ROMERO CATHOLIC ACADEMY TRUST

All Saints'
Roman Catholic High School,
A Voluntary Academy

SEN INFORMATION REPORT 2026 - 2027

Updated: Autumn -2026
Review Date: Autumn 2027

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 Assistant SENDCo, Mrs L Pickup l.pickup@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'.

We 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.

SEND at All Saints' At a Glance:

SENDCo	Mrs Francesca Lord
Assistant SENDCo	Mrs Lauren Pickup
Contact	l.pickup@allsaintshigh.lancs.sch.uk 01706 213693
SEND Governor	Mrs A Tunstall – Inclusion Link Governor
School SEND policy	https://www.allsaintshigh.lancs.sch.uk/attachments/download.asp?file=440&type=pdf
Accessibility Plan	https://www.allsaintshigh.lancs.sch.uk/attachments/download.asp?file=35
Complaints Policy	https://www.allsaintshigh.lancs.sch.uk/attachments/download.asp?file=565&type=pdf
Lancashire Local Offer	https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

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.

Section 1 What kinds of Special Educational Needs does All Saints' make provision for in school?	At All Saints' we have a diverse student cohort that includes students with: autism; ADHD; dyslexia; speech, language and communication difficulties; Social Emotional and Mental Health difficulties, moderate learning difficulties; specific learning difficulties; Irlen syndrome; dyscalculia; dyspraxia; physical disabilities; mental health needs and sensory impairments.
Section 2 How would All Saints' identify and assess my child's Special Educational Needs?	During their school career a student may have or develop a special educational need. The SEND Code of Practice (2015) defines SEN as: - "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: • 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". 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. 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. 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.

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 Assistant SENDCo. The effectiveness of SEND provision is evaluated through pupils' progress and attainment, attendance, behaviour, engagement, progress towards individual outcomes, pupil and parent voice, intervention assessments and the impact of reasonable adjustments. Where provision is not having the intended impact, it is reviewed and adapted. We use the graduated approach of Assess–Plan–Do–Review (outlined in the SEND Code of Practice 2015). Where a pupil is identified as having SEN, their needs are assessed and appropriate outcomes and provision are agreed. Teachers remain responsible and accountable for the progress and development of pupils in their classes, including where pupils access support from teaching assistants or specialist staff. Provision is implemented, its impact reviewed and adjustments made in response to the pupil's progress, needs and views and those of their parents/carers. The views of students with SEND and their parents/carers are an important part of the Assess–Plan–Do–Review process. Their views are sought when identifying needs, agreeing support and outcomes and reviewing the effectiveness of provision. 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 also 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 Assistant 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 twice a year.

(c) The schools approach to teaching students with special educational needs.	Every teacher at All Saints' is responsible for ensuring that students with SEND can access high-quality teaching. Teachers use adaptive teaching approaches and reasonable adjustments, informed by their knowledge of individual students' needs, while maintaining high expectations for all. In addition to interventions by the classroom teacher, the SENDCo will coordinate additional support based on individual need.
(d) How the school adapts the curriculum and learning environment for students with special educational needs.	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.
(e) What additional support for learning is available to students with special education needs?	Additional provision and intervention is determined according to individual need through the school's graduated approach. The SENDCo/Assistant SENDCo works with teachers, support staff, students, parents/carers and, where appropriate, external professionals to determine appropriate provision and review its impact.
(f) Which activities are available for students with special educational needs in addition to those available in accordance with the curriculum?	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: • 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

(g) What support is available for improving the emotional and social development of students with Special Educational Needs?	Student's health and well-being is paramount, students will receive pastoral support from their form tutor or pastoral leader, will have the opportunity for 1-1 time with a Teaching Assistant or trusted adult and will be provided with the opportunity to engage in specific SEMH interventions such as Lego therapy, time to talk etc. All Saints have also invested in training a Teaching Assistant to become ELSA (Emotional Literacy Support Assistant) qualified and training all teaching assistants on trauma informed practice and approaches along with an increased focus on supporting neurodivergent learners emotional and wellbeing. The school is committed to ensuring that students with SEND feel safe, listened to and included. Students are encouraged to share concerns with their Form Tutor, Pastoral Leader, a member of the SEND team or another trusted adult. The school's Behaviour and Anti-Bullying procedures apply to all students, with appropriate reasonable adjustments made where required. Any concerns relating to bullying involving a student with SEND are taken seriously and addressed promptly, with additional pastoral support provided where appropriate. The school also 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. Where a student with SEND experiences barriers to regular attendance, the SEND, pastoral and attendance teams work together with the student and their family to understand those barriers and identify appropriate support and reasonable adjustments where required.
Section 4 Name and contact details of the named SENDCo Name and contact details of the Assistant SENDCo	Mrs F Lord f.lord@allsaintshigh.lancs.sch.uk Mrs L Pickup l.pickup@allsaintshigh.lancs.sch.uk office@allsaintshigh.lancs.sch.uk 01706 213693 All Saints' R.C. High School Haslingden Road Rawtenstall

	BB4 6SJ
Section 5 What training is provided for staff supporting SEND students?	SEND professional development forms part of the school's ongoing CPD programme. Training is informed by the needs of the current pupil cohort and may include autism, ADHD, dyslexia and literacy difficulties, speech, language and communication needs, adaptive teaching, sensory needs and effective deployment of teaching assistants. Individual staff receive additional training where required to meet a student's specific needs. Utilising this training, all teachers at All Saints' are required to adapt the curriculum to ensure access to learning for all students in their class according to the Code of Practice.

Admission arrangements for pupils with disabilities

All Saints' is an inclusive mainstream secondary school. Students with disabilities are considered for admission on the same basis as other pupils and will not be treated less favourably because of their disability. Where a pupil has an Education, Health and Care Plan which names All Saints', admission will be considered in accordance with the statutory EHCP consultation process. The school works with families, the Local Authority and relevant professionals to identify and make reasonable adjustments necessary to support successful admission and transition.

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. Where a student has an identified need that means they require use of the lift, appropriate arrangements will be agreed with the student and their parent/carer. Supporting medical or professional information may be requested where this is necessary to understand the student's needs and ensure appropriate arrangements are in place. To maintain safety and appropriate supervision, students using the lift will normally 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. Our Accessibility Plan provides further information about how we are continuing to improve access to the curriculum, physical environment and information for disabled students. The Accessibility Plan is available on the school website https://www.allsaintshigh.lancs.sch.uk/attachments/download.asp?file=35
All Saints' is committed to ensuring that disabled students are not treated less favourably than other students. We make reasonable adjustments, where required, to ensure that students with disabilities can access the curriculum, wider school life, facilities, educational visits and extracurricular opportunities. Decisions are made according to individual need and in consultation with students, parents/carers and relevant professionals where appropriate.	
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 SEND team or the Pastoral team. The staff at All Saints' will help parents/carers with any difficulties they may be experiencing. All Saints' routinely work with the following outside agencies: Educational Psychology, Speech and Language Therapy, Occupational Therapy, specialist teachers, ELCAS, MHST, school nurse, Lancashire SEND services, social care and careers services. The SEND team also has access to a wide range of other outside agencies that can provide support to families in relation to specific issues, and we will signpost these to parents as appropriate.

Section 8 What arrangements are there for consulting young people with Special Educational Needsto involve them in their education?	All Saints' recognises the positive impact of involving students in their education. Students are actively involved in identifying their strengths, needs and aspirations and their views inform the development and review of their Pupil Passports. Pupil Passports are made available securely to relevant staff so that agreed strategies, adjustments and approaches can be consistently implemented across the curriculum. Student's passports are reviewed and updated as required to a change in circumstances, no less than annually. Students with an EHCP are invited to their annual review where they are able to contribute to deciding their review targets. Where appropriate, the SEND team 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.
Section 9 What do I do if I have a concern about the school provision?	We encourage parents/carers to raise concerns at the earliest opportunity with the SENDCo/Assistant SENDCo so that they can be resolved informally wherever possible. Where a concern cannot be resolved, parents/carers may use the school's formal Complaints Policy, which is available on the school website- https://www.allsaintshigh.lancs.sch.uk/attachments/download.asp?file=565&type=pdf This sets out the stages of the complaints process and arrangements for escalation where necessary.

Section 10 & 11 Which specialist service and expertise are available at / or accessed by the school?	The SEND team currently includes seven Teaching Assistants and two Higher Level Teaching Assistants, one with a specialism in Maths. Support staff work alongside teachers to help students access high-quality teaching, develop independence and make progress towards identified outcomes. Deployment is based on students' needs and is reviewed according to the impact of the support provided. Where additional specialist expertise is required, the school works with a range of external professionals and services, as outlined in Section 7.
Section 12 What are the school's arrangements for supporting students with Special Educational Needs during transition?	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. 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 Assistant 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. Visits to feeder primary schools are conducted by the Assistant 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 Assistant SENDCo to discuss intervention and the next steps for transition. 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 and small group enhanced transition sessions are organised in liaison with the primary school SENDCo.

Section 12 (continued)	We recognise the importance of all key transition points, including KS3 to KS4. 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. All students receive support from the school's careers advisor preparing for this transition and additional support with completing applications and visiting colleges can be provided for students with SEND. Students with EHCP's will have their annual review in the Autumn Term to ensure that their EHCP is updated and can be shared with further education / training providers to support their transition to KS5. Where a student with SEND joins or leaves All Saints' at another point during the school year, the SEND team liaises with the previous or receiving setting to support continuity of provision and the effective transfer of relevant information.
Section 13 Where can I get further information on the local authority's local offer?	For more information about services available visit: Lancashire Local Offer: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/