



### **Vision**

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.

### **Believe to Achieve**

'Living life to the full' (John 10:10)

### **Our School Values:**

Koinonia, Trust, Forgiveness, Friendship, Love, Thankfulness,  
Respect

**All Saints' C.E. (C) Primary School**

# **SEN Information Report**

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

## **Aims:**

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

- To ensure all pupils are given access to a broad and balanced curriculum and are given the opportunity to reach their best potential.
- To 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.
- To make reasonable adjustments for those with a disability to enable them to access the curriculum and the environment.
- To provide a secure and caring environment which allows children to develop the interdependence and confidence to face new challenges positively.
- To monitor and respond to parent/carers' and pupils views in order to evidence high levels of confidence and partnership.
- To 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.

## **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

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 (SENSS) 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.

## **Identifying pupils with SEN and assessing their needs**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school.
- A pupil asks for help.
- Tracking of attainment outcomes indicate a lack of progress.
- Pupil observation indicates that they have additional needs in one of the four areas of SEN.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will first place children on our monitoring register and will trial making some reasonable adjustments to provision for that child. If these reasonable adjustments are successful, then the child may not be placed on our SEN register. If further support is needed then a discussion will be had with parents indicating that their child will be placed on the SEN register and additional support and outcomes for the child will be discussed and documented in the form of an SEN Action Plan.

### **Ensuring 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; half-termly reviews for all children who have SEN and comprehensive annual reviews for pupils with an EHCPlan. 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.

### **Consulting and involving pupils and parents**

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.

When additional need or support is identified, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

This early discussion will be recorded on a monitoring proforma and shared with parents. This document will indicate the reasonable adjustments and support which will be put in place to support the child.

If further support is deemed necessary, then provision and outcomes for children will be communicated to parents half-termly in the form of an SEN Action Plan. Parents will be invited to meetings half-termly to discuss their child's progress, current provision and to review outcomes. Together with the class teacher and the young person themselves (if appropriate) targets will be co-produced in these meetings and new target and provision agreed. If these meetings are unable to take place face to face in school, then parents will be invited to review meetings via zoom on a half-termly basis.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil, using assessment tools such as PIRA, PUMA, YARC, Wellcomm and teacher judgment.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments or assessment by the SENCO, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress through SEN Action Plan reviews for children with SEND alongside parents/carers.

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils from All Saints' moving to local secondary schools are invited to spend induction days at their new schools in the summer term of Year 6. SENCO's from each secondary school will have a meeting with Mr Gibbs (All Saints' school SENCO) prior to children moving in September, in order to discuss provision and needs of the children with SEND moving to their secondary school.

For children moving to John Taylor High School, additional induction days are offered to children with SEND, including detailed school tours and an opportunity to meet the SENCO.

### **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of teaching is monitored through a number of processes that includes:

1. Classroom observation by the senior leadership team, the SENCo and external verifiers.
2. Ongoing assessment of progress made by pupil in specific intervention groups.
3. Work sampling on a termly basis.
4. Scrutiny of planning.
5. Teacher meetings with the SENCo.

6. Pupil and parent feedback when reviewing target attainment.
7. Whole school pupil progress tracking.
8. Attendance and behaviour records.

We will also provide, where appropriate, a range of high-quality interventions such as:

- Wellcomm
- Precision teaching.
- Rising Stars Maths intervention.
- Plus 1 and Power of 2
- FFT – Fisher Family Trust.
- Lego Therapy.
- YARC

### **Adaptations to the curriculum and learning 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.

Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids or by providing specialized resources, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

For children with specific needs, there are a number of adaptations that we can make to best support these children in making progress:

#### **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 or if physio/personal care needs to take place during the school day.
- Adjustment of P.E curriculum to suit needs.

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

- Liaison with speech therapists to support learning needs.
- *Welcomm* 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 and Listening Ear are focused intervention sessions 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 and touch typing 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.

### **Additional support for learning**

We have several teaching assistants who are trained to deliver specialised interventions such as Wellcomm, Precision Teaching and Fisher Family Trust. Mrs Knight has been trained to deliver social and emotional support to children through Listening Ear Support.

Teachers will direct teaching assistants to support pupils on a 1:1 basis and in focus groups when they feel children need additional support to help them to access the curriculum and to make progress. These groups will be supported by both teaching assistants and by class teachers.

We work with the following agencies to provide support for pupils with SEN:

1. Special Educational Needs Support Service (SENSS)
2. Behaviour Support Service
3. Dyslexia Centres
4. Autism Outreach Team
5. Hearing Impairment team
6. Visual Impairment team
7. Educational Psychologist Service
8. Educational Welfare Officers
9. Physical and disability support service
10. Social Services
11. School Nurse
12. CAMHS (Child & Adolescent Mental Health Service)

## **Expertise and training of staff**

Our SENCO has completed the National Award for Special Needs Coordination.

Enhanced training has also been provided to the SENCO on:

- Supporting children with mental health needs.
- Speech, Language and Communication difficulties.
- Dyslexia
- Attendance at the termly SENCO district meetings.

In the last academic year, staff have been trained in supporting children with ASD (Autism Spectrum Disorder) and speech and language needs. Specific staff have also been trained to provide precision teaching support, to work with children on Blank Level tasks and to work with children using colourful semantics resources.

We use specialist staff for Speech and Language and ASD who pass on recommendations for provision to class teachers and to the SENCO.

2 members of the EYFS team (Nursery and Reception) have received training in PECS for 2 children with considerable speech and language difficulties.

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions each half term.
- Using pupil voice.
- Monitoring by the SENCO.
- Updating provision on Scholar Pack to show progress.
- Holding annual reviews for pupils with statements of SEN or EHC plans.
- Reporting to Mark Emly (SEND governor) as well as FGB

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Laches Wood Residential Centre. Where necessary, extra staff are deployed for trips to meet the stringent requirements of our risk assessments and parents/carers are consulted prior to trips for advice and guidance.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

When needed, timetabling adjustments allow for adaptations to be made if any areas are inaccessible to individuals/groups.

The curriculum and lessons provided by class teachers are differentiated to allow access to all pupils.

## **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Playtimes/lunchtimes seen as an important part of the day and included in time for small group support for children if appropriate.
- Listening Ear support group offered to children.

- Worship leaders meet weekly with Rev. J Allan
- Pupil voice – children meet regularly with Head teacher/SLT.
- House merits awarded for positive behaviour.
- Pupils with SEN are encouraged to be part of the school council, health and safety team, Eco council and sports council.
- Pupils with SEN are also encouraged to be part of a range of different clubs such as Art club, Football, Multi-Skills, etc in order to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.
- 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.
- Variety of after school clubs to promote self-esteem.
- Open door policy with parents.

### Working with other agencies

Where we believe that further, specialised support is needed for a child, we will refer this child for support from external agencies/services. 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

### Complaints about SEN provision

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.

### Contact details of support services for parents of pupils with SEN

The School Governor with responsibility for SEN is:

**Mr Mark Emly** (Contact via the school office).

### Support services for parents of pupils with SEN include:

- **Family Partnership**
- <https://www.staffs-iass.org/home.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/>

Local Support Team: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Contact details for raising concerns

If you have concerns about your child, please feel free to contact:

- Class teacher
- Head teacher – Anna Golden – [headteacher@allsaints-alrewas.staffs.sch.uk](mailto:headteacher@allsaints-alrewas.staffs.sch.uk)
- SENCO – [cgibbs@allsaints-alrewas.staffs.sch.uk](mailto:cgibbs@allsaints-alrewas.staffs.sch.uk)

The local authority local offer

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: [www.staffordshiremarketplace.co.uk/marketplace/childre%20andfamilies.html](http://www.staffordshiremarketplace.co.uk/marketplace/childre%20andfamilies.html)

### **Monitoring arrangements**

This policy and information report will be reviewed by Mr Gibbs and Ms Golden **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives