

**“Each one of you is a child of God” Pope Francis**



**All Saints is educating for Unity, Responsibility,  
Courage, Wisdom and Generosity**

**SEND Information Report**

## **Summary of effectiveness of SEN provision:**

The school's Special Educational Needs Co-Ordinator is Mrs Holleran, Headteacher. She is supported in her role by the SEND team.

This consists of

Miss Hewitt, Assistant SEN,

Mrs Kennedy, Attendance Safeguarding Lead,

Dr L Henshaw (Independent Chartered Educational Psychologist)

Mrs G Williams, (Art Therapist), Mrs Kirwan, Admin.

Within our school a variety of special educational needs are provided for.

Children's special educational needs are generally thought of in the following four broad areas of needs and support.

The primary area of need and support of children on All Saints SENB Register are:

1. Communication and interaction:
2. Cognition and learning:
3. Social, emotional and mental health:
4. Sensory and/or physical needs:

## **Policies and procedures for identifying children with SEN and assessing their needs:**

- All pupils are tracked in Reading, Writing, Spelling and Mathematics. Reading and spelling tests are administered to further assess children's progress. If there are concerns regarding progress, additional support or intervention may be provided depending on the need of the individual child.
- Any new children joining our school will be assessed on entry in a variety of different ways and information from a child's previous school or early years setting will also be sought. We will also hold a welcome meeting.

With parents/carers to get their perspective on their child and any other relevant information.

- Additional support, teaching strategies and/or intervention is individual to the child's needs.
- If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher or SENCO.

Arrangements for consulting parents of children with SEN in assessing and reviewing their needs:

- We endeavour to work hand in hand with parent/carers and liaise with you regarding any additional support and/or intervention your child may need.
- If deemed necessary, we can invite specialist agencies including an Educational Psychologist, School Nurse, Speech and Language Therapists into school to talk to you about how we can best support you and your child.
- Parents' Evenings and SEN review meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers and/or the SENCO to discuss progress; and review and set new targets.
- Parents' surgeries are provided on a one to one basis by the educational psychologist to discuss her findings in detail.
- Annual reviews are held for children with Educational Healthcare Plans. The local authority is invited to attend these meetings alongside parent/carers and school.
- We can make referrals, with your consent, to many specialist services including the Educational Psychology Services, Special Educational Needs Integrated Support Services and SALT (Speech and Language Therapy Service).
- We encourage parents/carers to contact school and arrange an appointment if you are worried or concerned about any aspect of their child's learning or development.

### **Arrangements in place for consulting young people with SEND and involving them in their education:**

- A large focus is given to what the children enjoy within our school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon.
- Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them.
- All children within All Saints Catholic Primary School are supported in terms of their overall wellbeing.
- Children know they can talk freely to any adult within the school about any issues which are concerning them.
- The school council is made up of Key Stage 2 pupils (Y3-Y6) elected by their classmates. They offer a child's perspective on school life and are another source of support particularly during break and lunch times.
- Visiting groups/speakers are invited into school to promote health, safety and well-being issues amongst the children.
- School staff offer support for all children and encourage team work and friendship building during playtimes and lunch times. In addition, play leaders who are children trained as mediators, have a particular remit to support children new to the school or who for any reason find unstructured times difficult.

### **Arrangements for supporting children in moving between phases of education:**

- Transition within the school between classes and Key Stages is planned for in detail. This is particularly relevant as children transfer from Reception to Year 1 due to the layout of the building.
- When considering an application for a place in All Saints Catholic Primary School you are very welcome to contact the school and make an appointment to discuss any issues. You will be invited to see the school in action and meet with the staff.
- We will contact any Early Years settings or for early years other schools your child has attended, to gather information For Early Years.

- Wherever possible, we will visit that setting to see your child in his/her environment.
- Home visits are highly valued by school. These are offered by early year's staff to ensure we receive as much detail about your child from you and see him/her in his/her home environment.
- We will work closely with specialist services that support your child and, if appropriate, invite them to a 'Team around the Child' meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- Where appropriate, we will develop a transition plan in partnership with you, your child a new setting or school and specialist staff supporting your child to ensure that they enjoy a smooth transition. This may include visits to the new setting/school for your (supported by our School Staff if you prefer), for your child, exchange visits by staff from both settings, pre transition meetings/observations.

#### **Approaches for teaching children with SEN:**

- Staff training and exchange of information. Full details of our Induction Policy and how it might be tailored to meet your child's specific needs, will be discussed in detail.
- At All Saints Catholic Primary School we know that all children learn in different ways. Therefore all teachers plan lessons which take this into consideration. Lessons are planned to suit the learning needs of all our children.
- In order to support all children, the curriculum is delivered in a variety of ways. All lessons within school are differentiated in order to support the needs of all children. All children here receive Quality First Teaching.
- Small group and individual support is offered to children whom we feel would benefit from this.
- We understand that children learn at their own pace so we closely monitor progress.
- Advice will be given to parents/carers relating to how they too can best support their children.

**Adaptations made to the curriculum and learning environment for children with SEND:**

- We endeavour to ensure that all children at All Saints Catholic Primary School are fully included in all aspects of school life.
- All children are different and all children regardless of the SEND learn in different ways. Staff within the school are mindful of this fact and provide a curriculum and learning environment which is accessible to all children.
- Our staff know the children within their care well and are able to differentiate and adapt the curriculum for children with SEND. Examples of adaptations may include the use of specialised equipment when it has been recommended by an outside agency or a medical professional. Other examples may be it the teaching of children individually or in smaller groups; or a change of activity or teaching style.

**Staff training to support children with SEND:**

- The SENCO attends Local Authority Briefings to keep up to date with any legislative changes in SEND.
- The SENCO and school staff also access training through the school's Continuous Professional Development Programme.
- Two staff will be undertaking a Master Degree Course in SEND in September 2015.
- All staff in the school receive training to meet the needs of all the children attending the school at any point in time. Examples of training include multi-sensory strategies and precision teaching for children with SEND.
- The school brokers receive specialist support and advice for children with social, emotional and behavioural difficulties, children with learning difficulties and children with a diagnosis of Autistic Spectrum Disorder.

- The school nurse or other nurse specialist deliver training to staff on medical conditions such as asthma, epilepsy, Epipen,
- The school staff receive support and advice from the Educational Psychologist and SLT (Speech and language Therapy Service)
- Staff are trained in Paediatric First Aid and all staff in Basic First Aid.
- All staff are trained in the Team Teach Approach to positive handling (Full details of this are available in our Care and Control Policy).

**Enabling children with SEND to engage in activities available to children; in the school who do not have SEND.**

- All Saints Catholic Primary School is a fully inclusive school.
- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities.
- We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment being completed to identify any additional support needs your child may have to ensure full participation.

**Support available for improving emotional and social development**

At All Saints Catholic Primary School, we regard emotional well-being as the cornerstone to children's success at school.

We pride ourselves on the excellent relationships which underpin our school culture where all pupils are valued for who and how they are, giving them a sense of belonging and encouraging them to talk about problems in a non-judgemental way.

- All school staff at school are available to support all children with their social and emotional needs. We believe that excellent relationships underpin our whole school culture which values all pupils, allows them to feel a sense of belonging, and encourages them to talk about problems in a non-stigmatic way.

- PSHE sessions are integral to the emotional and social development of all our pupils.
- Visiting groups/speakers are invited into school to promote mental health, safety and well-being issues amongst the children.
- Children are taught about staying safe particularly in relation to e-safety, recognising bullying and the actions to take if they are concerned.
- Children are regularly reminded that if they are worried about any issue, they can speak with a member of school staff.
- Outreach support for children with emotional needs is provided as and when required.
- School employs an experienced Art Therapist to work with children on one to one basis or within a small group, depending on the individual need/preference.

**Involving other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEND and supporting their families.**

- The school accesses specialist support from the Educational Psychology Service, and SALT (Speech and Language Therapy Service)
- We can make referrals, with your consent to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SALT.
- Parents/carers will be invited to attend and express their views if a 'Team around the Child' meeting, involving any professional who may be able to support their child, is arranged.
- School staff continue to be trained in a variety of specialist areas and can access the expertise of teachers from other schools in the Strand Partnership and beyond.
- When required, the SENCO will liaise with the school nurse to formulate and update Health and Care Plans. Our school nurse, Craig Johnson, holds drop-in sessions for parents/carers and is happy to discuss issues and advise over the telephone.

**Evaluation of the effectiveness of provision:**



- Monitoring progress is an integral part of teaching and leadership.
- We follow the 'Assess, Plan, Do, Review' model of supporting children with SEND; and ensure that parents/carers and children are involved in each step.
- Provision and interventions are reviewed within school on a regular basis to ensure their effectiveness. The SENCO gathers the impact of data of interventions, to ensure that we are only using interventions that are effective. If provision/interventions are not thought to be working or need amending school staff will alter accordingly.
- All class teachers evaluate their own teaching and make changes wherever they feel it is necessary.
- Provision for children with SEND is regularly reviewed by class teachers, the SENCO, the Assessment Co-ordinator and the Head Teacher. Outside agencies may also be involved.
- Parent/Carers are kept fully informed of any developments and are invited into school throughout the year to talk with staff about current progress, review and set new targets.
- Our school data is also monitored by governors and the Local Authority and Ofsted.

**Arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school:**

- In the first instance, parents are invited into school to discuss their concerns with the class teacher and the SENCO who will endeavour to resolve the problem. The Head Teacher will also be informed at this stage.
- Outside agencies may be consulted, if there is an issue with the provision being provided.
- Dialogue between parents and school is actively encouraged in order to resolve problems or misunderstandings at an early stage.

Full details of the school's Complaints Policy are on our website with a hard copy available on request from the school office.

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What has and has not worked this year?

We continually evaluate and strive to improve in all aspects of SEND provision. The views and suggestions from parents are crucial here, particularly where a child moves from another setting or his/her needs are particularly complex.

Parents/Carers have welcomed the opportunities to have their voice heard aloud their child and his/her needs.

We have devised an additional sheet to capture their views/information and this will now be attached to pupil profiles for each child with SEN.