

SEND 14: All Hallows Catholic School Local Offer

Question		School Response
1	How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<ul style="list-style-type: none"> • We have rigorous monitoring in place that tracks the progress of our students in all areas of the curriculum. When a student is not making the expected progress in a particular area of learning the school will discuss this with the student and parent/carer and if required the need for additional support may be identified. • This regular monitoring of behaviour and progress initiates communication with parents to celebrate success and to work together to resolve issues. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the form tutor to discuss their concerns or alternatively they can speak to the Special Needs Coordinator (SENCO).
2	How will early years setting / school / college staff support my child/young person?	<ul style="list-style-type: none"> • When the school identifies the need for additional support to enable a student to make the expected progress the SENCO will plan appropriate intervention to support the student and this will be shared with the parents/carers. • The SENCO liaises with the English and Maths Departments to plan appropriate provision for students identified as being in need of intervention and progress is reviewed at regular intervals. • A range of interventions are in place and will be used according to student's needs. All the interventions used in our school are monitored and progress is tracked by school assessment procedures. When targets are not being met we are quick to respond and find alternatives. • SENCO communicates outcomes of interventions to staff via up-dating IEPs and half termly SEN Bulletins. • SENCO meets with parents and tutors, where appropriate, to plan interventions and review outcomes.
3	How will the curriculum be matched to my child's/young person's needs?	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual students so that they can plan lessons with appropriate differentiation as required. • Whole school monitoring of outstanding classroom practice.

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4	How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<ul style="list-style-type: none"> • All students receive regular feedback through marking in their books and assessments. • In addition to this we send home termly progress reports and hold a parents evening for each year group and a whole school consultation day. It is at these meetings that we will talk about progress and share ideas about how we can work together to support their learning in school.
5	What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> • The Catholic Ethos of the school is embedded in all aspects of school life. • All students are supported with their social and emotional development through the curriculum which includes PSHE. • Our School Code reflects the importance of respecting yourself, others, learning and the environment.
6	What specialist services and expertise are available at or accessed by the setting / school / college?	<ul style="list-style-type: none"> • Students are referred to appropriate support services if they are identified with an additional need, for example the Specialist Teacher and Educational Psychology Service. In addition to this we also liaise and receive training from services such as Speech and Language, Occupational Therapist as well as ASD outreach.
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Our TAs attend relevant courses and training programmes. • We also receive training from ASD outreach and liaise with other services that support our students to enable our TAs to follow specific programmes of work.
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • We encourage all students to take part in at least one extra-curricular activity. • The school uses Pupil Premium, where applicable, to support attendance on trips, including residential. • Pupil Premium is used to support additional activities such as music lessons. • Parents informed of all extra-curricular activities through termly bulletins sent home. • Residential trips offered to all with additional parent/carers meetings.
9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> • The building has increased its accessibility recently with the addition of a lift to enable parents and visitors to enter the building at a higher level. The school is not fully accessible in all areas. New buildings are fully accessible. • Any specialist equipment is provided according to identified specific individual need and resources.

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10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	<ul style="list-style-type: none"> • Our school has an established induction programme and liaises with the feeder schools in a variety of ways, including arranging visits for groups of students from year 5 onwards. Leadership oversee this transition and other key members of staff are involved including Heads of Year and the Special Educational Needs Co-ordinator. • Individual transition plans made as needed, specifically additional visits for students with SEN can be arranged on request and individual transition booklets provided. • Records transferred from primary schools are analysed as part of KS3 baseline data to form future targets. • All Hallows has its own Sixth Form College which embraces all students.
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	<ul style="list-style-type: none"> • We allocate resources to students who, through our own assessments and monitoring systems are identified as being in need of specific interventions matched to individual need.
12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • When students join our school all available information is collected and analysed. This information is obtained through our primary school liaison, records and KS2 assessments as well as our meetings with new parents. • Progress is monitored and reviewed at key times through the year and parents are kept informed via the student's reports and at parents evenings and on consultation day. • There are a variety of options available and these are considered by the SENCO working with the student their families and other staff. All staff are expected to deliver an inclusive provision and this is supported by interventions as decided by SENCO, Student and family.
13	How are parents involved in the setting / school / college? How can I be involved?	<ul style="list-style-type: none"> • We believe that parents have a very important role to play in their son or daughter's education and encourage dialogue which supports the students learning needs. New parents are invited to attend meetings and we hold other meetings throughout the year to inform parents about the different stages of their child's education. All students are issued with a school journal and parents are encouraged to look at this regularly and sign it weekly. The form tutor is the first point of contact for all parents.
14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their son or daughter's form tutor or alternatively the school's SENCO.