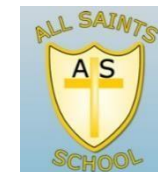


ALL SAINTS R.C. Primary School SEND information report

Date: January 2021

Review date: January 2022

SEND Policy is available on the school website.



Introduction

Our SEN information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs.

This information outlines the support and provision you can expect to receive, if you choose All Saints R.C. Primary School for your children.

The North Yorkshire local offer can be found at: <http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

This is what we provide in our school

1 What kinds of SEN are provided for in our school?

We welcome children with a broad range of needs to our school.

Special Educational Needs and provision falls under four broad areas:

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

Behavioural difficulties do not necessarily mean that a child or young person has SEN.

2a What policies do we have to identify children and young people with SEN?

2b How do we assess their needs?

2c What is the SENDCo's name and how can I contact them?

2a. Please read our policy for special educational needs and disabilities (SEND) alongside this document (available on the SEN section of our website). We use the “Assess, Plan, Do and Review” process for identifying children’s needs.

2b. If you think your child may have SEN, we will observe closely, assess what may be causing the difficulties and share with you what we will do as a school to support you and your child. We talk to parents and children regularly and liaise with other members of school staff.

We have a range of assessments which can be used within school to help identify the specific difficulties your child may be experiencing.

For example:

- The Diagnostic Reading Analysis can help identify a difficulty with reading fluency, decoding or comprehension.
- The Visual Assessment can help assess whether your child would benefit from the use of a coloured overlay to improve their reading.

There are also assessments which we can ask you to support with to help identify the difficulties your child may be experiencing.

These include:

- The Dyslexia Checklist.
- The Social Communication Checklist.

With these documents, you complete your version, the pupil (where appropriate) completes a version and school (usually the class teacher) completes a version. The results are then pulled together and discussed with you.

2c.

SENCo – Miss Sam Martin

Telephone – 01845 523058

E mail – enquiries@allsaints.npcat.org.uk

Telephone 01845 523058

3 What arrangements do we have for consulting with parents of children with SEN and involving them in their child's education?

At All Saints we take parental concerns seriously and we strive to build good relationships with all parents. We ask that in the first instance you make contact with the class teacher to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development. Miss Martin (SENDCo) works closely with all class teachers.

Communication also includes:

- Weekly class newsletters
- Celebration assembly every Friday
- Termly parent information evenings
- Ongoing opportunities to speak to your child's class teacher, SENDCo or Headteacher as needed.
- Annual school report

We recognise that as a parent of a child with SEN you may require additional communication between home and school to support your child's learning. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used.

Individual Inclusion Passports and Provision Maps will be reviewed with you and your child, every term. Homework will be adjusted to your child's individual needs, if required.

All information from outside professionals will be shared with you directly by that person or in the form of a written report from them. If it is sent to school we will forward it onto you. We are available to discuss reports with you in school and explain findings.

4. What arrangements do we have in place in our school to consult with young people with SEN and how do we involve them in their education?

The ethos within our school appreciates everyone's uniqueness – that we all have our own strengths and weaknesses. Work carried out within classes, assemblies and when issues arise reinforce this ethos. The views of all children are listened to.

Visitors to the school frequently speak about how articulate our children are when they speak about what it is like to be a pupil at our school.

We run an active School council who are involved in school improvement. Work with older children in particular includes a focus on aspirations and targeted pieces of work are carried out.

Children with SEN may require additional support in articulating their views and aspirations. Targeted work may be undertaken with the class teacher, TA or learning mentor. Some children might find it difficult to express their views verbally; if this is the case then alternative methods are sought, for example by using visual prompts.

**5. What arrangements are in place for assessing and reviewing children and young *people's progress towards outcomes*?
What opportunities are available to enable us to work with parents and young people as part of this assessment and review?**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views (where appropriate).
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Individual provision maps are updated and shared with parents/carers and children termly.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

How do we ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

Transition between classes within school is carefully planned. Additional visits to see the new class and teacher are planned where needed. A transition book is provided for the summer holidays including photographs and information about the new class and topic. Transition to a new school is equally well planned. A member of staff from the relevant secondary school is always invited to Year 6 SEN reviews, and earlier if appropriate. We have a very good relationship with our main feeder secondary school. We work closely with these schools to ensure that transition for all pupils, and especially those with SEND, is smooth and handled correctly in order to reduce anxiety for yourself and your child. We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach. Transition packages usually take the form of additional visits, but their format may be different depending upon the pupil. For example, some children are introduced to a key member of staff and spend some time completing art activities in a series of sessions before moving up to secondary school. Other children are tasked with creating a poster or photo book about the new school to share with their current class. Other children require visits to simply familiarise themselves with the site. Resources are provided to help support transition, for instance examples of what the timetable or school planner might look like.

7. What is our School's approach to teaching children and young people with SEN?

All Saints is an inclusive school and we make every opportunity to include all children. We work closely with you and your child to aim to meet their needs in the best way possible.

If your child requires an intervention to help them address a specific difficulty, we will always inform you of this and give you the opportunity to discuss with the class teacher. Additional support can be provided during lessons to help children with SEN. This might take the form of additional or different resources, breaking a task down into smaller chunks, providing writing frames, visual supports and continued work using manipulatives. It might take the form of additional support from an adult within school (teacher or TA). Peer support may take place within a lesson, and/or between older and younger pupils. We aim to always include children with SEN on all educational visits including residential visits.

For the children with more complex needs, a more personalised package of support may be required. For example, children may require sensory breaks in a quiet area, may need more access to the outdoor space or may need a more structured lunchtime. If a child with more complex needs requires more specialist support, we may seek to involve external agencies from a range of services available to us, including Enhanced Mainstream School staff, Educational Psychologists or Speech and Language Therapists. We would always discuss this with you and seek your written consent before involving such agencies. Should a child be still making limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of

submitting an Education Health and Care Assessment Request. We would involve you fully in this process and you could also be supported in this process by Jane Clark, from the Special Educational Needs Information and Advice Support Services (SENDIASS), or by the Independent Supporters team.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Special equipment or resources
- Individualised or group learning on a daily basis.
- Extra adult support outside the classroom.
- Support from an outside agency.

Additional support for learning

The first response is quality first teaching, targeted at a pupil's area/s of weakness. We aim to achieve this through differentiation and/or adapting classroom practice to suit the pupil's need. Teachers will also draw on skills and knowledge of additional whole school initiatives and training.

If a child continues to show a level of need which is not adequately met, and lack of progress is evident, they may access additional support and this will be identified through the school's

regular assessment processes and provision mapping. The class or subject teacher may also instigate a short-term intervention.

Targets individual to each child will be identified and shared with the child in half termly pupil progress meetings. This information will also be shared with parents.

Strategies used to provide additional support at this level may include:

- Specialist equipment or resources
- Interventions
- Individualised or group learning on a daily basis
- Extra adult support within the classroom.
- Accessing Speech Language and Communication Groups
- Emotional Literacy support
- Family Support.

A child receiving SEN School Support will be monitored by the class teacher and SENDCo.

Some children who have complex needs may require an Education Health Care Plan.

9. What sort of expertise for supporting children and young people with SEN do we currently have in school?

How do we ensure that the expertise and training of staff to support children and young people with SEN is current?

How do we access and secure further specialist expertise?

The SENDCo is Sam Martin. She is currently towards the NASENCO award (Jan 2021). She also accesses the termly NYCC Inclusion Manager Network meetings.

We recognise that CPD (continuous professional development) is a key aspect in supporting our staff to develop their SEND aware and inclusive practice. We endeavour to provide access to relevant training on a regular basis throughout the academic year.

Should we require additional support or expertise to meet a child's needs, and once it has been proven that we are unable to meet this within school, a request for involvement would be made to the Inclusive Education Service. Where personalised packages are required, both class teachers and TAs are fully involved with the specialist expertise from NYCC EMS teams in supporting the child.

We work on a regular basis with the following:

- Educational Psychologists
- School nursing service
- Speech and Language Team
- Occupational Therapists
- PSA Family Support Worker
- Play therapist

10. How do we evaluate the effectiveness of the provision made for children and young people with SEN?

As outlined in other sections, we carefully monitor and track progress of children using our school tracking system. We also use individual provision maps which are reviewed after a term with parents and pupils, leading to new targets being set. We record details of interventions on the 'feedback to teachers' sheets that are completed weekly or after each session, depending on the intervention. Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil conferencing all form part of evaluating the effectiveness of provision, as well as feedback from you as parents. We recognise that work scrutiny provides a valuable measure of progress over time.

Specific intervention programmes use a tight measure of progress. These are carried out as per the recommendations accompanying each package. Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress. Where packages have an integral parent feedback system, the certificates/postcards are used to celebrate sometimes the smallest of steps. These are celebrated in assemblies and are provided for parents to demonstrate this progress and some "things to remember"

11. How are children and young people with SEN enabled to engage in activities available with children and young people in our school who do not have SEN?

We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability, to engage in activities. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on all of our educational visits including residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

12. How do we support children and young people with SEN to improve their emotional and social development?

Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

We provide support for pupils to improve their emotional and social development in the following ways:

- Our Catholic faith and ethos form the basis for all of our teaching which offers continuous opportunities for us to support and develop our children's social and emotional development.
- We have a robust and comprehensive P.S.H.E curriculum in place.
- Pupils with SEND are encouraged to be involved in all school councils and groups.
- Pupils with SEND are encouraged to attend extra-curricular activities to promote teamwork/building friendships.

We have a zero tolerance approach to bullying across school and this is closely monitored through our CPOMS recording system.

13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

We work closely with a range of external agencies to help meet your child's needs. This includes the Prevention Service (which has a team of Family Outreach Workers who can support you at home), the EMS teams, the Healthy Child Practitioner team, educational psychologists and Speech and Language therapy services. If we feel that we require some additional support to meet your child's needs, we will always speak to you first and seek your written consent.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made?

Complaints about SEN follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed. Should there be no improvement, please do make an appointment to see either Miss Martin (SENDCo) or Miss Mackle (Head of School).

E-mail – mackle.f@allsaints.npcat.org.uk

(Complaint policy / form available on the website)