



All Saints C of E First School

SEN
Information Report
2019-2020

All Saints First School's aim is to promote a positive learning environment where all children are respected and nurtured.

What is the Local Offer?

Staffordshire's local offer describes the provision that is available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. The Local offer website helps families by gathering together, the information that they need to know in order to make informed choices. The Local Offer website: www.staffordshireconnects.info

As part of the Local Offer, schools set out what is reasonable and normally available to help children with SEND who need additional support in school. The School Information Report complies with Section 69(2) of the Children and Families Act 2014

What are special educational needs?

"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. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision."

Code of Practice 2014

What kinds of special educational needs are provided for at All Saints C of E First School?

At All Saints, we pride ourselves on being a fully inclusive school and we cater for all special educational needs. The Special Education Needs and Disability Code of Practice (DFE, 2015) outlines four main categories of Special Educational Need which are:

- **Communication and Interaction:** Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use the social rules of communication.
- **Cognition and Learning:** Children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** children may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression.

- Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- **Physical and/or sensory needs:** some children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational resources generally provided. Many children with vision impairment hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) may require additional ongoing support and equipment to access

School SENDCo

Our school SENDCo is **Mrs Norton** (overseen by Mrs Devenport in school).

Should you wish to contact her please email office@allsaints-standon.staffs.sch.uk or telephone the school office: on 01782 791234.

Your Questions answered:	Our setting will:
How does the School know if child extra help?	We know when pupils need help if: <ul style="list-style-type: none"> • Concerns are raised by parents/carers, teachers or the child. • Limited progress is being made • Teachers observing and talking to children indicates that they may have additional needs in one of the above areas of need. • There is a change in the pupil's behaviour or progress. • Previous education setting shares information
What should I do if I think my child may have special educational needs?	At All Saints First School we encourage positive collaboration between home and school. Parents/carers are encouraged to discuss any concerns you may have with your child's class teacher. This may then result in a referral to the school's SENDCo (Special Educational Needs and/or disabilities Coordinator), Helen Norton or with the Headteacher.
How will the school support my child?	Each pupil's education programme will be planned by the class teacher. It will be differentiated according to suit the pupil's individual needs. This may include any of the following: <ul style="list-style-type: none"> • Class work is differentiated in small groups and individually when required

	<ul style="list-style-type: none"> • Differentiated resources to support children with SEND's independence • Class-based TAs work alongside the class teacher to support children with SEND individually/in small groups and to facilitate the class teacher working with children with SEND. • Links are forged between classroom and intervention to ensure continuity, through verbal communication • Provision and targets are discussed termly and recorded. • If your child has needs related to more specific areas of their education, such as spelling, numeracy and literacy skills; your child may be placed in a small focus group or require 1-1 support with access to evidence-based interventions. <p>Interventions are recorded on the school provision map (this is a record of intervention, impact and next steps).</p> <p>The length of time of the intervention will vary according to each child's needs.</p> <p>The interventions will be reviewed regularly by all involved to ascertain effectiveness, impact and inform future planning.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All class teachers deliver differentiated lessons to enable children to access the curriculum. 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. In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.</p>
<p>How will I know how my child is doing?</p>	<p>At All Saints First School we work closely with parents/carers.</p> <ul style="list-style-type: none"> • We Operate an 'Open-door' policy with class teacher, SENDCo, teaching assistants and Head teacher. • Offer termly Parents Evening meetings with the class teacher. • Invite parents to be involved in the termly review of individual targets. • Offer parent consultations for children identified as having a SEND. • Provide relevant information about how parents can support their child at home. • Provide Annual reports to parents <p>In addition, Parents' and Pupils' views are sought verbally and through surveys</p>
<p>What support will there be for my child's overall well-being?</p>	<p>All Saints First School firmly believes in nurture and achievement for all children. The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:</p> <ul style="list-style-type: none"> • Teaching assistants work with children 1-1 and in groups to develop social and emotional skills

	<ul style="list-style-type: none"> • Extra-curricular activities • Specific interventions, such as the 'Learning to become Socially Talented Children' programmes • In-class PHSE / SEAL lessons and personalised small-group SEAL, which is responsive to need • The SENDCo facilitates communication to ensure all those working with the child, including the child themselves and the family, are aware of the support being implemented.
How is my child involved in decisions?	Pupils with SEND are encouraged to take an active role in reviewing their progress towards meeting their individual learning targets and to be part of deciding upon their next steps in consultation with their teacher, teaching assistant and SENDCo. If they have an Education Health Care Plan (EHCP) they will be part of the annual review process.
How are pupils with medical needs supported?	All children who have a medical condition will have an individual care plan, which will have been written by parents and the relevant healthcare professionals where applicable. Staff who are required to administer medicines are trained by the necessary health care professionals and are certified as competent. Risk assessments will also be in place for some, more serious medical conditions such as epilepsy. At all times we adhere to the government guidelines in 'Supporting pupils with medical conditions in school' (DfE, 2014)
What specialist services and expertise are available?	<p>At times it may be necessary to consult with outside agencies to access their more specialist expertise. The agencies used by school may include:</p> <ul style="list-style-type: none"> • Speech and Language • Physiotherapist • Occupational Therapist • Autism Outreach Team • PASS (Physical & Sensory Service) to support hearing/visual impairment • Educational Psychologist* • Midlands Psychology • Social Services • Paediatrician • CAMHS (Child and Adolescent Mental Health Service) <p>*Where a child is accepted for with a child accepted for an assessment of Education, Health and Care needs, an Educational Psychologist will work with a child under the Local Authority's instruction.</p>
What training have staff supporting children with SEND	<ul style="list-style-type: none"> • The SENDCo has a Post Graduate Certificate in Specific Learning Difficulties as well as an employment background in SEN. • Staff have received Tier 1 training from the Autism Outreach team

<p>had?</p>	<ul style="list-style-type: none"> • Staff completed the Speech, Language and Communication Needs strand of the Inclusion Development Programme • Support from SENSS to deliver whole staff training e.g. spelling strategies, working memory and using I-Pads to support children with SEN • Specific training to meet individual needs is obtained and is also part of the school's anticipatory duty towards meeting the needs of every child • Attachment training
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>As an inclusive school our aim is that activities and school trips are available to all.</p> <ul style="list-style-type: none"> • Risk assessments are carried out and suitable measures are put in place to enable all children to participate in all school activities. However, if despite planning appropriate visits and intensive levels of 1-1 support the risk to a child's safety remains high, then a decision will need to be made with full consultation with parents/carers. • Children are supervised at all times during play, break times, P.E and clubs. Sometimes this may be on a one to one basis if this best supports the child's individual needs.
<p>How accessible is the school both indoors and outdoors?</p>	<p>Please refer to our accessibility plan for full details. This is available on the school website http://allsaints-standon.staffs.sch.uk</p> <p>The school is all on one level and have a fully accessible toilet.</p>
<p>How will the school prepare and support my child when joining or transferring to a new school?</p>	<p><u>On Entry</u></p> <ul style="list-style-type: none"> • When joining at the start of Reception, an induction evening for parents will be offered so that they can gain all the necessary information to facilitate a smooth transition. • A series of induction visits whenever possible. • A meeting with any new parents of children already known to have SEND. • If your child joins us from another setting in Years 1 to 4 then they too will be offered some taster sessions and we will liaise closely with the school from which they are transferring to ensure a smooth transition and transfer of all necessary information. <p><u>Transfer to a New Setting:</u></p> <p>If your child transfers to another school, we will liaise closely with the new school to ensure all information and any relevant records and/or documentation is passed on.</p>

	<p><u>Moving up to the Next Class:</u></p> <ul style="list-style-type: none"> Teachers will hold a handover meeting in advance of the child moving up, where information regarding children's individual needs and the nature of SEND support they have received will be discussed. <p><u>Transition to Middle School:</u></p> <ul style="list-style-type: none"> During Year 4 the children attend some transition visits and for pupils with SEND we often arrange further additional visits if we feel that this would be beneficial to the child. For schools in the local area, the staff from both schools liaise to discuss the children who have SEND and all necessary information, reports and documentation will be passed on to the new school. Offer SEAL interventions for children who need additional support for transition Incorporate the teaching of basic key skills necessary for a successful educational career and future adult life
<p>How are the school's resources allocated and matched to the children's special educational needs?</p>	<p>The allocation of resources is dependent upon need within the school. We use our budget to help raise the attainment and achievement of all our pupils, including those with SEND through:</p> <ul style="list-style-type: none"> Teaching assistant hours are used to run intervention programmes and support in class Teaching assistants run personalised one-to-one intervention programmes Providing training on intervention programmes for TAs (and associated costs) Ensuring that pupils have equal access to the curriculum Liaising with relevant agencies to arrange the loan of specialised equipment Seeking advice for environmental adaptations e.g. displays, sensory stimulation etc when necessary
<p>How is the decision made about the type of support and how much support my child will receive?</p>	<p>The type of support that your child will receive will be dependent upon their individual needs. If external agencies are involved, then we will follow recommendations made. For children receiving SEND support in school then the level of support will be determined by the nature of the interventions and/or precision teaching that they will receive, and we will decide upon the necessary level of support to enable pupils to successfully meet their learning targets.</p> <p>For children who have an Education, Health and Care Plan (EHCP) the support will be determined in the Plan and will be reviewed annually.</p>
<p>How is SEN provision reviewed and evaluated for effectiveness?</p>	<ul style="list-style-type: none"> We use appropriate, intervention-specific assessment tools when children have taken part in an evidence-based intervention We hold termly Pupil Progress Meetings, involving the Class Teacher, Head Teacher and SENDCo, during which we review the progress of children with SEN
<p>How will I be involved in</p>	<p>All parents are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> Discussions/meetings with the class teacher, SENDco or other professionals

<p>discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> • Parents also meet with the class teacher three times a year to review their child's Individual Provision Plan and are encouraged to share views, information and contribute suggestions.
<p>Who can I contact for further information or if I have concerns?</p>	<p>If you wish to discuss your child's educational needs about their SEND provision, please contact:</p> <ul style="list-style-type: none"> • Your child's class teacher, either by speaking to them at the start or end of the school day, or by phoning the school office, to arrange a meeting • Mrs Norton, the SENDCo, either by phoning the school office or by emailing her at office@allsaints-standon.staffs.sch.uk • Mrs Bradley, the Headteacher, who can be contacted by phoning the school office • The SEND Governor, Mrs Wain who can also be contacted via the school office. • In the event, that you would wish to make a formal complaint then you should contact the Headteacher, Mrs Bradley by telephoning the school office on 01782 791234. <p>Staffordshire Local Education Authority has developed a 'Local Offer' which signposts all services available to support disabled children with SEN (from 0 – 25 years old) and their families across Staffordshire and Stoke-On-Trent. It provides parents/carers with information about how to access services in their area and what they can expect from those services: https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page</p>
<p>Support Services for Parents:</p>	<ul style="list-style-type: none"> • ParentPartnership http://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. • Parent In The Know newsletters http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx • SPAN www.span-info.co.uk
<p>Date for Review</p>	<p>Autumn 2020</p>