

All Saints' C of E (Aided) Primary School Special Educational Needs and Disability information Report.



School Background

The school currently has capacity for 420 children on role with two classes in each year group from Reception to Year six. To support the children the school employs teachers, teaching assistants and mid-day supervisors. We also have specialist teachers for Music, Spanish and P.E. as well as a family support worker.

The school provides "Sensory circuits" every morning for any children needing support with co-ordination before lessons start. We also have "The Hive" providing a breakfast and after school club.

The school has children with a range of medical conditions, disabilities and learning needs including hearing and visually impaired, autism spectrum disorder, speech and language and mobility difficulties.

What kind of SEND does the school cater for?

All Saints is an inclusive school and caters for many kinds of SEN including speech and language, physical, visual/hearing impairments, ASD, fine and motor skills difficulties as well as difficulties with emotional well-being.



Who can I speak to about my child?

Talk to your child's class teacher first.

They can give you details about how your child is getting on and arrange for extra support or materials if needed. You can also arrange to speak to our SENDCO if you wish to share information or your concerns about their health, well-being or educational progress.

We work hard to operate an open-door policy and work collaboratively, so no concern or query is too small to raise.

The Special Educational Need and Disability Coordinator (SENDCO) at our school is:

Mrs J F Hodgson, who holds the National Award for SEND.

Mrs E. Anderson is the Assistant Head teacher who line manages the SENDCO.

In addition, you can also discuss any concerns or make enquiries to: our Head Teacher, Mr Brompton; Deputy Head Teacher Mr Roberts or Assistant Head Teacher Miss Halmshaw.

The governor responsible for SEND is Mr D. Dickenson.

Staff can be contacted via the school office: 01733 563688

How does the school identify children with Special Educational Needs?

Our early years staff and our Assistant Head Mrs. Anderson visit nursery settings in the summer term to receive information and, if possible, meet the child before they start school. Teachers or support staff may raise concerns and the teachers and leadership team monitor all pupils' progress every term in reading, writing and maths. We make sure that reasonable adjustments are made to the provision needed for each child, and carefully try to make sure that the work a child is asked to do fully meets their needs, and challenges them at an appropriate level.

When further concerns arise the SENDCO will observe a child in class, carry out any suitable assessments and meet with parents/carers as well as staff to discuss ways forward and next steps.

The SENDCO will also seek advice from other professionals, and if appropriate make referrals to outside agencies, for example, Mental Health Support Team, Autism Advisory Support Team, Speech and Language Therapy.



HOW WILL MY CHILD BE SUPPORTED?



Pupil targets, termly provision maps and behaviour support plans (if applicable) will be shared and reviewed by class teachers in partnership with parents at our termly parents evenings. If your child has a co-ordinated plan or an Education, Health & Care Plan these will also be reviewed with you by the SENDCO. The SENDCO has overall responsibility for these plans and for coordinating provision, and they are happy to explain a child's provision further with parents if requested.

"He has done so well over the last year, he has will power, courage and determination!"

A Year 6 parent

To make sure support is effective, individual pupil progress in the core subjects is tracked and outcomes of intervention work is analysed for all pupils in the school. This is overseen by the Head Teacher and Senior leaders of the school.

The SENDCO also liaises with class teachers to discuss progress outside of core subjects such as with fine motor skills, speech and language development and physical development. As well as their teacher your child may work with a Teaching Assistant (TA), this will mostly be in the classroom or sometimes in other parts of the school.

Sometimes, depending on a child's needs, support may include a dedicated midday supervisor during lunch breaks, or planned adult support at playtimes.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?



All lessons are differentiated to help all our pupils reach their next steps. This may be by the kind of activity, by the level of adult support, by occasional peer support or by the use of particular resources and equipment. We like to offer pupils choices in their work and allow them to aim high, so they have regular opportunities to select which level of task they would like to tackle and when to attempt more challenging tasks in English and Maths lessons. Senior leaders and the SENDCO look at pupil's books regularly to monitor that differentiation is appropriate to a child's needs. Within the classroom, adult support is allocated by the teacher and senior leaders, based on the activities set for each lesson. A lesson may involve short bursts or extended periods of adult support, either individually, in small groups or large groups. Extra support outside of core lessons, in the form of intervention groups, is allocated according to a child's attainment and progress. Children with SEND are entitled to a full curriculum and they have the same opportunities in lessons, to attend educational visits and take part in other educational enrichment activities. Interventions used in school are decided by senior leaders and class teachers and their effectiveness is reviewed regularly.



HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO ALL PUPILS WITH SEND?

Overall budget decisions are made by the Head Teacher and Governing Body in consultation with parents. There is a governor to oversee that the SEND policy is implemented, to support the SENDCO and ensure that inclusion is considered in the decision making processes. This is currently **Mr D. Dickenson**.

The budget is firstly allocated to the commitments outlined in EHC plans and in delivering actions recommended for individuals by professionals e.g. a 1:1 language programme. Intervention programmes for pupils who are in need of a targeted form of support is allocated based on assessments of their current attainment and recent progress and this decision is made by the leadership team in liaison with teachers and overseen by the Head Teacher. Each year we replace and add to specialist resources such as weighted equipment or seat cushions, if any resources have been recommended by a specialist these will be purchased as soon as possible.

Different children require different levels of support. As part of this decision making, we identify and plan to address barriers to learning and/or social inclusion through meetings with the SENDCO, team leaders and class teacher. So that parents and carers can be involved, resources will be discussed at review meetings or parents' evenings.

For those with an EHC Plan the annual review meeting assesses if the current provision is working well.

All parents/carers can arrange to meet the SENDCO to discuss the support their child receives at any time during the year.

HOW IS THE SCHOOL ACCESSIBLE TO CHILDREN WITH SEND?

Lessons, visits and residential trips are organised in a way that allows all the members of each class to be able to participate. We are dedicated to over-coming barriers to pupils joining any of our after-school clubs. We will make all reasonable adjustments to ensure that no child misses out due to additional needs. This may be achieved by altering the design of activities, the location or the level of support available. In addition, some children use specific IT equipment to assist in their learning and ensuring children have full access to the curriculum.



We also use a variety of visual resources and practical equipment to support learning. Class teachers will liaise with parents and carers on suitable adjustments to improve access to activities for their child if needed. Where a personal risk assessment is needed for a pupil to access in-school or offsite activities then this will be shared with parents/carers.



Children with specific physical needs are able to access the upper floor using a supervised lift, and disabled access toilet facilities are available on both floors of the school. In the event of a fire, KS2 children with physical mobility difficulties can be evacuated by the 'evac-u-safe' method.



"In a short time, his communication was so much improved, our neighbours even noticed! His TA and the school are amazing- we can really see the progress he has made. The school has made such a difference to him!"

A Year 2 parent.

WHEN CAN I DISCUSS MY CHILD'S PROGRESS?

Our termly parents evenings, and regular review meetings ensure that all parents, pupils and teachers have a chance to discuss progress in detail and agree on targets together. This is part of our cycle of 'Plan, Do and Review' cycle.

Copies of provision maps are sent home following parents meetings and targets are shared and reviewed.

Also, teachers can be contacted at any time in the school year as we are happy to arrange opportunities to meet after school as part of our open dialogue and working together.

Meetings with the SENDCOs can be arranged via the school office if you wish to discuss progress, support or concerns.

If there are any concerns or complaints regarding SEND provision at the school, please bring them to the attention of the SENDCO (Mrs Hodgson) who will discuss your concern. If the matter is not resolved, we will refer you to the school's complaints policy which is on our website.



"My child is happy to come to school and I can see her independence and understanding starting to develop.

I am pleased with how advice from outside agencies has been implemented by the school."

Year 5 parent



HOW ARE TEACHERS HELPED TO WORK WITH CHILDREN WITH SEND AND WHAT TRAINING DO THEY HAVE?

Mrs Anderson and Mrs Hodgson are responsible for supporting class teachers and teaching assistants in how they support pupils with SEND. Training for areas outside of teaching & learning for our staff has recently included: Child protection procedures, Paediatric first aid, Supporting Visual Impairment in the classroom, Speech & Language support, First aid (including Epi-pen procedures and Asthma care), ASD awareness and strategies, and provision map training.

In addition to our general good practice, some teaching assistants have additional training in specialist areas, and many have a wealth of expertise and experience in various areas relating to meeting additional needs such as Autistic Spectrum Disorders, Speech and language and Visual Impairments.



HOW DO WE SUPPORT CHILDREN WITH SEND WHO ARE LOOKED AFTER CHILDREN?

The school liaises closely with the virtual school and personal education plans are written which highlight specific targets and resources. Further opportunities are also identified for these children.

ARRANGEMENTS FOR SUPPORTING CHILDREN IN MOVING BETWEEN PHASES IN EDUCATION.

All children with an EHCP have an annual review when their transition details are discussed. Their transition to the next year group is supported by the class staff in both year groups.

In the event of a change of setting, a transition programme is put in place so the child can visit their new school, become familiar with routines and meet the staff and new friends before they start full time.

All SEN children without an EHCP (and indeed all children in school) are supported with transition to the next year group with move up days where they spend time with their new teacher and support staff in their new classroom. SEN children are given extra opportunities to spend time with any members of support staff that they will be working with.

Regarding Y6 transition to secondary education, the secondary schools provide open days that the children can attend, many schools have an extra day for SEND children.

Senior leaders oversee the transition process for all Y6 children, and can be contacted via the school office. All children with an EHCP in year 5 have a member of the local authority invited to their annual review as well as the SENCO from their nominated secondary school. This gives the opportunity for the SENCO (and other school staff) to become familiar with the child and their targets before they start their new setting in September.

HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF THE PROVISION FOR CHILDREN WITH SEND?

As a school, we are constantly evaluating the effectiveness of our provision.

Senior members of staff complete lesson observations throughout the year with feedback to staff so the standard of provision can be maintained and developed. In addition, Mrs Hodgson (SENDSCO) has 'check-ins' with members of staff, so the progress the children make towards their provision map targets can be monitored and supported.

Book scrutinies take place throughout the year to ensure provision is appropriate for the children and they are able to progress and meet their potential. Communication between all members of staff takes place to ensure everyone knows the best ways to support children with SEND.

Provision maps (information, provision and targets that the SEND children work towards) are reviewed three times a year (more frequently for EHCP children) by class staff alongside the SENDSCO and shared with parents and the child.

"Pupils with SEND benefit from well-considered provision. Staff support pupils to overcome their individual barriers to learning. Teachers adapt their teaching so that pupils with SEND can fully access the curriculum. Teaching assistants understand pupils' needs well. They provide additional support where it is needed, along with helping pupils become more independent. Pupils with SEND progress through the curriculum alongside their peers." Ofsted July 2024.



If you have any concerns or wish to discuss issues that have arisen, the SENDSCO (Mrs. Hodgson) would be happy to meet with you at any point in the year, so that solutions can be found by working together.

WHAT SUPPORT IS THERE FOR MY CHILD'S WELLBEING?

Ofsted recognised that our children are happy in school (July 2024) and that pastoral care and children's behaviour is a strength of our school. We continue to strive to ensure all pupils, regardless of ability, have a positive and fulfilling experience. In the most recent Diocesan inspection, it was stated that "The head teacher, senior leaders and governors confidently demonstrate how the vision informs their strategic thinking focused on limiting barriers to inclusion and nurturing human flourishing for all." We also have a robust approach to behaviour management and a zero tolerance of bullying. We understand that children may be struggling with the development of their social skills on occasions, and we work hard to support this through our PSHE work and strategies such as Social Stories. Children struggling to manage their behaviour will be supported by staff and will work on strategies and methods to help them. Some pupils may need additional plans and extra resources to help them with managing medical conditions, we work closely with the school nurse and other health professionals to make this support effective. We will always make adjustments to ensure that a pupil can attend as much schooling as possible and stay safe. We are aware that children's mental health and wellbeing may be affected by many factors and have gathered a wealth of resources to support children in and outside of school should the need arise. We can also support parents by sharing details of local support groups which could be useful. Our Family Support Worker, Mrs. Butler, is available to support children and parents if required.

HOW CAN MY CHILD SHARE THEIR VIEWS?

All pupils are encouraged to share their views within the classroom and this happens regularly in class circle times. They can also message their teacher discreetly through listening boxes. Pupil discussion groups are held with various staff members to gather views on a variety of aspects over the course of the year and we also have a School Council where pupil's views can be heard.

The views of children with SEND are gathered in a variety of ways throughout the year as well as during the reviews of provision maps and during annual reviews to ensure their provision is as robust and effective as possible. The views of a child with an EHCP are added to the annual review of their Education Health Care Plan and can be written, scribed or drawn.

"Listening boxes are a really good idea as some children are quite shy."
A Year 3 Parent

HOW WILL MY CHILD BE SUPPORTED WHEN STARTING AT SCHOOL?

When possible, our early years staff visit nursery settings to introduce themselves to children and receive information.

An information evening is held for new to Reception parents and 'play visits' are held in the summer term. Where parents or previous settings share SEND concerns, then a transition meeting is arranged with parents/carers and the SENDCO before the pupil starts school. Either before the transition or if not possible soon after, the SENDCO or Assistant Head will seek to discuss needs with any professionals involved with the child. All reception children start school on a part time basis to ensure a smooth transition. The amount of time spent on a part time timetable can vary from pupil to pupil and is based on individual needs and how well pupils adapt to the school environment. Staff and parents will communicate regularly in order to transition from part time to full time.

Depending on need this flexible approach to starting school can continue throughout the first term at school. If pupils join us in other year groups we will contact the SENDCO at their previous school for a hand-over of information and meet with parents to find out how we can support a pupil with needs. We can offer tours and short sessions at the school prior to starting if needed.

EXTERNAL SUPPORT FOR INFORMATION OR ADVICE

- **SEND Information Advice Support Service** Tel: 0300 365 1020
Email: sendiass@peterborough.gov.uk
- **NHS Cambridgeshire and Peterborough Health Visiting and School Nursing service**
Tel: 0300 029 50 50
- **Peterborough LA Educational Psychology Open Access Consultation Service**
Email: EPS@Peterborough.gov.uk
- **ASD parent/carers consultations** (booking needed) Email: sen.inclusion@peterborough.gov.uk
- **City Council SEN Website including the Local Offer:** <https://www.peterborough.gov.uk/healthcare/specialeducation-needs-and-disabilities-local-offer>