



# Special Educational Needs and Disabilities Information Report

Ratified by Governors -  
September 2018

## **Inclusion Statement**

Our aim is to maximise individual potential and ensure full inclusion in the school community, providing a differentiated curriculum appropriate to the learning needs and abilities of all children.

## **Safeguarding Statement**

All Saints Primary School promotes safeguarding and welfare of all pupils in its care: all policies support the Safeguarding Policy; are fully consistent with the 'Every Child Matters' agenda, and fully support the principles of equal opportunities for all.

**All Saints CE Primary School & Nursery, Ranton**  
**Special Educational Needs and Disabilities (SEND) Information Report**

**Introduction**

All Saints School has a named person (Adrian Dipple) and a named Governor (Victoria Chinchon) responsible for SEND. They ensure that the All Saints Special Educational Needs and Disabilities Information Report works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority and other policies current within the school.

Here at All Saints we believe that all children have an equal right to a broad and balanced education which will enable them to achieve their full potential. We 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 areas of need identified in the Code of Practice (September 2015).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

**Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions; full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

**What are special educational needs and disabilities?**

"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 2015.

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND Information Report details how, at All Saints, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and disabilities, and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs and disabilities, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **How will All Saints know if my child needs extra help?**

Children need help when -

- Concerns are highlighted by parents/carers, teachers, or the child's previous school
- Ongoing assessment of attainment outcomes show progress at a slower rate than expected
- Observation of children indicates that they may have additional needs in one or more of the four areas identified as -  
Communication and interaction; Cognition and learning; Social, mental and emotional health; Sensory and/or physical

### **Partnership with parents**

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

In the first instance make an appointment to speak to your child's class teacher.

- The teacher might feel that it would be helpful to have the Special Educational Needs Co-ordinator (Adrian Dipple) attend the meeting also.
- The school closely monitors all of its children with special needs and at the meeting we may feel that we do need to put in place some strategies and interventions to try and remove your child's barriers to learning.
- Following the SEND Code of Practice, the School uses a graduated approach when meeting the needs of children with Special Educational Needs (SEN). Up to 20% of children and young people have special educational needs at some stage in their lives; only around 2% have special educational needs which are of a severe and complex nature. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning.

### **Equal Opportunities and Inclusion -**

#### **How will my child be supported by All Saints School?**

All pupils will be supported by first quality teaching that is differentiated to meet their needs.

Provision for children with special educational needs is a matter for the whole school, and we believe that all teachers are teachers of children with special educational needs. The governing body, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities with regard to all children.

Increased access to the curriculum will be provided by 'reasonable adjustments' to meet needs. Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to success.

**Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

**Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

**Monitoring of quality teaching takes place through -**

- Classroom observation
- Assessment of progress
- Termly work sampling
- Planning audits
- Teacher/SENCo meetings
- Parent and pupil views during reviews
- Attendance and behaviour tracking

At Parent Consultation Evenings progress towards individual curriculum targets will be discussed. Parental discussions will take place to support the identification of action to improve outcomes.

Early identification of pupils who do not make expected progress leads to regular meetings of class teacher/SENCo or member of the Senior Leadership Team. Individual pupil assessment will take place.

When action is required it will follow a process of assess, plan, do and review. Additional action aimed at increasing the rate of progress will be identified and recorded, including a review of differentiated teaching. Additional strategies and resources may be provided to promote positive outcomes.

### **The Nature of Support**

The SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCo; or, with TA support or other appropriate and up to date Wave 3 intervention
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCo and they will have specific time slots to discuss Individual Learning targets and progress with the SENCo on a termly basis.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **Additional support**

Where reviews indicate that 'additional to and different from' support will be needed, the views of pupil, parents, and teachers will be sought, and appropriate interventions identified. These will be recorded and implemented by the class teacher, supported by the SENCo.

A Pupil Provision Plan will detail this support with expected outcomes of academic and developmental targets, tracked and reviewed termly. Copies are provided for parents.

Outside agencies may be consulted for advice if, despite the delivery of quality interventions, progress remains less than expected. Parental consent will be sought and the appropriate referral forms completed.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or work with the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Record of Pupil Support Plan continues to be the responsibility of the class teacher.

### **Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at assessment scores substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to make less than expected progress.

Outside agencies providing advice to the school include -

- Special Educational Needs Support Service
- Assessment and Planning Service
- Behaviour Support Service
- Autism Outreach Team
- Hearing Impairment Service
- Visual Impairment Service
- Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- Local Support Team (professional and experienced practitioners e.g. those who previously belonged to the Educational Welfare Officers team)
- Support from Blackfriars High School and Greenhall Primary School (support for pupils with physical disabilities)
- First Response (Safeguarding team)
- School Nurse
- Dyslexia Centres

### **Monitoring Children's Progress - How will I know if my child is making progress?**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

### **Expected progress can be identified as that which:**

- Prevents the attainment gap between the child and his/her peers from widening.
- Closes the attainment gap between the child and his/her peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

### **Identification, Assessment and Provision**

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.

- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **Education, Health and Care Plans.**

EHC plans are for children and young people who have a special educational need or disability that cannot be met by the support that is usually available at their school or college.

Most children and young people with special educational needs will have help given to them without the need for an EHC Plan. This is called **SEN support**.

The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them.

Some children and young people may not make the progress expected of them even with this help. When this happens the Local Authority should carry out an **EHC needs assessment**. A few children and young people have such significant difficulties that an EHC needs assessment should not be delayed.

Parents or school can ask the local authority to make an **EHC needs assessment**. When this assessment is finished the local authority must decide whether to issue an EHC plan.

### **How will All Saints CE (VC) Primary School help me support my child?**

The class teacher, or the SENCo, may suggest ways in which you can support your child's learning. This may be in the form of games to play with your child, or activities to support a new topic, or differentiated homework.

Parent workshops are provided by the school, and information about these are included in the weekly Newsletter. They help parents to understand more fully the curriculum, and the way in which the children learn at All Saints School.

### **Partnership with parents**

Partnership plays a key role in enabling children with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners, and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of children special needs with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

### **How will my child's well-being be supported by All Saints School?**

- Pastoral support in All Saints includes a variety of strategies. The opportunity to contribute to the School Council, and take part in activities.
- There is a positive ethos in which pupils are encouraged to support and help pupils who may find break times are difficult for them
- All Saints has achieved the Healthy School Status. All pupils have swimming lessons throughout the year, and regular PE sessions.
- Pupil views are regularly sought on a variety of issues (recently including 'the school community,' worship, the use of iPads in learning, and what the pupils learn from visiting, or being visited by, schools in other areas)
- A variety of after school activities are widely advertised in school and in the weekly Newsletter to parents and governors, and are open to all. These are run by Premier Sports.

### **What is the role of the SENCo?**

The Special Educational Needs Co-ordinator's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND Information and Report
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local schools so that support is provided for pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children with SEND.
- To oversee the school's maintenance of its Dyslexia Friendly status, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date.

### **How are Special Educational Needs and Disabilities monitored?**

The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCo is involved in supporting teachers and in drawing up Provision Plans for children. The SENCo and the head teacher hold regular meetings to review the work of the school in this area.

In addition the SENCo and the named governor with responsibility for special needs also hold regular meetings.

### **What is a Provision Plan?**

Strategies employed to enable the child to progress will be recorded within a Provision Plan which will include information about:

- The short term SMART (Specific, Measurable, Achievable, Realistic, Timed) targets set for the child
- The teaching strategies to be used



- The provision to be put in place
- How the targets will help the child in his/her learning
- How the child can be successful
- The review date
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **What is an Education, Health and Care Plan?**

A request can be made by the parents or by the school to the Local Authority if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Provision plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- assessment scores in Literacy and Numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for an Education, Health and Care Plan will be kept fully informed of the progress of the referral. Children will be reviewed each term in addition to the statutory annual review. When this coincides with transfer to high school, the SENCo from the high school will be invited to the review, or otherwise informed of the outcome of the review.

### **What about Access to the Curriculum?**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

All members of staff have received training on 'Teaching and Learning styles' and brain friendly learning and this has led to members of staff planning lessons that incorporate the different learning styles that children have.

Provision Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have a Provision Plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **What about access to the school's physical environment?**

All Saints Ranton has flat access to all areas of the building and grounds, has a specially adapted toilet for those with a disability, and has doors which are wide enough to allow passage to a wheelchair.

### **What if my child has a medical need?**

Pupils who have medical needs will be provided with a Health Care Plan, which has been put together by the school nurse, in partnership with parents and where appropriate, with pupils. All staff are made aware of the medical difficulties of pupils.

Two members of staff at All Saints School have received Emergency First Aid at Work training, and Mrs Shaw has received Paediatric First Aid training.

All medication procedures fall within the LA policy.

All staff are aware that inhalers are stored in the First Aid cupboard in the Library.

Epipen training has been provided for all staff.

All staff have received Asthma Awareness and inhaler training.

All staff are aware that prescribed medicines are kept in the office, and that only measured doses can be administered.

A copy of the Medical Conditions at School Policy can be located in the medical folder in the filing cabinet in the office.

### **How are resources allocated?**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The SENCo and teachers annually to agree on how to use funds directly related to Education, Health and Care Plans.

### **What is Dyslexia Friendly Status?**

In line with the inclusion strategy published by Staffs County Council Education Service, All Saints School provides equality for all its pupils. The Dyslexia Friendly Initiative was begun in Staffordshire in 2001 and All Saints renewed its Dyslexia Friendly status in 2017. The staff receive training and support for this from the Special Educational Needs Support Service.

The school actively promotes a Dyslexia Friendly learning environment and uses multi-sensory teaching techniques and resources to extend learning in all children.

### **What about staff training for pupils with SEND?**

Staff receive a range of training, in different ways - external courses on specific subjects, in-house training, and feedback during school staff meetings.

### **Courses undertaken recently include;**

Early Years Foundation Stage provision and Learning Journeys.

Level one Safeguarding

Mathematics update

Guided Reading Training - whole staff, delivered by Entrust.  
Learning intentions and Success Criteria  
SENCo termly update meetings, cascaded to staff at Staff Meetings  
Advice from outside agencies for individual pupils - Autism Outreach Team  
All staff have Tier 1 Autism training.  
1 TA has Tier 2 Autism training  
The SENCO has Tier 3 Autism training  
The SEND Governor regularly attends updates and meets every term with the SENCO.  
Asthma and Epipen training

**What is the role of the governing body concerning Special Educational Needs and Disabilities ?**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

**Signed:**

**SEND Governor**.....

**Headteacher** .....

**Date: September 2018**

**Review date - September 2019**

**LINK TO STAFFORDSHIRE MARKETPLACE:**

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page>