




# SEN/D

# INFORMATION REPORT

2017 - 2018



*“What you are is God’s gift  
to you, what you become  
is your gift to God”*

All Saints is a mainstream mixed school. We believe that every teacher is a teacher of children with Special Educational Needs and therefore should be equipped with the skills and resources needed to teach children with Special Educational Needs (SEN). We believe that quality first teaching is essential in meeting these needs.

At All Saints, we identify the needs of pupils by considering the needs of the whole child and not just the special educational needs of the child. Please see the SEND policy on our website for more information about how these assessments take place.

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

The school has a SENCO (H. Doddridge) who is available to discuss any concerns that you may have regarding your child's needs alongside the class teacher. We also have an SEND governor (Joanne Fairbrother) who liaises closely with the SENCO's and reports to the governing body.

If the class teacher and SENCO feel that more support is needed for your child, this will be discussed with you and interventions may be put in place where necessary. Equally, the parent can request such a discussion if you have any concerns.

If the need is greater, the school may seek support from specialist teachers and outside agencies. The school also has assessment tests that will be used as appropriate to establish a particular area of need.

The school works very closely with all parents and has an 'open door policy.' This provides support and advice for parents whenever needed and further support can be obtained from outside agencies if required. For children with higher levels of support, Team Around the Family meetings will take place.

Yearly provision mapping (carried out by the SENCO's and SEND governor) will ensure the correct support is put in place for individual children based on level of need and progress. The cost implications are then given to the governing body who will agree an appropriate budget.

Support will continue in school until the child's progress suggests it is no longer needed or it becomes clear that the child's needs are no longer able to be met in a mainstream setting. Further meetings and advice would take place to discuss the child's future.

### **How will we (school and parents) know how my child is doing?**

#### **How will you help me to support my child's learning?**

Progress of children on Interventions are monitored termly. Children on SEN support or with an EHC (Education, Health, Care) plan are closely monitored and termly progress is looked at using an assessment tool that marks small steps of progress (PIVATS).

For children with more complex needs, the school will set up a home- school diary so that small steps and day to day activities can be shared with parents and equally parents can share things that the school may need to know. This will also enable targets to be worked on at home and steps of progress celebrated.

### **How will the school staff support my child?**

### **How will the curriculum be matched to my child's needs?**

Annually both provision mapping and budget considerations take place. These processes are linked and an appropriate and targeted SEND budget is set within our overall school budget.

The SEND budget headings are as follows:

#### 1. SEN Support:

- Equipment
- Software
- Teaching resources
- Targeted TA support (1 to 1 & in small groups)
- Targeted support of other professionals (eg: SALT, Counsellor)

#### 2. Educational Psychologists

#### 3. IDSS – Specialist Teacher Support

The SEN team will assess which of the above is needed in best supporting your child. Training is also given to teachers and support staff to ensure that a child's needs are being met. The curriculum will then be adapted accordingly; for example extra interventions may take place/ additional targets may be placed on an individual Pupil Support Plan (PSP) and equipment may be used that allows your child to access the mainstream curriculum.

### **How is the decision made about the type and how much support my child will receive?**

Decisions about how the above support is allocated is done through annual provision mapping by the SEN team (SENCO and SEN governor) and the Senior Leadership team. This takes into consideration advice from outside agencies and areas of need. These decisions are then shared and discussed with parents.

If additional support is needed for completion of exams, the school will follow the DfE procedures under the Access Arrangements.

## **How will my child be included in activities outside the school classroom including school trips?**

We offer a variety of extra- curricular activities that all children can be involved in. Where necessary the school will look to make adaptations so that all children can be involved in all aspects of school life.

Children with SEN/D are often representatives on the School Council.

## **What support will there be for my child's overall well being?**

In our Mission statement we set out our philosophy as a school, believing that each child is a child of God and is therefore 'special'. In line with this, we celebrate each child and are passionate about including them in every area of school life.

All of our children are supported and cared for in line with our ethos as a church school and our Safeguarding policy and procedures (please see Safe-guarding policy on the website.)

## **What specialist services and expertise are available at or accessed by the school?**

### **What training have the staff supporting SEND or what training are they having?**

The school buys in advice from Specialist teachers. H. Doddridge) has the National SENCO award at Masters level.

The SENCO has attended a number of training courses in line with the new SEND legislation and the needs of the children at the school and cascaded this information back to the whole school staff. Individual teachers and support assistants also go on training courses according to the individual needs of their class.

## **How accessible is the school both indoors and outdoors?**

Our school has developed to provide access for children with disabilities and will adapt and purchase equipment to support children as necessary. The classrooms are adapted where necessary to provide full access to teaching and learning for children with disabilities. This includes participation in after- school clubs and school visits. The school has an accessibility plan which can be found in the Head teacher's office.

## **How are parents involved in the school? How can I get involved?**

We value our parents as partners and seek to involve them in school life. We offer regular parents evening and for new to reception parents we offer an induction evening, home visits and parent workshops. We welcome parents into school to support in classes with activities such as reading and often will call upon parent's expertise throughout the school year.

Parents can also get involved in our thriving parent-school partnership committee (Friends of the School). For parents of children with additional needs home school diaries will be put in place and additional meetings arranged as necessary.

We also value children's views and input about their own provision. For children on SEN support and with an EHC plan, they will be involved in setting and agreeing targets on their Pupil Support Plan. During annual reviews pupil voice is an integral part of the preparation and also pupils are invited to attend the review. Teachers and support staff are in constant communication with the children.

Should a parent have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will meet together with the parents and discuss this further. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher.

### **How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education?**

Support will be given in key transition times. If appropriate, extra transition opportunities will be given for a child from class to class.

The SENCO will start to support transition to High School from Year 5 and will arrange visits and meetings for parents and children to possible schools if required. There will be transition meetings with other professionals in Year 6 and any concerns that the parent or child has will be acted on where possible. Meetings with nurseries and home visits provide important information about the new children starting Reception and All Saints nursery which allows the school to establish a baseline and allocate support as needed.

For additional information please refer to the school's SEND policy and local offer found on the school website.