



This document provides information for parents and carers about the support we provide for children who are identified as having Special Educational Needs or Disabilities (SEND). This includes those who have been identified as requiring support for Additional Educational Needs (AEN) as well as those who have been formally assessed by the Local Authority and who have an Education, Health and Social Care Plan (EHC plan)

The 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' defines special educational provision as *'additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated* approaches and learning arrangements normally provided'*

'Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support'.

1.	<p>How does All Saints' Academy know or find out if your child has special educational needs (SEND)?</p> <p>A range of activities take place to support the identification of students with additional needs:</p> <p>Transferring from primary school to Year 7 at All Saints' Academy</p> <ul style="list-style-type: none">• Prior to transferring to the Academy each child is discussed with their primary school teacher/SENDCo and their additional needs are shared• The All Saints' Academy SENDCo visits each Primary SENDCo for a transition meeting to discuss individual student needs in depth.• Whenever possible, the SENDCo or an academy representative attends Year 5 and Year 6 annual reviews for those with Education, Health and Social Care Plans (EHC) and any additional transition conferences hosted by the Advisory Teaching Service. This ensures we have as much information as possible.• SENDCo is available on induction evening for parents and arranges additional visits prior to transfer as required. <p>On entry</p> <ul style="list-style-type: none">• Students KS2 SATs results data is scrutinised to identify any students falling well below age related expectations (ARE) who have not previously been identified• All students sit a reading comprehension test – where Standard Assessment Scores (SAS) falls below 84 further assessment/investigation takes place• School baseline assessments are carried out in English, Mathematics and Science• Where they are available primary CAT test results are analysed <p>The information from the above assessment data is used to support the early identification of learning needs that may not be apparent from the information obtained from primary schools. Further assessment will take place for individual students as required and will form part of a continuing process to help measure progress.</p> <p>In year admissions:</p> <ul style="list-style-type: none">• All students sit a reading comprehension test – where Standard Assessment Scores (SAS) falls below 84 further assessment takes place• Academic data as provided on entry is scrutinised. Where insufficient information is available students may be further screened to provide a fuller picture.• When we are informed or it is clearly evident that there are additional needs, every effort is made to obtain further information, and this is used to inform the support and provision put in place
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2.	<p>What do you do once you have identified that a child has special educational needs?</p> <p>On arrival at All Saints' Academy we write to all parents where additional needs have been previously identified by the primary school telling them that their child has been added to our own list.</p> <ul style="list-style-type: none"> • Where students are newly identified either in Year 7, or across the Academy, we write to inform parents and invite them to come and discuss the needs if they wish to do so. • The student's name and information relating to their additional needs are recorded onto the School Information Management System (SIMS). This allows members of teaching staff to access the basic information. • Students are added to the Special Educational Needs list, a My Plan outlining their difficulties and possible support strategies is produce and distributed to relevant teachers, support staff and pastoral staff through our SIMs system. • Appropriate support as outlined at point 5 below is put in place and may involve one or more of the interventions outlined at point 9 below.
3.	<p>What should you do if you think your child has SEND?</p> <p>If you think that your child has an additional difficulty that we are not aware of, please contact your child's form tutor who will be able to pass on your concern or make an appointment to see the SENDCo – Mrs Laura Herrick to share your concerns.</p> <p>To make an appointment contact Mrs Herrick by email: lherrick@asachelt.org</p>
4.	<p>How do you include parents and students when planning support?</p> <p>As described above, for all students identified with additional needs, we write to parents to inform and invite them to come and discuss their child's additional needs and ensure their My Plan or My Plan Plus is up-to-date and contains relevant and accurate information. This will be an opportunity to discuss both support in school and advice on how best to support your child at home.</p> <p>Where students have an EHCP, parents may have the opportunity to discuss support through primary school transition reviews or pre-transition visits. Parents are welcome to make an appointment with the SENDCo at any point.</p>
5.	<p>How do the school teach and support children with SEND?</p> <p>A variety of methods may be used to teach and support students who have additional needs. Access to learning based provision is generally based on lack of progress and working below age related expectations (ARE). The SENDCo co-ordinates the allocation of support for students with additional needs. Where general</p>

¹ *adaptive teaching: some examples of this are students being given more thinking time, modified language, font size, use of visuals, sentence starters.

	<p>support is allocated to a group with a number of students with additional needs the class teacher will direct the support on a lesson by lesson basis.</p> <ul style="list-style-type: none"> • Students are grouped by mixed ability. Where students struggle to acquire skills there is frequently access to an additional adult who, under class teacher direction, may work with small groups or individuals who are identified as having additional educational needs. • Some students identified with additional needs may be withdrawn for 1:1 or small group intervention work • Some students identified with higher levels or complex needs may be supported through the LIFE (alternative curriculum provision) centre for part or all of their curriculum provision. This may be for different periods of time as students work towards reintegrating back to mainstream provision • Students with an EHCP may undertake some bespoke intervention to meet the needs and objectives outlined in their plan. This work is likely to be 1:1 or in pairs or small groups.
6.	<p>Who will be working with my child?</p> <p>This will depend on the needs that have been identified and the additional provision that has been put in place for your child in addition to subject teachers and pastoral staff this may involve:</p> <ul style="list-style-type: none"> • Pastoral Support staff • Teaching assistants • SENDCo • School based mentors • Education Welfare Officers <p>Where external agencies are involved for those with a higher level of need this may involve a representative from some of the providers listed at point 10 below. If your child is working with an external agency, this would normally be through discussion and with the agreement of parents or carers.</p>
7.	<p>How do we make sure that all relevant teachers and other staff who work with your child know about their additional needs?</p> <ul style="list-style-type: none"> • At the start of each new school year an Additional Educational Needs list is provided to all individual teachers and relevant support staff and made available through SIMS. Staff are provided with a My Plan or My Plan Plus, which provides more detailed information about your child's needs and possible support strategies to help overcome their barriers to learning. • Whenever additions or amendments are made about any child's My Plan or My Plan Plus the relevant staff are sent an updated version of the information. • Where students have an EHCP copies of the plan and annual review documents are available for staff to view. • Throughout the year relevant staff may be informed of a particular need arising, which impacts on learning, as and when we receive information.
8.	<p>What part does the subject teacher have in meeting my child's needs?</p> <p>All teachers at All Saints' Academy are expected to accommodate students with additional needs. Teachers have a responsibility to familiarise themselves with the needs of individual students in their classes. They are expected to plan quality first lessons to ensure that all students in the class can make progress. Additional provision may include:</p> <ul style="list-style-type: none"> • Using strategies suggested in the My Plan/My Plan Plus • Presenting information and tasks differently for students with SEND • Additional 1:1 support to access and complete set tasks • Directing TA support where it is available • Seating plans and classroom organisation to accommodate needs • Providing additional resources appropriate to individual needs • Liaising with SENDCo as necessary
9.	<p>What intervention programmes do you run and do you have particular areas of expertise?</p> <p>All Saints' Academy has a range of interventions/support that may be provided for students with SEND</p> <ul style="list-style-type: none"> • Pastoral support for all students through access to Tutor, Progress Leader and Pastoral Support staff • Access to the Academy before and after school with use of the Gateway Learning Hub with ICT facilities (opportunity to purchase breakfast in the morning) • Homework club, where students are supported in completing homework.

	<ul style="list-style-type: none"> • KS3 Intervention programmes – provides intense Literacy and Numeracy intervention for those achieving significantly below expectation at KS2 (small group with some 1:1, TA support and a primary approach to delivering the curriculum) • Reading Intervention – Through Accelerated Reading, Stride Ahead, 1:1 individual tutoring and Peer reading. • ICT based Literacy and Numeracy Interventions (Lexia and Symphony) delivered through small group and 1:1 intervention sessions. • Small foundation sets across all core subject which have a class based TA support attached to allow for small group or 1:1 support as directed by class teacher • Y11 Intervention mentoring and support – may include small group English/Mathematics sessions • Examination Access Arrangements – as part of ongoing assessment for progress and intervention • Social, Emotional and Mental Health mentoring and 1:1 intervention programmes • Speech and Language Development – 1:1, pairs or small group working with TA or SENDCo • Social Skills Group – for those with autistic tendencies/diagnosis • EAL support for new arrivals • Personalised timetable • LIFE Centre – alternative curriculum for those at high risk of permanent exclusion or those with complex needs • Pastoral Support Plans (PSP) – mentor support. Prior to PSP students may be supported and mentored by senior members of staff to help students conform to normal behavioural expectations. • Counselling service • Access to School nurse • Support through a range of external agencies <p>All Saints' Academy has a wide range of experience in relation to different types of SEND, but do not specialize in any area.</p> <p>Some staff have taken part in awareness training sessions focusing on</p> <ul style="list-style-type: none"> • Speech, language and Communication needs (led by Advisory Teaching Service) • Working with students with literacy difficulties – in particular the implications of low reading ages (led by SENDCo) • Basic understanding of Autistic Spectrum Disorders (led by Advisory Teaching Service) • All staff new to teaching attend a SEND training based session led by the SENDCo • SENDCo and some TAs are trained to deliver the 'Fresh Start' Literacy Programme, Lexia and Symphony Programmes <p>The SENDCo has worked with a variety of specialist staff to advise Teachers and TAs on a range of strategies to support working with students with different needs. This includes support strategies for working with difficulties that include:</p> <ul style="list-style-type: none"> • Hearing Impairment • Visual impairment • Speech and language difficulties • Autistic spectrum disorder
10.	<p>What other services does the school use to help meet the needs of students?</p> <p>All Saints' Academy works with a number of external services to help meet the additional needs of our students. This could involve seeking advice from specialist teachers on specific needs, attending meetings, providing information to support screening and diagnosis for a variety of conditions and mental health issues and buying in specialist support to work with individuals. Services may include:</p> <ul style="list-style-type: none"> • Social Services • CAMHS • School Nurse and other health professionals • Virtual School (Children in Care)/PEP meetings • Educational Psychologist • Advisory Teaching Service (support with Visual Impairment, Hearing Impairment, Physical Disabilities team, Communication and Interaction Team – for Autistic Spectrum and other Communication difficulties) • Speech and Language Therapist

	<ul style="list-style-type: none"> • Counselling Services • Youth Offending Services <p>Every effort is made to involve students and carer when working with other services. Where appropriate we may be able to direct parents towards other services to help support the needs of the family unit.</p>
11.	<p>How does the Academy support some of the practical, social and emotional issues that may arise from my child's additional needs?</p> <p>For some children with SEND further additional needs may arise – we will endeavour to support the range of needs that may result.</p> <p>a) Administration of medications In the event of any special form of administration of medication being required, the parent must contact the Academy so that arrangements can be made for this to occur. The Academy cannot guarantee to administer or oversee the administration of all medicines, but will endeavour to be as helpful as is reasonably practicable. Prior written permission must be obtained from parents for the administration of prescribed and non-prescribed medication in the Academy. Follow the link for the full Administration of Medications Policy</p> <p>b) Personal Care Some students may need support changing for PE. This will only be undertaken where an agreement has been made with parents/carers and the student to satisfy health and safety so that wherever practical a student can participate. The support will be appropriate to the needs and age of the student concerned and sensitive to the potential for embarrassment. In the event of a student requiring support with toileting or intimate care a formally agreed plan for that individual student will be drawn up and regularly reviewed on admission. The emotional responses of any student to intimate care will be carefully and sensitively observed, and where necessary, any concerns passed to the Designated Person. The views of the student will be actively sought, wherever possible, when drawing up and reviewing formal arrangements.</p> <p>c) Taking part in school trips and outings For all school trips and outings, a risk assessment takes place as part of our health and safety procedures. Where a student has additional needs, every effort will be made to ensure they are able to be safely included. This may involve a family member or family designated responsible adult accompanying the student on the trip.</p> <p>d) Pastoral Support to listen to students with additional needs All Saints' Academy offers a range of opportunities for all students to talk with adults, to be listened to and when necessary for actions to be taken. Special attention is paid to the most vulnerable students to ensure they are accessing a 'listening ear'. These opportunities may include:</p> <ul style="list-style-type: none"> • Tutor • Chaplaincy Team • Youth for Christ workers • Academy Youth Work Team • Teaching Assistants • Pastoral Support Managers • 6th form mentors for identified individuals • Identified Pastoral Mentors – particularly for those on Pastoral Support Plans • Experienced Counselling Service – for identified individuals with more complex social/emotional needs
12.	<p>Do students with SEND have the same access to facilities and extra-curricular activities as students who do not have additional need?</p> <p>All Saints' Academy offers a wide range of extra-curricular activities throughout the academic year. A timetable is usually available. All students are welcome to attend the variety of clubs on offer and are supported to do so.</p> <p>In addition to support that is offered to all students, the Academy may offer the following:</p> <ul style="list-style-type: none"> • Afterschool homework and intervention club • Use of Learning support during social times of the day – this may be appropriate for those with a physical disability who prefer a calm, quiet environment, or those on the Autistic spectrum who do not like to be in the social area of the school
13.	<p>How do you keep in touch with carers to discuss and review progress towards target outcomes?</p>

	<p>For all students at All Saints' Academy, progress towards academic targets is reported 4 times a year through a 'Stop The Clock' report. The report also contains information on attitude to learning, homework and organisation skills. Parents are invited to a parent evening and specific year based information evenings. There is an additional opportunity to make appointments with subject teachers should you wish to do so.</p> <p>On parent evenings, you are able to make appointments to meet with your child's subject teachers. You will have an opportunity to discuss your child's current attainment and progress towards their target levels. You are able to make appointments to talk with Tutor and Associate Tutors whenever you need to.</p> <p>For students with an EHC plans or children who are looked after with a Personal Education Plan (PEP) there will be at least one, and for many students more than one, additional meeting. This will be an opportunity to discuss objectives and targets and to evaluate and review the impact of the interventions in place. New targets and supporting interventions will be planned and a time frame for review put in place. Whenever possible students are expected to be part of the reviewing and planning cycle.</p>
14.	<p>How does All Saints' Academy involve students with SEND in their education?</p> <p>For all students</p> <ul style="list-style-type: none"> On arrival at All Saints' Academy, some year 7 students create their own 'My Profile'. This provides them with the opportunity to share both their educational and wider hopes for the future, their strengths and areas for development. Students are expected to attend parents evening with parents whenever possible. <p>Additionally for students with SEND</p> <ul style="list-style-type: none"> For those with an EHC plans their views are sought prior to and as part of the annual review process. Discussion of these views forms an important part of the review meeting, particularly when discussing ongoing difficulties and concerns. Students are strongly encouraged to suggest ideas for improving situations and every effort is made to accommodate suggestions. A copy of the My Profile for all SEND students is provided to the SENDCo to support subsequent discussions SEND students are encouraged to participate in all discussions and meetings around their needs and difficulties (unless requested otherwise by carers)
15.	<p>What courses do you offer for students with SEND?</p> <p>All Saints' Academy offers a full range of courses with all students, including those with SEND, being expected to aim as high as possible. In addition to the range of GCSEs some of the following may be available and more accessible to students with additional needs:</p> <ul style="list-style-type: none"> BTEC – primarily level 2 and 3 with some Level 1 options available and some courses with a very practical element eg Hair and Beauty Therapy, Construction Entry Level in English and Maths – all students are encouraged to take a full GCSE but where this is unrealistic they may be prepared for Entry Level qualifications LIFE Centre – different practical courses are made available to students who access education through our alternative provision. This may include Functional skills for literacy and numeracy, Princes Trust or an external provider. Post 16 – a transition course is offered to those who have been unable to gain grades 4 in English and Mathematics and may be accessible to some students with SEND
16.	<p>How do you assess and evaluate the provision put in place for my child?</p> <p>The ideal outcome from academic interventions that are put in place for any child is that they close the gap between where they are and where they should be and reduce the need for intervention.</p> <ul style="list-style-type: none"> For reading interventions we will be looking for improvements in standardised assessment scores (SAS) to show the gap is closing. Where this is apparent we may decide to stop the intervention, or where more improvement is needed continue the intervention for a while longer. If there has been no improvement we may further explore the difficulty and try a different intervention strategy After each 'Stop the Clock' data assessment point, as described at point 13 above, progress for each child can be compared across the curriculum and over time. Where students are seen to be achieving target levels support may be stopped – this also highlights where academic targets are not being met and identifies areas for targeted support.

	<p>The ideal outcome for behaviour is that students are able to moderate their behaviour and fully participate in the learning process and engage in their lessons.</p> <ul style="list-style-type: none"> For students with targeted pastoral support, particularly through a PSP, targets will be monitored on a daily basis with review meetings taking place regularly. Targets may be revised more frequently to ensure ongoing success resulting in changes to the support provided. <p>Where students have bespoke targets around other needs (eg Speech and Language, communication skills) the success of the provision will be seen in students meeting individual targets – if students continue to fail to meet targets the nature of the intervention will be reviewed. This would normally be following advice from Advisory Support Teachers.</p>
17.	<p>How do you prepare to welcome and support students as they move from one stage of education to the next?</p> <ul style="list-style-type: none"> Accessibility of the building and additional resources/equipment The academy is housed in one building with all areas of the academy accessible by those who are wheelchair users, or other physical disability, by means of a lift. The D&T food area is equipped with a specially designed area for wheelchair users. Special height adjustable tables are available on all floors and can be moved into specific areas as required. There is disabled toilet access on all floors and a combined toilet/shower area on the ground floor for those with more intimate care needs. Examination Arrangements All examination arrangements are made following the strict guidelines laid down by JCQ. A full assessment needs to be made and in most cases a report provided by a specialist. The school carries out all assessment where necessary. Where bespoke arrangements are required these are put in place from the earliest opportunity to allow for review and adjustment to ensure these are best suited to the individual student. Transition Arrangements Discussion between Academy staff and Year 6 teachers takes place for all students transferring into Y7. The SENDCo liaises and meets with SENDCo's from our feeder school and attends Year 5/6 Annual reviews. Additional visits are put in place for any students identified by feeder primaries as needing these. Parents are actively encouraged to join in these visits and to share their worries and concerns. For students transferring into the 6th form the SENDCo attends Year 11 Annual reviews. For those identified as having additional needs but without an EHC plan the SENDCo meets with individuals to discuss potential support needs or liaises with the Pastoral Support Manager for 6th form who may oversee their support. Students Leaving All Saints' Academy to move to another provider Every effort is made to ensure a clear pathway with appropriate support is in place for students moving to another education provider post 16. Some students may be supported to access courses Gloucestershire College which may involve taster sessions from the end of Y10 and throughout Y11, including support to attend sessions if this is necessary. Students will be provided with support to complete any necessary applications for other local providers as needed.
18.	<p>Where can you find All Saints' Academy SEND Policy?</p> <p>Our SEND policy can be found in the policies area of our web site SEND Policy</p>
19.	<p>How is the SEND governor involved with SEN at the Academy?</p> <p>Our SEND Trustee meets with the SENDCo two or three times a year to discuss policy and SEND procedures within the academy. The SEND governor reports on SEND issues to the appropriate committees and raises SEND issues for discussion as required.</p>
20.	<p>What can you do if you are not happy with the SEND arrangements for your child?</p> <p>If parents of students with SEND have a complaint about any aspect of the provision made for their child they should contact the SENDCo as soon as possible. We will always try to resolve a complaint quickly and informally. If it is necessary to make a more formal complaint parents should contact the Principal, at the Academy. A copy of the formal complaints procedure is available on our web site or from the following link Complaints Policy.</p>

21.	<p>How can you arrange a visit to All Saints' Academy?</p> <ul style="list-style-type: none"> • If your child already has an Education, Health and Care Plan (EHC) contact the SENDCo to arrange a visit. We work closely with our feeder primary schools to arrange additional visits for both parents and prospective students – usually from Year 5 onwards. Email SEND admin: admin@asachelt.org or SENDCo: lherrick@asachelt.org • For all other enquires contact our school administration team who deals with admissions and pre-admission enquires. It would be helpful to advise them of specific SEND related enquires prior to your visit Telephone: 01242 711201 Email: admin@asachelt.org
22.	<p>If you wish to find out more about SEND provision at All Saints' Academy you can:</p> <ul style="list-style-type: none"> • For general concerns speak to your child's form tutor or Progress Leader by making an appointment to speak with them. • For more specific SEND enquires make an appointment to meet with the SENDCo • Look at our SEND Policy which is available on the school web site or from the link SEND Policy <p>You may also contact the following organisations for independent advice:</p> <ul style="list-style-type: none"> • SENDIASS – Special Educational Needs and Disability Information Advice and Support Service – a free, confidential and impartial service for parents or carers of children with special educational needs. http://sendiassglos.org.uk/ • IPSEA- Independent Parental Special Education Advice – a national charity providing free legally based advice to families who have children with special educational needs. http://www.ipsea.org.uk/
23.	<p>This information was updated in July 2022 and will be updated annually</p>