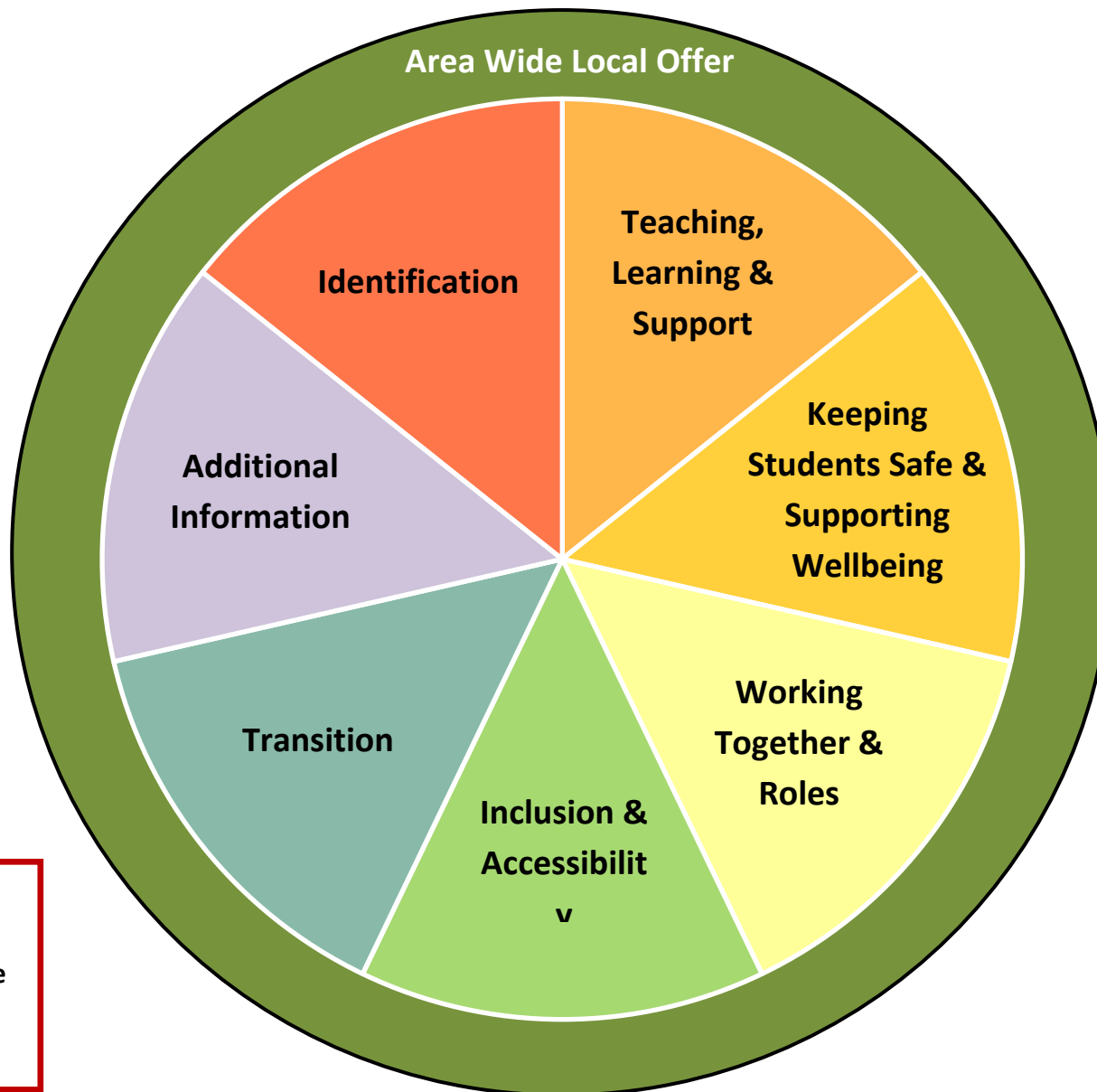


# All Hallows Catholic College Information for Special Educational Needs and/or Disability

Please scroll through this information to see the types of support All Hallows Catholic College can offer BUT please ensure that you contact the College to discuss the specific needs of your child and to view the College with a member of staff.



All Hallows Catholic College is a Faith based 11-18 Voluntary Academy that offers an inclusive mainstream educational establishment.



# All Hallows Catholic College Information for Special Educational Needs and/or Disability

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<b>Name of Setting</b>	All Hallows Catholic College
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	11-18
<b>Number of places</b>	210 per year
<b>Which types of special educational need do you cater for? (IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.                 </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in                 </div> </div> <div style="border: 1px solid #ccc; height: 150px; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer’s Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



## Questions from the Parent/Carer's Point of View:

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### Identification

#### How will you know if my child or young person needs extra help?

In terms of the identification of students who may need additional help there are a number of routes we take:

- This may come from identification by teachers, teaching assistants, or other staff within College who may highlight a particular concern relating to progress. Such concerns will be discussed with parents and students to identify if extra help is necessary and the form it will take
- It may also come from concerns raised by parents – who would be encouraged to discuss such concerns with the subject teacher if it relates to one particular area, or with the Year Learning Leader (YLL), Assistant SENDCo or SENDCo if the concern is more widespread. Through these discussions the type of extra help will be decided.
- A literacy screening test is used for all students at the start of each year to ascertain if there are students who are working at a reading and spelling age that would hamper their ability to access the curriculum. If extra literacy support is necessary, this will be put in place after discussion with parents and students
- If there is a concern about numeracy again this concern will be discussed with parents and students and the appropriate extra help will be put in place

For students in Year 6 joining us in September of Year 7, there are also a number of different avenues by which we will determine if extra help is needed

- All Year 6 students are tested for their literacy age and students who's reading and spelling age is below that which would prevent them progressing in the KS3 National Curriculum, then additional literacy support will be put in place. Where this is the case parents will be informed by letter and invited to discuss this support
- There will also be discussion with primary teachers and primary SENDCos to determine what extra help may be necessary
- Parents are also very much invited to contact either the Year 7 YLL, the SENDCo (Mr B Mercer) or the Assistant SENDCo (Mr M Geagea) if they feel their child may benefit from extra help

For students who wish to join the Sixth Form, we recommend that you contact Mr Howells (Head of Sixth Form) or Mr Parke (Year 12 YLL). Students joining us into the Sixth Form:

- Will be asked about SEND matters in order to determine appropriate post 16 courses and whether additional support is necessary
- Will be given an opportunity to discuss needs and requirements
- Reports and progress grades will be sourced from the school currently attended
- For students joining with an EHC Plan both SENDCo and Mrs Garvey will attend the initial meeting

In all cases parents are welcome to highlight any concerns that they have regarding the progress of their child.



## All Hallows Catholic College Information for Special Educational Needs and/or Disability



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### Identification

#### What should I do if I think my child or young person needs extra help?

If your child is currently a student at All Hallows then please do contact us with concerns regarding progress.

If your child is not progressing or you have concerns regarding a particular subject, then please contact the subject teacher or the subject leader (contacts can be found on the website or through phoning the reception at College)

If the concern is more widespread please contact either your child's form tutor, the relevant YLL or the SENDCo / Assistant SENDCo

If your child is joining All Hallows in Year 7, or as a Sixth Form Student, then please contact the Year 7 YLL, the Year 12 YLL or the SENDCo / Assistant SENDCo

If your child is transferring to All Hallows from another school, then please contact the Pastoral Administrator to arrange an appointment with the relevant Head of Key Stage

#### Where can I find the setting/school's SEND policy and other related documents?

All current policies can be found on the College Website ([www.allhallows.org.uk](http://www.allhallows.org.uk)) under the section for parents. If you do have issues accessing these please contact the main College office or reception who will help you access these documents



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## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND?

All Hallows very much encourage parents to work with us as partners for their child’s education and progress. For SEND students we very much try to be Inclusive whilst recognizing that there are times when the package of education has to be tailored for individual needs.

For the vast majority of students with or without SEND, the most appropriate provision to ensure progress will be within the classroom accessing Quality First Teaching. All students will be placed into a set based on academic ability and this setting will be monitored via regular teaching assessments.

For other students we may need to make further modifications – but these would only be done through discussion with parents and with students. Such provision may take the form of:

- Additional literacy and numeracy support with the SEND teacher or SEND teaching assistant
- Additional support for other areas ie. Memory, study skills, language understanding – again with the SEND teacher or SEND teaching assistant
- Support based on an identified need
- Support within Aspire based on a personal need or a social and communication need
- Behaviour support within Aspire
- Access to Teaching Support within class (usually although not exclusively for students with an EHC Plan)

If such types of support are necessary, then they will only be put into place through discussion with parents (via letter in the case of literacy or numeracy support) and students and usually after a meeting with the YLL/ SENDCO/ or Assistant SENDCo so that such support can be explained and the type of support identified.

In terms of external teaching, whilst we strongly encourage all students to access learning in class for 100% of the time, when this is not possible the type of support (either from support from College, or support from the LA Tutoring team, or both) needed by the student to ensure progression will be determined in discussion with the parent and student (where appropriate).

If the support needed is in the form of an educational or motivational work placement, then this will also be discussed with the parents and students and would only be set up with their agreement.

\*Aspire is our on site Inclusion facility which offers nurture support and behavioral strategies for students

### How will the curriculum and learning environment be matched to my child or young person’s needs?

All staff are expected to meet the needs of the students they teach. This will be based on information shared with them by the SENDCo/Assistant SENDCo or the YLL. Regular reminders about individual student’s needs, are sent to staff and all staff receive regular updates about the needs of particular students. Subject Leaders are expected to ensure that the teachers within their faculties/ subject areas are ensuring that the needs of the students they teach are being met, but we do welcome input from parents if they feel that this is not the case.



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## Teaching, Learning and Support

For most students access to mainstream, quality first lessons, is the entirety of the support they may need. Some may need additional support and the SENDCo/Assistant SENDCo/ YLL will arrange for this with parents based on the need of the students and the type of extra support required. In these cases, the setting up and monitoring of any plans that involve the provision of extra/ additional support will be the responsibility of the SENDCo/Assistant SENDCo/ YLL – depending on the nature of the plan and the type of extra support that has been put in place.

At times there will be a need to consult with outside agencies (ie. Child and Adolescent Mental Health Service (CAMHs), Cheshire East Autism Team (CEAT), NHS Speech and Language Team (SALT), Occupational Therapy etc) and this will be done through the SENDCo/ Assistant SENDCo/ YLL or the Family Support Worker (currently Caroline Clements) again depending on the type of need and type of advice/ support needed.

In terms of exam provision – testing for this will happen in Year 10 and will be conducted by the SEND team and by the SEND Teacher. Access to exam support is based on a wide range of tests and must meet the exam board requirements set out by JCQ. The selection of students that may be tested for exam support is based on a number of sources of information:

- EHC Plan – all students on an EHC Plan will be tested for extra exam support
- Medical evidence
- A history of having had previous support for SEND (ie. Literacy/ numeracy lessons)
- Enquiries by teachers
- Enquiries by parents.

It must be made clear that occasionally parents ask for extra support in exams but where there is no history of previous need. Currently this would preclude a child from accessing such support.

For parents who wish to find out about the variety of subjects that are taught at All Hallows there are a number of avenues they can pursue:

- Visit the College website ([www.allhallows.org.uk](http://www.allhallows.org.uk))
- Attendance at one of the Open Evenings/ Open Mornings
- Attendance at the GCSE Pathways Evening – usually held in March
- Attendance at the A Level Information Evening – usually held in October/ November
- Contacting College and requesting an individual meeting with member of staff

## How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The SEND budget is managed by the SEND leadership team (in consultation with the Senior Leadership Team and Finance Team) and is allocated to the provision of resources. These include:

- Teaching assistants
- Resources for students with SEND
- Provision within Aspire



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## Teaching, Learning and Support

- Provision of outside specialist teaching if available

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

In terms of the support for the young person the decision-making process for the type of support the child needs would begin after an identification that such extra help is necessary. Once this has been identified and discussed with the parents and the student then the type of support that they require will be discussed. The majority of such extra support can be found within the provision already put in place by College (i.e. literacy/ numeracy support, Aspire). If there is a need for support that is not currently already in place within College this will be discussed with parents and the feasibility of implementing such support discussed. If necessary, the Senior Leadership Team would also be consulted i.e. Modification to timetable.

### How will equipment and facilities to support children and young people with SEND be secured?

The SENDCO and Assistant SENDCo will take the primary lead in securing equipment or facilities for young people. This may be delegated to the appropriate teaching assistant (i.e. exam provision) or subject leader/ teacher BUT this will be coordinated in all cases by the SENDCO/ Assistant SENDCo. Again, parents may know of suppliers of equipment/ facilities/ facilitators that may be beneficial for a student with particular needs. In such cases recommendations are always welcomed – although the feasibility of utilising them would be discussed.

### How will you and I know how my child or young person is doing and how will you help me to support their learning?

In terms of progress within the classroom, students are assessed four times a year by their class teacher. The results from these assessments are shared with all students and they are asked to complete the appropriate pages within their student planners and the flight paths within their exercise books. This information is also shared with parents via the parent gateway. Parents are also invited into College to meet with teaching staff and discuss the progress of their child. This happens yearly at parents evening (please see website for dates). For parents with additional concerns about progress they are welcome to contact the YLL/ SENDCO/Assistant SENDCo.

For SEND students without an EHC Plan, concerns can also be raised with the YLL, SENDCo, or Assistant SENDCo.

Students who access additional support for literacy are tested at two points in the College year and their progress reported home via letter.

For all students there are regular reports that parents can access on the Parental Gateway (for which log ins will be provided). These detail student's progress and are based on the assessments that children take during the course of the year (four times – at October, December, April and July). Students are told of their



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## Teaching, Learning and Support

progress and asked to fill in their student planner and the flight path in the front of their exercise books. For children on an EHCP these are also discussed with their TA Key Worker. We also hold Parental Consultation Days during the course of the year at which parents can discuss the progress of their child.

For parents who wish to have more detailed and individual chats about their child’s progress or who feel that their child is not making expected progress we would encourage them to contact their child’s Form Tutor, the subject teacher/leader (if it is subject related) or, if they have wider concerns, the YLL or SENDCo/ Assistant SENDCo.

We encourage all parents to take an active role in using the above structures to monitor the performance of their child and work with College to ensure their child makes the best progress. Details about what children are studying can be found on the College website. Information on what a parent can do to help their child at home can be obtained either from the Form Tutor, YLL, SENDCo/ Assistant SENDCo or for children with EHCPs, the Key Worker TA.

## How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

As well as the information about reporting progress detailed above for students with EHC Plans a yearly review of the EHC Plan will take place with the SENDCo/Assistant SENDCo however parents may come into College before this to discuss progress or raise concerns. This review will be based on comments from teachers, comments from TAs but also comments from the student and their parents. The review meeting will have the SENDCo/Assistant SENDCo, the relevant TA (usually the Key Worker), the parents, the student, and any outside agencies who may be needed at the review.

## How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

Evaluation of arrangements and provision is dependent on what these are, how they’ve been set up and the impact they have had.

In terms of the provision of extra literacy support students are assessed twice a year to assess how they have progressed. Those students who have achieved a reading and spelling age that allows them to access the main stream curriculum (usually above 10 years) will no longer access this support. However, in discussion with parents and the students, and based on advice from the SEN teacher or subject teachers, other types of support may be necessary and these may be put in place. Similar evaluation is done for all types of additional or extra support.

With all support provided from SEND students are assessed using specialist test or through the use of the teacher assessments completed four times a year. In every case these additional arrangements are only put in place, changed or ended after discussion with parents and the student.

Throughout Key Stage Three most groups are set based on ability. The initial Year 7 sets are based on the assessment data provided by Primary Schools. Throughout the year teachers are asked to make recommendations for set changes based on the data obtained from the assessments completed four times a





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## Teaching, Learning and Support

year. At GCSE setting is in most subjects, although some do offer mixed ability groups. Recommendations for set changes are based on the assessments and classwork.

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## Keeping Students Safe and Supporting Their Wellbeing

### How do you ensure that my child or young person stays safe outside of the classroom?

For the majority of students, arrival at the start of the day and exit at the end is very much part of their development and independence and most will do this by themselves although at both times of the day there are a large number of staff on duty who supervise the students and ensure they arrive and leave in an orderly fashion. All buses that arrive at College also have Sixth Form students who act as Bus monitors. These students support and help supervise the students to and from College and report issues or incidents to the appropriate member of staff.

For some students, alternative arrangements may be necessary and this will be discussed with the SENDCo/ Assistant SENDCo or the key worker TA as some students do need to be met at reception or collected by parents at the end of the day.

For the majority of students breaks will mean independent access to Café Bernard and the main yards where they will meet and socialise with their friends. We have separated the students at these times and do have separate yards for key stage three and four, with the Sixth Form accessing their own Common Room and catering facilities. All of these areas, as well as Café Bernard are supervised by a number of staff at both breaks.

Some students need support at these times and we do offer access to a manned break club, where students can socialise, eat and play games. Arrangements for this will be discussed with the SENDCo/ Assistant SENDCo or the Key Worker TA.

Whilst moving around the College there are a large number of staff who also move around College during break periods and lesson change overs. Some students, due to physical or other concerns, may need to leave lessons early, usually accompanied by a Teaching Assistant. Again arrangements like these need to be discussed with key staff.

When risk assessments are needed these will be completed by staff and parents and discussed with students. Relevant decisions from these will be shared with teaching staff. Again such arrangements would be reviewed with parents.

### What pastoral support is available to support my child or young person's overall well-being?



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## Keeping Students Safe and Supporting Their Wellbeing

All students access their Form Tutor daily and have regular access to their YLL with whom they can discuss issues. Within form time students usually also access their TA key worker so again any concerns or issues can be raised there.

Where there are concerns regarding bullying there are a number of options:

- Report it immediately to the Form Tutor or YLL – all YLLs are available at regular points in the day and particularly at break times.
- Report it to the Form Tutor or YLL via email or telephone.
- Report it on the College anti bullying website.
- 

The College policy on bullying is available on the College website.

For students who may find it difficult to make friends and socialise we offer a number of solutions:

- Within form groups we will have tried very hard to keep groups of friends from primary schools together so that transition to secondary is smoother.
- Some students access the TA run lunch club which offers a small, comfortable and highly supervised environment at break times.
- Some students may need more intense support from the YLL or the Aspire team with developing their social and communication skills.

In terms of the development of confidence and self-esteem this is measured through discussion with students, parents and staff.

## How will the setting, school or college manage my child or young person's medicine or personal care needs?

Where a student has Individual Medical needs we ask the following:

- For parents to contact College immediately and meet with the medical lead (Josie Walker) as well as the YLL, and where possible and necessary, the School Nurse.
- The level of medical need, medication, and individualised support will be discussed and determined at this meeting – and if felt necessary an Individual Health Plan set up
- The relevant information contained in this plan would be shared with staff

For the majority of students an Individual Health Plan will not be required, but again the needs of the student will be shared with staff and placed on SIMs

There are a number of trained First Aid staff within All Hallows. In terms of emergencies staff have been given training on what to do in certain areas (i.e. Epi Pens) but the type of action to take, in the majority of cases, would be determined by the First Aider. Parents would be contacted immediately or if that was not possible the emergency contact person identified by the parents.



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## Keeping Students Safe and Supporting Their Wellbeing

### What support is available to assist with my child or young person's emotional and social development?

Where there are concerns about the emotional and social development of a student then we would discuss these with parents and students.

If there is a greater concern then advice may be sought from different teams ie. Just Drop In, CEAT (Cheshire East Autism Team), CAMHs, or the Educational Psychologist.

This level of support would only be actioned in discussion with parents and with the student.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

**In terms of behaviour support there are a number of actions the College takes to avoid exclusions:**

- All staff use a graduated approach and would refer poor behaviour to their Subject Leader for support
- Beyond this student may need to be sanctioned within our Isolation facility

Where there are behavioural concerns these will be discussed with parents and the behaviour of students monitored. If there is a need for support or work on this area, then there will be regular support from Aspire. Where the concern continues then advice would be sought from different teams (see above)

In terms of attendance all Form Tutors are asked to monitor attendance. When attendance falls below 97% contact is made with home. If attendance continues to be a concern, then further contact is made with home and a meeting with parents will be called.



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## Working Together & Roles

### What is the role of my child or young person's class teacher?

Students will have a number of teachers during their secondary education.

All students will have a Form Tutor whom they will see every day during registration. As an immediate focal point and contact point their role is crucial, and we do ask parents to work in partnership with the Form Tutor and help establish a working relationship that supports the student and best works for them.

Within lessons students will access a number of specialist teaching staff and when there are specific questions about progress within a particular lesson we suggest that parents contact the specific subject teacher as they will have a better and wider understanding of the progress needs, concerns, types of assessment and subject content.

### Who else has a role in my child or young person's education?

Students with an EHC Plan will also be assigned a Key Worker from the Teaching Assistant support team. They will liaise closely with parents and work with them on ensuring a smooth transition for their students, and ensure that concerns, progress, matters that arise and any bits and pieces are communicated between College and home.

Within lessons, students with an EHC Plan, and some others, will work not only with the teaching staff but also with a number of TAs who are linked to particular subjects/ faculties or who work with a particular key stage.

Where there is a need for extra support students will work with the SEN teacher or the SEN TA who delivers extra support sessions.

At times students may also work with outside staff who are brought in to deliver work on an area of particular need for the students.

### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Within College we distribute an SEN Information list that details the SEND needs of all students for whom that applies. This includes students who are classified as SEN Support or have an EHCP. This is updated regularly and shared with staff.

There are also regular forum sessions in which staff are given information regarding the needs of a particular group or child.



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## **Working Together & Roles**

If a student is classified as SEN Support or has an EHCP, an Individual Learning Plan will be created in consultation with parents and student. This will be shared with teachers and teaching assistants.

When new information comes into College this is usually shared with staff via email and staff are directed to read that email during the weekly briefing session.

## **What expertise is available in the setting, school or college in relation to SEND?**

All Hallows offers regular training for their staff with a weekly CPD session for teachers. Some of these sessions are used to develop the understanding of staff towards SEND areas and the impact on students. In addition the weekly forum sessions provide a regular slot to update staff on SEND areas as well as individual student's needs. Coupled with this there are five INSET days for staff each year and parts of these are often given over to SEND areas.

Within the staff the SENDCo has achieved the National SEND Qualification and PGCert in SpLD (Dyslexia) with AMBDA/ATS.

Currently the College has achieved the BDA Dyslexia Friendly Quality Mark.

All areas of SEND are part of the College CPD sessions with regular training provided on students with Downs Syndrome, Dyslexia, and other areas. Where there is a particular need of a student the SENDCo/ Assistant SENDCo will endeavour, with support from parents and other groups, to source and provide training for all staff.

## **Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?**

At times it is necessary to seek the advice and support of other agencies so that the needs of students can be met within College. Currently the College accesses support from:

- The Educational Psychologist
- CAMHs
- CEAT (Cheshire East Autism Team)
- College Nurse
- Family Support Worker
- And where possible Occupational Therapy and the Speech and Language Team (SALT)

Access to, advice from, and actions taken as a result will only be undertaken after discussion with parents and the student.



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## Working Together & Roles

### Who would be my first point of contact if I want to discuss something?

For parents who are worried we suggest a number of different routes depending on the nature of your concern:

- The Form Tutor if the concern is a pastoral one
- The YLL again for pastoral issues or concerns about progress
- The SENDCo/ Assistant SENDCo for pastoral concerns, concerns relating to progress, concerns regarding provision or additional support, or for general concerns
- For subject teachers/ subject leaders if the concern is related to a particular subject

If a parent is worried please contact College as soon as possible – preferably by email but of course by phone if necessary.

### Who is the SEN Coordinator and how can I contact them?

The SENDCo is Mr B Mercer and his email address is [b.mercer@allhallows.org.uk](mailto:b.mercer@allhallows.org.uk)

### What roles do have your governors have? And what does the SEN governor do?

The SEND Governor works closely with the SEN team on developing policies, facilitating training, and ensuring that the needs of students with SEND are represented at Governors meetings.

She also liaises with the SEN team on the provision and support for students who are looked after.

### How will my child or young person be supported to have a voice in the setting, school or college?

As part of their EHC Plan review, all students are asked for their views on their progress, the type of support they receive and how they would like this to develop.

We hold termly student meetings to gain feedback on SEN, College etc so that we can determine support. The views of parents are also sought – usually twice a year. Feedback from this is used to determine training and is shared with staff. SEND students also have a TA key worker with whom they can discuss their aspirations or concerns so that they are fed back to relevant staff.



## All Hallows Catholic College Information for Special Educational Needs and/or Disability



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### **Working Together & Roles**

The College also has year councils and a student council. The Year Councils meet regularly with their YLL to raise ideas, concerns or issues within their year groups. The College council meets regularly with an Assistant Vice Principal and their feedback is shared with the whole College Leadership Team. Access and membership of this team is determined by election within form groups and year groups.

### **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?**

Parents are invited to get involved with the life of the College either through the PTA or the Governing Body. Information and advice on how to do both can either be accessed via the College website or through contact with College.

In terms of the PTA please contact Mrs Heaton – current chair of the PTA.

In terms of the Governing Body please contact the Principals Personal Assistant

### **What help and support is available for the family through the setting, school or college?**

In terms of helping families complete forms or in sourcing information and guidance there are a number of paths that a parent and student can take

- Contact College and ask to speak to the YLL or SENDCo
- Family Support Worker may also provide home visits or close liaison for families

For information on careers and future aspirations then we do provide Careers advice and appointments can be made by contacting the YLL.

For students with EHC Plans then there will be regular access to the Cheshire East Youth Support Service (CEYSS) who will support students in their transition post 16 and will attend all reviews of the EHC Plan.



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## Inclusion & Accessibility

### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

There are a number of break and after school clubs that are run by College. An updated list will be made available to parents and students within the new academic year and all students within Key Stage Three are expected to join one of these extra curricula activities. The activities are open to all students, although if a parent has a concern regarding the club or activity then they would be advised to contact the organiser or their child's Form Tutor or the YLL to discuss that concern.

At breaks the SEN team do offer a supervised break club which some students may wish to access. This is usually voluntary but parents are again advised to contact the YLL or SENDCo to discuss this. Other clubs are available at break times (please see up to date list) and the library facilities are also available for students who wish to study.

There is open access to all trips and activities for all students, although the nature of certain trips and activities may necessitate a meeting with parents so that their child can access those trips.

Only where behaviour has been a concern and a student has received a certain level of sanction (ie exclusion) or whose behaviour has caused particular and regular concern may access to a trip/ activity be denied. This again will be done in consultation with parents. As with all matters parents are invited to contact College and discuss all trips and activities so that their child may access them and get the most enjoyment from them.

### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)





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## Inclusion & Accessibility

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

Yes – in the car park at the main entrance on Brooklands Avenue

### Additional Points:

For students who use a wheel chair or who require disabled provision and access we would strongly recommend that parents contact the College and ask for a meeting with the SENDCo and a tour of the College as the site is not entirely accessible to certain types of disabilities and this would need discussion with the parents.

For SEND students who require a measure of additional support to meet aspects of their SEND this will need discussion with the SENDCo so that the appropriate support that meets the student's needs can be put into place.

We have invested in specialist auditory equipment to be used in certain classrooms as well as having specialist staff who are Hearing Impaired trained. For students with these particular needs we strongly advise contacting the College and meeting with the SENDCo so that provision can be properly planned and implemented.



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## Transition

### Who should I contact about my child/young person joining your setting, school or college?

Information relating to our entry policy for Post 16 courses can be found on the College website or through contact with Mr Howells (Head of Sixth Form) or Yr 12 YLL.

Information regarding our admissions policy can also be found on our website or through contact with College.

The College complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the College will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils

### How can parents arrange a visit to your setting, school or college? What is involved?

There are a number of opportunities for parents and students to visit College.

During the Micheltmas Term there is an Open Day and Open Evening for all Year 6 parents who are thinking of sending their child to All Hallows.

There are also A Level Information Evenings (usually October or November) and GCSE Pathway Evenings (usually in March) for students at these key points of transition.

In the summer term we also hold an Open Day and Evening for Year 5 parents.

There are also a number of mornings for parents to come into College and take a tour and meet with key staff.

During the summer term we also host Coffee Mornings or Afternoon Tea sessions for parents of children in Year 6 who are joining us in September.

As well as this parents are invited to contact College and make individual appointments with key staff to discuss their child's needs. This is particularly encouraged for children with EHC Plans.



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## Transition

### **How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)**

For students joining us in Year 7 from Primary School:

- There are a number of transition events for students including Open Evenings and Transition Days
- For certain SEND students there are separate SEND transition events on top of the ones provided for all students
- Certain SEND students may require an individualised transition programme as well – this will be discussed with parents
- During the summer term members of staff will visit all feeder primary schools and obtain advice on students including progress grades, SEND information, friendship groups, and particular levels of need
- There are a number of events for parents to attend including Open Evenings, Coffee Mornings, Afternoon Teas at which they can highlight need or speak to staff individually (parents are, though, encouraged to contact College directly before this and discuss their child)

For students joining us from other schools/ educational establishments:

- We would ask parents in these circumstances to contact College directly and ask to meet with the relevant Head of Key Stage and the SENDCo/ Assistant SENDCo if there is a SEND query

For students looking at post 16/ post 18:

- There is careers advice available for all students to access
- For students with EHC Plans then there will be regular access to the Cheshire East Youth Support Service (CEYSS) who will support students in their transition post 16 and will attend all reviews of the EHC Plan.
- Students are invited to the College Sixth Form Taster Day (usually held in early December)
- Students and parents are invited for a tour of the College prior to an application being submitted

Other areas:

For some students access to a Work Placement may also be warranted. For those students access to a work place would be made available and they would spend a certain amount of their timetabled week within the work place. Such placements would only be put in place after discussion with the student and the parents and there would be arrangements made regarding missed work.

Some students may also need additional advice and help developing life skills or independence. This would be very much dependent on the needs of the student and would be a bespoke package designed for the individual and based around their needs. Where this is necessary again parents would be invited into College to discuss the nature of this type of support.



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**Transition**

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**Additional Information**

**What other support services are there who might help me and my family?**

Where a parent may want access to a support service we would advise that they contact the YLL, the SENDCo/Assistant SENDCo, or the Family Support Worker who will be able to advise and support them in accessing the right type of support they need.

Where parents need advice and information – please see the below link that will direct then to a number of local and national organisations that will help them with support and advice:

[www.councilfordisabledchildren.org.uk/getting-involved/sen-and-disability-reform-support-organisations/north-west](http://www.councilfordisabledchildren.org.uk/getting-involved/sen-and-disability-reform-support-organisations/north-west)

**This link will take you to a number of websites for particular areas of special need.**

**For support with dyslexia please use the following websites:**

**Dyslexia Action (Based in Wilmslow)**

[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

**7 Hawthorn Lane, Wilmslow SK9 1AA  
01625 530158**

**Or the British Dyslexia Association:**

**[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)**

**To access information on Cheshire East services and for information on how the Local Authority works within SEN please use the following link:**



## All Hallows Catholic College Information for Special Educational Needs and/or Disability



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### Transition

[https://www.cheshireeast.gov.uk/children\\_and\\_families/services\\_for\\_parents.aspx](https://www.cheshireeast.gov.uk/children_and_families/services_for_parents.aspx)

To access support from the Parent Partnership please use this link:

[https://www.cheshireeast.gov.uk/schools/parents/parent\\_partnership.aspx](https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx)

### When was the above information updated, and when will it be reviewed?

This information was compiled in September 2023 and will be updated annually

### Where can I find the Cheshire East Local Offer?

The Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

### What can I do if I am not happy with a decision or what is happening?

If a parent isn't happy with a decision has been made there are a number of routes they can take:

- Please do contact College and discuss this with either the YLL/ SENDCo/ Assistant SENDCo/ Head of Key Stage –
- Use the College complaints procedure as detailed on the College website

All Hallows very much is about a partnership between College and home for the benefit of students so that they make the best progress that they can.