



# All Saints' (CE) C Primary School

## SEN Information Report

### Special Educational Needs and Disability policy and practice in school are:

All pupils are entitled to a broad and balanced curriculum and are able to reach their best potential. We provide a secure and caring environment which allows children to develop the interdependence and confidence to face new challenges positively.

### What are Special Educational Needs?

- Barriers that affect a child's ability to learn. These barriers can be behavioural or subject specific.
- 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 criteria, 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.

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

- Arrange to speak to the Class teacher/SENCO.
- Any educational needs that are **only** experienced at home should be referred directly to the doctor.

### How do we make sure all children reach their potential?

- 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 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.

### 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.

### What is SEND?

SEND is Special educational needs and disability.

SEND Code of Practice set out four areas of SEN:

**Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

**Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy

**Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing

**Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical disability.

### 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 (Mrs Zoe Brockington).
- 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 Body. 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).

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

- **Parent Partnership**  
<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.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](mailto:spps@staffordshire.gov.uk).
- **Parent In The Know** what's on  
<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/whatson/whatson.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:

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/Special-Educational-Needs.aspx>

Local Support Team:

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