



All Saints' (CE) C Primary School

'Believe to Achieve'
"Living life to the full" (John 10:10)

School Values

**Love + Forgiveness + Friendship + Thankfulness + Trust + Respect =
Koinonia**

With the teachings of Jesus as our guide, we embrace a creative and ambitious curriculum to ignite a passion for learning. We prepare our children for a rapidly changing world by equipping them with critical and creative thinking skills, independence, resilience and respect for our core school values.

SEN Information Report

Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in our school are:

All pupils are entitled to a broad and balanced curriculum and are able to reach their best potential. We reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

<https://www.gov.uk/government/collections/national-curriculum>

To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical

We make reasonable adjustments for those with a disability to enable them to access the curriculum and the environment.

We provide a secure and caring environment which allows children to develop the interdependence and confidence to face new challenges positively.

We monitor and respond to parent/carers' and pupils views in order to evidence high levels of confidence and partnership.

We work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

What are Special Educational Needs or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

The Local Authority have suggested specific criteria against which to measure SEND and the school will make reference to this when planning support. The Special Educational Needs Support Service (SENS) recommend that schools use these criteria to decide whether to place a student on their 'SEND Register'. The Educational Psychology Service has also set out similar criteria as the threshold for their involvement. Neither service will provide a diagnosis of Dyslexia. To see these criterion, please see <http://education.staffordshire.gov.uk> then follow the links > Pupil Support > Special Educational needs & Vulnerable Children > SEN Graduated Response > Specific Criteria Cognition/Communication & interaction/physical or sensory difficulties/Social and Emotional.

How does our school know if children need extra help?

- Whole school data is analysed termly.
- Children's progress is tracked and monitored daily by the class teacher and any areas of weakness are identified and acted on immediately.
- Inadequate levels of progress or inclusion have been identified by parents/carers, external agencies, the pupil's previous school or the pupil themselves.
- Observations are carried out to assess whether a pupil has additional needs.

What should I do if I think my child may have special educational needs?

- Arrange to speak to the Class teacher. This may result in a referral to the school SENCO whose name is Mr Gibbs. Parents may also contact the SENCO directly if they feel this is more appropriate.
- Any educational needs that are **only** experienced at home should be referred directly to the doctor.
- All parents will be listened to.

How do we make sure all children reach their potential?

All children will be provided with high quality teaching that is differentiated to meet the needs of all learners. This provision will include:

- Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests.
- Learning assistants in every class.
- Quality of teaching and learning well monitored.
- Individualised targets for all children in reading, writing and maths
- Rigorous pupil tracking system, which ensures that attainment and achievement of all children is monitored.
- Professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place.
- Detailed programme of reviews with parents and professionals: 3 parents' consultation evenings a year with all parents; termly reviews for all children who have SEN and

comprehensive annual reviews for pupils with an EHCP. Parents' and children's views are very important to us.

- Behaviour is good, with clear rewards and sanctions.
- A strict zero tolerance policy for bullying and regular anti-bullying initiatives.
- Long established, acknowledged and celebrated Christian ethos of inclusion, equality and care.

All action relating to SEN support will follow an 'assess, plan, do and review' model:

1. ASSESS: data on the pupil will be collated by the class teacher/SENCO in order to make an accurate assessment of the pupil's needs. Parents will be invited to discuss this assessment and actions will be identified to improve outcomes.
2. PLAN: If review of the action

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

- Good parent communication.
- Children and parents are able to contribute to targets.
- Clear targets shared and reviewed with child and parent.
- Wave one and Wave two interventions.
- Use of 'Listening Ear' programme.

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

- Clear targets shared and reviewed with child and parent at least termly.
- Feedback from homework.

How accessible is the school environment?

Everyone can access all of the EYFS, KS1 and Lower KS2 areas. Adjustments are made for classes to be moved if they are inaccessible to any individual.

How do we help a child with physical needs?

- Disabled toilet available.
- Timetabling adjustments allow for adaptations to be made if any areas are inaccessible to individuals/groups.

How do we help a child with speech and language needs?

- High profile of Speaking and Listening across the school.
- Liaison with speech therapists to support learning needs.
- *Speech Link* programme used to screen all children in Reception. Intervention sessions delivered to any children who are identified as needing further support.

How do we help a child with sensory impairment?

- Sensory area in EYFS/KS1
- Carpeted throughout the classrooms and corridors.
- Liaison with Visual and hearing impairment specialists to support learning.

How do we help a child who has social and emotional difficulties?

- Forest Schools is a focused intervention session available in an afternoon that supports children with social, emotional or behavioural difficulties in an inclusive and supportive manner.
- Lunchtime/play leaders chosen to develop their self-confidence and promote positive relationships with peers.

- Access to specialist support for children with ASD and their families.
- Variety of after school clubs to promote self-esteem.
- Open door policy with parents.
- Access to CAMHS team.

How do we help a child who needs support with literacy?

- Dyslexia aware staff throughout school that use Dyslexia friendly teaching strategies.
- Targeted ICT programmes.
- Wave two and three interventions.
- Variety of Intervention programmes.

How do we help a child who needs support with numeracy?

- Targeted ICT programmes.
- Wave two and three interventions.
- Variety of Intervention programmes.

How do we support a child who has medical needs?

- Individualised care plans created by a team around the child including the school nurse, parents and first aiders in school.
- Team trained in first aid and paediatric first aid.

How do we help a child who has English as an Additional Language (EAL)?

- Specialist support would be sought and the school will follow advice given.
- Induction programme when children arrive at school.

How do we support a child with complex and multiple needs?

Specialist support would be sought and the school will follow advice given.

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

Depending on progress and funding received.

Which specialist services do we access beyond the school?

We have current regular contact with the following services who give us support and advice:-

Special Educational Needs Support Services (SENSS)

Educational Psychologists

Speech and Language Therapy

Occupational Therapy

Autism Outreach

CAMHS

Educational Welfare Officer

School nursing service

We have links to a range of special/residential schools for advice if required

Parent Partnership Service

How does additional funding work?

- The local authority will top-up funding for pupils with a high level of need (AEN/HLN Funding). If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there may be additional funding allocated. Parents and schools will work together to see how this funding is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan.

How will we include children in activities outside the classroom including school trips?

- Extra staff deployed for trips to meet the stringent requirements of our risk assessments.
- Provide information on Parent Partnership Services, Parent workshops and building relationships.
- Parents/carers consulted prior to trips for advice and guidance.

How do we prepare and support a child for joining school and transferring to secondary school?

- Visits arranged to pre-school placements by SENCO and other school staff.
- Allocation of a learning support assistant as soon as possible and introduction before child starts school.
- Extended visits to Reception Class planned in summer term before starts.
- Transition plans – extended visits to secondary school and meetings between secondary/primary school staff.
- Close liaison with all other settings involved in transition – good exchange of information.

How will we develop social skills throughout the school day, especially break times?

- Playtimes/lunchtimes seen as an important part of the day and included in time for small group support for children if appropriate.
- Listening Ear/Forest Schools group offered to children.
- Playground 'crazes'/themes.
- Playground Leaders encourage children to participate in play.
- Zoned areas in playgrounds to allow for quiet activities.
- School council representatives from each class.
- Worship leaders meet weekly with Rev. J Allan
- Pupil voice – children meet regularly with Head teacher/SLT.
- House merits awarded for positive behaviour.

How do we allocate resources?

- One to one support given as specified in a child's statement of SEN Action Plan.
- Our school employs a learning assistant for each class – time is allocated on a daily

basis for individual/small group work on personal targets.

- All children regularly reviewed (at least once a term) and provision is matched to needs (Action plan).

How do we ensure all staff are well trained?

- Regular training sessions for all support staff.
- Whole school training part of School Improvement Plan.
- Commitment to maintain levels of training.
- Programme of CPD, accessing both external agencies and in-school support.
- Specific training led by external body is provided where necessary.

How do we raise awareness of special educational needs for parents and the wider community?

- Achievements of all children (including those with SEN) are celebrated in merit assemblies.
- We have an open door policy for all parents – parents of children with SEN are encouraged to contact us to discuss any concerns.
- Parent Partnership advisor available and information session arranged each year for parents.

Who can I contact for further information or if I have any concerns?

- Class teacher
- Head teacher
- SENCO

What can parents/carers can do if they are not satisfied with a decision or what is happening?

- Our school operates an open door policy. Your first point of contact is your child's class teacher, who is always available at a mutually convenient time. You can arrange to meet with the school SENCO (Mr Gibbs).
- If you are not satisfied that your concern has been addressed then you may speak to the head teacher. If she cannot solve your issues, they would then be referred to our Governing Board. If your concern is with the local authority support there is a complaints procedure so you could contact the manager for SEN inclusion on 01785 854207.
- The local authority has a multi-agency panel who consider unresolved issues.
- You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied.

Where can I find more information about services available to my child in Staffordshire?

The School Governor with responsibility for SEN is:

Mr Mark Emely (Contact via the school office).

Local authorities must publish a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. [The Local Offer](#) tells you what support is available for children and young people with SEND. It includes information about education, health and care provision. It also tells you about training, employment and independent living for young people with special educational needs and/or disabilities. Staffordshire's Local Offer can be accessed on the following website:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

Support services for parents of pupils with SEN include:

- **Family Partnership**
- <https://www.staffs-iass.org/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 sfps@staffordshire.gov.uk.
- **Parent In The Know** newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Useful Websites:

Autism <http://www.autism.org.uk/>

Dyslexia <http://www.bdadyslexia.org.uk/>

Dyspraxia <http://www.dyspraxiafoundation.org.uk/about-dyspraxia/>

SaLT <http://www.private-speech-therapy.co.uk/> Early Years <http://www.foundationyears.org.uk/>

<http://theimaginationtree.com/>

Forest Schools <http://staffordshireforestschoools.org/>

Parent Partnership:

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/>

Local Support Team:

<http://www.staffordshire.gov.uk/health/childrenandfamilycare/FamiliesFirstPartners/yourlocalsupportteam>