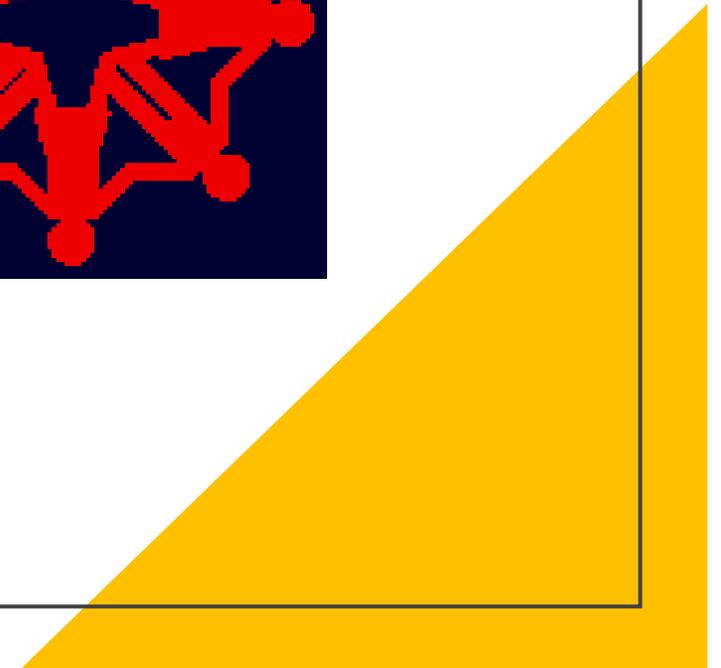
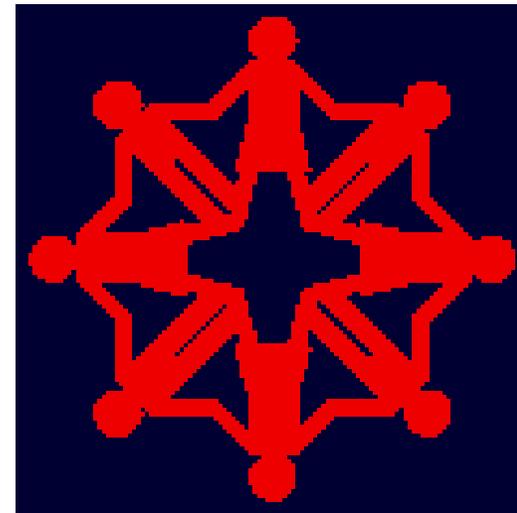


SEN Information Report

Meeting the Needs of Pupils with Special
Educational Needs and Disabilities

Reviewed: February 2023

Next review: February 2024



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 the best progress in order to be ready for the next stage of their educational journey.

A child with SEND has a right to have their needs met and have full access to the curriculum.



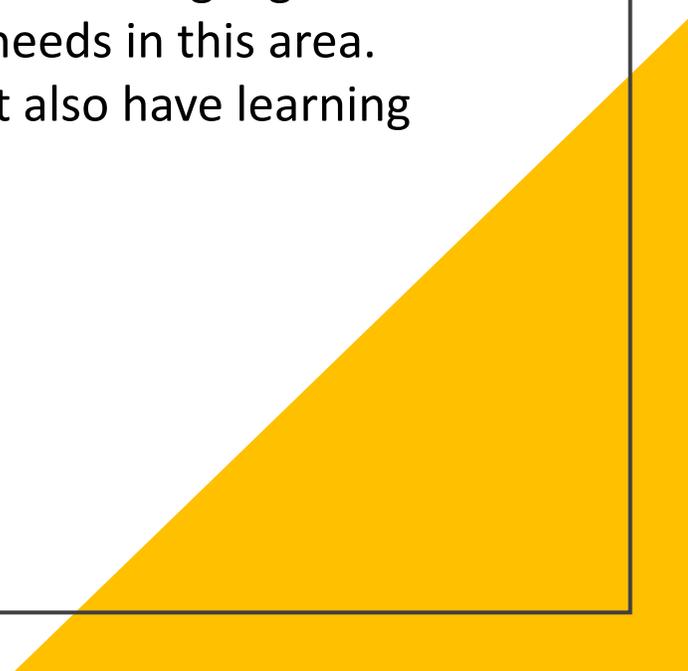
Four categories of SEND

1. Communication and Interaction
 2. Cognition and Learning
 3. Physical and Sensory
 4. Social, Emotional and Mental Health
- 
- A yellow right-angled triangle is positioned in the bottom right corner of the slide, pointing towards the top-left.

Communication and Interaction

This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language. Children with a diagnosis of autism or autistic spectrum disorders have needs in this area. Children with communication and interaction difficulties may or may not also have learning difficulties.

Source: <https://localoffer.croydon.gov.uk>

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Learning and Cognition

This area includes general learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

Assessments by professionals such as educational psychologists will determine whether a child has a moderate learning difficulties (MLD) or severe Learning difficulty (SLD).

SpLDs include: dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation), and dyspraxia (or 'developmental coordination disorder', difficulties with motor planning). People with one or more SpLDs have a 'spiky profile' of attainment, with areas of strength (sometimes very high) and areas of need.

All children in this category have a form of learning difficulty.

Source: <https://localoffer.croydon.gov.uk>

Physical and Sensory

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities such as cerebral palsy. Children with these disabilities will usually access support from specialist education and health services.

These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be average or above; some children do have associated learning difficulties.

Source: <https://localoffer.croydon.gov.uk>

Social, Emotional and Mental Health

This area includes Children and Young People who may experience a wide range of social and emotional difficulties which can impact on their outward behaviours. They might be isolated or withdrawn or display challenging behaviour. Such behaviours may be indicative of underlying mental health difficulties (such as anxiety or depression), or emotional issues (such as disordered attachment).

Some children have disorders such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect how they behave.

It is crucial to look for the underlying causes of any difficulties with behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour.

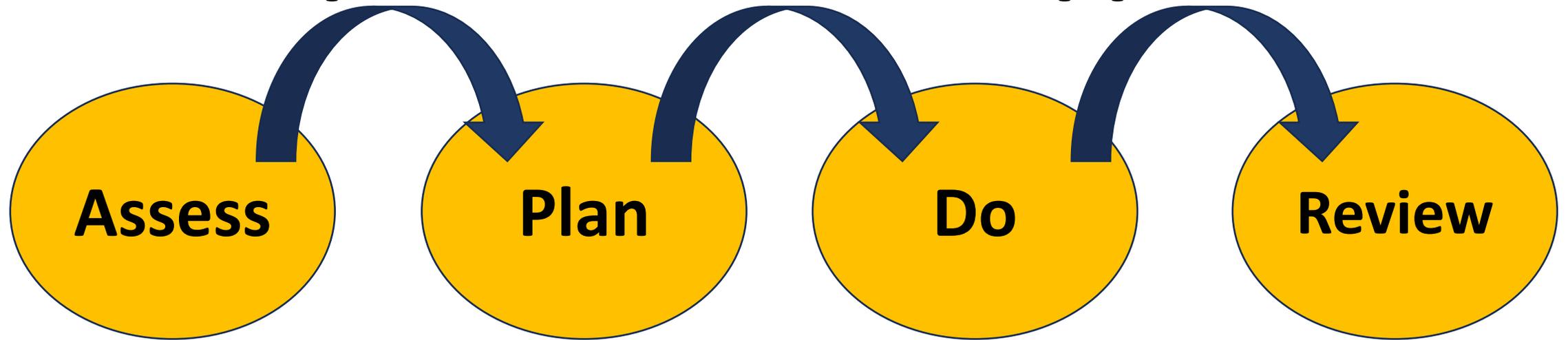
For some children with SEMH difficulties, the nature of these difficulties will mean that they have difficulties with learning.

Source: <https://localoffer.croydon.gov.uk>

Our approach to SEND

- ❑ All children are entitled to High Quality Teaching. This means we make sure lessons are accessible for all, and that teachers and adults plan engaging, inclusive, safe and fun activities.
- ❑ Class teachers are skilled at adapting their teaching to meet the diverse range of needs in each class. This may include providing additional materials/ adults/ resources/ interventions so that learning is personalised to individual needs.
- ❑ We ensure all staff have access to specialist support and training to enable them to confidently and effectively meet a range of learning needs
- ❑ Teaching and support staff work closely with the SENDCo and outside agencies, such as Speech Therapists, Educational Psychologists, Occupational Therapists, to adopt the best strategies for pupils with SEND
- ❑ We apply for additional support for pupils with SEND, including additional funding applications, following rigorous monitoring and assessment of pupils' progress.

We use a 'Graduated' approach to plan additional support



The class teacher (working with the SENCO) is responsible for carrying out a clear analysis of pupil's needs, drawing on teacher assessments and experience of the pupil.

Once a child is in receipt of SEN Support, parents must be notified. All teachers and adults who work with a pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required.

Planned interventions are put into place. The class teacher works closely with any teaching assistants or specialist staff involved with the SENCO's support.

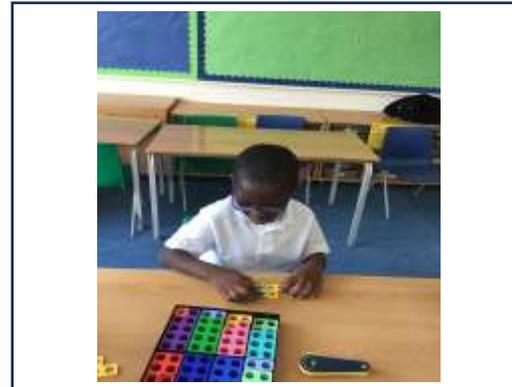
Reviews take place termly and inform next steps. The SENDCo aims to meet with parents three times a year. Parents are involved in any decisions to continue or end an intervention.

What intervention support can I expect at All Saints?

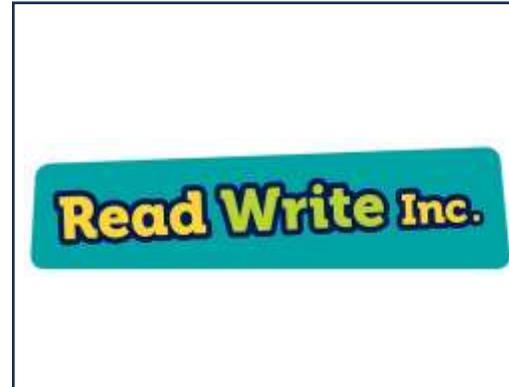
Interventions are run for small groups and individual pupils with the aim of closing learning gaps and developing independence. Interventions change as progress is made and needs alter. Some examples include:



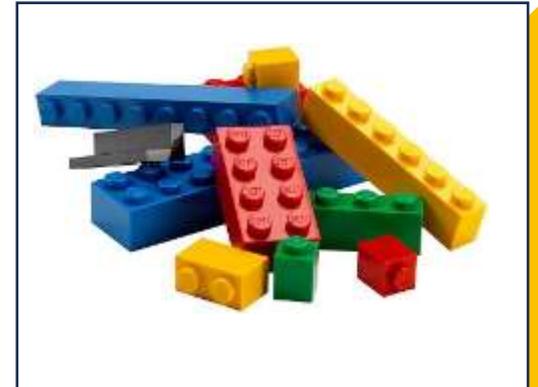
Bucket time



Precision teaching



Read Write Inc



Lego therapy

What intervention support can I expect at All Saints?



Play therapy



Mental Health Support Team



Sensory play



Speech and Language

Who should I contact to discuss my child's needs?

If you have concerns about your child you should first speak to your child's class teacher.

Then you may be directed towards the SENDCo: **DIANE GEORGE**

The role of the SENDCo:

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) coordinates provision for children with SEND within the school and also works closely with outside agencies, such as Educational Psychologists, who can offer advice and guidance to all staff to enable them to effectively support pupils' needs.

Local Authority support and further information

LOCALITY SEND SUPPORT

We are part of a local authority initiative that aims to provide earlier and better targeted support to pupils with SEND. We work with groups of schools who are all local to each other and better placed to understand the needs of our children. This project is called 'Locality SEND Support'.

- LSS Information for schools
- LSS Information for SEND parents
- Croydon's Local Offer of Special Needs at: www.croydon.gov.uk/education/special-educational-needs
- senenquiries@croydon.gov.uk