

## **All Saints CEVA Primary School and Nursery Unit**

### **SEND Information Report 2020**

The All Saints CEVA Primary School and Nursery Unit SEND Information Report sets out what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them on to the next stage of their education. Our SEND policy gives more detail about our day to day procedures including how we plan and review their progress.

The Northamptonshire Local Offer:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

The Northamptonshire Local Authority also publishes a Local Offer on its website. This sets out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedure for requesting an assessment for an Educational Health and Care Plan (EHCP) which has replaced the SEN statement.

You will also find where to go for advice and guidance on SEN and Disability matters: health and care services.

**The Purpose of our SEND Information Report is to inform parents and carers about:**

How we welcome children with SEND into our school

How we make effective provision for all our children with SEND

How we work in partnerships with other professionals, parents and carers

### **OUR MISSION STATEMENT**

*With Jesus as our guide we will inspire a passion for learning, high aspirations and respect for all.*

We want your child to develop a lifelong love of learning through a relevant, creative and fun curriculum, appropriate to the children's needs and interests. We see the child as a 'whole' and it is of paramount importance to us to develop their social, spiritual, moral, cultural, physical and academic wellbeing.

We see our school as a learning community in which all stakeholders are learning together.

## OUR VISION

Our vision is to create:

**Successful learners** - who are creative, inspired, focussed, enthusiastic, enquiring and motivated.

**Confident individuals** - who are reflective, positive, ambitious, happy, resilient and independent.

**Responsible citizens** - who are caring, helpful, trustworthy, understanding, respectful and tolerant

We believe that school is a place for all to learn and that everyone can learn and make progress. We value and celebrate the achievements of all children. We welcome difference and respect diversity. We ensure that staff are knowledgeable and have the right skills to support children with SEND and we work with professionals to ensure that children have the right support and resources to enable them to succeed.

## Welcoming Children

### Admission of pupils with SEN and disabled pupils

The Governing Board believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice. *'Where a child or young person has SEND but does not have an EHC plan they must be educated in a mainstream setting except in specific circumstances'*

In addition we will not refuse to admit a child who has SEND but does not have an ECHP.

*'The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.'*

If your child has SEN and/or a disability, we will invite you and the relevant professionals to meet with us before they start school to discuss your child's needs. This will ensure that we have the right provision in place. We will look at information from previous schools, EHC plans and any reports from specialist services. This information is then used to support planning and arrange any necessary training.

Children with SEN and/or disability are welcome in all aspects of school life: joining clubs like choir, attending school trips including residential and after school clubs are encouraged.

### **Accessibility**

We are continually seeking to improve the physical environment and make it more accessible. As a Victorian building, the school operates across three floors. The whole school is not accessible upstairs for wheelchair users. Our current practice is to move classrooms around according to cohort needs. Both playgrounds are accessible via ramps from outside of the school. Outside lighting has been improved in the last three years, to ensure safe access to the school during the evenings. Where children have required the need to use specialist equipment, staff have always been trained by the outside agency to ensure they can support children accordingly.

### **The kinds of special educational needs and disabilities for which provision is made**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made for them. Pupils may have more than one special educational need. Communication and interaction; e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome. Cognition and learning; e.g. Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties. (SLD) Social, mental and emotional health; e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury. Sensory and/or physical needs: e.g. Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.

### **Identification and assessment of pupils with special educational needs and disabilities**

Assessment is the process by which pupils with SEN can be identified. All teachers are responsible for identifying pupils with SEN and, in collaboration with the Inclusion Manager, will ensure that those pupils requiring different or additional support are identified at an early stage. Parents and carers will be informed about these concerns before this decision is made. We consider the whole child when assessing their progress. This might include concerns about their development beyond academic subjects.

*'It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.'* (COP 2014)

The following are not considered to be SEN: short term lapse in progress and learning, attendance and punctuality, health and welfare, housing difficulties, English as an additional language, being in receipt of the Pupil premium, being a looked after child. In addition, 'behaviour' is not recognised as a SEN. However, a child may have SEN which are not being met and these underlying needs may result in difficulties in their behaviour. If this is thought to be the case, then a further investigation of their needs will be carried out.

*'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'* (COP 2014)

## **Supporting Children**

The Inclusion Manager has overall responsibility for SEND and Inclusion. We regularly meet to discuss SEND issues as a leadership team. We keep a list of children we identify as having SEN and/or a disability and keep records on provision maps of all the different ways in which children are additionally supported. This may include small group or individual lessons and/or the use of particular resources recommended by specialists. These provision maps are updated termly by the class teacher and are monitored by the Inclusion Manager. Progress is monitored to ensure that children are getting the right support. The main provision will always be quality first teaching from the class teacher with a differentiated curriculum. Based on the results of previous assessments, further actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training
- Alterations to the learning environment
- Referral to additional services such as speech and language therapist for specialist intervention

**Provision is monitored in a range of different ways**

- Termly lesson observations or learning walks
- Termly book scrutiny by the senior leadership team
- Termly pupil progress meetings which focus on progress in reading , writing, numeracy and welfare
- Termly SEND meetings where progress is evaluated and interventions are scrutinised
- Frequent informal meetings with all adults
- Inclusion Manager and link governor for Inclusion take part in learning walks around the school termly with a given focus.
- Inclusion Manager meets with all external agencies to discuss the effectiveness of their provision and evaluate their interventions

All Saints CEVA Primary School and Nursery Unit evaluates all interventions using start and end assessments or soft data. These are shared with the school Governing Body.

**Reviewing progress**

SEND provision follows the same cycle as all learning in the school. Children are assessed to find their current understanding, planning is developed to focus on the next targets, lessons are delivered either in a 1:1, small group or whole class setting for a set period of time and then progress is reviewed. Reviews are at least termly but may be shorter if the intervention requires it. Children on the SEND register are tracked along with the rest of the class and their progress is monitored termly. Interventions carried out by external agencies are evaluated by the therapist and that information is shared with the Inclusion Manager and the class teachers.

**Adaptations**

We will make every possible adaptation to ensure that all children can access the curriculum in an appropriate way. This may mean differentiating the whole class lesson, adapting the environment, using alternative equipment and resources, repeating task steps, breaking down a task into smaller steps or working towards an alternative outcome. Whole class lessons are always differentiated to ensure that children can work at their own level. All children, where appropriate, will be supported to access assessments both internal and external, using alternative assessments if appropriate.

**Examples:**

- Materials can be adapted and enlarged for those with visual impairment.
- Classroom deployment or layout can be adapted to allow access for someone with a physical disability.
- Children with Downs Syndrome may follow an individual reading programme to suit their learning profile.
- Children with sensory needs will have an intensive sensory programme written for them which they will access daily.

**Engaging in whole school life**

We go to considerable lengths to ensure that all children are included in activities regardless of their physical abilities or special needs. Children on the SEND register are represented in school council and take part in all groups which are involved in leadership around the school such as collective worship, music or PE leaders. In addition, all children on the SEND register work with their class to carry out their class responsibilities around the school as part of our PSHE curriculum. This could be helping as a playground friend or being responsible for recycling. Lunchtime activities are varied to ensure that there is a wide variety of provision. PE lessons are differentiated with the use of alternative equipment or by adapting the planning. After school clubs are accessible and are differentiated to allow all children to attend. Educational visits are always made accessible for all pupils. This may mean using alternative transport, putting additional support in place or altering the curriculum to fit the needs of the child.

**Support that is available for improving the emotional, (behavioural)/mental and social development of pupils**

We use a number of strategies to support pupil's emotional, mental and social development. Firstly, we run a comprehensive PSHE curriculum following the JIGSAW scheme, which covers themes relating to emotional and mental health. This takes the form of class lessons, whole school collective worship and circle time. The school runs an anti-bullying week every year which always has a different focus to ensure full coverage. E-safety is given high priority and there are links for parents/carers on our school website. In addition, pupil progress meetings and parent/ teacher meetings are used to identify any children who would benefit from additional support. It may also require adaptations to the curriculum such as using a visual timetable, being supported by an adult, working on an adapted curriculum or in a different environment in order to create a safe space. The Inclusion Manager may recommend specialist support from a variety of different agencies including CAMHS.

## **Developing Staff**

Staff receive regular training and guidance in order that they can best meet the needs of the children. The lead for inclusion is responsible for providing or arranging this training. We ensure that all staff understand the needs of children with SEN, in particular those children with complex needs.

At the end of every year, all teachers meet the new class teachers to share detailed information about children with SEND. Children needing one will also have a transition plan or one page profile to ensure that the move is smooth.

The Inclusion Manager is responsible for advocating for the needs of children with SEND. All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the Inclusion Manager's role in school is to develop awareness of resources and practical teaching procedures for use with pupils with SEN. As a routine part of staff development, training requirements in SEN will be assessed and should reflect the current and perceived future needs of the children in the school. Training will be a mixture of basic awareness of a number of SEN and a variety of interventions that the school are currently running and enhanced training for those adults working regularly with pupils with particular SEN. Specialist training will also be used for those adults requiring it. This will include modelling from the Inclusion Manager or experienced teachers/teaching assistants and externally run training from specialist services. It is the Inclusion Manager's responsibility to attend training for specific needs when preparing for a child whose needs they have not previously encountered. This may mean visiting another school, accessing information, attending courses or organising advice from a specialised service. TA requirements in supporting pupils' needs will be considered frequently.

## **Working in Partnership**

We work with a variety of different services. This may include professionals visiting the school to observe children and give advice, working in a 1:1 setting with the child, supporting staff to understand specific needs or disabilities or attending meetings to share recommendations with parents and professionals.

**Services that currently work with the school are as follows:**

- Speech and language therapists

- Occupational therapists
- Physiotherapists
- Child and adolescent mental health service (CAHMs)
- Educational psychologists
- Safeguarding and social care
- School Nurse
- Bereavement services
- Community paediatricians
- Specialist Support Service

It is the role of the Governing Board to monitor and evaluate the impact of each service on the quality of the outcomes for the individual child. This is done through the link governor visits who in turn reports to the full Governing Board.

### **Further Contact Details**

Special Educational Needs and Disability Information, Advice and Support Service (<http://www.iassnorthants.co.uk>). This is funded by Northamptonshire Local Authority but is totally independent in terms of giving advice.

## **Communication**

Your child's class teacher is the first point of contact for parents.

- Headteacher: **Emma Johnson**
- Inclusion Manager: **Alice Corr**
- Governor responsible for SEND: **Claire Le Maistre**

You can request a meeting through the school office; the Inclusion Manager will be happy to meet with you and answer your questions.

### **Consulting with Parents**

*'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.'* (CoP 2.2)



We firmly believe in developing a strong partnership with parents/carers as this will enable children and young people with SEN to achieve their potential. We recognise that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. In addition to a termly meeting where parents can meet with their class teacher to discuss their child's progress, all children with a SEN and /or disability will have a termly individual education plan (IEP) which will be shared with parents at the beginning of the new term. This may include targets which part of your child's curriculum will be focused around.

*'LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'* (CoP 2.14)

Parents of children with an ECHP will be invited to their annual review where their ideas will be shared along with all professionals working with the child and the yearly targets and focus will be jointly written and agreed between all parties.

### **Consulting with Young People**

We take pupil voice very seriously. All children are actively engaged in shaping their curriculum by making choices about the curriculum or teaching style in the foundation subjects. Senior leaders also generate opportunities for pupil voice about issues that are reflected in the school development plan. Depending on age and appropriateness, pupils with SEN will also be encouraged to participate in the decision-making processes affecting them. In addition to regular classroom practice, pupils will have input to their own targets and evaluate the success of interventions. Children with a statement or ECHP will contribute to their annual review by preparing a presentation about their achievements over the previous year and attend part of that meeting if appropriate.

## **Complaints**

**In summary the process is as follows:**

- Informal conversation with class teacher or Inclusion Manager

**No resolution:**

- Parents/carers write a letter to the Headteacher who then meets with the parents within ten days of receiving the letter.

**No resolution:**

- Parents/carers write to the Chair of the Governing Board who then meets with the parents within days of receiving the letter.

## **Transition**

**Supporting pupils with special educational needs and disabilities in a transfer between phases of education or in preparation for adulthood and independent living.**

**Transfer from home to school: Managed by EYFS co-ordinator and Inclusion Manager**

- Home-visits prior starting.
- Gradual integration towards attending the full nursery session, the nursery staff will always go at the appropriate pace for the child.

**Transfer from Nursery to Reception: Managed by EYFS co-ordinator and Inclusion Manager**

- Home -visit if new to the school.
- Visit to current nursery setting.
- Organised visits during the last half term to the reception class.

**Mid phase admission: Managed by Inclusion Manager**

- Teacher and teaching assistants to visit the child's current setting where possible.
- Organised visits for the child to visit our school.
- Passport made for the child including photographs of their new teaching assistant and class teacher if appropriate.

**Transfer from year to year group: Managed by Inclusion Manager**

- Regular visits to the new classroom during the last half term of the previous year and working with the new class teacher and teaching assistants
- Teaching assistants to shadow current teaching assistants, including for the delivery of specific interventions.

**Transition to secondary school: Managed by Inclusion Manager**

- Manager for Inclusion at the secondary school to meet with Inclusion Manager to discuss the child's SEN and what provision is required.
  - Child to visit the secondary school throughout the last half term of Year 6. Visits to include over a lunch time and playtime as these are vulnerable times for the child.
  - Additional transition day to be arranged if necessary.
- Staff from the secondary school to visit the primary school and meet the child in their current setting.
- Secondary Head of year to meet with the Year 6 class teacher to discuss provision.