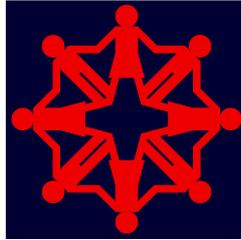


All Saints' C of E Primary School



SEN Information Report

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

**Reviewed: April 2020
Next review: April 2021**

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 Primary is a school where the hopes and ambitions for children with special educational needs and disabilities are the same as those for all children without SEND. 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 we 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 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 Review meetings with the Head Teacher, Deputy Head Teacher and where appropriate the Inclusion Lead, the SENCo and subject leaders to discuss the progress of all children, including groups and individuals. At the meetings staff will discuss how to close the gap for attainment or accelerate progress where necessary.
- Meeting with the SENCo on a termly basis (and more frequently as required) to discuss the specific needs, progress and provision for our pupils with SEND. Making reasonable adjustments to pupil provision as appropriate.
- Termly meetings with the SENCo to review EHC plans as appropriate.
- Attending professionals meetings with engaged agencies as appropriate.
- Ensuring that the school's SEND procedures, policy and SEND information report is followed in their daily classroom practice and for all pupils they teach with SEND.

Inclusion Lead:
Marcia Phipps

If you have concerns about your child you should first speak to your child's class teacher. Then you maybe directed towards to the Inclusion Team, who are the Inclusion Lead and the 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 SEND.
- 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 the 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 additional interventions. This includes making adjustments to interventions as required.
- Advising staff on the graduated approach to providing SEND support.
- Advising staff on strategies and provision to ensure HQT for SEND pupils.
- Maintaining and updating the records of pupils with SEND.
- Maintaining and disseminating notes from all professionals meetings.
- Supporting teaching staff with the reviewing and writing IEPs and individual support plans.
- 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. This includes leading meetings for both teaching and support staff.
- The line management of teaching assistants (as appropriate) and learning support assistants.
- Liaising with a range of outside agencies who can offer advice and support to all staff to enable them help pupils overcome any difficulties. These agencies include the Educational Psychologist, Speech and Language Therapist, Community Paediatricians and Occupational Therapists (this involves completing detailed referrals and

reports to give a full and comprehensive picture of the children's needs).

- Ensuring the school's SEND register is up to date. This is reviewed on an ongoing basis.
- Writing termly class SEND action plans which detail the specific needs and the additional provision which is in place to support pupil progress, as well as identifying key actions (next steps) in response to pupil needs.
- Liaising with other schools for transition e.g. to secondary school.
- Liaising with specialist schools to seek advice and guidance for specific pupils.
- Accessing LA initiatives as appropriate.
- 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. This may involve referrals to outside agencies.
- Tracking and analysing the progress and attainment of SEND children across the school.
- 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.
- To monitor that agreed actions and practices to support pupils are in place.
- Writing Education Health Care assessment applications as well as leading the termly EHC Plans reviews (amending outcomes and provision as required) this includes working in partnership with a number of professionals as well as with parents.
- Applying for additional support for SEND pupils, including additional funding applications.

-Ensuring that parents are:

- 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.
- Attending review meetings with engaged agencies.
- Consulted about planning successful transitions to a new class or school.

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, Inclusion 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 where appropriate in an Individual Educational Plan (IEP) or Individual Support Plan.

In consultation with the class teacher, SENCo and/or the Inclusion 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 and support.

Children, who have an individual education plan or an individual support plan, will have a termly review meeting, to review targets, progress and provision. 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 (e.g. EP, SLT, 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 individual SEND 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 school 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 for Y6 SATs for example. The class teacher with support from the SENCo/Inclusion 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 in 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.
- Ongoing 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 the 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: group and individual programmes.	<p>The speech and language groups support the development of children's key language skills following specific targets from SLT care plans, EHCPs and/or the recommendations of our allocated SLT ((Speech and Language Therapist)</p> <p>In addition to this some of our SEND pupils access daily 1:1 speech and language lessons following their individual SLT care plans or EHCPs. The school works closely with its allocated SLT in delivering this programme. There are reviewed termly and assessments are in place to monitor progress, need and provision. There are also training opportunities for LSA's, class TAs and teachers.</p> <p>We run a termly in school Speech and Language advice Clinic which is led by the link SLT and school's SENCo. It provides specialist advice to staff and parents. These clinics are available for children from the Reception Year to Year 6. Referrals are made by class teachers in discussion with the school SENCo.</p> <p>Children in the NY experiencing speech and language difficulties are actively encouraged to attend local Chatter Box groups with their parent.</p> <p>Visits to demonstrate lessons and give guidance with targets and activities are delivered by a specialist SaLT TA where appropriate. This is a shared local resource.</p>

Intervention	What is It?
Speech and Language: Foundation Stage speech and language groups.	These are weekly+ speech and language groups that support the development of key skills and help children to attain their EYFS goals. With the addition of a bespoke SLT care plan for some pupils.
KS2 Speech and Language: group and individual programmes.	<p>As in KS1 speech and language groups are in place to support the development of children’s key language skills following specific targets from SLT care plans or EHCPs and the recommendations of our allocated SLT.</p> <p>As in KS1 there are training opportunities for the LSA’s class TAs and teachers. This includes visits from a specialist SLT TA.</p> <p>Some of our SEND pupils will also access daily 1:1 speech and language lessons following their individual SLT care plans or EHCPs.</p> <p>Pupil progress and provision is reviewed termly with the school’s SLT.</p>
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.
RWI - Read, Write, Inc. (phonics)	<p>Following training for all staff in September 2019 the school has implemented the revised RWI phonics programme across the school.</p> <p>In KS1 children access RWI on dally basis in group settings.</p> <p>In KS2 specific children identified as needing additional phonics support access RWI 4x a week in group settings.</p> <p>In addition to this some children also access additional phonics support on a daily 1:1 basis.</p>
Additional 1:1 and guided reading	Additional 1:1 and small group guided reading focuses on developing decoding strategies and comprehension skills (reading for meaning).
Paired Reading	<p>This is 1:1 reading with an adult which focuses on developing a child’s’ fluency, accuracy and confidence as a reader.</p> <p>This is an EP recommendation.</p>
Dyslexia assessment and Intervention	<p>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 there any specific areas of difficulties which a pupil might be experiencing. This information is then used to inform the planning and provision for that pupil.</p> <p>Within the classroom setting teachers will make reasonable adjustments to support any pupil experiencing dyslexic difficulties. These include the use of coloured overlays/backgrounds, reading rulers, writing on coloured paper and word books.</p>

Intervention	What is It?
Handwriting and Spelling	<p>In addition to in class ongoing handwriting and spelling activities and the RWI programme 2 specific resources are also accessed to support children with the development of their handwriting and spelling skills. These are:</p> <ul style="list-style-type: none"> -Write from the Start -A Hand for Spelling <p>These also support with the development of fine motor skills. In addition to this the school accesses and implements where appropriate the Croydon OT Service's advisory sheets which support the development of both gross and fine motor skills.</p>
EAL: English as an Additional Language	<p>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 in order to support the pupil to access the curriculum.</p>
Maths Five Minute Box	<p>This is a five to ten minute intervention that teaches and revises Year 1 and 2 key maths skills. This is usually delivered on a 1:1 basis.</p>
Social Skills Groups	<p>This intervention aims to develop the children's social interactions skills supporting them to share, take turns and empathise with their peers as well as developing their own self-esteem, confidence and emotional resilience and sense of social responsibility.</p>
Play/lunch time clubs	<p>Playtime clubs help children to forge positive relationships with each other. The intervention teaches the children how to play games, turn take and work as a team.</p>
Play Therapist	<p>This provides 1:1 support for children using play/ integrative, art therapy. The therapist also works closely with parents and school staff offering support and advice. The Therapist and the school SENCo meet on a weekly basis.</p>
Parent Liaison and Attendance Officer : Kay Savage	<p>The PLAO builds relationships with parents/carers supporting them with accessing additional support as appropriate. They monitor the attendance and punctuality of the children and provide incentive programmes to improve the attendance and punctuality of pupils. They also where appropriate provide 1:1 mentoring for pupils. The PLAO works in partnership with the EWO, SLT and the SENCo and specific outside agencies as appropriate.</p>
Writing Interventions 1:1 and Groups	<p>These interventions address the development of specific writing skills and are delivered on either a 1:1 or a small group basis.</p>

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 the 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 and handiwrites, therapeutic putty, alternative scissors, and specific handwriting and fine motor skills programmes and exercises are available as required. These supports are recommended by the OT service and/or other medical professionals.
- Adjustments to timetables for some individual children in order to enable them to manage the school day better.
- The use of electric equipment and software as appropriate.
- An individualised access and/or medical care plan will be introduced, depending on the needs of the child.

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

- There is an on-going programme of training in place to ensure that all teachers and support staff have the appropriate skills and knowledge to support the provision and progress for children with SEND. This is achieved through performance management (identifying any training needs), 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.
- The SENCo and Inclusion 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 specialist schools and specialist agencies to support with the reviewing and development of 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">• termly caseload review meetings with the SENCo• 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 with reviews to discuss impact and next steps• EHC assessments and reviews• guidance and advise for staff including bespoke training in response to school needs
The Speech and Language Therapy Service	<ul style="list-style-type: none">• termly caseload review meetings with the SENCo• termly in school advise clinics for staff and parents• 1:1 initial assessments and reviews• writes and reviews individual speech and language care plans which set specific targets and skills identifying key strategies and activities for pupils to enable them to achieve their targets• EHC assessments and reviews• consultations with staff including providing advice and guidance on the delivery of care plans (separate to advise clinic)• lesson demonstration by link SLT or specialist SLT TA
Community Paediatricians	Referrals are made directly to the Community Paediatrician, to request an assessment a child's developmental progress and to identify any areas of difficulties. They may make subsequent onward referrals to other professionals and recommendations as appropriate.
The Croydon SEND Team	The team offers advice and support with regard to SEND and statutory procedures including EHC Plans and with accessing additional support for children. In addition to this they provide training opportunities for staff.
The Croydon Literacy Centre	The 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">• liaises with the school SENCo• 1:1 assessments to identify specific needs• reports with recommendations of how best to support the individual child within the school and home setting• In school observations and advisory visits• parent and staff consultations and reviews

Agency	Description of support
The Children's Physiotherapy Service (Croydon and other boroughs)	<ul style="list-style-type: none"> • liaises with the school SENCo • 1:1 assessments to identify specific needs • reports with recommendations of how best to support the individual child within the school and home setting • In school observations and advisory visits • parent and staff consultations and reviews
Family GPs and Local Health Professionals including the school's allocated 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 e.g. asthma plans • may make onward referrals to other specialist agencies e.g. SLT, CAMHS, OT, Community Paediatrician liaising with the school SENCo
CAMHS (Child and Adolescent Mental Health Service)	CAMHS offers diagnostic assessments and therapeutic interventions as appropriate. Referrals are made by the SENCo and/or specialist agencies such the EP.
The Peripatetic Visual Impairment Service	Supports with the inclusion for children with visual impairment offering individual assessments and termly review reports as appropriate. They provide 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 programmes and training 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 include 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)	This is the agency relating to any safeguarding issues. Initial referrals are made to this hub who then assesses each individual case and then directs the school and family to the appropriate agency.
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 identified issues.
The Parents in Partnerships (PIP)	Offers advice and support to parents of children with SEND. School SENCo or self-referrals are accepted.

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

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

When moving to another school:

- We will contact the new schools SENCo/Inclusion Lead and share information about special arrangements and support that have been made to help your child achieve their learning goals whilst they attended All Saints.
- We will ensure that all records are passed on to the new school 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 SEND files which details the pupils SEND 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 term 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 used 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 is Alison Farmer at senenquiries@croydon.gov.uk

Date of report: April 2020

Report to be reviewed: April 2021

SENCo: Theresa Mc Guinness

