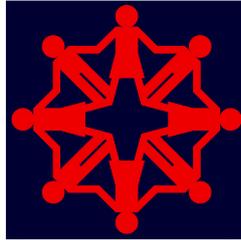


All Saints' C of E Primary School



SEN Information Report

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

**Reviewed: March 2018
Next review: March 2019**

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' C of E 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.

We 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.

We offer a wide range of interventions, ensure that our staff are well trained and consult effectively with specialist agencies. This report outlines the school's practice and provision.

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.
- On a termly basis reviewing the class provision map which identifies any pupil who is receiving additional to and different from support.
- Regularly reviewing class intervention tracking sheets. These detail assessment outcomes, bespoke targets based on assessment outcomes and which log the impact of the intervention.
- 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

school SENCo.

- Attending Pupil Progress meetings with the Head Teacher , Deputy Head Teacher, Intervention Lead and the SENCo and where appropriate specific subject leaders 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 for and the specific needs of our pupils with SEND.
- Ensuring that the school's SEND procedures, policy and SEN information report is followed in their daily classroom practice and for all pupils they teach with SEND.

Intervention Lead:

Marcia Phipps

If you have concerns about your child you should firstly speak to your child's class teacher. Then you maybe directed towards to the Inclusion Team (who are the Intervention Lead and SENCo). They are responsible for:

SENCO:

Theresa Mc Guinness

- The day to day operation of the SEND policy and the management of the provision made for pupils with SEN.
- Overseeing and coordinating the provision for children with SEND.
- Setting up and maintaining on a termly basis class provision maps which provide an overview of pupils who are receiving any additional to and different from support.
- Setting up and maintaining the schools intervention tracking system on a half termly and termly basis to monitor the impact and progress of pupils accessing interventions.
- 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.
- The line management of teaching assistants (as appropriate), inclusion teaching assistants and learning support assistants.
- Liaising with a range of outside agencies 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 comprehensive picture of your child's needs).
- Ensuring the school's SEN register is up to date.
- Writing termly class SEND action plans which detail the specific needs and the additional provision in place to support pupil progress as well identifying key actions in response to pupil needs.
- Liaising with other schools for transition e.g. to secondary school.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Assessing or organising further assessments of children where there are additional concerns.
- Tracking and analysing the progress of SEND children.

	<ul style="list-style-type: none">• 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.• Supporting staff to develop high quality first teaching and to evaluate the impact of the provision for pupils with SEND across the school.• Writing Education Health Care Plan applications as well as leading the termly reviews of Education Health Care Plans – this includes working in partnership with a number of professionals and with parents. • <u>Ensuring that parents are:</u>• 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 progressing. This includes attending review meetings with engaged agencies.• Consulted about planning successful transition to a new class or school.
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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 expected progress.

Pupil Progress Review meetings take place on a half termly basis to discuss and track pupil progress.

Following further assessments and after discussions with the class teacher, SENCo, Intervention Lead and parents as appropriate, additional support may be put in place to help overcome any identified difficulties.

This additional support is documented by the school through a class provision map and/or Individual educational Plan (IEP) if appropriate.

In consultation with the class teacher, SENCo and/or the Intervention Lead, Deputy Head Teacher and the Head Teacher (and parents as appropriate) an agreed course of action is implemented and a review meeting is put in place to assess the impact of the 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 an Education, Health and Care Plan, a 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, OT). The impact of support offered is considered along with the progress towards the targets set. Support arrangements will be updated and revised accordingly. If not already involved, this might include a referral to an external agency. The outcomes of these meetings will be recorded and kept in the children's SEN file.

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 assessment may be requested. Further details about this process will be explained by the SENCo and information published in the Croydon Local Authority 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 the use of a scribe. The class teacher with support from the SENCo/Intervention Lead 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 High Quality 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/adapted activities. This may also include putting into place specific strategies to support your child with their learning progress.
- 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 to the above the following range of interventions are in place to help overcome a range of difficulties. These include:

Intervention	What is It?
KS1 Speech and Language: “Partners in communication” Project groups. And 1:1 bespoke speech and language interventions.	2x a week speech and language groups to support the development of children’s key language skills following specific targets from SaLT care plans and/or the recommendations of our allocated SaLT. In addition to this some of our SEN pupils access daily 1:1 speech and language lessons following their individual SaLT care plans. The school works closely with its allocated SaLT (Speech and Language Therapist) in delivering this programme. There are termly reviews and assessments in place to monitor progress, need and provision. There are also training opportunities for LSA’s, Inclusion and class TAs.
Speech and Language: Foundation Stage speech and language groups.	Weekly+ speech and language groups that support the development of a child’s key skills and helps children to attain their EYFS goals. With the addition of bespoke SaLT care plans for some pupils.
KS2 Speech and Language: “Partners in communication” Project groups and 1:1 interventions.	As in KS1 2x a week speech and language groups are in place to support the development of children’s key language skills following specific targets from SaLT care plans and the recommendations of our allocated SaLT. As in KS1 there are also training opportunities for the LSA’s, Inclusion and class TAs. Some of our SEN pupils will also access daily 1:1 speech and language lessons following their individual SaLT care plans. Pupil progress and provision is regularly reviewed with the school’s SaLT.

Intervention	What is It?
Catch Up Programme	This programme is delivered 3x a week on a 1:1 basis for up to 20 minutes. It focuses on the development of the children's key literacy skills.
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. The programme is delivered on a daily 1:1 basis for up to 20 minutes. The sessions can focus on developing a child's reading, spelling and/or numeracy skills.
Literacy: Letters and Sounds (phonics focus)	Following the Letters and Sounds programme, children have a 4x a week 20 to 30 minutes phonics session in KS1. Additional phonics interventions are also in place in KS2. In both Key Stages some of our SEN children will follow a bespoke phonics intervention programme. This may be delivered on a 1:1 daily basis, or up to 3x a week on a 1:1 basis or within a small group setting up to 3x week.
Literacy: Jolly phonics groups And Read, Write, Inc. and	This is a phonics intervention that uses singing (the Jolly phonics songs) and specific books to support with the development of phases 2, 3 and 4 of the Letter and Sounds programme. We also use the RWI programme and resources to support our children with the development of their phonics, writing and reading skills.
Literacy: Additional guided reading and comprehension.	An additional guided reading and comprehension focus group for children who find comprehension of a text difficult.
Literacy: dyslexia assessment and Intervention	The school uses the Lucid dyslexic screening assessment tool. This will determine the probability of dyslexia as low, moderate or high. The assessment highlights if any areas of difficulties which a pupil might be experiencing. This information is then used to inform the planning and provision for that pupil. Within the classroom setting teachers will implement strategies to support any pupil experiencing dyslexic difficulties these include the use of coloured overlays, reading rulers and word books.
EAL:	For children who are new to English we follow an induction programme that covers topics such as the myself, home, numbers, colours, food, animals, school etc. In addition to this on arrival each pupil is individually assessed. Within the classroom targeted support, key vocabulary and activities are used to support the pupil to access the curriculum.
Maths: Maths Five Minute Box	This is a five to ten minute intervention that teaches and revises Year 1 and 2 mental maths skills. This is usually delivered on a 1:1 basis.

Intervention	What is It?
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.
Play/lunch time clubs	Playtime clubs help children to forge positive relationships with others. The intervention teaches the children how to play games, turn take and work as a team.
Croydon Drop In Service -new to All Saints from Autumn 2017	This provides 1:1 play therapy with a trained counsellor. The project also works with parents and school staff offering support and advice. The CDI counsellor and the school SENCo meet on a weekly basis.
Play Therapist	This provides 1:1 support for children using play/integrative/art therapy. The therapist also works with parents and school staff offering support and advice. The Therapist and the school SENCo meet on a weekly basis.
Parent Liaison and Attendance Officer : Debbie Mitchell	Builds relationships with parents/carers supporting them with accessing additional support as appropriate. Monitors the attendance and punctuality of the children and provides incentive programmes to improve the attendance and punctuality of pupils. Also works in partnership with the EWO, the school's inclusion team and a number of outside agencies as appropriate.
Lego Therapy -new to All Saints' spring 2017.	Lego therapy uses play to develop social competency by creating opportunities to interact. Pupils work together to build Lego models. This supports pupils in practising and acquiring key skills such as joint attention, speaking and listening, joint problem solving, turn taking and sharing.
Writing Interventions groups	These address the development of specific writing skills and are delivered on either a 1:1 or a small group basis.

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 and the main school entrance.
- Medical room with showering facilities.
- Disabled toilet facilities.
- Sensory diet resources including chewy bracelets, lap weights, fidgets and move'sit cushions.
- Writing slopes, writing grips, alternative scissors, and specific handwriting programmes are available for children as required and recommended by the OT service or other medical professionals.
- 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 as appropriate.
- Depending on the needs of the children, an individualised access and/or medical care plan will be introduced.

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 the appropriate skills and knowledge to support the provision for children with SEN. This is achieved through performance management, continuing professional development and induction programmes.
- The school uses specialists and outside agencies such as the Speech and Language Therapy Service, Educational Psychologist Service, the Literacy Centre, the Visual Impairment Service, the Hearing Impairment Service, Early Years Help Services and medical professionals to deliver training and support for staff.
- Teachers and support staff may also access outside courses led by the LA to develop their SEND skills and knowledge.
- Our SENCo and Intervention Lead 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.
- The SENCo attends the termly senco LA briefings.
- Where appropriate we also seek advice and guidance from local special schools and outside agencies to review, evaluate and develop the provision for pupils who have the most complex needs.

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 our children are fully understood and met. These agencies include:

Agency	Description of support
The Educational Psychology Service	<ul style="list-style-type: none"> • pupil observations and 1:1 assessments (including literacy, numeracy, cognitive, emotional and social skills assessments) • consultations and review meetings with the senco, class teachers, support staff and parents • reports and recommendations following assessments and any subsequent reviews including EHCP assessment applications and annual reviews • training interventions and advise clinics for staff
The Speech and Language Therapy Service	<ul style="list-style-type: none"> • observations and 1:1 initial assessments and reviews • writes individual speech and language care plans which set specific targets and skills identifying key strategies and activities for pupils • consultations with staff including providing advice and guidance on the delivery of care plans • review meetings with staff and parents • termly advisory clinics for staff and parents
Community Paediatricians	Assesses a child's developmental progress and identifies any areas of difficulties. They may make subsequent referrals to other professionals and recommendations as appropriate.
The Croydon SEN Team	Offers advice and support with regard to SEN and statutory procedures including EHCPs and with accessing additional support for children. In addition to this they provide training opportunities for staff.
The Croydon Literacy Centre	Offers specialist advice and training on dyslexia. Training can take place in school or on site at the centre.
The Children's Occupational Therapy Service (Croydon and other boroughs)	<ul style="list-style-type: none"> • 1:1 assessments to identify specific needs • reports with recommendations of how best to support the individual child within the school setting and at home • In school observations and advisory visits • parent and staff consultations and reviews
The Children's Physiotherapy Service (Croydon and other boroughs)	<ul style="list-style-type: none"> • 1:1 assessments to identify specific needs • reports with recommendations of how best to support the individual child within the school setting and at home • In school observations and advisory visits • parent and staff consultations and reviews

Agency	Description of support
Family GPs and local health professionals including the school's allocated School Nurse	<ul style="list-style-type: none"> • support with the writing of individual health care plans as appropriate • write and review additional health care plans i.e. asthma plans • may make referrals to other specialist agencies e.g. SaLT, CAMHS, OT, Community Paediatrician in partnership with the school i.e. SENCo
CAMHS (Child and Adolescent Mental Health Service)	Offers diagnostic assessments and therapeutic interventions as appropriate. Referrals are made by the SENCo and/or specialist agencies.
The Peripatetic Visual Impairment Service	Supports with the inclusion for children with visual impairment offering individual assessments and termly review reports, access plans, educational intervention programmes and training in partnership with the school.
The Peripatetic Visual Hearing Impairment Service	Supports with the inclusion for children with hearing impairment offering individual assessments and reviews, access plans and educational intervention in partnership with the school.
Croydon Locality Early Help Advisor	The school has an allocated early help advisor who will offer guidance and support relating to individual children as well as family cases. This may lead to the completion of an early help referral and subsequent TAC (team around the child) and/or TAF (team around the family) meetings. This referral may then lead to the involvement of the Family Resilience Service (FRS) or Social Care.
MASH (Multi Agency Hub Help)	Agency relating to any safeguarding issues.
The Family Resilience Service (FRS)	This is an agency which works with individual families often with a key worker allocated to support the family with specific issues.
The Parents in Partnerships (PIP)	Offer advice and support to parents of children with SEND. SENCo or self-referrals accepted.

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 Lead 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. A 'pen portrait' is given to the child's new school as well as their individual SEN files which details the pupils SEN history.
- 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. We actively encourage this practise.
- In some cases additional multi- agency meetings i.e. TAC: team around the child OR a TAF: team around the family, may be arranged to devise a more detailed 'transition' plan.
- For those children with an EHCP, their transition programme is carefully managed in consultation with the schools' Educational Psychologist and any other engaged outside agencies as appropriate.
- Social stories may also be completed to help your child with understanding transition. The stories are used at both home and at school.

When moving classes in school:

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

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

