

All Saints' C of E Primary School

SPECIAL NEEDS

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children usually need extra or different help from that given to other children of the same age.

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 Code of Practice or in the School Policy it is referred to as Special Educational Needs and Disability or SEND.

CODE OF PRACTICE, SEN INFORMATION REPORT AND SCHOOL POLICY

The school employs an Inclusion Manager who (under the direction of the Head Teacher) is responsible for the implementation of the school's SEND policy. A member of the governing body is designated as the link Governor for SEN. The SEN Governor and the Inclusion Manager meet termly to review SEN provision.

These staff are:

SEN Governor: Mrs Fiona Brown
Inclusion Manager: Mrs Catherine Williams

All Saints' follows The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (updated May 2015). This code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEN.

The SEN Information Report (2022-23) which outlines the schools SEN provision is currently on the school website with a link to the borough's Local Offer. The school's Special Needs and Inclusion Policy was reviewed (June 2022) to be in line with the SEND Code of Practice; this is available for parents to view on the school website.

NUMBER OF PUPILS WITH SEN

The graduated approach to supporting children with SEN comprises of a variety of stages of intervention: *Initial Concern, SEN Support and Education, Health and Care Plan (EHCP)*. At *Initial Concern and SEN Support*, the school meets the needs of pupils entirely from its own resources. Where further specialist advice and expertise is needed the school will contact the relevant external agency or medical service. If the school feels that a pupil's needs cannot be met at *SEN Support*, an application for an Education, Health and Care needs assessment will be made. If the pupil is considered to meet the criteria for assessment an Education, Health and Care Plan (EHCP) will be agreed and a further allocation of funds made to the school, which must then be used to provide whatever additional support the school feels is required to meet the child's needs.

The numbers of pupils' identified and supported as having SEN have remained mainly stable over the last 3 year period with an increase in the numbers receiving SEN Support this year and a gradual decrease in the number of pupils in receipt of an Education, Health and Care Plan.

SEN numbers over the past 3 years are as follows:

New Stages	20/21	21/22	22/23 Number and percentage of total number of pupils on roll for current intake
SEN Support	30	31	40 (18%)
EHCP	9	7	5 (0.45%)
Total	39	38	45 (20%)

The categories of needs have altered under the Code of Practice are these:

Communication and Interaction needs

Cognition and Learning (this includes pupils with Specific Learning Difficulties such as Dyslexia or Dyspraxia)

Social, Mental and Emotional Health

Sensory or Physical Difficulties (including Complex Medical Needs)

PROGRESS OF PUPILS WITH SEN

All pupils including those with SEN have their progress monitored termly and this progress is discussed by staff in Termly Pupil Progress Meetings. We set additional termly outcomes (which are set out in the children's SEN Support or EHCP Records) and these are reviewed each term with parents, and where possible, with the children. Children are given a child friendly version of outcomes which are available daily for them to refer to. Children with special educational needs learn both alongside their peers and also receive either additional individual or additional group support. Lessons and activities carried out in class are differentiated so that they are tailored to the needs of the child to optimise learning.

For any child with an EHCP, a full review meeting will be held on an annual basis to which any relevant external agencies and representatives from the local education authority are invited. If a child is under the age of five this review meeting will be held every six months. In Year 5 parents of pupils with EHCP are invited to a Secondary Transfer Evening where they have the opportunity to meet Secondary SENCOs and Inclusion Managers from across the borough as well as their child's Case Manager/Plan Coordinator. In Year 5 parents of pupils are also offered an Annual Review in the Summer Term of Year 5.

Available Data

For pupils who have been in receipt of SEN Support or an Education, Health and Care plan the Local Authority have produced comparison data from Summer 2022 in terms of either Teacher Assessment bands, Average Scaled Scores or projected Standardised scores based on current scores for six year groups (Y1, Y2, Y3, Y4, Y5, Y6). In summary in comparison to other pupils in receipt of SEN Support in the borough one year group were working above the standard for this group, four year groups are broadly in line with the Local Authority* and one slightly below. Furthermore in comparison to other pupils in receipt of an EHCP are above for one year group, broadly in line for two year groups and below in one year group.

The school uses Target Tracker across the academic year to track internal data; to date, using data over one term (Autumn 1 2022 to Spring 1 2023) pupils with no SEN have made 2.3 steps of progress (expected progress is 2.0), pupils in receipt of SEN (SEN Support or EHCP combined) 2.1 steps of progress.

Overall data compares as broadly the same in terms of comparisons to similar SEN pupils across the borough.

Internal data suggests that all pupils and SEN pupils are making better than expected progress which is an improvement on similar data from the same time period last year.

Please note that discretion should be used when examining internal data as this information is over one term; in addition some pupils with EHCP's were also not included in the Local Authority data.

**(in line = within 0.2 of Average Band Scores)*

BUDGET ALLOCATION

All Saints' receives an allocation of funds from the borough which is to be specifically used for targeting children with SEN. In addition to the non-statutory funds, the school also receives monies for children with an Education, Health and Care Plan.

The school has a number of Support Staff (including Teaching Assistant and Learning Support Assistants) a portion of their time is dedicated to implementing specific interventions to meet the children's needs as well as providing general in-class support. The Inclusion Manager is also given a small budget for purchasing resources for children with SEN.

The funding given to schools in their core budgets includes specific funds for children with Education, Health and Care Plans (EHCP) which means the first £6000 of any provision provided for an EHCP comes from this budget. The school also receives some additional funding from the borough (top-up funding) for pupils with an Education, Health and Care plan.

EXTERNAL AGENCIES

The school works with a wide range of agencies that support children with SEN. Some of these services are available without charge, but some of the SEN funding is used to buy in services. The agencies listed below are all available for use by school and the school regularly works with them:

- Educational Psychology Service * (EP)
- Wandsworth Literacy and Numeracy Support Service (WLNSS) - *buy-in*
- Wandsworth Autism Advisory Service (WAAS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy Service (OT)
- Behaviour and Learning Support Service (BLSS)
- Community Paediatrician
- School Nurse

**The school is allocated an allowance of EP time calculated in hours.
Additional EP time can be bought in at approximately the cost of £590 per day.*

STAFF DEVELOPMENT

During the 2021-22, all support staff attended the following training in school:

- All staff attended Epi-pen/Anaphylaxis Training
- All staff attended Sycol training (updates)
- All staff attended Safeguarding updates including Prevent training
- One staff member attended Teaching Children with a Hearing Loss
- Two staff members attended ELSA supervision
- All staff members attended Safer Handling Training and completed the Legal briefing; eight staff members then completed the Physical training too
- Three staff members completed ELKLAN Training (in depth Speech and Language Training)
- Two further staff members attended ELSA training
- Two staff members attended Occupational Therapy (OT) training
- One staff member attended Speech and Language Training for Talk and Explore Intervention
- Two staff members attended Speech and Language Training for BLANKS intervention
- Two staff members attended Speech and Language Training for Selective Mutism Training

EQUALITY ACT

The Equality Act 2010 ensures schools take steps to ensure that their disabled pupils, staff and governors, parents/carers and other people visiting the school are treated equally. The All Saints' Equality and Diversity Policy (June 2022) is available from the school website; this policy sets out how the school achieves this. The Equality and Diversity Policy is reviewed annually.