‘Growing together in the spirit of Christ’s love’

All Hallows Catholic High School

Special Education Needs and Disability Policy

Signed by:

Headteacher: Mrs A Cooper

Chair of Governors: Mrs L Kitto

Date: Autumn Term 2026

Review Date: Autumn Term 2027

September 2026

COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools Department for Education (DfE) Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been co-produced by the SENDCo in liaison with the SEND Nominated Governor, the Senior Leadership Team, staff, parents and students with SEND and aligns with the above guidance.

From 1 September 2014 the Inclusion and Disability Support Service (IDSS) at Lancashire County Council have put transitional arrangements in place to support the changeover from the old system in a phased and ordered way, to facilitate the transfer of those with statements of special educational needs to Education and Health Care Plans (EHC plans). It is expected that all those who have a statement, and who would have continued to have one under the old system, will be transferred to an EHC plan – no-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing.

SECTION 1 - Definition of Special Educational Needs (SEND)

"Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Students have a learning difficulty if they:-

- Have a significantly greater difficulty in learning than the majority of students of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in school."

Special educational provision means:-
"For students of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of this age in schools maintained by the Local Authority, other than special schools in the area."

The person responsible for managing All Hallows Catholic High School's response to the provision made for children and young people with Special Educational Needs and Disabilities (SEND) is:

- Miss K Johnston – SENDCo

The SENDCo reports to the Headteacher.

All Hallows believes 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 a Statement or 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.

SECTION 2

AIM

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.

OBJECTIVE

- To identify and provide for students who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole student, whole school" approach to the management and provision of support for special educational needs

- To operate a learning support faculty that includes the SENCo and Inclusion Manager who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs students

SECTION 3 - Identifying Special Educational Needs & Disabilities

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 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.

The school uses the **graduated response** as outlined in the Code of Practice (2014)

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:

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

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND. Identifying behaviour as a need is no longer an acceptable way of describing SEND. Where there are concerns about behaviour the SENDCo will liaise directly with the Pastoral Team and assess whether or not there is an undiagnosed learning difficulty.

There are four broad areas of need:

- Communication and interaction (e.g. Aspergers and autism)
- Cognition and learning (e.g. 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)

All Hallows considers the range of needs of the whole child when planning support, not simply the primary need. In practice, individual children or young people often have needs that cut across all the areas of need and their particular needs may change over time.

SECTION 4 - A Graduated Approach to SEND Support

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.

This is known as a graduated approach and the four stages are:

- **Assess** – carry out a clear analysis of the students' needs

- **Plan** – decide the interventions and support to be put in place as well as the expected impact on progress and a clear date for review

- **Do** – the class teacher should remain responsible for working with the child on a daily basis, even where interventions involve group or one-to-one teaching

- **Review** – evaluate the impact and quality of the support and interventions and listen to the views of the student and parents

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.

SEND Register

Students with higher levels of need, but without personalised funding, are put on the SEND Register at **SEND Support Plan**. Using information from primary schools, teachers, parents and the young person, a One Page Profile is produced by the SENDCo. The information contained within this profile is used to create a highly personalised Pupil Passport for use by all staff identifying where support is required and what strategies work. Regular reviews ensure that the views of the student and parents are taken into account. At this stage it is sometimes necessary to engage the services of other professionals such as the Educational Psychologist, Speech and Language therapists, Occupational therapists, CAMHS and the SEND Team at Lancashire County Council.

Another small group of students have an **Education and Health Care Plan** (EHCP) which centres around joint commissioning based on the needs of the child. The EHC Plans will be:

- Clear, concise, readable and accessible to students, parents and practitioners.
- Specific about needs, outcomes and the provision needed for education, health and care.
- Supportive at key transition points, and
- Portable

SECTION 4 – Managing Students needs on the SEND Register

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 tutor and respective Learning Manager monitor progress and attainment throughout the school year.

SEND students will co-write their own Passports with the Learning Support team. The passports inform the teaching staff of the preferred learning techniques of the student and the difficulties each individual student feels that they have. The passport is reviewed regularly by the Learning Support team.

Pupil Passports will 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.

The Learning Support Department has a comprehensive list of all students who have additional learning needs. This is updated regularly and shared with staff to inform personalised teaching.

The level of provision of support is decided on an individual basis, again 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 EHA 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 pastoral staff 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
- 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

SECTION 5 – Criteria for exiting the SEND Register

Generally, students do not exit the SEND Register at All Hallows as it is paramount that information is imparted to the post 16 placement to help prepare the student for adulthood.

SECTION 6 – Supporting Students and Families

All Hallows' Local Offer can be found on the school website.

In line with the new SEND Code of Practice All Hallows has compiled a SEND Information Report which is published on the school website.

Students with special educational needs will be admitted to All Hallows in line with the school's admissions policy, which can be found on the school website.

We work very closely with local primary schools and parents to ascertain whether a child has been identified as having special educational needs prior to transferring 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.

Diagnostic testing informs access arrangements for internal assessments for all students and GCSE access arrangements for students in Years 9, 10 and 11.

SECTION 7 – Supporting students at school with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and disabilities (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

SECTION 8 – Monitoring and Evaluation of 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 Learning Manager monitor progress and attainment throughout the school year, allowing an evaluation of any intervention put in place.

All Hallows has a system of convening groups of staff whereby all teaching staff, Tutor and other relevant staff come together to discuss concerns over any student with additional SEND needs. Individual interventions are assessed and best practice shared to support the student more effectively.

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

SECTION 9 – Training and Resources

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 or specialist teacher and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom

- The Learning Support Faculty 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 school's 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 explanation of 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 the Archdiocese and through Lancashire Local Authority in order to keep up to date with local and national updates in SEND.

SECTION 10 – Roles and Responsibilities

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

- There is SEND Nominated Governor
- SENDCo – Miss K Johnston
- Assistant Headteacher – Mrs J Washington (line manages SEND)

SECTION 11 – Storing and Managing Information

Information and documents are stored and administered in accordance with the schools data protection guidelines. Information, including tests and assessment information, is stored in locked cabinets in the SEN office and can only be accessed by authorised staff.

Tests and assessment information is stored and administered in accordance with the British Psychological Society (BPS) Code of Conduct. Currently, we normally hold the data securely in an electronic format which is password protected, until the student is at least twenty-four years old. Paper documents are held in a secure, confidential facility until the student reaches their thirty-first birthday and are then destroyed. Under the Data Protection Act (1998), all information and any subsequent support recommendations will remain confidential. However, in order to facilitate supporting each child to reach their full potential, it may be necessary to share some of the information with teaching professionals working directly with the child, learning support staff and the Joint Qualifications Council (JCQ) if an application for exam access arrangements is made. Where information sharing is required, this will be kept to a minimum and parents will be notified prior to the sharing of the information.

SECTION 12 – Reviewing the Policy

This policy will be reviewed annually by the SENDCo for presentation and agreement by the Governing body and will take into account any new requirements that may affect the progress and learning of the students at All Hallows.

September 2026

The policy is reviewed against the following criteria for success:

- Early Identification: Additional needs should be recognised prior to admission to All Hallows through transition meetings whilst students are in Year 6. Further identification of student needs should continue to take place throughout all years.
- Staff should be aware of and implement provision for those students with additional needs. This should be indicated in lesson planning using appropriate teaching styles and resources.
- Students with additional needs should make at least good/expected progress in school. Parents and students with additional needs should be fully involved in the planning of provision.
- Students with additional needs make a successful transition to post 16 education/employment / training.

SECTION 13 – Accessibility

Statutory Responsibilities

The Disability and Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

All Hallows has produced an accessibility plan highlighting areas of development in the short, medium and long term. The Accessibility Plan can be viewed on the website.

SECTION 14 – Dealing with Complaints

If parents/carers have a complaint concerning provision for their child they should discuss this with the 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.

The complaints policy can be found on the school website.

SECTION 15 – Bullying

The Learning Support Department works very closely with Learning Managers and SLT 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.

SECTION 16 – Contacts

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