



SEND Information Report

All Saints CE First School

Reviewed December 2021
Next review date September 2022

All schools are now required to provide parents with information outlining the support and provision they would expect to receive for their children.

All Saints CE First School is committed to offering an inclusive education which provides all children with the same chance to succeed. All Class Teachers provide Quality First Teaching (QFT) using Dyslexia Friendly classroom strategies. This raises the attainment for all pupils not just those experiencing difficulties in their learning. Additional support is provided when necessary and is available throughout the whole school including Nursery. We believe in providing differentiated and individualised support wherever possible including small intervention groups and high level need, one-to-one support. We aspire to enable pupils to achieve their full potential in terms of learning and participation in all activities.

How does All Saints CE First School know if your child needs extra help and what should I do if I think my child has SEND?

A child may be identified as having a Special Educational Need at any stage during his/her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention. At All Saints CE First School we may decide further assessment of a pupil's needs is necessary through the following processes:

- Maths and English assessments
- Identified slow progress across the curriculum
- Teacher concerns discussed during termly pupil progress meetings
- Parental concerns

If you feel that your child may have special educational needs you should contact our SENDCo Mrs A Kenny on 01889 502289 to arrange an appointment.

How will All Saints CE First School staff support my child?

All Saints CE First School are committed to providing quality first teaching for all. Teaching staff will support individuals at an appropriate level through effective differentiation and appropriate classroom adjustments. All staff are expected to take full responsibility for the progress and achievement of all learners in their classroom including those with SEND.

Additional support may be provided following up to date assessment of the pupil's needs. The support will follow the SEND Code of Practice Plan, Assess, Do, Review and will work towards clear outcomes. Additional support includes:

In The Classroom

- Dyslexia Friendly Teaching
- Teaching Support Assistant
- Ipads/laptops
- Resources – reading rulers, pencil grips, visual timetables, quiet area,

Small Group

- Additional Maths – 1stClass@Maths
- Additional Phonics
- Additional Writing
- Additional reading

One – To – One

- Precision Teaching
- Maths
- English
- Phonics
- Reading
- Social and emotional support - ELSA
- 1:1 teacher/pupil discussions

How is the curriculum matched to my child's needs?

When a pupil is identified as having SEND their work will be differentiated (made appropriate to their learning level) by the class teacher to enable them to enjoy equal access to the curriculum. All Saints CE First School offers a character curriculum with a topic delivered in each year group each term. Lessons will be linked to this topic. If appropriate a Teaching Assistant will be allocated to support children within the classroom or deliver an additional intervention. Progress will be monitored and matched to the agreed learning objectives. The Teaching Assistant will not replace the role of the class teacher. Their aim will be to support learning and help pupils to develop independent learning skills. Where necessary, an intervention plan or provision map will be provided outlining the support offered to your child. This will also be used to monitor and track progress.

A termly review meeting will be offered each term in addition to Parent's Evening. More frequent reviews will be offered through the EHA (Early Help Assessment) process or if your child has an EHCP (Education Health Care Plan). Following review, if your child's needs have been met and you agree with this, they will be removed from the SEND register.

How will I know how well my child is doing?

At the end of each term your child's progress will be assessed using a variety of assessment and tracking tools in school. We also monitor progress in areas of Behaviour, Social and Mental Health. Attendance and behaviour are also monitored and provided in the termly progress meeting for Parents where relevant. Some pupils may be offered a Home/School link book which provides a daily log of activity. These may be used to provide information for parents when a child has communication difficulties, behaviour and emotional difficulties or needs to have a specific record as evidence for either school, parents or an outside agency. The link books are always used to promote positive communication and should not be viewed as a punishment.

What support is offered for my child's overall wellbeing?

We take care to oversee the progress of every pupil and hold Pupil Progress meetings between staff every term. We discuss, alongside academic progress, your child's wellbeing and factors which may contribute towards any difficulty in school. These include attendance, illness, family issues and any known pastoral concerns. We value parent information and encourage good communication links. Please let us know if your child is worried, anxious or has experienced changes within family circumstances. We have a variety of useful charity contacts that provide sensitive help and support to both children and parents experiencing difficulties. With consent we can also refer to YESS who offer counselling and 1:1 work for children who are struggling emotionally in school; or we may offer HOPE which is delivered as a 6 week programme. If your child has medical needs a Care Plan will be provided and circulated to all relevant staff.

What specialist support is available at All Saints CE First School?

All Teaching Assistants have received training in a number of areas. Mrs Kenny (SENDCO) has a number of years' experience working with children with SEND from nursery to Year 4. She obtained a BEd (HONS) in 1994, Post Cert and Dip in Educational Management & Leadership in 2003 and NPQH in 2004 and has worked full time in education since 1994 and held the role of SENDCO from 2003.

Outside agency support includes:

- School Nurse Team
- Community Paediatrics (specialist Doctor and Nursing staff)
- Autism Outreach Team
- Speech & Language Service
- Educational Psychology Service
- CAMHS Childhood & Adolescent Mental Health Service
- SENSS Special Support Advisory Teachers
- Behaviour Support Team

- Local Support Team (Family Support Workers)
- MEAS Minority & Ethnic Assessment Service
- Physiotherapy Team
- Occupational Team
- Hearing Impairment Team
- Family Support Service (Parent Partnership)
- Social Services
- HOPE

If a referral is made to more than one service an EHA meeting will be arranged offering a multi-agency approach of Plan, Action, Do, Review. These agencies also offer regular staff training and information for parents

Staff SEND training 2021

- Asthma Awareness
- Anaphylaxis Training
- Child Protection/ Safeguarding level 1-3

How is my child included in activities outside of the classroom including educational visits?

Children with additional needs are encouraged to fully participate in all school activities. All clubs and trips are offered and individual arrangements are planned in advance, including making risk assessments to ensure they are able to participate. Pupils with physical or medical needs are provided with a Care Plan which is reviewed before visits take place. Any potential issues will be discussed with parents and relevant staff made aware of concerns. Staff may receive additional training to support an activity.

How Accessible is All Saints CE First School?

Measures in place to enable access to school for pupils and parents include:

- All areas are accessible
- A disabled toilet is available for staff and visitors.
- All sinks have easy to operate taps.
- The school has clear signage and has a regularly updated fire evacuation system in place. Pupils with a disability would have a PEEP in place (Personal evacuation and exit plan).
- The school has an accessibility policy which is regularly reviewed by governors.

- Doors are widened to allow wheelchair access.
- The reception window is at wheelchair user height.

Pupil need is frequently reviewed with outside agency support and risk assessments carried out to ensure safety and access at all times. Reasonable adjustments will be made for any child as and when the need arises.

What support is offered to my child on transition to Middle School or when changing school?

We have an established transition system in place with all of the Middle Schools. This includes:

- An additional transition visit which includes a tour of the school. Children are encouraged to talk about any concerns they may have about changing school.
- The class teacher/SENDCo meets with Middle School SENDCo's to transfer information and discuss necessary provision.
- Parents are offered meetings with Middle School SENDCo's on request.
- Outside agencies provide transition work with Middle School Teaching Assistants including Autism Outreach and Behaviour Support.
- Parents are encouraged to take their children to the arranged open evenings in October and July.

For children who move to schools both in and out of the catchment area the following process is in place:

- The receiving school will be provided with electronic information through the office SIMs system.
- The school will be notified by telephone of your child's needs.
- Your child's information file will either be hand delivered (depending on the distance) or forwarded by secure mail to the new school. It is policy that these files are not given to parents to hand to the new school. At any time, parents may view the contents of the file and discuss the information to be shared with the new school.

Transition between year groups and Key Stages follows the following procedure:

- All pupils have a 'move up' morning where they will move into their new class.
- If one-to-one support is provided, they will be accompanied during this change.
- Additional visits are arranged for pupils with high level of need or upon request.
- Information on pupil need is shared with staff at the end of the academic year and includes pupil progress, case studies (outlining pupil need and agency involvement) care plans, individual behaviour plans and intervention plans.
- Transition meetings are held in July where all staff pass on information on to the next year group teacher.

How are resources allocated and matched to your child's needs at All Saints CE First School?

All Saints CE First School leaders are responsible for the SEND budget. Advice provided by outside agencies will be followed along with recommendations outlined in individual pupil Statements of Need/EHCPs.

How is the decision made about the type and level of support my child will receive?

All decisions are made from the following:

- Progress your child is making,
- The type of need,
- Participation and accessibility to activities,
- Multi- agency advice.

High level need support (one-to-one) is provided whenever practical and following successful application for additional funding. A process has to be followed gathering supporting evidence before an application can be made. If the suggested criteria are not met, funding will not be granted. We always try to provide the best type of support appropriate to your child's learning needs and work with parents to ensure that this will happen. The school will use its 'best endeavours' to provide an appropriate level of support.

Uttoxeter SEND HUB

Occasionally we will speak to parents about referring their child to the Uttoxeter SEND HUB. This is a group of Educational specialists who meet bimonthly to offer advice, access to specialist provision and sometimes financial or emotional support to pupils or families in need. The Middle schools and High schools also attend these meetings to ensure your child's transition to them is smooth and they are kept well informed. The SENDCo will discuss this in depth if she feels a referral is needed.

How can parents be involved?

Parents are encouraged to attend Parent Evenings held at October half term and in the Spring and the Summer term. Dates are shared via school communication systems. Appointments can be made with Mrs Kenny via the school office or by contacting Mrs Kenny on the email below.

headteacher@allsaints-leigh.staffs.sch.uk

The Governing Board

Your SEND Governor is Mrs Izzy Snowden. The Governing body are updated throughout the year on SEND issues. They are involved in budget setting, allocation of resources and support staff. They are made aware of any parent concerns and respond to queries and complaints whenever they arise.

The school has a SEND Policy and Disability Policy. Governors are provided with a full report on SEND every term.

If you require any further support or information, please feel free to contact

Mrs Kenny (SENDCo & Headteacher)