

All Saints' C of E Primary School SEN information Report

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

What support can you expect for your child?

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

All Saints' is a school where the hopes and ambitions for children with special educational needs and disabilities are the same for all children. We are passionate about every single child being challenged and making their best progress in order to succeed and be ready for the next stage of their educational journey.

All Saints' believe that the provision for children with Special Educational Needs or Disability (SEND) is the responsibility of the whole school. A child with SEND has a right to have their needs met and have full access to the curriculum. In partnership with parents we aim to maximise the potential of every child within our school and raise their self-esteem.

How do we achieve this?

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class teacher

He/she is responsible for:

- Providing high quality teaching including adapting and refining the curriculum to meet the needs of all children.
- Checking on the progress of your child and identifying, planning and delivering any additional support your child may need to support their progress.
- When appropriate, writing individual education plans to prioritise and focus on the individual child's learning needs. Setting smart targets and identifying interventions and strategies to meet those targets and reviewing progress on a termly basis.
- Writing and reviewing a class provision map, on a termly basis, that identifies any pupil who is receiving additional support with their learning and/or their social and emotional development.
- Setting SMART targets for each additional intervention.
- Meeting with and keeping parents informed of any interventions their child might be accessing.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so that they can achieve the best possible progress. This may involve the use of additional adults or outside specialists. This will be overseen by the SENCo.
- Attending Pupil Progress meetings with the head teacher and deputy head teacher/inclusion Manager and the SENCo to discuss the progress of all children including groups and individuals and discussing how to close the gap for attainment or accelerate progress where necessary.
- Meeting with the SENCo on a termly basis to discuss and review the provision

<p>Inclusion Manager: Marcia Phipps</p> <p>SENCO: Theresa Mc Guinness</p>	<p>for pupils with SEND.</p> <ul style="list-style-type: none"> • Ensuring that the school’s SEND procedures, policy and SEN information report is followed in their classroom and for all pupils they teach with SEND. <p>If you have concerns about your child you should speak to your child’s class teacher. You then maybe directed towards to the Inclusion Team (who are the SENCo and the Inclusion Manager) .They are responsible for:</p> <p>Overseeing and Coordinating the provision for children with SEND</p> <ul style="list-style-type: none"> • Advising on the graduated approach to providing SEN support • Maintaining and updating the records of pupils with SEND • Providing and accessing specialist support and training for staff in school to ensure that they are skilled and confident about meeting a range of needs • Managing the school’s teaching assistants (inclusion manager) • Managing and deploying the Inclusion Teaching Assistants across the school (Inclusion Manager and SENCo) • Deputy Safeguarding Officer (Inclusion Manager) • Ensuring that parents are: <ul style="list-style-type: none"> ✓ Involved in supporting their child’s learning and access ✓ Kept informed about the range and level of support offered to their child ✓ Included in reviewing how their child is doing ✓ Consulted about planning successful movement (transition) to a new class or school • Liaising with a range of agencies outside the school who can offer advice and support to help pupils overcome any difficulties e.g. the educational psychologist or speech and language therapist (this includes completing detailed referrals to give a full and detailed picture of your child’s needs) • Ensuring the school’s SEN register is up to date • Liaising with other school for transition e.g. secondary schools • Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively • Assessing or organising the assessment of children where there are additional concerns • Analysing the progress of SEND children • Writing individual health care plans in collaboration with parents, school staff and medical professionals as appropriate • Attending review meetings with parents, school staff and other professionals • The day to day management of all aspects of the school, including the provision made for pupils with SEN • Supporting staff to evaluate and develop quality and impact of provision for pupils with SEN across the school • Writing EHCP applications • Reviewing EHCP
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Assessment Planning and Review

How can I find out about how well my child is doing?

Ongoing monitoring takes place by class teachers to identify pupils who are not making adequate progress.

Following further assessments and after discussions with class teachers, SENCo, Inclusion Manager and parents, additional support may be put into place to help overcome any difficulties.

This additional support is documented by the school through a class provision map or Individual educational Plan (IEP) if appropriate. In consultation with the class teacher, SENCo and/or the Inclusion Manager and parents an agreed course of action is implemented and a review meeting is put in place to assess the impact of additional support and intervention. Where external agencies are involved, their advice and recommendations are included in this planning.

In some cases and for pupils who already have Statements of Needs or an Education, Health and Care Plans, teaching assistant support /Learning Support Assistant may be allocated. The level of support will be determined by the complexity and severity of the individual child's needs. There will be an expectation that pupils should develop independent learning skills as far as possible and not become reliant on adult supervision.

Children, who have an individual education plan, will have a termly review meeting, usually at parents' evenings, to discuss targets and review progress. In some circumstances, parents and external agencies will meet to review the impact of interventions and recommendations which have been made by a specific professional (i.e. EP, SALT, Behaviour consultant). The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child continues to make little or no progress and their needs are identified as severe, complex and long term then an Education Health Care Plan may be requested. Further details about this process will be explained by the SENCO and information published in the Croydon LA Local Offer.

Tests and Examinations: Access Arrangement

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or use of a scribe. The SENCO/Inclusion Manager will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions) How will teaching be adapted to meet the needs of my child?

- All children are entitled to Quality first Teaching.
- Teachers will have the highest possible expectations for your child and all the children in their class.
- Teachers are skilled at adapting their teaching to meet the diverse range of needs in each class.
- Daily planning takes into account individual pupils needs and requirements.
- Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. This may include providing additional materials/resources/ support/ an adapted activity. This may also include putting into place specific strategies to support your child to learn.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed ability groups to learn together to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual pupils, with the long term goal of developing independent learning skills.
- Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.
- Some interventions may change as progress and needs are monitored and reviewed.
- Where interventions involving 1:1 teaching or group teaching occur away from the main classroom the teacher still retains responsibility for your child.
- In addition, the following range of interventions are in place to help overcome a range of difficulties. These include:

Intervention	What is It?
Speech and Language: “Partners in communication” project (KS1)	2x a week speech and language groups that supports the development of children’s key language skills. The school works closely with its allocated SaLT (Speech and Language Therapist) in delivering this programme with termly reviews and assessments to monitor progress and need. There are also training opportunities for the Inclusion TAs in place.
Speech and Language: Foundation stage speech and language groups.	A weekly speech and language group that supports the development of a child’s key skills and helps children to attain their EYFS goals.
Speech and language: KS2 speech and language groups	Children that are identified as having speech and language needs are given a specific programme of support that follows the suggestions and advice from the school’s speech therapist. Often these children will have their own individual care plan which sets targets and skills which are then reviewed by the SaLT on a termly basis.
Literacy: dyslexia 1:1 Spelling Intervention	An intensive 1:1 three times weekly ten –fifteen minute spelling session that focuses on the key sounds or spelling patterns that a child is struggling to learn. This is often preceded by an in school dyslexic screening assessment. (staff have accessed specialist dyslexic training at the literacy centre).
Literacy: Read, Write, Inc. and Letters and Sounds (Phonics)	Following the Letters and Sounds and/or Ruth Miskin ‘Read, Write, Inc’ programme, children have a daily 20 to 30 minutes additional discrete phonics session in KS1. Additional phonics interventions are also in place in KS2. Each day the children practise and develop their understanding of phonics sounds that will aid both their

	reading and writing.
Literacy: Additional guided reading and comprehension.	An additional guided reading and comprehension focus groups for those children who find comprehension of a text difficult.
Literacy: Jolly phonics groups	An intervention for (usually) KS1 pupils that uses singing (Jolly phonics songs) and books to develop recall of phase 2,3,4 sounds.
EAL: Speaking and Listening groups. 'New to English'	A speaking and listening intervention for children's whose second language is not English. For children who arrive with no English, we follow a ten week induction programme that covers topics such as the myself, home, numbers, colours, food, animals, school etc.
Precision Teaching and Direct Instruction	PT and DI focus on finding the most effective way to teach the individual child. The emphasis is on adjusting the teaching to suit the child. It's delivered usually on a daily 1:1basis for up to 15 minutes. The sessions can focus on developing a child's reading, spelling and numeracy skills.
Maths: Maths Five minute box	A five - ten minute (three times a week) intervention that teaches and revises Year 1 and 2 mental maths skills.

Parent Liaison and Attendance Officer : Debbie Mitchell	Builds relationships with parents. Monitors attendance and punctuality of the children ad provides incentive programmes to improve those areas.
Behaviour Link Advisor	The school works in partnership with the Croydon Outreach Team setting targets and strategies to develop positive behaviour across the school.
Play/lunch social skills group	A playtime social skills group that helps children to make and retain friendships. The intervention also teaches the children how to play games, turn take and work as a team.
Social Skills group	This intervention aims to develop the children's social skills supporting them to share, take turns and empathise with their peers as well as developing their own self-esteem and confidence.
Place2Be	New to All saints' from summer 2015.This provides 1:1 play therapy with trained counsellors. In addition to this the project also runs a 'time2talk' appointment facility at lunchtimes which the children can access on a 1:1 or group basis. The project also works with parents offering support and advise and with school staff
Play Therapist	New to All Saints' from spring term 2016 providing 1:1 support for children using play/integrative/art therapy.

Access

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted.

The schools accessibility plan is updated annually and can be viewed on the school website.

Access arrangements currently include:

- Wheel Chair access with ramps to playground.
- Braille markings – across school/including doors.
- Medical room with showering facilities.
- Disabled toilet facilities.
- Sensory diet resources.
- Writing slopes, writing grips, alternative scissors, move'sit cushions are available for children as required and recommended
- Adjustments are made to timetables for some individual children in order to enable them to manage the school day better
- Use of electric equipment and software such a Braille Note and alp tops
- Depending on needs of the children, an individualised access and/or medical care plan will be in place.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

- An on-going programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEN. This is through performance management and induction programmes.
- The school uses specialists and outside agencies such as the Speech and Language Therapy Service, Educational Psychologist, the Literacy Centre, the Visual Impairment Service, the Hearing Impairment Service, Early Help Services, the Behaviour Support Team to deliver training and support for staff
- Teachers and support staff may also access outside courses to develop their SEND skills and knowledge.
- Our SENCO and Inclusion Manager actively engage in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.
- We also seek advice and guidance from local special schools and outside agencies to review, evaluate and develop provision for pupils who have the most complex needs, as appropriate.

External partnerships

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek specialist advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	Description of support
Educational Psychology Service Our attached Educational Psychologist is: Dr Sophia Jansson	Observations; consultations with the inclusion team and class teachers; literacy and numeracy assessments; cognitive assessments; emotional and social skills assessments; reports and recommendations including EHCP applications; training interventions for staff; consultations and review meetings with parents.
Primary Behaviour Support Team	Observations and assessments of individual needs; consultations with staff and parents; supports with the delivery of individual programmes including nurture and social skills groups; developing playtime and lunchtimes.
Speech and Language Therapy Service	Observations and assessments; writes individual care plans which set specific targets; liaising with school's inclusion team and class teachers

	providing training and advise; parent consultations and reviews.
Community Paediatrician	Assesses developmental progress – identifies any areas of difficulties making subsequent referrals to other professionals and recommendations
Croydon SEN Team	Offers advice and support with regard to EHCPs, SEN procedures and with accessing additional support for children as well as providing training opportunities for staff.
Croydon Literacy Centre	Offers specialist advice and training on dyslexia.
Croydon Occupational Therapy Service.	Observations, 1:1 assessments to identify specific needs; provides reports and recommendations of how best to support the individual child within the school setting and at home; parent and staff consultations and reviews
Family GPs and local health professionals – School Nurse	Referrals to other specialist agencies e.g. SaLT, CAMHS, OT, Community Paediatrician in partnership with the school
CAMHS (Child and Adolescent Mental Health Service)	Offers diagnostic assessments and therapeutic interventions as appropriate.
Visual Impairment Service	Supports inclusion for children with visual impairment offering individual assessment and educational intervention programmes and training in partnership with the school.
Visual Hearing Impairment Service	Supports inclusion for children with hearing impairment offering individual assessment and educational intervention in partnership with the school.
Early Help Team	The school has an allocated early help advisor who is offers advice and support relating to individual children as well as family cases. This may lead to the completion of an early help referral and then TAF (team around the family) meetings.
MASH (Multi Agency Hub Help)	Agency relating to any safeguarding issues.
Family Resilience Service (FRS)	This is an agency who works with individual families.
Parents in Partnerships group	Offers advice and support to parents of children with SEND.
Family Lives Parent Partnership Service: Tel: 020 3131 3150	The Parent Partnership Service provides independent information and advice and guidance for parents /carers of children and young people with SEND.
Virtual School for Children who are Looked After virtualschool@croydon.gov.uk	This service oversees and monitors provision for children who are in car of the Local Authority
Voluntary agencies:	Parents in Partnership – PIP. National Autistic Society.

Transition

How will the school help my child to move to a new class/year group or to a different school?

Children with SEN can become particularly anxious about 'moving on' so we seek to support successful transition by:

When moving to another school:

- We will contact the school SENCO/Inclusion Leader and share information about special arrangements and support that has been made to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible
- As part of the preparations for the transition to Y7 the SENCo attends a transition meeting which is held annually. It provides the opportunity to meet ,share and discuss your child's needs with their receiving school
- The SENCo will liaise with the receiving school via phone calls, e-mails and meetings.
- Many secondary schools offer additional days for children with SEND in the summer and/or may visit our school to gain a better understanding of your child's needs and put in place any provision necessary prior to their start date
- In some cases additional multi- agency meetings -TAC – team around the child/TAF – team around the family – may be arranged to create a more detailed 'transition' plan
- Children who have an EHCP, their transition programme is carefully managed in consultation with the schools' Educational Psychologist and any other outside agencies as appropriate
- Social stories may also be completed to help your child with understanding transition. The stories are used at home and at school.

When moving classes /forms in school:

- An information sharing meeting will take place with the new teacher
- Opportunities to visit the new class and meet their new teacher and support staff
- The use of individual transition social stories may be created and sent home with parent/carers to read during the holiday period

Further information about support and services for pupils and their families can be found at:

- Croydon's Local offer of Special Needs at www.croydon.gov.uk/education/special-educational-needs
- SEN co-ordinator for Croydon Council Judith.lunnon@croydon.gov.uk