



Caring and Achieving

All Saints' CE (VC) Primary School

SEND Information Report (2018/19)

Introduction

This SEND information report is part of the Staffordshire local offer for learners with special educational needs and/or disability (SEND). This local offer can be found at the following site:

<http://helpyourself.staffordshirecares.info/localoffer>

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEND. The information published must be updated at least annually. The required information is set out in the SEN Code of Practice 0 -25 Years, September 2014.

At All Saints' Primary School, we are committed to working together with all members of our school community. This information has been produced in line with the current SEND code of practice (2014).

The kinds of SEN provided for at All Saints' CE (VC) Primary School

All Saints' is a mainstream primary school catering for children from the age of 3 to 11. It welcomes children with and without special needs and supports children with a range of SEND. These may fit into one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs.

Here at All Saints' CE (VC) Primary School we endeavour to meet the diverse needs of pupils to ensure inclusion for all. We aspire for each child to achieve their best. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced. Our aim is to develop each child emotionally, physically, intellectually, spirituality and socially so that all are able to reach their individual goals and are prepared for the next stage in their learning journey. In order to make access to the whole curriculum a reality for all pupils, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted, allowing our children to progress and learn within their own unique ability.

To support our children within their learning journey many steps are taken to provide personalised provision allowing all to succeed. All of our dedicated teachers recognise the importance of a multi-sensory approach to learning to address the varied learning needs of all children whilst identifying some children have barriers to learning that mean they have special needs and require additional support. This is where support from the SENCo can be provided.

Special Educational Needs Coordinator– Mrs Jane Woodall

How do we identify children with SEND?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice (CoP) September 2014 0 -25 defines SEND as:

“A child or young person SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a person has a learning difficulty or disability if they:

- a) have a significant greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools mainstream post – 16 institutions.”

Often children with SEND are known to us prior to beginning their education at All Saints'. We will often be notified via parents/carers, pre-school settings and/or specialist early years teams. School induction meetings give parents/carers further opportunities to share information or mention any concerns that they may have. In some cases, children may require an enhanced transition which may consist of additional meetings, professional liaison and additional pupil visits to the school to meet staff and become familiar with the environment.

In some instances, a child's SEND may not be obviously apparent until they are a little older. However as soon as a need is identified this information is shared immediately between the class teacher, parent/carer and the SENCO.

How do we assess SEND at All Saints'?

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At All Saints' Primary School, we assess the educational attainment and progress of all pupils every half term. For those children with SEND, there may be further assessments undertaken. These may be formal, through testing, or informal, through monitoring of work or classroom attitudes and behaviours. In some cases, additional assessments may be done by outside agencies working with the child. These agencies include:

- The LA's specialist advisory services for children with learning difficulties (Learning Support Team) or the Special Educational Needs Support Service (SENSS)
- Speech & Language Support Service
- Autism Outreach Service
- Educational Psychology Service
- Community Paediatrician
- Pre-school Special Needs Service
- Visual Impairment Service
- Hearing Impairment Service
- CAMHS – referrals must be made through a GP
- Physiotherapy
- Occupational Therapy
- Social Care
- School Nurse

Who is the best person to talk to about my child's difficulties with learning/ SEND?

If you have any concerns then please contact your child's teacher or Mrs Woodall (Head teacher & SENCO). Please see our responsibilities below.

Class Teacher

Each class teacher is responsible for:

- Ensuring that children have access to good/ outstanding teaching and that the curriculum is adapted to meet children's individual needs (also known as differentiation).
- Checking/monitoring the progress of each child and identifying, planning and delivering any additional help the individual may need (this could be things like targeted work, intervention or additional support) and letting the SENCO know as necessary.
- Creating and personalising individual targets to form part of the child's 'Target Quest.' Writing intervention plans, and sharing and reviewing these with parents/carers at least once each term before planning for the next term.
- Ensuring that all staff working with children in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO and Headteacher: Mrs Jane Woodall

Mrs Woodall is responsible for:

- The strategic development of the SEND policy and provision alongside the governing body.
- Co-ordinating the provision for and managing the responses to children's special needs – provision mapping.
- Supporting and advising colleagues.
- Overseeing the records of all children with special educational needs.
- Ensuring that you as parents/carers are: involved in supporting and reviewing your child's learning and kept informed about the support your child is getting
- Liaising with outside agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, etc...
- Monitoring and evaluating the special educational needs provision and reporting this to the governing body;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Contributing to the professional development of all staff, organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Signposting support and agencies to relevant parents.
- Accessing additional funds through the LEA with which to provide additional support where a child has complex and severe needs.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of children's progress and needs.
- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Giving responsibility to the class teachers but still being responsible for ensuring that children's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor – Mr Elshaw

Responsible for:

- Making sure that the school has an up to date SEND Policy & Information Report and ensuring it is published on the website.
- Making sure that the necessary support is made for children who attend the school who have SEN and/or disabilities.
- Working with the SENCo to monitor the progress made to ensure each child achieves his/her potential in school and reporting back to the full governing body.

What is our approach to teaching learners with SEND?

At All Saints' we strongly believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We aim to create an inclusive culture in our school and aim to be responsive to the diversity of our children's backgrounds, interests, experience, knowledge and skills.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to learning. Pupils with SEND benefit from an increased profile within the school as teachers must implement an assess-plan-do-review approach with this group of children. This is a family centred process which consists of a termly meeting with parents/carers, and children, to share assessment information, agree targets for the individuals 'Target Quest' and discuss the provision in place. In subsequent meetings, progress is reviewed and then the cycle continues. These meetings occur in addition to the routine school parents' evenings and allow for more detailed discussion and a shared approach.

The length of time of the intervention will vary according to the need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on a class provision map and intervention log (this is a record of the interventions, timings and the impact of the intervention). If you have any queries relating to the interventions, please do not hesitate to contact the class teacher.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, learning walks, pupil interviews, book trawls and lesson observations.

Occasionally a pupil may need more expert support from an outside agency such as the Speech & Language Team, Paediatrician etc. a referral will be made, with parent/carer consent, and forwarded to the most appropriate agency. After assessments, a programme of support is usually provided to the school and parent/carer.

The Governors of All Saints' Primary School are responsible for entrusting a named person, Mrs Jane Woodall, to monitor safeguarding and child protection procedures. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DFE.

How do we adapt the curriculum to support learners with SEND?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum, these might include:

- Use of technology
- Use of practical resources
- Peer mentoring systems
- Positive behaviour rewards system
- Additional adult support
- Adaptation to visual stimuli including assessment materials
- Personalised activities

Each learner identified as having SEND, is entitled to support that is 'additional or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier(s) to learning. This may include any of the following:

- Specialist equipment
- Modified resources
- Additional curriculum resources
- Online learning packages
- Access to technology
- Different reading schemes
- Additional learning groups
- Additional adult support
- Curriculum intervention groups
- Physical development groups
- Social and emotional programmes
- Targeted individual/small group support
- Speech and language therapy
- Support from specialist teacher.

Our teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and we use assessment to inform the next stage of learning. A good range of multi-sensory teaching methods are used to ensure all our children can access the curriculum. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom.

- If a child has been identified as having a special educational need, they will be given a 'Target Quest', which is an individual/personalised action plan. Targets will be set according to their area of need. These will be monitored by the class teacher weekly and the SENCO three times a year. The Target Quest will be shared with parents/carers and a copy will be sent home alongside ideas on how parents/carers can provide support at home to work on the specified targets.

What is the referral process?

- Parents/carers will be asked to come to a meeting to discuss progress and help plan possible ways forward.
- Parents/carers may be asked to give your permission for the school to refer the child to a specialist professional for example a Speech and Language Therapist or Educational Psychologist. This will help the school and parent/carer understand the child's particular needs better.
- The specialist professional will work with the child to understand their needs and make recommendations, which **may** include:
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - Group or individual work with an outside professional
 - The school may suggest that the child needs individual support in school. The school will tell the parent/carer how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means the child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school. The child will also need specialist support in school from a range of professionals outside the school. These may include:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy Service, Physiotherapy and/ or CAMHS.

For the child this would mean:

- The school (or parent/carer) can request that the Local Authority carry out a statutory assessment of the child's needs. This is a legal process, more details about this are available in the Local Authority (South Staffordshire) Local Offer on the Staffordshire Website:
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=cUAUcy0oB5o>
- After the school have sent in the request to the Local Authority (with a lot of information about the child, including some from the parent/carer), **the local authority will decide** whether they think the child's needs (as described in the paperwork provided), seem complex enough to require a statutory assessment and more than 20 hours of support in school. **If this is the case**, they will ask parents/carers and all professionals involved with the child to meet to write a report outlining the child's needs. **If the local authority do not think** the child needs this, they will request the school to continue with the support at SEN Support level and set up a meeting in school to confirm a plan is in place to ensure the child makes as much progress as possible. The EHC Plan will outline the number of hours of individual/small group support the child will receive from the local authority, how the support should be used and what strategies need to be put in place. It will also have long and short-term goals for the child. This plan will be reviewed at least once a year.
- An additional adult **may** be used to support the child with whole class learning, run individual programmes or run small groups including the child. This type of support is available for children whose learning needs are:
 - Severe and complex
 - Require more than 20 hours of support in school.

How will I know how well my child is doing?

All Saints' works closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents/carers. The home-school agreement is central to this. Parents/carers have much to contribute to our support for children with special educational needs.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents/carers at events such as Parent's Evenings and children's progress and attainment are tracked/monitored by staff using the whole school tracking system.

- Meetings are held every term between the class teachers and the Senior Leadership Team to ensure all children are making good progress. Pupils who are failing to make expected levels of progress are identified very quickly.
- Parents/carers will be invited in to school to ensure early discussion and support the identification of action to improve outcomes.
- Where it is decided that action is required to support increased rates of progress, this will follow an 'assess, plan, do and review' model.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO.
- Parents/carers will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on the intervention log and the child will receive a 'Target Quest' that will identify a clear set of achievable outcomes, which will include relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil. Class teacher, pupil and parents/carers will meet to set achievable targets which the child will work towards over the term. Pupils will be given the opportunity to reflect on their targets, drawing faces (smiley, straight, sad) to show how they feel they are progressing.

How will you help me to support my child's learning?

The class teacher may suggest ways of how parents/carers can support the child's learning. Mrs Woodall, the SENCO, will meet with parents/carers to discuss how to support the child.

The class teacher and or a member of Senior Leadership team may meet with parents/carers to discuss how to support the child providing strategies to use if there are difficulties with the child's behaviour/emotional needs.

If outside agencies or Educational Psychologists have been involved, reports, suggestions and programmes of support will be provided for use at home.

Any parent/carer can also request support from Staffordshire **SEND Family Partnership**, who will ensure that parents/carers fully understand the SEND process:

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on **spps@staffordshire.gov.uk**.

What support will there be for my child's overall well-being?

Our school offers a wide variety of pastoral support and members of staff are always on hand for pupils who wish to discuss issues and concerns.

Pupils with Medical needs

If a pupil has a medical need then a detailed Care Plan is completed by a designated member of staff with support from the school nurse if necessary in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

All staff receive Epi pen training delivered by the school nurse on an annual basis and where necessary asthma training. Where necessary and in agreement with parents/carers prescribed medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. All teachers and support staff have basic first aid training whilst Mrs Thornton, Mrs Dudgon and Mrs Griffiths are Paediatric first aid trained and Mrs Griffiths is First Aid at Work trained.

What training are the staff supporting children and young people with SEND had or are having?

SEND training within the school happens in many ways. We take advantage of courses being delivered by external agencies in all aspects of SEND provision. We also commission external agencies to come into school to work with larger groups of staff. Throughout the year, we provide training in house for both teaching and non-teaching members of staff. The focus of training is planned based upon the training needs of our staff as well as the needs of our pupils. Training has included:

- How to support pupils on the Autistic Spectrum
- How to support pupils with social and emotional needs
- How to support pupils with speech and language difficulties
- How to support pupils with physical and co-ordination needs

How will my child be included in activities outside the classroom including school trips?

Educational Visits are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent/carer **may** be asked to accompany their child during the visit/activity.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include: Ramps into Dragon and Rainbow class to make all classrooms accessible to all. All corridors are wide enough for wheelchairs and there are wide doors in all parts of the main building. Signage around the school is Dyslexia Friendly and clear. Please see our accessibility plan within the Policies section of our website for further information.

How do we prepare children for the next step of their education?

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. All Saints' are committed to working in partnership with children, families and other providers to ensure that positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with parents/carers and the child at their summer term review meeting. In school we ensure that the children are prepared for their next year in various ways. There are transition meetings involving teacher to teacher discussions which sometimes involve external agencies. Children get the opportunity to meet their new teacher and experience a taste of life in the year above. For some children an enhanced transition maybe required. There may be additional meetings of professionals and/or additional work done with the child in school. Enhanced transitions are done on a child by child basis.

The class teachers and support staff in Year 6 have detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases, the SENCo meets with Secondary SENCO's to discuss the Special Educational Needs of individual children moving to Year 7. All records are passed onto Secondary SENCO's. Where appropriate, further meetings between parents/carers and the school may take place and an enhanced transition may be arranged.

How are the school's resources allocated and matched to children's Special Educational Needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another point in the year. Resources may include deployment of staff depending on individual circumstances.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- helping children to understand how they learn best;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

From time to time a small number of children are taught by specialist support staff who tailor learning to meet the individual needs of children, most notably in English and Mathematics.

How is the decision made about how much support my child will receive?

These decisions are made in consultations with the class teacher and Senior Leadership Team. Decisions are based on the termly tracking of pupil progress and take into consideration any assessment by outside agencies. If further concerns are identified due to the lack of progress or well-being then other interventions might be arranged.

How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute and take an active role in their child's education.

This may be through:

Termly target meetings (additional to Parents' evening)

Discussions with the class teacher, SENCO and/or other professionals

Parents/carers are encouraged to comment on children's individual, personal targets with teachers providing possible suggestions that could be incorporated at home to creating a consistent approach between school and home to provide continuity.

Who will I contact for further information?

If you wish to discuss your child's Special Educational Need/s or would like to speak to a member of staff, please contact the school office to arrange a meeting.

The school can be contacted on: 01902 894452

Email: office@allsaints-trysull.staffs.sch.uk

Head Teacher & SENCO: Mrs Jane Woodall

What do I do if I have Concerns?

As a school we believe that the SEND pupils are best provided for when there is effective collaboration and communication between school, parents/carers, pupils and other agencies. We aim to foster good working relationships.

If a parent or carer has any concerns or complaints regarding the care or educational provision in place for their child please speak to the child's Class Teacher, Assistant Head Teacher or Head Teacher who will discuss this with you.

Policy reviewed September 2018 by Mrs J Woodall

This Policy was agreed by Governors and will be reviewed annually.

Chair of Governors – Mr P Jordan

Date: 03/09/2018