*'Growing together in the spirit of Christ's love'*

# All Hallows Catholic High School

# Special Education Needs and Disability Information Report

**Signed by:**

**Headteacher: Mrs A Cooper**

**Chair of Governors: Mrs L Kitto**

**Date: Autumn Term 2026**

**Review Date: Autumn Term 2027**

September 2026

All Hallows believe that all children and young people are entitled to receive an education that enables them to achieve their full potential in becoming confident independent young adults ready to make a successful transition into the wider world, whether into employment, further or higher education or training.

Staff at All Hallows will provide the best support to children and young people with SEND, whether or not they have an EHC plan. The SENDCo and/or the Assistant SENDCo will inform parents when school is making special educational provision for a student.

All Hallows aims to include all children and young people with SEND to take part in the activities of the school alongside those who do not have SEND, and All Hallows will make arrangements to support those who have medical conditions.

All students have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to student achievement will mean that students with SEND and disabilities will have access to a full curriculum. All Hallows is committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children wherever possible. All Hallows has a zero tolerance towards discrimination of SEND students. We actively promote equality of opportunity.

Every teacher is a specialist teacher of all children, including those with SEND.

## 1. The kinds of SEN that are provided for at All Hallows

All Hallows aims to support students who fall into the following broad areas of need:

- Communication and interaction (eg Aspergers and autism)
- Cognition and learning (eg moderate, severe and specific learning difficulties, such as dyslexia)
- Social, emotion and mental health difficulties (depression and attention deficit disorder )
- Sensory and/or physical needs (vision or hearing impairments and physical disabilities)

The following groups of students are made up of children who may not have SEND but there may be an impact on progress and attainment and so a need may be identified;

- 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 SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## 2. Policies for identifying children and young people with SEN and assessing their needs

A student has SEND where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to students of the same age. All Hallows advocates high quality teaching to be available for the whole class meaning that fewer students need specialist provision.

All pupils are assessed on baseline testing when arriving at All Hallows and regularly assessed by teaching staff to determine if they are making adequate progress. In collaboration with Learning Managers pupils who are not making progress or are having other difficulties within school can be identified and assessed for SEND needs.

All Hallows has strong links with the feeder primary schools and as such is able to build on the information that is shared as well as assessing student's attainment on entry to identify any students making less than expected progress taking into account their age and personal circumstances. At the same time All Hallows will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, assess what reasonable adjustments can be made where appropriate.

## 3. Arrangements for consulting parents of children with SEN and involving them in their child's education

All Hallows works very closely with local primary schools and parents to ascertain whether a child has been identified as having special educational needs prior to transfer to All Hallows. When advised that a child has a learning difficulty we strive to work in partnership to plan and deliver an appropriate and differentiated curriculum.

Children with EHC Plans of SEN are reviewed on an annual basis.

- Year 11 are reviewed in December,
- Year 9 and Year 10 are reviewed by Easter, and,
- Years 7 and Year 8 are reviewed in July.

Reviews can take place at any other time by request of parents or at the request of school and are carried out in line with statutory guidance for reviews.

All parents are welcome to contact the SENDCo at any time either by telephone, email or via synergy to address any queries or worries that they may have. Appointments to meet are usually arranged for a mutually convenient time to ensure privacy and confidentiality. The SENDCo acts as a focal point to coordinate any queries about concerns that parents may have if their child is experiencing difficulties.

School welcomes dialogue with parents and there are a number of ways in which parents can communicate with school:

- The school website provides contact emails for enquiries and the general school telephone number for general enquiries.
- School hosts an Open Evening at the start of the school year annually, aimed primarily at Year 6 children making a choice of secondary school.
- School welcomes enquiries from any family and guided tours of the school are always available by prior appointment. If a child is known to have additional

needs then any meetings will also include the SENDCo so that specific advice can be given.

- There are a variety of parents' evenings throughout the year. The SENDCo and/or the Assistant SENDCo are available to discuss any concerns and or give advice where required.
- Children in school receive multiple reports per academic year.
- School encourages parents to contact the relevant Learning Manager if there are any academic or behavioral queries. Any queries about additional needs are dealt with by the SENDCo.
- Key staff are listed on the website

## 4. Arrangements for consulting young people with SEN and involving them in their education

Students with EHCPs will co-write their own Pupil Passports with the Learning Support team. The passports inform the teaching staff of the preferred learning style of the student and the difficulties each individual student feels that they have. The passport is reviewed termly by the SENDCo.

Co-production of the One-Page Profile is initiated by school and created during discussions with the child and their families. From this information Pupil Passports can then also be written for students who do not have an EHCP but who we feel, in liaison with staff, parents and the student, might benefit from support.

## 5. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

Teachers throughout the school are responsible and accountable for the progress and development of the students in their class, including where students access support from specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

We have a rigorous and robust quality assurance process which includes:

- SLT and Learning Support Learning Walks
- Work scrutiny
- Lesson Observations
- Data Analysis

Decisions about making special educational provision follow discussions between subject specialist teachers and the SENDCo considering information about the student's progress, alongside national data and expectations of progress.

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, All Hallows will consider involving specialists, including those secured by the school itself

or from outside agencies. Parents will be involved in any decision to engage specialist support.

Our Learning Support department will empower young people to reach their full potential with quality first teaching at its heart. We aim to support and inspire students to be the very best learners they can be by working alongside them and their teachers.

## 6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.

To prepare for adulthood, higher education, employment, independent living and participation the school has Personal Development lessons on the pupil's timetables where these issues are addressed through a structured programme. Parents are regularly contacted and involved/ supported in meetings and discussions with students whose aspirations and motivation is a concern.

Colleges are invited to all Year 9, 10 and 11 parents' evenings. All Year 10 students are given the opportunity to attend a taster day at a local sixth form college. Transport is provided there and back and students attend a number of different sessions to experience college life. Students are also given the opportunity to attend a taster day at one additional college of their choice. Again transport is provided to make it an inclusive project.

All students with an EHCP receive careers guidance from KS3 to KS4 and then KS4 to post 16 education. Plans are prepared in conjunction with the individual student, and, based upon the resulting plan, the SENDCo can facilitate a smooth transition to a post 16 college involving the input of individual college teams to make the transition as smooth and as successful as possible. This can also include the provision of transport post 16.

## 7. The approach to teaching children and young people with SEN

Staff at All Hallows will provide the best support to children and young people with SEND, whether or not they have an EHC plan. The SENDCo will inform parents when school is making special educational provision for a student.

All Hallows aims to include all children and young people with SEND to take part in the activities of the school alongside those who do not have SEND, and All Hallows will make arrangements to support those who have medical conditions.

All students have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to student achievement will mean that students with SEND and disabilities will have access to a full curriculum. All Hallows is committed to making reasonable adjustments, including the provision of auxiliary aids and services for disabled children wherever possible. All Hallows has a zero tolerance towards discrimination of SEND students. We actively promote equality of opportunity.

Every teacher is a specialist teacher of all children, including those with SEND.

## 8. How adaptations are made to the curriculum and the learning environment of children and young people with SEN

Once a student is identified as having special educational needs then All Hallows will take action to remove any barriers to learning and identify any effective provision or strategies to be put in place. This support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the students' needs and of what supports the student in making good progress and securing good outcomes.

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, All Hallows will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will be involved in any decision to engage specialist support.

Our Learning Support department will empower young people to reach their full potential with quality first teaching at its heart. We aim to support and inspire students to be the very best learners they can be by working alongside them and their teachers. We may introduce and use some of the following adaptations to ensure that the pupils' needs are met;

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style or content of the lesson.
- Adapting our resources and staffing including the use of Teaching Assistants
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font,
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud – which would be shared with teaching staff on the pupils' plans or Additional Information List.

Teachers throughout the school are responsible and accountable for the progress and development of the students in their class, including where students access support from specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

We have a rigorous and robust quality assurance process which includes:

- SLT and Learning Support Learning Walks
- Half termly work scrutiny
- Lesson Observations
- Data Analysis

Decisions about making special educational provision follow discussions between subject specialist teachers and the SENDCo considering information about the student's progress, alongside national data and expectations of progress.

## 9. Additional Support for learning

Where appropriate after a period of assess, plan, do, review or where required by medical needs or their EHCP a pupil may get support from a Teaching Assistant. We have 3 teaching assistants who are trained to deliver interventions such as;

- Teaching assistants will support pupils on a 1:1 basis when the pupil requires it because of their educational needs as detailed in an EHCP.
- Teaching assistants will support pupils in small groups when we run small interventions such as reading groups, IDL or phonics
- Teaching assistants will support pupils in small groups in a classroom setting.

## 10. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Most of the resources used by students having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time to manage the support for special educational needs and meet the objectives of this policy. All Hallows invests in the potential of new technologies to support communication and Teaching and Learning for students with SEN and disabilities.

Teachers are expected to make every effort to ensure that students with special educational needs are fully involved in the life of the class. For some students it will be necessary for them to spend some time in small groups or being withdrawn from the classroom for specific, timed activities related to their identified needs. This may be delivered by the teacher, teaching assistant or specialist teacher and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom

- The Learning Support Department is allocated a budget in order to effectively target the support to match the needs of the student.
- Regular training for all school staff is arranged within the annual training plan and takes place on INSET days and as part of the schools continuing professional development programme.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes an introduction to the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The SENDCo regularly attends SENDCo network meetings in order to keep up to date with local and national updates in SEND.

## 11. Evaluating the effectiveness of the provision made for children and young people with SEND

All Hallows has a robust and rigorous reporting cycle as early identification and intervention is a priority for supporting all students. The Learning Support Department along with the child's respective Learning Manager monitor progress and attainment throughout the school year, allowing an evaluation of any intervention put in place.

Where necessary All Hallows has a system of convening a pupil's teaching staff, Tutor and Learning manager. Who come together to discuss concerns over any student with significant needs. Individual interventions are assessed and best practice shared to support the student more effectively.

Any concerns are highlighted to the SENDCo through the report cycle, from teaching staff, and this will trigger a thorough review of the effectiveness of the provision for all students.

Any interventions that are put into place are monitored and routinely assessed by the SENDCo to check for progress.

## 12. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

There are a number of extracurricular clubs and activities at All Hallows including sports clubs, technology clubs and music and performing arts.

Pupils are encouraged to go on residential trips and retreats that take place throughout the year. These include both national and international trips.

No pupil would be excluded from extracurricular activities or trips based on their disability.

More information on how we support pupils with disabilities to engage in school life can be found on our Accessibility Plan on the school's website.

## 13. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

The Learning Support Department works very closely with pastoral staff and Learning Managers to maintain our zero-tolerance approach towards any form of bullying. Our Personal Development and Assembly provision promotes independence and builds resilience in our students learning as well as teaching students about issues such as bullying and how to understand and be a safe user of social media.

All pupils are encouraged to take on roles of responsibility, especially as they get older in school and are encouraged to apply to be prefects, senior prefects, ambassadors, and Head Boy or Head Girl.

External support for improving emotional and social development of students is detailed below.

**14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families**

The level of provision of support is decided on an individual basis, through conversations with teaching staff, pastoral staff, parents and the student. If All Hallows is unable to fully meet the needs of a student through internal provision arrangements and progress is not being made by the student, then the support of external agencies is sought. This process involves the consent of the parents and co-production of any referrals for early intervention including the CAF form and the Request for Support from the Well Being, Prevention and Early Help Team. The health and well-being of the student is paramount and we work closely with students and Student Services to ensure the highest provision for all students.

External Agencies accessed by All Hallows include:

- Child and Adolescent Mental Health Service (CAMHS)
- SEND Team at Lancashire County Council
- National Careers Service
- SENDIAS
- School Nurse and School Doctor
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Children's Services
- Early Intervention Team
- Police Early Action Team
- Alternative and Complimentary Education and Residential Service
- Learning Support Services at local post 16 colleges
- LCC – Legal Services and Child Protection Teams
- Specialist Nurses – including Diabetes, Epilepsy and Stoma Nurses
- Independent Translators

**15. Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

If parents/carers have a complaint concerning provision for their child they should discuss this with SENDCo. If this proves unsuccessful the matter should be referred to the Headteacher. Procedures will then be followed in line with the school's complaints policy. Finally, if the complaint is still not resolved it should be taken to SENDIST and/or Secretary of State.

**16. The following people are involved in ensuring provision is made for students with additional needs:**

- A SEND Nominated Governor
- SENDCo – Miss K Johnston
- Assistant Headteacher – Mrs J Washington

If you have any queries or concerns the Learning Support Team can be contacted as follows:

**By email:**

Miss K Johnston – SENDCo kjo@allhallows.lancs.sch.uk

**By telephone:**

01772 746121

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