>                           | Target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.  |
| <b>Local offer</b>                       | Information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.   |

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| <b>Reasonable adjustments</b> | Changes that the school must make to remove or reduce any disadvantages caused by a child's disability. |
| <b>SENCO</b>                  | The special educational needs co-ordinator.   |
| <b>SEN(D)</b>                 | Special educational needs (and disabilities).   |
| <b>SEND Code of practice</b>  | The statutory guidance that schools must follow to support children with SEND.                          |
| <b>SEN Support</b>            | Special educational provision which meets the needs of pupils with SEN.                                 |
| <b>Transition</b>             | When a pupil moves between years, phases, schools or institutions or life stages.                       |