



All Saints' C. of E. Primary School

Rooted in Faith, Growing Through Learning, Enabling all to flourish

Special Educational Needs (SEN) Information Report

Welcome to the SEN Information Report

As a school we work within the Wandsworth guidance on provision for children with SEN in mainstream schools, which explains how pupils with additional needs are provided for within the school – this is referred to as the 'offer' to children and parents. **We also follow our Equality and Disability Policy, SEND and Inclusion Policy and the school's Accessibility Plan (see the school's website).**

When the school is discussing Special Educational Needs provision in school it is referred to as 'SEN' and when the school is discussing it in terms of the SEN Code of Practice or in the School Policy it is referred to as 'Special Educational Needs and Disability' or 'SEND'.

Inclusion at All Saints'

At All Saints' Church of England Primary School, all pupils, regardless of their particular needs, are offered inclusive teaching which enables them to make the best possible progress in school and recognise themselves as a valued member of the wider school community. We offer a range of provision to support children with SEND, including support for Communication and Interaction, Cognition and Learning difficulties, Social, Emotional and Mental Health or Sensory or Physical needs (including Complex Medical Needs). Further details of provision can be found below.

At All Saints', all pupils are equally valued and we are committed to Inclusion. The following information pages outline the range of provisions that are made within the school and the range of outside services we have access to. These provisions and services are also there to meet the needs of all pupils regardless of SEN or disability.

What Ofsted says about SEND at All Saints':

"Leaders train and work with teachers and support staff to quickly identify any additional needs. They make sure that pupils with SEND receive well-planned additional help."

"Mental health is a priority and well-trained staff support pupils effectively."

"Leaders and teachers typically make appropriate adaptations to support the learning of pupils with special educational needs and/or disabilities (SEND)."

Ofsted October

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Contacts

At All Saints', the Inclusion Manager/SENCo is Mrs Louisa Ball.

You can contact the SENCo on 0208 788 5196 or via the admin office – admin@allsaints.wandsworth.sch.uk

The SEND Governors are Ms Jacynth Bennett and Ms Kate Luscombe.

What should I do if I am concerned about my child's progress or special educational needs?

- If you are concerned about your child's progress, in the first instance discuss this with the class teacher.
- If you would like to find out more about how we provide support for pupils with special educational needs, speak to the Inclusion Manager (SENCo) or Head teacher.

How does the school decide whether a child has special education needs and what extra help they need?

How we identify if a pupil has SEND at All Saints'

When the class teacher decides that a child may have a special educational need (SEN), an Initial Concern Record will be completed by the class teacher with support from the SENCo. Outcomes will be set and the progress of these outcomes will be reviewed. If less than expected progress is made, another cycle of outcomes may be put in place and reviewed. If progress remains less than expected, a SEN Support Record will formally record that the pupil has SEN and parents will be informed. Children will continue to be supported through the 'graduated approach' (assess, plan, do, review).

Parents will meet termly with the class teacher to review targets set. For the majority of pupils, they will remain on 'SEN Support', however some pupils may need further additional help and these pupils will be put forward for an Education, Health and Care Plan. If your child arrives already identified with SEND, the above process will also be followed.

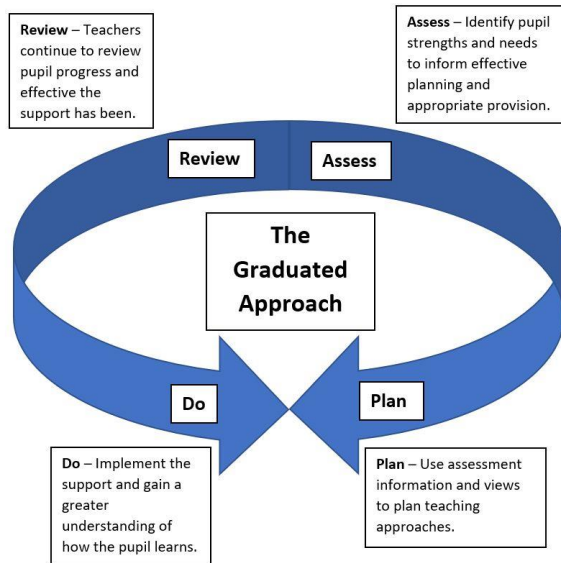
We follow the 'Graduated Approach' to meeting your child's SEND needs (assess, plan, do, review).

We also have a three-tiered approach to supporting a child's learning.

Universal (wave 1): this is the high quality teaching your child will receive from their class teacher and may include some very minor adaptations to match learning needs.

Targeted (wave 2): it may be appropriate to consider making additional short-term special educational provision to remove or reduce any barriers to your child's learning and ensure they can make the best progress possible. This takes the form of a graduated four-part approach – **assessing** your child's needs, **planning** the most effective and appropriate intervention, **providing** (doing) the intervention, and **reviewing** the impact on your child's progress towards individual learning outcomes. You will be kept informed of your child's progress towards learning outcomes.

Specialist (wave 3): it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include intervention or advice from the following services: Educational Psychology, Speech and Language Therapy, Occupational Therapy, Wandsworth Autism Advisory Teachers and the Child Development Service. The school may need to prioritise referrals to these services. For a very small number of children, access to these specialists may be through an EHCP.



How will I know how my child is doing and how will you help me to support my child's learning?

- In addition to parent consultation evenings, if your child has SEND the class teacher will meet with you termly to review and set new targets.
- The Inclusion Manager/SENCo is available to meet with parents for an additional meeting during parent consultation evenings.
- Children in Key Stage Two are offered a space at a weekly Homework Club.

How will my child be involved and consulted?

- Pupils are asked their views and these are included in SEND paperwork (eg. Pupil Passports and SEN Support plans).
- Pupils regularly provide feedback (assessment for learning) for teachers to allow them to know how they understood each activity.
- Pupils' views are sought via the School Council and each class has two representatives.
- Teachers regularly ask pupils about what learning style best suits them in order to optimise learning.

How do you assess and review my child's progress?

- Children's progress is carefully monitored using termly teacher assessment.
- In addition, the school has three formal assessment times (December, April and July).
- The Senior Leadership Team track pupils' progress and regularly meet with teachers to discuss pupil progress.
- Furthermore, teachers regularly moderate pupils' work at staff meetings.
- Pupils with SEND follow the graduated approach - the 'assess, plan, do' review cycle. SEND outcomes are reviewed and meetings with parents held termly.

- For children with Education Health and Care Plans (EHCPs) an overall review happens annually (Annual Review) and every six months for pupils under 5 years of age.

How is teaching and the curriculum adapted to my child's needs?

Quality First Teaching

Every child at All Saints' receives quality first teaching, which entails differentiation of the curriculum to meet the needs of all pupils and includes adapting work for those requiring support or extension. Teachers use a range of different teaching styles to ensure all pupils can access the curriculum. Teachers use a variety of resources and match activities to the needs of their pupils. In addition, teachers use flexible grouping and different forms of technology to support all pupils.

Teachers are guided in their support for SEND pupils by:

Wandsworth's Ordinary Available Provision (see school website)

Additional Support

Sometimes pupils will require additional support in order to make the best possible progress. Additional support at All Saints' could include:

- small group support in class
- individual support in class
- booster/small group support out of class
- individual work out of class
- provision of specific resources eg. use of an ipad
- resources adapted for individual use
- speech therapy (modelled by the Speech and Language Therapist and delivered by Support Staff)
- occupational therapy (modelled by the Occupational Therapist and delivered by Support Staff)
- support from another specialist service working within school, eg. the Wandsworth Autism Advisory Service (WAAS)
- mentoring support from a key worker (member of staff)
- part-time attendance shared with a specialist provision school

How we support children with their Literacy and Numeracy development:

- small booster groups
- scaffolded tasks (providing initial support) or differentiated tasks (a task which is broken down into small steps)
- targeted small group support
- daily reading activities

How we support children with Communication needs and Physical/Sensory needs:

- if the child is working with a Speech Therapist or Occupational Therapist the child will work on SALT (Speech and Language) / OT (Occupational Health) targets weekly with a member of Support Staff.
- visual Timetables are used in classrooms

How we support children with their handwriting and fine motor skills:

- a variety of differentiated tasks, resources (eg. sloping boards, pencil grips) and staff are used to support these children
- discreet handwriting sessions are taught throughout the week

How we evaluate additional support

- At All Saints' additional support is evaluated in a variety of ways including verbal feedback, progress reviews, learning walks and formal assessments by specialists.

What support is there for my child's emotional well-being?

- Staff are available by appointment to discuss your child's emotional well-being.
- At All Saints' we teach a PSHE curriculum and assemblies are held daily.
- Zones of Regulation and Social Skills groups are run regularly.

- The school uses a behaviour ladder to reward good behaviour and sanction poor behaviour. This system fully supports the anti-bullying ethos of the school.
- The school provides ELSA (Emotional Literacy Support Assistant) support for some pupils.

How do you promote positive behaviour?

- Positive behaviour is rewarded with good conduct stickers, team points or merits.
- A letter home from the Head teacher rewards positive behaviour.
- At lunchtime children are supported by staff in the playground who also issue the above rewards.
- Older pupils support younger pupils in the Key Stage One Playground by being 'big friends'.

What training and specialist skills do the staff supporting children with SEND have or are having?

- All teachers, Teaching Assistants and Learning Support Assistants receive regular training in SEND.
- The school has two trained ELSA's (Emotional Literacy Support Assistants).
- Staff receive training from the Wandsworth Autism Advisory Service, Speech and Language Therapists (SALT) and the Schools and Community Psychology Service (SCPS)

How do you do to make the school environment (including facilities) and curriculum accessible for all children including disabled pupils?

- Classrooms and shared spaces are adapted for pupils with Autism Spectrum Disorder (ASD) or with sensory needs eg. a quiet table is provided/sensory tent or quiet zone.
- For pupils with fine-motor difficulties, wobble cushions, writing slopes and pencil grips are provided.
- For pupils with visual difficulties, reading and writing slopes are provided.
- A variety of computing equipment is available for children to use including iPads and classroom computers.
- For some children with SEND, extra time is available for tests.
- Each class has a Smartscreen to support learning.
- The school has a ramp at the entrance and rails up all stairs.
- Adult support is provided if required for a pupil to move around the school.

Please also see the school's Accessibility Plan.

The arrangements for the admission of disabled pupils

- We have an admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly.

How does the school ensure disabled pupils are not treated less favourably than other pupils?

- The school makes adjustments to ensure pupils are not treated less favourably; for example, some children will receive extra time in tests and an additional adult (if required) would support a disabled child so they could attend a trip.
- The school's vision is 'Rooted in faith. Growing through learning. Enabling all to flourish', supported by the theological underpinning "I can face all things through Christ who strengthens me".
- The school's focus is on enabling all pupils, including those with disabilities, to have equal access and opportunity so they can access the curriculum and be successful learners.

Also see Accessibility Plan, SEND and Inclusion Policy and Equality and Diversity Plan (see school website)

How will my child be included in activities outside of the classroom?

- All pupils can apply to participate in After-School Clubs and, in addition to this, all pupils are supported to attend school trips and residential trips. SEN is not a barrier to any of these activities.
- A risk assessment is written before any school trip takes place.

How will the school prepare my child to join the school or transfer to a new school?

If your child is joining our school, we will look carefully at all records passed on. We will then carry out an initial assessment in the main areas of learning. Your child will be assigned a few 'buddies' from the class to help them in their first weeks in the school.

If your child is moving to another school or is in Year 6, class teachers will discuss the move with your child. Some children with SEND will receive additional transition work to support a smooth transfer to secondary school. Children with an Education Health and Care Plan (EHCP) will be offered an Annual Review in the

Summer Term to discuss secondary transition. The Local Authority also offers a parents' evening for these children to meet inclusion staff from their secondary school.

When moving classes within the school, the new teacher will meet with the current teacher to discuss your child's progress and needs. A 'meet the teacher' transition session takes place at the end of the Summer Term to familiarise the children with their new teacher and classroom. In addition to this, for Nursery and Reception children a more staggered approach is used where they go in small groups to their new classroom to familiarise themselves with the teacher, learning and environment.

What specialist services from outside does the school use to help meet children's needs and how do you work together?

Team Around the Child (TAC)

Sometimes a child needs support from Specialist Services and we work closely with these services to provide the best support for pupils. These services include:

- Educational Psychologist
- School Nurse
- Wandsworth Autism Advisory Service (WAAS)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- The Early Years Specialists
- Early Years SEND Inclusion Team
- The Visual Impairment Services
- The Hearing Impairment Services
- Behaviour and Learning Support Service (BLSS)
- Health Visitor
- Social Workers
- Educational Welfare Officer
- Community Paediatrics
- Special School Colleagues

Sometimes we will invite parents to attend a TAC meeting where all the professionals working with the children meet to discuss their needs. This meeting will result in outcomes being set which will be later reviewed.

What will you do if my child has medical needs?

- If your child has a medical need initially speak to Louisa Ball, Inclusion Manager/SENCo (Monday to Wednesday) or Gemma Osafo, Deputy Head (Thursday to Friday). Both are qualified First Aiders.
- The School Nurse, in some cases, will assess the medical need and may liaise with the Inclusion Manager/SENCO and/or the parent.
- Where the medical need is more complex the parents will also meet with the Inclusion Manager/SENCo together with other health professionals (if appropriate).

What should I do if I am unhappy with my child's support or progress?

- In the first instance please discuss your concern with either the class teacher, Inclusion Manager/SENCo, Deputy Head Teacher or Head teacher.
- The school's complaints procedure is available on the website.
- For complaints to the Local Authority please follow this link:

http://www.wandsworth.gov.uk/info/200474/student_welfare/263/complaints_procedure_for_council-run_schools

Where can I go for further advice and support?

- **Wandsworth Information Advice and Support Service (WIASS)** provides an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at: [Wandsworth Information, Advice and Support Service - Wandsworth Information, Advice and Support Service](#) or email: wiaass@wandsworth.gov.uk or phone: 020 8871 8065

- **SEND in Mind** is a Family Support Service which supports parents in Wandsworth, Brent and Westminster. The ways they can help you include helping with completing forms and applications, such as the Disability Living Allowance. For more information and a full list of the ways they can help go to the website: sendinmind@bwwmind.org.uk or phone: 0208 947 5260 or email: www.bwwmind.org.uk/send-in-mind
- Wandsworth's Parent Carer Forum is SEND Parent Carers in Wandsworth. Please see [SEND Parent Carers in Wandsworth | Family Information Service](#) or email: admin@sendpcwandsworth.org.uk or phone: 07421 451 870 (9:30am to 2:30pm Monday to Wednesday, Term-Time only)
- **More information** about Wandsworth's local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at [SEND Local Offer | Family Information Service](#)

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

Feedback: This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email admin@allsaints.wandsworth.sch.uk and specify the member of staff you would like to give feedback to.