

**SEND Information Report**



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Our Values**

**How will we succeed?**



- Selflessness**
- put **children** at the heart of all we do
  - prioritise others and build **healthy teams**
  - be **brave**
- Ambition**
- work **hard**
  - strive to be even **better**
  - be the **best** we can
- Collaboration**
- build **trust**
  - build **strong relationships**
  - be **stronger together**



## Statement of Intent

The Inclusion Team at All Saints Church of England Academy strive to ensure that all children, indiscriminate of ability or background, develop into brave individuals ready to build their own legacy. We aim to create a loving and nurturing environment that helps students build the skills they need to become independent learners in full time education, enabling them to become independent adults that are fully integrated and included in society.

At All Saints Church of England Academy, we celebrate neurodiversity. We are committed to providing a safe space that not only enables students with Special Educational Needs and Disabilities (SEND) to achieve their full potential, but encourages them to view their differences as strengths and gives them the bravery to discover what they can contribute to the world around them.

We aim for students to be supported not just by the Inclusion Team, but by the whole academy community. Educating their peers and teachers to understand and celebrate differences. As the SEND Code of Practice states, 'every teacher is a teacher of SEND'. Successful SEND support begins in the classroom with quality first teaching and should be supported mainly by interventions that develop skills for independent learning. We provide every teacher with the knowledge and training they need to support students with SEND, ensuring that students with SEND thrive across the whole academy, and not just when they are supported by our team. Our core aim is always that students grow to become independent and confident contributors to the world we live in.

As required by the SEND Code of Practice, the Inclusion Team aims to empower Parents/Guardians and students so that they can be fully involved in making decisions about their future. Regular meetings and support plans will be put in place so that students who are struggling to succeed are supported.

Our school will:

- Have a designated SENDCo who has completed the National Award for SEN Coordination.
- Have a named Governor for SEND.
- Have a SEND Information Report and SEND Policy. These will be available on the website and reviewed yearly by senior leaders and Governors.
- Contribute to SEND peer reviews.
- Ensure students with SEND have full access to extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for SEND.

In addition, we will use the following guiding principles as part of our work in supporting children with SEND:

- First, all staff are aware of the SEND students they teach, tutor or mentor: we will consistently ensure teachers have up to date information.
- We will educate teachers, students and the whole school community with the skills they need to support students with SEND.
- We understand that everyone's experience of a need or disability is unique, and will work with individual students and family to put the right support in place.
- We will encourage all students to be independent, and work on building the skills they need to achieve this.
- We will provide students with a safe, loving and nurturing environment where they feel confident being themselves.

- We address financial and practical barriers to learning and enrichment: we provide essential equipment where necessary for SEND students.
- We will challenge students with SEND to achieve their full potential, and not allow them to be limited by their different needs.
- We will address the needs of students as early as possible, ensuring they will be sufficiently supported throughout their education.

## Contact Details

Special Educational Needs Coordinator (SENDCo)	Aimee Lane <a href="mailto:aimee.lane@asap.org.uk">aimee.lane@asap.org.uk</a> 01752 705131
Staff member with overall responsibility for students with Medical Needs	Aimee Lane <a href="mailto:aimee.lane@asap.org.uk">aimee.lane@asap.org.uk</a> 01752 705131
SEND Governor	Peter Dyson c/o <a href="mailto:governance@tedwraggtrust.co.uk">governance@tedwraggtrust.co.uk</a> 01752 705131
Where is the Local Authority's Local Offer published?	<a href="https://www.plymouthonlinedirectory.com/plymouthlocaloffer">https://www.plymouthonlinedirectory.com/plymouthlocaloffer</a>
Contact details for support services for parents of students with Special Educational Needs.	Plymouth Information Advice and Support for SEND (PIAS) <a href="https://www.plymouthias.org.uk/">https://www.plymouthias.org.uk/</a> 01752 258933 Email: <a href="mailto:pias@plymouth.gov.uk">pias@plymouth.gov.uk</a>

## Implementation

Questions	School Response
<b>What kinds of special educational needs are provided for at All Saints Church of England Academy?</b>	<p>All Saints Church of England Academy is a mainstream, inclusive school for children aged 11-16 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for children with SEND. Trained and experienced staff are able to support learners who may have difficulties with:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Speech, Language and Communication needs</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical Difficulties</li> <li>• Children on the Autistic Spectrum</li> </ul> <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Children with SEND, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the School Admissions Policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEND of students at this school. For children with an</p>

	<p>EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:</p> <ul style="list-style-type: none"> <li>• it would be unsuitable for the age, ability, aptitude or SEND of the child or young person,</li> <li>• or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.</li> </ul> <p>Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the named school.</p>
<p><b>What are the policies for identifying children with SEND and assessing their needs?</b></p>	<p>We have highly trained teachers and teaching assistants who can identify and help support children who are experiencing any difficulties. The SENDCo coordinate this work across the whole Academy.</p> <p>There are many ways that we may identify SEND, for example:</p> <ul style="list-style-type: none"> <li>• Liaising with Primary Schools to identify students with SEND.</li> <li>• Referral from teachers, tutors or the pastoral team.</li> <li>• Parents/Guardians may raise concerns about their child.</li> <li>• Other professionals working with a child outside of the Academy may raise concerns or highlight a specific need.</li> <li>• Student views.</li> <li>• Review of attendance, behaviour and exclusion data for students with SEND.</li> </ul>
<p><b>How does All Saints Church of England Academy evaluate the effectiveness of the provision for children with SEND?</b></p>	<p>All leaders in the school will know the strategies needed to support each student with SEND. Leaders will use book looks, learning walks, and data monitoring to ensure these strategies are being used effectively to ensure student progress. SEND is part of the faculty’s Quality Assurance process.</p> <p>The SENDCo will regularly monitor subject, behaviour and attendance data, as well as data from interventions, to evaluate the student success and the quality of support. All interventions and class support will be evaluated in an assess-plan-do-review cycle. All students with SEND who are predicted not to achieve their target in English or Maths GCSE will be supported by the department in this assess-plan-do-review cycle.</p> <p>Students of high need will be regularly assessed through individualised support plans such as a My Support Plan or EHCP. In these cases, students will have an individualised provision map and assess-plan-do-review cycle supported by regular meetings with the SENDCo. Students with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed.</p> <p>If a child is supported through the ‘Team Around Me’ process or an ‘Early Help Assessment’, the multi-agency team working with the child will meet every 6 weeks to review progress against outcomes.</p>

<p><b>What are the arrangements for assessing and reviewing children's progress towards outcomes?</b></p>	<p>The Inclusion team will assess behaviour and attendance data weekly, and liaise with the attendance officer and pastoral team to ensure support is put in place as early as possible. Subject data will be assessed at each report cycle. The success of students in KS3 will be determined by their English and Maths subject data, as well as reading and numeracy age scores. Students in KS4 will be monitored in all their GCSE subjects with each report cycle, as well as their reading age scores. In cases where a student in Year 9 and 10 present difficulties accessing assessments, they will be tested to determine whether they require Access Arrangements at GCSE.</p> <p>Students with My Support Plans and EHCPs will be assessed based on their individual outcomes. This will involve liaising with teachers, form tutors, parents/guardians and any other professionals supporting the child.</p> <p>In cases where a student has had a high level of support but still struggles to succeed in education, the school will refer to an Educational Psychologist for support.</p>
<p><b>What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?</b></p>	<p>Every child has an equal right to full time education. The Inclusion Team will always aim to put in reasonable adjustments to ensure this is achieved. Our aim is always for students to be in lessons full time accessing the curriculum, however in some cases we will modify a timetable to include sessions in our Tranquillity Room (a calm sensory room designed for vulnerable students).</p> <p>In lessons, students will be supported through Quality First teaching and adaptive teaching. This will be enabled by efficient sharing of information about a student's individual SEND needs and careful monitoring of the support provided. Teachers will be trained on how to support individual needs and, in some cases, individual students.</p> <p>There will be some students who need additional support. In these cases, they will be removed from non-core subjects to do interventions based on their need. Interventions will always focus on developing skills students need to fully access the curriculum, and be regularly reviewed to ensure that interventions are short-term. In some cases, a teaching assistant will be placed in a class to support students with SEND. This will be done on a need-basis, and classes with students who have EHCPs, or GCSE core subjects, will always be prioritised.</p>
<p><b>What additional support for learning is available to students with special educational needs?</b></p>	<p>When a child has been identified with special educational needs, the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Guardians' meetings.</p> <p>The SENDCo will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.</p>
<p><b>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</b></p>	<p>All students will be encouraged to engage in extracurricular activities, and support will be put in place to ensure that students select activities that they are best suited to. Support from the Inclusion Team will be offered on school trips with a high proportion of SEND students.</p>

<p><b>What support does the school provide for improving emotional and social development?</b></p>	<p>The Inclusion, Attendance and Pastoral team have weekly meetings to ensure students emotional and social development is supported. The Inclusion Team runs interventions around social situations, anxiety and forming friendships. Students with high need are supported through the Tranquillity Room (a sensory room that provides a calm space for students who need it). Students of high need will be supported by a Keyworker, who will offer bespoke support tailored to their needs.</p>
<p><b>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</b></p>	<p>The SENDCo will regularly share updated information about students with teachers, as well as training teachers to ensure that every teacher has the skills they need to be a teacher of SEND. Teachers will be trained on how to adapt their teaching to meet specific SEND needs and specific high need students.</p> <p>There may be times when children require additional support from outside agencies to receive more specialised expertise; the agencies used by the Academy are:</p> <ul style="list-style-type: none"> <li>• The Communication and Interaction Team (CIT/CITEY)</li> <li>• NHS Speech and Language Therapists (SaLT)</li> <li>• The Educational Psychology Service</li> <li>• Child Development Centre</li> <li>• Multi-Agency Support Team (MAST)</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Educational Welfare Officer</li> <li>• Social Care</li> <li>• Learning Mentor</li> <li>• Plymouth Information Advise and Support Service (PIAS)</li> <li>• Young Devon</li> </ul>
<p><b>How do we secure the equipment and facilities needed to support students with SEND?</b></p>	<p>The SENDCo oversees the SEND budget and commissions services. In some cases, the SENDCo will apply to the Local Authority for excess funding to support individual students, in other cases the SENDCo will refer to external professionals to ensure students are able to access support from outside agencies.</p>
<p><b>How do we consult with the parents of children with SEND and involve them in their child's education?</b></p>	<p>As required by the SEND Code of Practice, parents/guardians should be at the centre of all decisions made. We support this with regular meetings, phone calls and a SEND review day that allows all parents to meet with the Inclusion Team and share their views on support.</p> <p>In some cases, we will have EHAT or TAM meetings to ensure that students of high need are supported and that all professionals involved are able to work cohesively to support the entire family.</p> <p>Children and parents of children who have Education and Health Care Plans (EHCPs) will be invited to meet the SENDCo to review progress. The views of the child and the parents/guardians will form a key part of these discussions.</p> <p>Additional support is available through Enhanced Transition, for students transferring schools.</p>

<p><b>How do we consult with children with SEND and involve them in their education?</b></p>	<p>As stated in the SEND Code of Practice, students' views and wishes should take priority. With this in mind, we ensure students are invited to all meetings with parents/guardians. If a child needs extra support, we will gather parent/carer and student views with a TAM. In the event we need to refer to external professionals, an EHAT will be done in place of a TAM. If a student needs extensive SEND support, the SENDCo will create a My Support Plan: parents/guardians and children will be involved in defining SEND outcomes and reviewing them in an Assess-Plan-Do-Review cycle.</p>
<p><b>What are the school's arrangements for handling complaints from parents of children with SEN about provision?</b></p>	<p>If a parent/carer of a child with special educational needs has a concern regarding their child's provision. A parent/carer is free to contact the SENDCo directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication. In some cases, parent/carer complaints will be directed on to the Headteacher or Senior Leadership Team.</p> <p>The Special Educational Needs Coordinator (SENDCo). If you have any concerns regarding your child's learning, she can be contacted directly via the Academy email address: <a href="mailto:aimee.lane@asap.org.uk">aimee.lane@asap.org.uk</a>.</p>
<p><b>How do we involve outside agencies in meeting children's SEND and supporting their families?</b></p>	<p>We have established relationships with outside agencies including the Educational Psychology Services, Health and Speech and Language specialists. We draw on their professional knowledge to support individual children as well as to provide staff training. Outside agencies contribute to staff's professional development by delivering training on specific programmes of intervention, for example Precision Teaching, or strategies for supporting children with identified difficulties.</p> <p>Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases parents/guardians will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the child.</p>
<p><b>How will children be supported when moving to a new class or when joining or leaving the Academy?</b></p>	<p>When a student joins All Saints Church of England Academy, the SENDCo will liaise with the previous school SENDCo to establish details about a child's need and ascertain what support has been put in place. Alongside the whole-school transition days, Enhanced Transition days will be put in place for the more vulnerable students.</p> <p>In some cases, an individualised support plan will be put in place to ensure that a student's transition is sufficiently supported.</p>
<p><b>Where can I find out more information regarding on the services available for children with special educational needs or disabilities?</b></p>	<p>The Plymouth Online Directory (POD) contains a directory of services available. The link below will take you to the POD and provides information on how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website: <a href="https://www.plymouthonlinedirectory.com">https://www.plymouthonlinedirectory.com</a></p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice; - <a href="https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf">https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf</a></p> <p>Parents and guardians that want independent advice on the support should contact PIAS: <a href="https://www.plymouthias.org.uk/">https://www.plymouthias.org.uk/</a></p>

<p><b>Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?</b></p>	<p>The Class Teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENDCo know as necessary.</li> <li>• Writing Academy Based Support Plans, based on the smaller steps of progress needed for success and sharing and reviewing these with parents at least once a term.</li> <li>• Personalised high-quality teaching for your child</li> <li>• Ensuring that the School's Information report and policy is followed in their classroom for all students with SEND</li> </ul> <p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> <li>• Developing and reviewing the Schools SEN Information Report and Policy</li> <li>• Co-ordinating all of the support for students with SEND</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>I) Involved in supporting your child's learning</li> <li>II) Kept informed about the support your child is receiving</li> <li>III) Involved in reviewing how your child is doing]</li> </ul> </li> <li>• Liaising with all other professionals who may be coming in to school to support your child</li> <li>• Updating the schools SEN Register and making sure that the records of your child's progress are kept up to date</li> <li>• Providing or sourcing specialist support for staff in the school, so they can help children with SEND in the school to achieve the best possible progress.</li> </ul> <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school; this includes the support for students with SEND.</li> <li>• The Headteacher will make sure that the governing body are kept up to date about issues relating to SEND.</li> </ul> <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> <li>• Making sure the necessary support is given for any child with SEND that attends the school.</li> </ul>
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### Impact

What has gone well this year?

- Successful enhanced transition programme supporting over 20 students with additional needs as part of the Plymouth enhanced transition framework
- Thorough screening to ensure early identification of SEND
- Increase in SMAP and EHCP requests to ensure students with high needs have access to the required support
- Increased identification of students with SEND across all year groups
- Whole school training in the neurodiversity viewpoint to ensure all students understand different SEND and do not hold discriminatory views about specific needs. This promotes inclusion across the school.



- Teacher training on specific needs so that all teachers feel confident adapting their teachers to SEND
- Weekly teacher training on high need students
- Outcomes of SEND students at All Saints Academy outperform students with no identified SEND needs