



SEND Information Report 2021-2022

What does having a special educational need and/or disability look like?

A child / young person is described as having a Special Educational Need 'if they have a learning difficulty or disability which calls for special educational provision to be made for him or her' and a child / young person 'has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

The four broad areas of need are:

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

(SEND code of practice: 0-25 years)

How does All Saints Academy identify if a pupil has a special educational need and/or disability?

At All Saints Academy, the Inclusion Team works closely with parents, teachers and the pastoral teams to ensure that pupils with SEND needs are identified and supported swiftly. This is done using the following pathway:

- Students' academic progress and attainment are regularly assessed and monitored throughout the school year.
- If a pupil does not make the expected progress with the support of High Quality Teaching in the classroom then they are raised

at departmental meetings or to the departmental SEND champions. Further strategies are implemented.

- If progress has still not been made, the Inclusion Team gathers feedback from all the student's subject teachers to identify patterns of difficulty.
- The Inclusion Team may then complete assessments with the pupil to identify a specific area of need
- If needed, specialist support will be requested from the relevant professional who may run assessments
- Alternatively, the pastoral team or an outside professional may raise a concern about a pupil with the Inclusion Team

At All Saints Academy, who can I discuss my concerns with?

All staff at All Saints Academy can help you with any concerns regarding Special Educational Needs but the following staff can give you more specific guidance on your child / young person:

Pastoral teams: Tutor , Head of Year, Student Support Officer

Teaching teams: Subject teacher, Head of Department

Inclusion team:



Ms. Sam Sykes. Assistant Headteacher. Director of Inclusion.

ssykes@asap.org.uk



Mrs Rachel Turner. SENDCo.

rturner@asap.org.uk



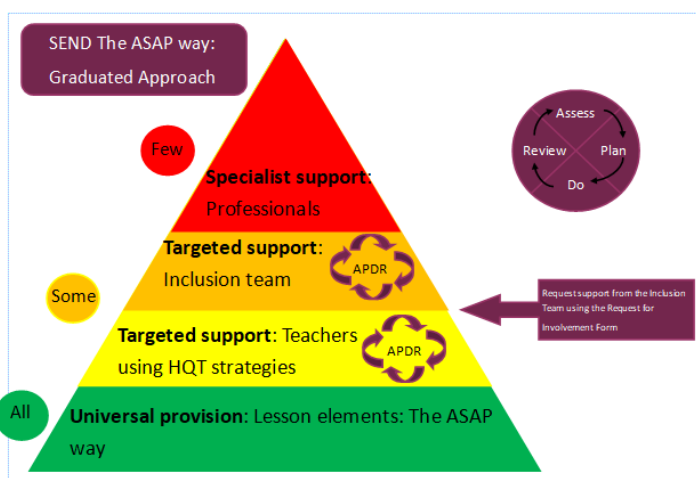
Mr James Buchanan. Deputy Headteacher. Director of Pastoral.

jbuchanan@asap.org.uk

You can contact the Inclusion Team on inclusion@asap.org.uk or call us on **01752 705131**.

How are pupils with SEND supported at All Saints Academy?

Pupils with Special Educational Needs are supported using the school's Graduated Approach pathway:



- **Specialist support:**

Some pupils will require additional support from outside professionals such as the Educational Psychology Team or the Communication Interaction Team.

- **Targeted support at Inclusion Team level:** Support is offered by the Inclusion Team both within and outside of the classroom in the form of

Interventions or Teaching Assistant support within lessons.

- **Targeted support at classroom level:** Bespoke High Quality Teaching strategies are used to support learners with SEND after teachers have consulted with departmental SEND Champions / the Inclusion Team.
- **Universal provision:** This is the provision which all pupils receive within the classroom from teaching staff.

Examples of support for SEND learners:

- High Quality Teaching strategies
- Learner Passports
- Enhanced transition from Primary School
- Enhanced transition to post-16 settings
- SEND homework club
- Inclusion pass system
- Lunchtime provision in the Inclusion base
- Enhanced home / school communication
- Interventions including: social skills, handwriting, phonics, literacy and numeracy boosting, skillsbuilder
- Bespoke keyworker programme
- Inclusion tutor groups
- ASDAN
- Adaptive equipment for students when needed (e.g. writing slopes, fiddle toys and specialised resources)
- Fresh Start lessons
- Alternative Provision in the Brunel Centre

The support detailed above is available for all pupils when needed and is not reliant the student having an Education, Health and Care Plan.

How are pupils with SEND supported in improving their social and emotional development?

At All Saints we recognise that learners with SEND may require additional support to improve their social and emotional development. This is supported in the following ways:

- Enhanced support from the pastoral teams
- 1:1 Keyworker sessions using Attachment Based mentoring approaches
- CAMHS support
- Social skills groups
- Additional support when listening to a young person with SEND from a member of the Inclusion Team e.g. when expressing their views for a TAM meeting or during the annual review process

How do we ensure that pupils with SEND are making progress?

Both the SEND and academic provision at All Saints is underpinned by the assess, plan, do, review cycle.

- Academically, pupils are assessed throughout the year by teaching staff to ensure that they are making progress
- Pupils taking part in interventions are assessed at the start and end of the intervention to analyse their progress
- EHCP targets are reviewed annually, in line with the national expectation. If a pupil with an EHCP is not making the expected progress towards their targets, then an interim annual review is held
- During TAM and EHAT meetings, SMART targets are set and reviewed. If progress towards these targets is not being made, then the team around that young person will assess the provision and alter it if needed
- When specialist support is needed, the pupil's provision and progress is discussed at termly planning meetings with the relevant professional. A change in support can then be implemented.

The above list ensures that pupils in all stages of the graduated response are making progress and the effectiveness of their provision is evaluated regularly throughout the academic year.

How are pupils with SEND and their families supported to share their views?

Pupils with SEND and their families are at the heart of the SEND provision at All Saints. They are encouraged to share their views at different points in the school year, including:

- Team Around Me meetings
- EHAT meetings
- Parents' evenings
- Learner Passports
- EHCP annual review process

For day-to-day issues, parents are able to speak with a member of the Inclusion Team who can support them with any concerns.

How does All Saints Academy involve others in meeting the needs of pupils with SEND and their families?

Professionals can be involved at any stage of support for pupils with SEND. For the pupils and their families, these can include:

The pupil:

- Educational Psychologist
- Communication Interaction Team
- Careers South West
- Child and Adolescent Mental Health Service
- Occupational Therapist
- Physiotherapist
- Young Devon
- Harbour
- Speech and Language Therapist
- Visual Impairment Service
- Hearing Impairment Service
- Child Development Centre
- Social Care
- Medical professionals

The family:

- SENDIAS (PIASS)
- Social Care
- Family support team

The professionals listed above are involved in a pupil with SEND's education in the following ways:

- Attendance at TAM, EHAT or EHCP meetings
- Lesson observations
- 1:1 assessment or therapy sessions

- Provision of advice to the Inclusion Team. Including strategy support for the classroom.
- Termly planning sessions with the SENDCo to review support and plan next steps

How are pupils with SEND and their families supported when they join or leave All Saints?

There are two important transitions for learners with SEND at All Saints Academy, the transition from Year 6 to Year 7 and the transition from Year 11 to a post-16 setting.

Year 6 to Year 7 transition:

Pupils with SEND are highlighted by the Primary SENDCo and then they are supported to transition into All Saints in the following ways:

- Transition meeting held, with the attendance of: the pupil where possible; the parents; the primary and secondary SENDCos; the pupil's year 6 teacher and any relevant professionals
- Transition plan is written containing strategies for support. This is then reviewed during the autumn term of Year 7
- Tours are held at All Saints Academy by a member of the Inclusion Team
- Enhanced transition sessions are held which are run by members of the Inclusion Team. These aim to help the pupil to meet members of the Inclusion Team and to provide key information about being a pupil at All Saints.
- A parents information evening is held at All Saints Academy during the summer term of Year 6
- If a learner has an EHCP, the SENDCo from All Saints can be part of the annual review process in Year 6
- Creation of a Learner Passport ready for September - with the student voice represented clearly

Year 11 to a Post-16 setting:

- Enhanced careers support which happen earlier in the school year for pupils with SEND
- Support from the Inclusion Team in accessing or applying for courses
- Transition meeting held with the attendance of: the pupil and their family; the SENDCo from All Saints; a representative from the post-16 setting and any relevant professionals (this may take the form of a Team Around Me meeting)
- Transition plan is written containing strategies for support
- If a learner has an EHCP, a representative from the requested post-16 setting and / or a careers advisor will attend the annual review
- Preparation for adulthood is a key theme addressed in meetings and discussion with the young person

What training / specialist expertise have the staff at All Saints Academy got relating to SEND?

Staff at All Saints are trained to support the needs of pupils with SEND. Below is a list of some of the training staff have had relating to SEND and who delivered the training during 2020-21.

Teaching staff:

- Supporting Primary Level learners in the classroom (Primary specialist teacher)
- High Quality Teaching strategies (Assistant SENDCo)
- Using the graduated response at All Saints (Assistant SENDCo)
- SEND champions support (Assistant SENDCo)
- The Inclusive Classroom (SENDCo)
- Autism training (CAMHS)

Pastoral:

- Emotion based coaching (Educational Psychologist)
- The pastoral - SEND pathway (Assistant SENDCo)
- EHAT (EHAST Team - Local Authority)
- Safeguarding Level 3
- First Aid

Inclusion Team / support staff:

- Adverse childhood experiences (online course)
- Reader/scribe training (Communicate-Ed)
- How to support SEND learners in the classroom (Educational Psychologist)
- First Aid

SENDCo:

- NPQSL (LSSW)
- National Award for SEND Coordination (Plymouth University)
- Attachment Based Mentoring (Babcock)
- Safeguarding Level 3
- Reader / scribe training (Communicate-Ed)

Director of Inclusion::

- National Award for SEND Coordination

Further training is provided as and when needed by the Educational Psychology Service, the Communication Interaction Team and the Speech and Language Service through the year.

How can I find out more information about Plymouth's Local Offer for pupils with SEND and their families?

Plymouth's Local Offer can be found by following this link:

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

What can I do if I am not happy with the school's provision? How can I share my concerns?

If you have concerns about the SEND provision that your young person is receiving at All Saints Academy, please follow our complaints procedure. This can be found by clicking on this link:

<https://www.asap.org.uk/information/policies/>

Guide to key terms and vocabulary:

ASDAN	ASDAN is a curriculum development and awarding organisation which provides programmes and qualifications that focus on the skills for learning, work and life.
Brunel Provision	The Brunel Centre is our on-site alternative provision which provides short packages with the aim of supporting and re-engaging learners with the mainstream classroom.
EHAT	The Early Help Assessment Tool (EHAT) is an assessment for multi-agency support and aims to support the child, young person or their family when a problem emerges.
EHCP	An Education, Health and Care Plan (EHCP) is a document which supports children and young people with SEND in education. If your child needs more support than the school can provide they may need an EHCP.
Fresh Start	Fresh Start is an intervention which teaches students to read accurately and to spell correctly.
High Quality Teaching	High Quality Teaching is teaching which is differentiated and personalised to meet the individual needs of the majority of children and

	young people.
Interventions	Interventions are small group sessions with specific targets aimed at supporting learners to close gaps in their skills and knowledge with their peers.
Learner Passports	Each child on the SEND register has a Learner Passport. This is a document which contains information on the pupil's additional needs and strategies for support. Importantly, it also includes the student's views.
PIASS	Plymouth Information, Advice and Support for SEND (PIAS) provides information, advice and support relating to SEND for parents, carers, children and young people in Plymouth. http://www.plymouthias.org.uk/
SEND	Special Educational Need and/ or Disability
SEND Champions	A member of staff represents each faculty within All Saints and offers support for their colleagues for learners with SEND and attends termly meetings with the Inclusion Team to raise concerns.
TAM	A Team Around Me meeting is a multi-agency meeting which allows the pupil, professionals and All Saints staff to look at the support a pupil may need at school.

Many thanks to Mrs Blake and Mrs McManus for their input into the SEND Information Report.