

St Alban's Catholic High School



SEND Information Report 2025-2026

Review Period: Annual

Review by: SENDCo and SEND Governor

Date Created: April 2022

Reviewed and amended: May 2023, July 2024, September 2024, September 2025

Next Review due: September 2026

Our School



Our School Vision

At St Alban's Catholic High School, the well-being and development of each young person underpins all that we do. We pride ourselves on being a welcoming, inclusive school, in which we aim to ensure all young people have an equal opportunity to participate and succeed. We strive to identify and celebrate the strengths and achievements of all students. We are committed to offering a broad and balanced curriculum for all young people whilst recognising that adjustments to practice and specific support may be necessary to ensure students with Special Educational Needs and Disabilities can physically, socially and emotionally access all areas of this curriculum and be seen as valued member of the school community by themselves, staff and peers.

We believe in working collaboratively with young people, their families, staff, governors and external agencies, to ensure all students achieve their potential by receiving the support they need. With a clear focus on student voice, we aim to listen to and respect the views of young people about their needs and the support they receive.

At St Alban's all staff are front line professionals with a clear remit to provide high quality first teaching. All teachers are teachers of SEND and provide for these young people at a whole class level in the first instance. Teachers have access to regular training, support and resources to allow them to adapt their provision. They also have access to clear information about the individual needs of students with SENDs and about suggested strategies to support them. In addition, some staff have advanced training in specific areas and interventions, to allow them to offer additional personalised support for young people with SENDs.

The aim of the school offer, outlined in this report, is to provide clear, comprehensive and accessible information about the provision available at St Alban's and to provide links to the wider Local Offer from Suffolk and to other organisations offering support.

Suffolk's Local Offer is an information directory where individuals with SEND aged 0-25, as well as their parents / carers, can go to find out what support or provision they can expect to be available in their local area. [Home - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](https://suffolklocaloffer.org.uk)

More detailed information about the identification, assessment and interventions for SEND support, as well as how this is reviewed, can be found in our SEND Policy (see our website). Our Safeguarding and Behaviour Policies also state how we support those with SEND. Arrangements for the admission of young people with a disability are detailed in the Equality Policy and the Admissions Policy.

[F574BDE8F9233418C3B0F28866AA076A.pdf \(st-albans.suffolk.sch.uk\)](https://st-albans.suffolk.sch.uk/F574BDE8F9233418C3B0F28866AA076A.pdf) SEND

[BC2BD0C2B5506F7C16DC6D4AF56707F3.pdf \(st-albans.suffolk.sch.uk\)](https://st-albans.suffolk.sch.uk/BC2BD0C2B5506F7C16DC6D4AF56707F3.pdf) Safeguarding

[BA12B361A1DC20C3EA5FD91ACA73D6A8.pdf \(st-albans.suffolk.sch.uk\)](https://st-albans.suffolk.sch.uk/BA12B361A1DC20C3EA5FD91ACA73D6A8.pdf) Behaviour

[St \(st-albans.suffolk.sch.uk\)](https://st-albans.suffolk.sch.uk) Equalities and Accessibility

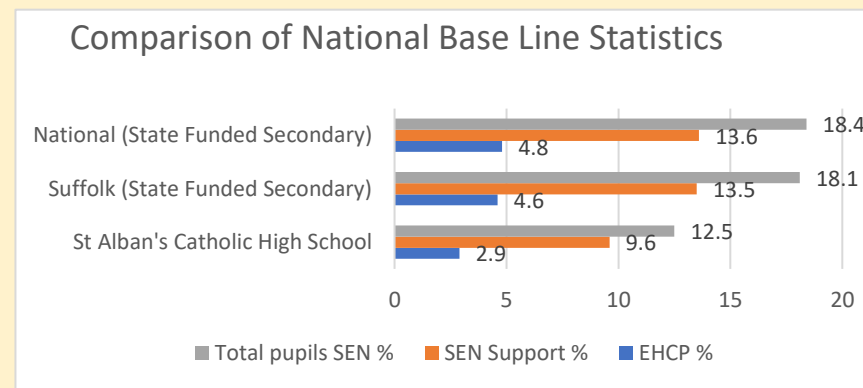
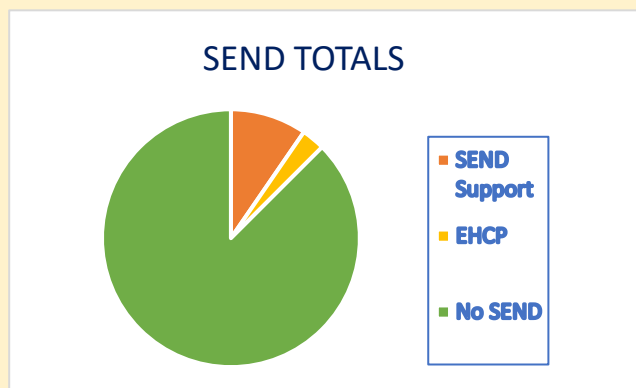
[8719F65B66819F6CC7A8D4F93D3E140E.pdf \(st-albans.suffolk.sch.uk\)](https://st-albans.suffolk.sch.uk/8719F65B66819F6CC7A8D4F93D3E140E.pdf) Admission Policy

September 2025 Information

St Alban's Catholic High School currently has 991 students on role, including 120 in Sixth Form (September 2025)

There are currently 124 students recorded as having a SEND (12.5%) compared to 10.6% last year.

We currently have 29 students that have an EHCP (Education Health and Care Plan) (2.9%) and five students where we are awaiting the outcome of an EHCNA (Education Health Care Needs Assessment).



Primary area of SEND need by number of students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Social, Emotional and Mental Health (including ADHD)	6	11	7	8	9	0	0	41
Cognition and Learning	11	9	6	4	8	0	0	38
Communication and Interaction	10	12	6	5	7	1	0	41
Sensory/ Physical / Medical	0	0	1	2	0	1	0	4
Total	27	32	20	19	24	2	0	124

This data is correct as of 09/09/2025 and only gives the proportion of students within each primary need area. Many students may also have secondary needs that are not represented in this data.

Meet our SENDCO/Assistant SENDCO



The SENDCo is Mrs Claire Pickard
cpickard@stalbans-staff.org
 BA (Hons) Geography -University of Leicester
 PGCE Secondary Geography -University of East Anglia
 Post Graduate Certificate Professional Practice in Education- University of Hertfordshire
 National Award for SEN Coordination (ELC)- University of Hertfordshire



The Assistant SENDCo is Miss Hollie Foster
hfooster@stalbans-staff.org
 BA (Hons) Religious Education with QTS -Edge Hill University.
 National Award for SEN Coordination (NASENCO) Real Training- Middlesex University
 Psychometric testing, Assessment and Access arrangements (CPT3A) Real Training- Middlesex University

Special Educational Needs



We support students with a variety of differing special educational needs and pride ourselves on being an inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN Code of Practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

Identifying and Assessing Need



A young person has a Special Educational Need if they have a learning difficulty or disability that means they have a significantly greater difficulty in learning than the majority of others of the same age or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Students are identified as having special educational needs through a variety of ways, for example:

- Students performing below age expected levels (assessed regularly throughout their school journey)
- Concerns raised by parent / carer
- Concerns raised by subject teacher, Head of Year or Head of Department
- Consultations between form tutors, Head of Year, the SENDCo and SLT where progress data is discussed
- Liaison with external agencies e.g. Speech and Language Therapy Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

If a concern is raised regarding a child or young person, a range of evidence will be collected through assessment and monitoring, including the following:

- A range of standardised tests
- Summative assessments in school
- Intervention based progress and assessments
- Ongoing class observation
- Assessment for learning

The needs of most students can be met by Quality First Teaching via our Universal Offer (see page 7). If “additional and different to” provision is then required to further meet their needs then they will be added to the SEND register and support planned following the “Assess, Plan, Do, Review” cycle.



	Teachers and pastoral support (if applicable) work with the SEND department to establish what extra support and provision is needed to meet the needs of some students. Assessment of needs leads to the creation of SEND Passports (individual profiles that include: information about needs, strategies to support needs, student voice, targets) These are shared with all those teaching / supporting the young person and are reviewed termly with the young person by their allocated keyworker. The young person's keyworker also shares outcomes from these regular reviews with parents/ carers.
What parents / carers should do if they think their child might have a SEND	We aim to ensure all parents / carers feel able to talk to school about their concerns. In the first instance contact your child's form tutor. You can do this via email or by arranging a time for them to have a telephone conversation with you. The tutor may then make the decision to involve the SENDCo for further advice or information. If required, you may also contact the SENDCo directly via email, or make an appointment for a telephone or MS Teams call, or for an in-person meeting, via the school reception office.
Our approach to teaching children with SEND: The Graduated Approach: • Universal • Targeted • Personal	Universal -inclusive quality first teaching: "Good teaching for pupils with SEND is good teaching for all" Most students will have their learning needs met through inclusive quality first teaching by ensuring teachers have high expectations for all students in their class and that all teaching is based on building on what the young person already knows, can do and can understand, linked to the school's curriculum.



Our Universal Offer for supporting all students and especially those with SEND in the classroom and beyond

Environment	Visuals and structure	Modelling and scaffolding	Shared language / communication	Feedback and assessment	Regulation and wellbeing
Inclusive meet and greet culture	Lesson aims / objectives visible throughout lesson	Explicit vocabulary instruction	Student effort, engagement and the process praised	Retrieval task (start of lesson)/ review task (end of lesson)	Look for the positives - rewards and <i>forget me not</i> weeks
Seating plans consider the needs of the individual	Explicit sequencing of lessons and between lessons	Pre teaching key vocabulary and use of word banks	WIN narrative <i>I wonder, I Imagine, I notice</i>	Close monitoring of students' progress	Access to regulation resources
Decluttered classrooms and front of classroom displays	Using checklists to help with instructions	Structure strips / writing frames / sentence starters	Shared language of St Alban's 4 P's (Pride, Preparation, Participation, Progression)	Regular low stake testing (e.g. review and build)	Opportunities for collaboration
Access to resources to support learning and wellbeing	Chunking activities – now, next, then	Processes and outcomes modelled - deliberate practise ' <i>I do, we do, you do</i> '	Consistent application of our C system for behaviour	Planned revision activities to help students prepare	Positive relationships and PACE (Playfulness, Acceptance, Curiosity, Empathy) language embedded
Clear routines established	Dyslexia friendly PowerPoint slides and coloured paper	Use of exemplars	Reading fluency, modelled and supported	Assessment criteria shared	Movement and brain breaks as appropriate
Regular check in with students	Relevant images / visuals to support text – dual coding	Alternative methods of recording offered	Oracy strategies support talk in the classroom (Turn and Talk)	Use of SEND student passports	Restorative practice
All rooms have risk assessments to ensure Health and Safety aspects	Relevant slides printed for individuals		Support collaboration and communication - Think, Pair, Share	Tiered tasks and accessible assessments	Student voice to inform improvement
Subject specific areas within the school	Use of visual timers		Curriculum represent a diverse range of role models to reflect our own community	Use of St Alban's feedback stickers	Allocated keyworker for all students on SEND list
	Opportunity for choice of approach for a task			DIRT (dedicated reflection & improvement time) planned for and students respond to feedback in green pen	Access to Mental Health First Aid trained adults Early Help Offer

	Targeted Some children require additional support through small group interventions. This focused support is for a student with specific gaps in their understanding of a subject/ area of learning or social development. These may be run in or outside of the classroom by a TA, Specialist TA, Subject Teacher, Pastoral team member or SENDCo Personalised Where a student has identified complex needs with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups, individualised targeted support will be necessary. This will be overseen following advice from the SENDCo and/ or external agencies such as Specialist Education Services, Speech Therapists and Health Professionals. Some students will benefit from dual placements with other providers on a short term or longer-term basis. Parents/carers will be asked to give permission for the SENDCo to refer a young person to an outside professional. This will help the school, and families, gain a better understanding of a young person's particular needs and provide effective support. Recommendations from professionals may include strategies for in-class support, advice regarding specific resources to support learning, individual targets and programmes of work or for professionals to come into school to work with the young person. This may also lead to the recommendation to request an EHC needs assessments (EHCNA) whereby school and family can work together to provide the information to the Local Authority to support the request.
Provision and intervention linked to the four areas of need 	<u>Communication and Interaction</u> Children with communication and interaction difficulties may find it challenging to talk about their needs and wants. They may find it difficult to understand what is being asked of them (receptive language) or finding the words to communicate (expressive language). They may take longer to respond to questions and have difficulties making friends and understanding social rules of communication. These children may have difficulties with social interaction. Depending on need, students will have access to: • Small group or 1-2-1 support at varying levels and for varying amounts of time in the day as appropriate • Access to additional adult support in the classroom • Access to Speech and Language Therapy support from NHS or from a school provided source (Communicate.com) • Social Skills interventions and social stories • Visual timetables • Keyworker check in time and at least termly updating of passport • ELSA (Emotional Literacy Support Assistant) sessions • Friendship groups and interventions

- Access to Key Stage specific Nurture Base at social times
- Personalised curriculum which may include alternatives to GCSEs including life skills-based courses and Foundation / Functional Skills courses
- Personalised arrangements for key transition events
- Access to ICT support including voice-to-text and read aloud software
- Exam Access Arrangement reviews and support for Normal Way of Working in class
- Referrals to outside professionals if appropriate and with parental permission

Cognition and Learning

Children with cognition difficulties may learn at a slower rate than their peers, even when learning has been appropriately adapted. They may face challenges with the range of skills needed for effective learning including concentration, understanding and processing information. Some children may have difficulty with organising their work, spelling and handwriting.

Depending on need, students will have access to:

- Small group or 1-2-1 support at varying levels and for varying amounts of time in the day as appropriate
- Access to additional adult support in the classroom
- In school diagnostic tests to further pinpoint area and level of need: BPVS III, GL assessment, DRA, Access Maths test, HAST spelling etc
- Referrals to outside professionals if appropriate and with parental permission
- Range of interventions that include: Spellzone.com, Rapid Plus and other reading schemes, small group Dyslexia support using resources suggested by professionals, fine motor and handwriting intervention, touch-typing, Maths support using My Maths, Sparx Maths.
- Precision style teaching
- Access to Foundation base for small group or 1-2-1 support.
- Keyworker check in time and at least termly updating of SEND information passport
- Personalised curriculum which may include alternatives to GCSEs including life skills-based courses and Foundation / Functional Skills courses
- Personalised arrangements for key transition events
- Access to ICT support including voice-to-text and read-aloud software
- Exam Access Arrangement reviews and support for Normal Way of Working in class
- Collaboration with external providers for part of timetable

Social, Emotional and Mental Health

Difficulties with social or emotional development may be temporary or long-term and can affect a child's learning. A variety of behaviour displayed, such as becoming withdrawn and isolated, showing challenging behaviours, being anxious or easily distractible, may reflect underlying mental health difficulties. This could include anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Depending on need, students will have access to:

- Small group or 1-2-1 support at varying levels and for varying amounts of time in the day as appropriate
- Access to additional adult support in the classroom
- Keyworker check in time and at least termly updating of SEND information passport
- Individual rules and rewards systems which may include exit card use and safe space allocation plan
- Individual pastoral support plans linked to monitoring and support of behaviour and risk assessments where necessary
- Social Skills interventions
- Friendship interventions
- Access to Key Stage specific Nurture Base at social times
- Drawing and Talking intervention
- ELSA intervention (Emotional Literacy Support Assistant)
- Mindfulness and Relaxation support sessions
- Lego Therapy and / or Lego Club
- Additional arrangements for transition
- Referrals to outside professionals if appropriate and with parental permission. This may include school sourced counselling or links to external support providers for short-term placements
- Access to EBSA (Emotional Based School Avoidance) resources, named keyworker and EWO (Education Welfare Officer) support.
- Exam Access Arrangement reviews and support for Normal Way of Working in class
- 1-2-1 or small group support from school pastoral team linked to self-esteem or anxiety.

Sensory and/ or Physical Needs

A medical or physical condition that hinders or affects their learning. These children may need extra support/ equipment to access all the opportunities that are available to them.

Depending on need, students will have access to:

- Small group or 1-2-1 support at varying levels and for varying amounts of time in the day as appropriate
- Access to appropriately trained additional adult support in the classroom and at social times

	• Keyworker check in time and at least termly updating of passport • Provision of specialist furniture / equipment as advised by Occupational Therapists: Breezy Chairs, support cushions, walking frames, sloped writing desks, pen grips, shew aids, fidget aids, touch screen and adapted keyboard and mouse set ups. • Provision of specialist aids as advised by professionals: hearing equipment, Roger pen, loop system, enlarged text, coloured paper, audio systems, Braille, magnifiers, adapted IT. • Adaptations to school building and timetabling to ensure accessibility. The school site is accessible to all: wheelchair access, lifts, accessible toilets and changing area. • Interventions for fine and gross motor skills as advised by Physiotherapists and Occupational Therapists. Physiotherapy programmes can be delivered when training has been provided and signed off by an Occupational Therapist. Exam Access Arrangement reviews and support for Normal Way of Working in class • Personalised arrangements for key transition events • Referrals to outside professionals if appropriate and with parental permission.
Key staff involved with supporting my child 	<u>Subject Teachers / Form Tutors</u> • Responsible and accountable for student progress and development • Deliver quality first teaching, adapted for individual student needs (delivery of Universal Offer) • Clear analysis of student needs when referring to SENDCo • Close liaison with TA and SENDCo to monitor impact of interventions • Reporting to parents /carers • Contribution to annual reviews for EHCP students <u>SEND and Pastoral Team</u> • Overseeing the day-to-day operation of the school's SEND policy • Co-ordinating provision for children with SEND • Liaising with and advising teachers • Overseeing the records of all children and young people with SEND • Liaising with parents/carers of children and young people with SEND • Contributing to the in-service training of staff • Liaising with other providers to ensure continuity of support at key transition times especially Year 6 to Year 7 and Post 16. • Liaising with external agencies including the Local Authority's support, Educational Psychology Services, Health and Social services and voluntary bodies

As of September 2025, we have the equivalent of 8 full time Teaching Assistants (TAs) and 3 Specialist TAs for the following areas:

- Speech and Language Specialist (Miss Heidi Wilson)
- Communication and Interaction / Hearing Impaired Specialist (Mrs Philippa Edwards)
- KS3 Foundation Lead / Cognition and Learning Specialist (Mrs Gosia Mansell)

Our EAL Lead, Mrs Ellie Hawke, also works closely to support those with EAL who also have a SEND.

Governing Body

- Responsible for ensuring that the school fulfils its statutory duties
- To establish and review this Information Report, having regard to the Code of Practice on the identification and assessment of special educational needs
- To hold the Head of School to account for the provision of children with SEND
- To ensure that governors receive appropriate training to fulfil their roles
- Responsibility to liaise regularly with the SENDCo about developments in SEND.
- Monitoring to ensure statutory requirements for meeting SEND within the school are met

Other professionals and agencies involved in delivering support

St Alban's has active involvement with the following professionals and agencies in supporting young people with SENDs:

- Specialist Education Services from the Local Authority. Communication & Interaction Service, Cognition and Learning Service, SEMH Service, Sensory and Physical Service and Whole School Inclusion Service.
- Education Welfare Service
- School Nursing Service
- Community Paediatric Service
- NHS SALT and school sourced SALT (via "Communicate")
- Physiotherapy and Occupational Therapy departments
- Irlen's Assessment Opticians and Optometrists
- Emotional Well Being Hub
- Primary Mental Health Teams (CAMHS)
- Family Support
- Suffolk Virtual School

Staff Training



At St Alban's Catholic High School, we aim to ensure all our staff have the understanding they need to enable them to support your child.

We have a comprehensive CPD (Continuing Professional Development) program which links to our School Development Plan and enables all staff to access training on a regular basis. For 2025/2026 our focus is on "Adaptive Teaching," and on "The Oracy Curriculum" to support all students, but especially those with SENDs.

Other opportunities for staff development and training around meeting SEND needs include:

- Access to school funded external training platforms
- Fortnightly SEND Drop-In sessions with SENCO / SEND team, to ask about specific student needs
- Signposting to Local Authority and external agency training
- Specialist training for SEND team around the 4 areas of need

All new staff to our school have induction training which includes sessions on SEND and provides time for them to view and discuss the SEND Passports for all those students they are teaching / working with.

Inclusion in activities outside the classroom



We aim for all students to be included on school trips and residential events.

Wherever possible we will provide the necessary adaptations, consulting with the young person, parents / carers and professionals involved with the young person, to ensure support is available and effective to allow participation.

Risk assessments are part of all trip planning and will be created and shared to ensure the health and safety of all those taking part in the trip is not compromised.

Our Extra Curricular Timetable (lunchtime and after school activities) is published on our website and updated every term. All students can attend any extracurricular activities of their choice (depending on the age group it is being offered to and number of spaces available) and wherever possible, any necessary adaptation and support required to enable young people to participate, will be offered.

All students are encouraged and supported to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All students are encouraged to apply for roles of responsibility in school e.g., school council, house group leaders, peer supporters etc.

Management of the administration of medicines and personal care



Parents / carers need to inform the school in writing if medication is recommended by health professionals to be taken during the school day.

Named administrative staff store and administer medication in line with our policy, and records are kept.

Staff are provided with regular updated information regarding conditions and medication affecting individual students, so that trained staff can manage medical situations as the needs arise.

Staff are supported to adapt curriculum plans and Schemes of Work to ensure accessibility.

Where personal care is required, school staff work closely with professionals (Occupational Health, school nurse etc) to ensure adequate training in personal care is received (including manual handling training) to allow staff to undertake this role.

Where an Individual Health Plan (IHP) is required, professionals' meetings are arranged to create and review these.

Mrs Christabel Kiy (Health & Safety Lead) is responsible for overseeing these.

ckiy@stalbans.staff.org

Allocation of Resources



How school resources are allocated and matched to student special educational needs

We ensure that all students with SENDs are provided for to the best of the school's ability with the funding available. The budget is allocated on a needs basis to ensure that each student receives the support the school has identified they require to enable them to make progress. The funding obtained has been used to provide the resources and staffing necessary to deliver the provision outlined against the 4 areas of need (see pages 8-11) which includes provision such as access to additional adult support (TA / Specialist TA), counselling, software, specialist equipment etc.

Higher Needs Funding (HNF) from the Local Authority is reviewed termly and additional applications made when necessary. Each individual HNF application includes a fully costed provision map linked to the requested level / banding of funding requested.

For Summer Term 2025 we requested and were allocated £147,819 of HNF to contribute to the SEND provision for 37 individual students on our SEND list (14 of which have an EHCP).

Student Voice



How we ensure Student Voice is listened to:

It is important that young people have the opportunity to contribute their views as to their needs and the support they are receiving.

Each young person identified as SEND Support, or who has an EHCP, will have an allocated keyworker, usually from within the Learning Support or Pastoral Team. The keyworker will meet with the young person on a regular basis (at least termly, but often more frequently) and support them in creating and amending their student SEND passport. This document allows young people to say “what I would like my teachers to know about me” along with information about agreed strategies of support and key adults that the young person can talk to. Target setting is also done in collaboration with the young person, so that they are aware of what they are aiming for and can ask questions around this. Students can also be signposted to external student support, so that they have opportunities to share their views with professionals from outside of the education setting where needed.

Some students have allocated time with Student Support Leads and Workers (Key Stage 3 and Key Stage 4) or adult or Sixth Form student mentors, who will work with them to capture their views and plan for next steps.

If your child has an Education Health Care Plan (EHCP) they are invited to attend their annual review to contribute their views. If they do not wish to attend the meeting their views can be sought in advance and shared at the review.

Students are given regular opportunities to:

			
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feed views into student council meetings	Provide student voice via questionnaires, student panels (external and internal)

“I feel like the teachers here know me. They know what I need and how to help me”

“I like having time with Mr XXXXX (Keyworker). He asks questions that help me think about what I want to happen next”

“The Nurture Room is fun. We can relax.”

“I am happier here than my first school. I can ask for help.”

Working with parents and carers



How we explain your child's needs and progress to you.

We aim to work closely with parents/ carers as we recognise how important their views and experiences are in making sure those young people with SENDs are best supported.

As well as an annual Consultation Evening for each year group, we also provide additional information sessions at various times throughout your child's journey with us. These include: Pathway evening, transition evenings, revision support evenings, exam information evenings etc. The SENCO and / or Assistant SENCO is available for appointments / drop-in session at all of these events. Parents are also welcome to contact the SEND team (via email or phone call) throughout the year to discuss individual SEND needs.

We also regularly seek parent voice via questionnaires. For 2025/26 we are also creating parent panels for SEND, so that parents/carers can continue to contribute to the development of SEND policy and procedure. If you would like to get involved in these please contact the SENCO.

All students with SENDs have an allocated keyworker who contacts parents / carers after each termly review meeting with the young person. We value any feedback from these communications and the opportunity to work together on ensuring SEND passports are updated effectively.

Those delivering interventions, work with subject teachers, form tutor and SEND department to make ongoing formative and summative assessments of the students and their specific intervention. In consultation with the SENDCo, if an intervention is proving effective and having a positive impact it is continued, if the provision is not meeting the needs of the student, then further investigations and other interventions are considered and if applicable, implemented. The outcomes from targeted interventions are communicated to parents / carers by those delivering the intervention.

For those young people with an EHCP, we hold annual review meetings (or more frequently if required) where parents / carers are invited to provide a Family View Form and / or to share their views at the meeting. These meetings are used to celebrate your child's successes, review progress against targets set, create new targets and discuss next steps. From Year 9 onwards these include reviewing "Moving Into Adulthood" plans, so that we can work together to support your child prepare for this.

Progress can also be shared (with parental permission) with external professionals who can support in analysing impact and advising as to next steps. We also signpost to parents/ carers, opportunities for external support.

We celebrate our effective provision with the students and share their progress with them and with parents and carers. As well as individual praise calls, postcards and emails home, parents/ carers and young people have access to Arbor to be able to see when House Points and Behaviour Points have been given, and to see when homework has been set.

Transition Support/ Preparation for Moving into Adulthood



Once we are aware that a young person is joining our setting, we take steps to gather information to support their effective transition to us. This may be from parent / carers, the young people themselves (where appropriate) and from previous setting (with parental permission).

All children and young people at St Alban's are supported in moving between the phases of their education, and in accessing life skills through our Personal, Social, Health and Economic education (PSHE) programme. However, additional arrangements and provision are made for supporting those with SEND during these transitions.

These arrangements are adapted to meet individual needs but may include:

Year 6 to 7

Transition from primary to high school is a key time for all children. As such all students require additional support during this time and will have the opportunity to visit us before they start. There are, in addition to this, a number of arrangements to provide further support for children with Special Educational Needs. The SENDCo will liaise directly with the primary school SENDCo to discuss your child's individual needs to aid a smooth transition. Enhanced transition support is then planned on an individual basis and may include additional visits to the school both during/ after the school day, Transition Tea party for families, additional meetings for parents and child with the SENDCo, liaising with outside agencies or providing visual resources to support the child's transition.

SEND Passports are also created during the term before transition and shared with teachers / support staff to enable everyone working with the young person to be able to plan for their needs before they start. At the start of the autumn term each young person with a SEND meets with their allocated keyworker to discuss transition and ensure that SEND passports and related strategies to support are clear and effective, and that student voice is included on the SEND Passports.

Information about SEND is also shared with parents / carers via our school information / new starter packs, along with an invitation to share feedback via a Year 6 SEND parent questionnaire each July. This informs our transition process for subsequent years.

New pupils / mid-year transfer

When a pupil with SEND transfers to St Alban's the SENDCo will liaise directly with the previous school to ensure a clear understanding of needs and support required.

Parents/ carers are also welcome and encouraged to meet the SENDCo prior to their child starting with us.

Moving between KS3 and KS4 (Pathways / Options)

	In the Summer term of Year 9, students and parents/ carers are provided with information to support them in choosing option subjects for GCSEs. Students with SENDs are given allocated time with their keyworker, SENDCo and Head of Year, to discuss choices available. Parents / carers are also invited to talk to the SENDCo at the Options evening, or at other times. Some options are specifically aimed at students where a GCSE only curriculum would not best meet their specific needs. The SENDCo can advise students and parent / carers about these courses (e.g. ASDAN and alternative curriculums) <u>Preparing for adult life</u> Students with an Education, Health and Care Plan will work with parents/ carers, professionals and the SENDCo to create a “Moving Into Adulthood Plan” as part of the annual review process, from Year 9 onwards. This offers support through their GCSE option choices and in Year 11, to assist students in a smooth transition from school to college, training or a career. Similar support is also available for those with EHCPs attending our sixth form setting to enable effective UCAS applications/ further education applications, or support with finding employment opportunities. We have Independent Advice and Guidance regarding careers education which is offered to all students. A specialist careers advisor is also available to support those students with SENDs, to ensure all available options are explored. Visits to Post 16 providers are arranged pre and post application to ensure information regarding SENDs is shared effectively and plans put in place to aid smooth transition. The school works closely with the Suffolk Early Help team to support post 16 transitions.
Children In Care (CiC) 	The CiC lead (Mrs Aliyah Harries) works closely with the SENDCo, Head of Year and Key Stage Pastoral Support Leads to ensure students who are looked after by the Local Authority and have additional needs, are supported. Mrs Harries works closely with the virtual school to ensure professionals meetings are used effectively to discuss progress and explore additional support required; including how to fund and source this. aharries@stalbans-staff.org
Advice and Support for Parents / Carers/ Young People	Suffolk Local Offer: an information directory where individuals with SEND aged 0-25, as well as their parents / carers, can go to find out what support or provision they can expect to be available in their local area Home - Suffolk SEND Local Offer (suffolklocaloffer.org.uk) SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) This service is for parents, carers and young people. The service is free, impartial and confidential. https://www.suffolksendiass.co.uk/ Helpline: 01473 265210 (9-5, Mon-Fri)



Suffolk Parent Carer Network- <https://spcn.org.uk>
Autistic Spectrum Conditions- <https://www.autism.org.uk/> <https://www.autism-anglia.org.uk/suffolk>
Auditory Processing Disorder- <https://apdsupportuk.yolasite.com/>
Dyslexia- <https://www.bdadyslexia.org.uk/>
Dyspraxia- <https://dyspraxiafoundation.org.uk/>
Dysgraphia- <https://www.dysgraphia.org.uk>
Mental Health- <https://youngminds.org.uk/> <https://www.mentallyhealthyschools.org.uk/>
Emotional Well-Being Hub <https://info.suffolk.gov.uk/kb5/suffolk/onfolink/advice.page?id=Nh2oJw7Qq41>
Sensory processing disorder- www.apduk.org.uk/
British Deaf Association- www.bda.org.uk
Down syndrome Association [Home - Downs Syndrome Association \(downs-syndrome.org.uk\)](http://Home-DownsSyndromeAssociation(downs-syndrome.org.uk))
Children's Communication Charity [I CAN, the children's communication charity](http://I.CAN,thechildren'scommunicationcharity)
Citizens Advice Bureau- www.adviceguide.org.uk
Epilepsy- www.epilepsysociety.org.uk

An extensive list of well-being resources and links can also be found on the Pastoral Tab of our website. These include self-help and self-referral sites.



What to do if you have a concern

Your first point of contact is your child's form teacher and/or individual subject teacher.

If you have any concerns around the SEND provision for your child, please do not hesitate to contact the SENDCo in the first instance.
Mrs Claire Pickard cpickard@stalbans-staff.org

If this does still not resolve the situation, then please contact Mrs Jade Block (Deputy Head Teacher – Line Manager for SEND)
jblock@stalbans-staff.org

If you feel this has not resolved the situation, then please refer to the Complaints Procedure (available on our MAT website).
www.olow.org.uk

The school governors can also be contacted through the school office.
general@st-albans.suffolk.sch.uk FAO Mr Phil Dance –SEND Governor



Feedback from parents/ carers (2024/25)

"My daughter's needs are known by the staff and they have taken the time to get to know her as a person and how to help her."

"I would like to thank XXX's teachers and the TAs for being so supportive and kind. We are so pleased with the progress he has made this year with his reading and maths and with feeling part of everything that is going on."

"Myself and XXX felt very welcome at St Alban's. We are grateful for the well thought out way you have welcomed XXX into your school and understood his needs. You have put our minds at rest."

"Excellent work from the SEND team within the school".

"In the 2 years I've had my children in the school, I cannot fault it. My children are happy, well looked after, and they're progressing wonderfully. Thank you!"

"XXX has started Y8 with so much enthusiasm. I think Y7 has shown her that she CAN do it. I just want to say again just how impressed I am by how much progress she has made in one year - massive credit to St Albans!"

Ofsted Report 2025



The school was inspected on 23rd - 24th April 2025.

78% of parents with children with SENDs said they "agreed" or "strongly agreed" with the statement, "My child has SEND, and the school gives them the support they need to succeed".

The report stated:

"The school makes reading a high priority to ensure that all pupils can access the curriculum. Weaker readers are quickly identified and supported to become confident and fluent readers."

"The school's approach to supporting vulnerable pupils is tenacious in every aspect. For example, the school is unfailing in its work to identify and secure appropriate support for pupils. Expertly trained staff provide adaptations in lessons that enable pupils with SEND to work independently and successfully. Consequently, pupils with SEND achieve well"