

SEN INFORMATION REPORT 2025 - 2026

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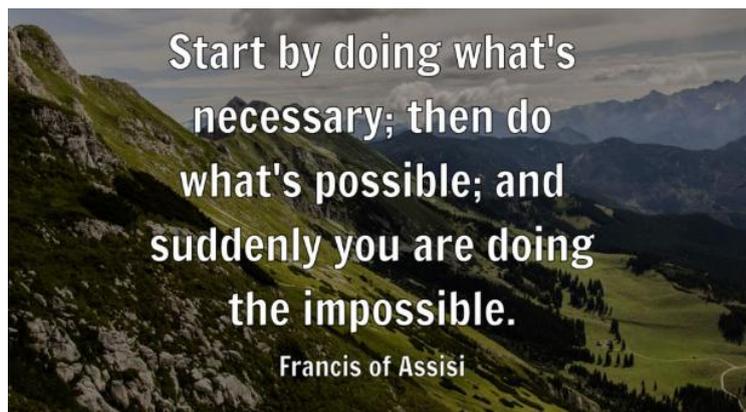
Introduction

Welcome to our SEN information report which is part of the All Saints' local offer for students with special education needs.

At All Saints' we are committed to working together with all the members of our school and wider community. We welcome feedback and future involvement in the review of our offer. You can do this through our SENDCo, Mrs. K. Haworth, k.haworth@allsaintshigh.lancs.sch.uk.

Vision for SEND:

We are passionate and committed to developing the skills and knowledge of all students with SEND to enable them to reach and exceed their full potential academically, spiritually and morally, ready for active participation in life beyond All Saints'.



As SENDCo, my team and I are driven by our desire to remove any barriers that prevent a student from thriving and being successful. We work with parents and students to implement the right provision at the right time. At the heart of every decision taken, is what is in the best interests of the student. By working closely together we can ensure a student focused approach that will prepare each individual for the challenges they face so that they are ready to make a positive contribution to society and be successful in their ongoing journey.

Our Approach to Teaching Learners with SEN

At All Saints' we believe in creating an inclusive culture in our school and wider community. We aim to be responsive to the diverse needs of our students' backgrounds, interests, experience, knowledge and skills. All Saints' ethos is to let every child's individual light shine brightly. All Saints' offers a caring and nurturing environment. We attempt to remove any barriers which reduce the chances of our students developing educationally, socially and personally. This is achieved through a broad and balanced curriculum with systems in place for early identification of barriers to learning.



<p>Section 1</p> <p>What kinds of Special Education Needs does All Saints' make provision for in school?</p>	<p>At All Saints' we have a diverse student cohort that includes students with: autism; ADHD; dyslexia; speech, language and communication difficulties; moderate learning difficulties; specific learning difficulties; Irlen syndrome; dyscalculia; dyspraxia; physical disabilities; mental health needs and sensory impairments.</p>
<p>Section 2</p> <p>How would All Saints' identify and assess my child's Special Educational Needs?</p>	<p>During their school career a student may have or develop a special educational need. The SEND Code of Practice (2015) defines SEN as:-</p> <p>"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> • 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 or mainstream post-16 institutions". <p>The number of students with additional needs changes regularly throughout the school year due to academic monitoring, liaison with medical professionals and official diagnosis and also through referral to the SEN department.</p> <p>Students are identified as having an additional need either through an SEN referral, transition information, academic monitoring or outside agency information/diagnosis. Any provision that is 'additional to or different from' the normal differentiated curriculum will be dependent on the students identified additional need.</p> <p>Teachers, support staff, parents/carers and students themselves may well be the first to notice a difficulty with learning. The SENDCo will also support with the identification of barriers to learning. All Saints' have a range of assessment tools available in school and will work in partnership with outside agencies/specialists for advice and recommendations.</p>



Section 3

(a) How does the school evaluate the effectiveness of provision for students with Special Educational Needs?

Progress is monitored as an integral part of teaching and leadership within All Saints'. Any student with identified additional needs who receives intervention within school is assessed termly (or sooner) to assess the impact of their provision.

Parents of students who hold an Education, Health and Care Plan (EHCP) are invited to discuss intervention, progress and the targets regarding their child's learning at their annual review, parents' evenings and throughout the year if they request a 1:1 with the SENDCo.

Progress data for all students is collated by the whole school and termly progress reports are sent to parents for their child.

The SEN department tracks the progress of all students on the SEN register and liaises with departments when issues are highlighted.

We follow the 'Assess, Plan, Do, Review' cycle as outlined in the SEND Code of Practice (2015).

There is a school Governor with responsibility for SEN, reports are submitted to the School Governing Body for monitoring and evaluation purposes.

(b) How will I know how well my child is doing at school?

Parents are encouraged to take an interest in their child's learning and support them to achieve their potential. Parents can review regularly their child's work, including homework. Parents are invited to meet their child's teachers at the annual parents' evenings. The SENDCo and relevant Pastoral Leader are also available at each of these evenings.

Students with an Education Health and Care Plan can also discuss progress and expectations at their child's annual review.

High quality teaching and learning is valued at All Saints' for all learners and is actively monitored. Our aim is to create a learning environment that meets the needs of all members of our school community. We monitor progress of all our students and progress reports are sent home termly

<p>(c) The schools approach to teaching students with special educational needs.</p>	<p>Every teacher in All Saints' is required to adapt the curriculum to ensure access to learning for all students in their class – referred to as 'Quality First Teaching' or 'High Quality Teaching' by the SEND Code of Practice (2015). All teaching and support staff continue to develop their ongoing knowledge and understanding of SEND issues through planned professional development opportunities. In addition to interventions by the classroom teacher, the SENDCo will coordinate additional support based on individual need.</p>
<p>(d) How the school adapts the curriculum and learning environment for students with special educational needs.</p>	<p>All Saints' aim is to provide a curriculum that is relevant and broad and helps all students to become as independent as possible in an environment that promotes positive learning experiences. Where appropriate, the curriculum is personalised to meet the needs of the individual student.</p>
<p>(e) What additional support for learning is available to students with special education needs?</p>	<p>The Headteacher and SENDCo co- ordinate all decisions about the type of intervention and the level of support a student with additional needs receives. Support may range from the provision of learning aids, such as a coloured overlay, through to 1-1 adult support.</p>
<p>(f) Which activities are available for students with special educational needs in addition to those available in accordance with the curriculum?</p>	<p>All Saints' recognise the benefits of extracurricular activities that are conceptualised and implemented in ways to allow all students to actively participate. All students are encouraged to become involved in a wide range of activities; allowing students to find a group that is meaningful to them. These include lunchtime, after school activities and residential trips. These can be supported by the SEN department's staff. The benefits of our extra-curricular activities include:</p> <ul style="list-style-type: none"> • Building strong relationship skills • Making a contribution • Raising self-esteem • Involvement in the community • Getting involved in diverse interests • Learning about commitments • Learning time management and prioritising



<p>(g) What support is available for improving the emotional and social development of students with Special Educational Needs?</p>	<p>Student's health and well-being is paramount. All Saints' has a robust safeguarding policy in place. All staff have enhanced DBS. The school works closely with medical practitioners who provide medical health care plans which advise school on the medical needs of the individual student. The school also works closely with social care organisations, if your child requires that level of support.</p>
<p>Section 4</p> <p>Name and contact details of the SENDCo</p>	<p>Mrs. K. Haworth</p> <p>k.haworth@allsaintshigh.lancs.sch.uk office@allsaintshigh.lancs.sch.uk</p> <p>01706 213693 All Saints' R.C. High School Haslingden Road Rawtenstall BB4 6SJ</p>
<p>Section 5</p> <p>What training is provided for staff supporting SEND students?</p>	<p>Every teacher at All Saints' is required to adapt the curriculum to ensure access to learning for all students in their class according to the Code of Practice. Staff are continuing to develop their ongoing knowledge and understanding through planned professional development opportunities. The SENDCo also provides regular SEN updates to all staff.</p>

Section 6

How accessible is All Saints'?

At All Saints' we are deeply committed to ensuring that our school environment is accessible, inclusive, and fully supportive of the needs of all students, staff, and visitors.

The school building spans three floors, each of which can be accessed via a lift, thereby ensuring that individuals with identified physical needs are able to move freely throughout. In order to maintain safety and appropriate supervision, students who have provided medical evidence to enable them to use the lift, must be accompanied by a named adult who holds a dedicated key.

Our corridors are intentionally wide to accommodate wheelchair users. There is a designated accessible parking space immediately outside the front entrance to facilitate ease of arrival and departure.

To further support access, every floor is equipped with a fully accessible toilet. On the third floor there is a specialist hygiene room, fitted with a ceiling hoist and a specialised changing bed, enabling personal care to be delivered in a safe and respectful manner.

Within the teaching spaces, we ensure that all classrooms are conducive to learning for students with diverse needs: each room is carpeted for acoustic comfort, equipped with blinds to manage light levels, and fitted with interactive whiteboards to support visual and multisensory teaching and learning.

In terms of pedagogical and curricular provision, All Saints' employs a rich and varied set of strategies to support students with special educational needs. These include structured visual supports such as school planners and timetables. We make use of keyword lists to reinforce subject-specific vocabulary, and scaffolded tasks or outcomes to break down complex learning into more manageable steps. To further support writing and structure, staff adapt the task accordingly providing writing frames and structure check lists. Where appropriate, we provide coloured paper and enlarged print materials, and modified exam papers tailored to individual needs. For both internal and external assessment, special exam arrangements can be made, ensuring that each student has equitable opportunity to demonstrate their learning.



Section 7

Consultation with parents regarding arrangements for children with Special Educational Needs.

All Saints' recognises the positive impact of involving parents in their child's education. For parents who may need support, help is available in school with the completion of forms and paperwork. Parents/carers can access this support through either the SEN department or the Pastoral team. The staff at All Saints' will help parents/carers with any difficulties they may be experiencing.

The SEN department has access to a wide range of outside agencies that can provide support to families in relation to specific issues and we signpost parents as appropriate.

<p>Section 8</p> <p>What arrangements are there for consulting young people with special education needs to involve them in their education?</p>	<p>All Saints' recognises the positive impact of involving students in their education.</p> <p>Students are consulted and their views and opinions are developed into Adaptive Learning Plans (ALP). This is then put on the staff secure area for staff to access and to take into consideration the student's requirements where appropriate in their lessons. Student's ALP's are reviewed and updated as required to a change in circumstances, no less than annually.</p> <p>Students with an EHCP are invited to their annual review where they are able to contribute to deciding their review targets.</p> <p>Where appropriate, the SEN department has access to a wide range of outside agencies which can provide support to students on specific issues and, where appropriate, students will be referred to the relevant agency.</p>
<p>Section 9</p> <p>What do I do if I have a concern about the school provision?</p>	<p>In the first instance we encourage you to contact either the subject teacher, Pastoral Leader or SENDCo. If you still have concerns, then please contact the Headteacher. In the unlikely event that your concern is not resolved, you will be advised to contact our Chair of Governors.</p>

<p>Section 10 & 11</p> <p>Which specialist service and expertise are available at / or accessed by the school?</p>	<p>Within the SEN department we have six teaching assistants. We also have two Higher Level Teaching Assistants.</p> <p>Our support staff are utilised to ensure that students achieve their best outcomes and gain independence. We work on a system of shared support and our teaching assistants add significant value to classroom interactions.</p> <p>For some learners, when appropriate, we may want to seek advice from specialist teams such as speech & language specialist, hearing impairment specialist, visual impairment specialist and educational psychologist.</p>
<p>Section 12</p> <p>What are the school's arrangements for supporting students with Special Educational Needs during transition?</p>	<p>A range of practices are employed by All Saints' to support students from Year 6 to Year 7, making sure they feel prepared on entry.</p> <p>Transition begins in the September prior to year of entry, when potential students attend an Open Evening with parents/carers to introduce them to the school and staff before the application process begins. Parents with children who have SEND can arrange extra visits to speak to the SENDCo to help them to prepare by addressing any worries and providing information both about the transition process and the available provision at secondary school.</p> <p>Visits to feeder primary schools are conducted by the SENDCo to meet all students with significant additional needs to find out key information from the primary SENDCo and classroom teacher. EHCP reviews for Year 6 students may be attended by the SENDCo to discuss intervention and the next steps for transition.</p> <p>The Year 6 visit day allows all students who are joining All Saints' to visit the school and experience a day within the school setting with their peers. Additional visits for students with SEND are organised in liaison with the primary school SENDCo.</p>



<p>Section 12 (continued)</p>	<p>We recognise the importance of all key transition points, including KS3 to KS4.</p> <p>Our aim is to ensure that students in Year 11 are able to progress at 16 to suitable education, training or employment. Each student in KS4 will have a 1:1 meeting to discuss appropriate choices with our careers advisor, Miss Grenaghan. Students in Year 9 can request a meeting to discuss appropriate GCSE choices if required.</p> <p>All students receive support from the school's careers advisor with preparing for this transition and additional support with completing applications and visiting colleges can be provided for students with SEND.</p> <p>Students with EHCPs will have their next steps discussed at annual review meetings for Y9 onwards and referral to further agencies via Lancashire SEND services can be made by the SENDCo to support such students with the transition.</p>
<p>Section 13</p> <p>Where can I get further information on the local authority's local offer?</p>	<p>For more information about services available visit: Lancashire Local Offer:</p> <p>https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/</p>