



ALL SAINTS C OF E PRIMARY SCHOOL, WIGSTON MAGNA

SEND Information Report

Welcome to All Saints.

We are a one form Church of England primary school in the heart of Wigston, and part of the Learn Academies Trust. As a physical environment we boast large open classrooms with attached small group/withdrawal rooms, two play grounds, a MUGA and two EYFS outdoor learning spaces, various play areas and trim trails, and a large field, including a wonderful forest school area. As an emotional environment we are an award winning 'Thrive' school with a Christian Ethos. We endeavour to put our children and their families first and understand that children need to feel emotionally secure before they can begin to learn. Our Christian ethos is upheld by our emotion coaching approach that enables our staff to develop relationships with children that provide care as well as learning.

Key Information

School Name: All Saints C of E Primary School

School Address: Long Street, Wigston, Leicester, LE18 1DS

Telephone Number: 0116 2880013

Name of Head teacher: Mrs Julie Wright

Website address: www.allsaintscofe.leics.sch.uk

School Specialism: None

Age Range of students: 2-11 years

NOR: 245

Date of last inspection: October 2022

Outcome of last inspection: Good

Does the school have a specialist designated unit/additional learning support department? Yes. Footsteps C & I Provision

Total number of pupils with special educational needs at school: 89
(Number changes throughout the year as children move on and off the record)

Broad areas of need that are supported: Communication and Interaction; Cognition and learning; Social, Emotional and Mental Health difficulties; Sensory and/or Physical needs.

Areas of support and experience we offer to meet the needs of children with SEND.

Staff at All Saints have a range of experience in working to support children across the four areas of need. Through quality first teaching and interventions, in the moment and planned, children are supported at the first instance by the staff in their classes. Alongside this we have a nurture support space for lunch times and specific interventions called the Ark. Many staff across the school have AET level one training, Trauma and ACEs training, and Team Teach, and specific staff in the mainstream and Footsteps have AET level 2 and level 3 training.

How does All Saints identify children with Special Educational Needs?

We endeavour to meet the needs of all children through scaffolded quality first teaching and adapted learning environments. If staff have concerns about an individual's progress or wellbeing seen either through observations or conversations with a child, or as a result of work produced over a period of time, this will be raised with parents. Staff will make reasonable adjustments to their approach and engage the child in interventions as appropriate. This first 'cycle' of support is part of the 'Assess, Plan, Do, Review' cycle, will be documented on an initial concerns form and discussed at our termly SEN Surgeries held between the teachers and SENCo. During the surgery staff discuss concerns and what is working well to support the child, as well as considering what the next steps are. Pupils are given 'Passports' which show the child's needs, interests, support strategies and short-term SMART targets. The aim of this is to narrow the gap between our vulnerable groups and other learners.

There are many ways which we can identify the need for additional support and interventions, these include but are not limited to:

- Information from previous settings.
- Progress information.
- Observations of children.
- Parent/carers concerns about progress, attainment or wellbeing.
- Paediatrician or other health care professional recommendations.
- Specific screening, intervention checks and assessments such as:
 - Thrive Leuven Scales
 - Boxall Profile
 - Strengths and difficulties questionnaire (SDQ)
 - Coventry Grid
 - Autism Education Trust (AET) Progression Framework
 - Specific literacy difficulties screenings such as HAST-2, spelling and word reading levels, phonics screening and Literacy Gold screenings.
- Outside agencies that may be called to support and advise include:
 - Speech and Language Therapists
 - Educational Psychology Service
 - Occupational Therapy
 - Autism Outreach
 - Paediatricians
 - Specialist Teaching Services – hearing, vision

- Oakfield – Behaviour and inclusion
- Inclusion Services
- Birkett House Outreach
- School nurse
- Early Help
- First Response Children's Duty Team
- ADHD Solutions

How do we know we are getting the provision right?

Teachers use their knowledge of the children in their classes combined with information from the sources listed above to plan learning that meets the needs of all children through scaffolding, differentiated support and interventions. Evidence of correct provision can be seen in engagement and wellbeing levels as well as in progress and attainment data.

Senior and middle leaders regularly monitor lessons, books and data as well as observing children and engaging in conversation with children and staff alike in order to ensure the effectiveness of the provision.

How will you know what progress my child is making?

Data is collected regularly and entered into Target Tracker where it is reviewed to check the progress of all children and identify any gaps. A baseline at the start of each year/on arrival helps to identify needs and track progress. We also use Boxall, SDQs and Thrive to 'measure' wellbeing, as well as small steps trackers and the AET framework when appropriate.

Where structured interventions are in place, such as ELSA, Dyslexia Gold, maths boosters etc, a baseline assessment is used and the children are reassessed to show the success of the intervention, or to highlight the need for a further round of support or to look at support from outside agencies. For wellbeing interventions, baselines may be taken using Boxall Profile.

Children with SEND have Pupil Passports that identify small, short term targets and these are reviewed regularly to ensure the correct provisions are in place to move children on.

This all forms part of the Assess, Plan, Do, Review process.

What is All Saints' approach to individual learning needs?

Firstly, and foremost we believe in getting to know our children and their families well to ensure we understand as much as we can about how best to support them. When children are identified as needing additional support, it is provided by both trained support staff and the class teacher, working as a team to support the needs of all learners in their class.

Our behaviour policy and emotion coaching approach ensure that all children have the chance to succeed and acknowledges the need to reasonable adjustments and a bespoke approach whilst still advocating high expectations. Positive praise, clear outcomes and unconditional positive regard underpin our approach and staff have regular training to ensure we have consistency across the school.

How is the curriculum and learning environment adapted for pupils with SEND?

In order for children to be effective learners, they need to first feel safe and secure in their environment. As part of our offer, all staff have emotion coaching training and input from our Thrive practitioners to ensure that our 'emotional environment' is supportive and welcoming. We have also had staff training around childhood trauma, attachment, autism friendly spaces, safeguarding, sensory supportive classrooms and hearing support.

We give a lot of thought to the physical environment, ensuring that classrooms are increasingly less sensory overwhelming with less colours and 'loud' displays which helps with concentration but also makes the children's work the focus. We make reasonable adjustments to learning spaces for children when thinking about seating, individual and group work spaces, shaded electronic whiteboard backing, class visual timetables to name but a few. All classes have access to a smaller intervention/group working space which can provide less distractions and a calmer environment for those who need it.

More individualised approaches to the curriculum include adapting how the learning is presented, such as breaking the learning down into sections so as not to overwhelm, using 'when and then' cards, delivering the input/stimulus in smaller groups to check for understanding and adjusting the scaffolding or success criteria of a lesson with the same learning intention to ensure all learners can access the lesson at a level that allows them to be successful.

What additional support will be provided for my child?

The support offered at All Saints is as diverse as the community and children we serve and is very much dependent on the needs of the individual. However, some of the things currently in place for children include providing children with pre-teaching of concepts before the main input, word banks, shorter texts, broken down success criteria, individual time tables, broken down lessons, when and then cards, sensory breaks, calm spaces and positive outcome charts to name but a few.

Most classes have an additional adult alongside the class teacher for core teaching. These adults work closely with the class teacher to support groups or individuals to pre-learn topics, support working through the task, teaching children how to become more independent and keeping children on track during the lesson. Children may have additional input to fill gaps as an intervention for an identified need.

If children have an EHCP or are in receipt of SEN intervention funding additional support may be put in place to lead interventions for groups or individuals, the structure of which will be dependent on the provisions set out in their plan. In order to ensure the best outcomes for pupils with plans, funding will also be used to purchase equipment specific to individual needs, engage outside agency support and ensure that staff working with children with specific needs have the relevant training.

We also offer The Ark, an alternative nurture space lead by our Behaviour mentor to support our highest need learners. Here a small number of children are supported by a higher than average ratio of adults to aid co-coaching and co-regulation, to engage learning and develop good learning behaviours. Children are supported to engaging in sensory activities as well as group and individual work to develop social and emotion health, peer relationships, understanding of their own feelings and those of others.

What extra-curricular activities and opportunities are available for children with SEND?

As far as possible, all extra-curricular clubs are open to all children and additional staffing is provided when and if necessary to enable children with SEND to participate, including clubs run at lunch times. We also have a number of clubs run by outside coaches that specifically target children with SEND, as well as a variety of 'in house' sessions including occupation therapy inspired physical and sensory sessions, relaxation, Lego therapy etc.

How are pupils supported with their mental health and wellbeing?

The wellbeing of our children is our primary concern at All Saints. Social, emotional and mental health is at the heart of our curriculum and our ethos and we recognise that good self-esteem is vital for successful learning.

We strive to support all children to be able to attend school on time and each day; we offer a walking bus to support those families who may need it to get their children to school, our office checks in with any absentees and our family support worker works closely with families who may need additional support. Once in school we have emotion check-ins in every classroom and learning space to be used on entry and again after transitions for specific children who may need more targeted support with identifying feelings for example. We understand the importance of good relationships with children and staff build these relationships by sharing, talking, and engaging, but also by providing consistency and stability. We aim for this approach to be embedded across all staff from the teachers, classroom supports and senior leaders, to the lunch time supervisors, office staff and premises officer to ensure children always have someone they can talk to.

Our pastoral support team lead on our Thrive approach and alongside class staff offer additional support to children who require it. This can take many forms but includes providing safe spaces in school for children to calm and re-regulate, such as The Ark which offers this during unstructured times as well as a space for children to come with staff when they are dysregulated.

Emotion support interventions may include:

- Emotional Literacy Support Assistant (ELSA) by our trained teaching assistants
- Thrive as a whole class, but also as individuals
- Emotion coaching approach
- Social communication groups
- Nurture group support in the Ark

- support from outside agencies such as Child and Adult Mental Health Services (CAMHS), Leicestershire Educational Psychology Service (LEPS), Autism Outreach (AO)

Who can I contact at All Saints for advice if I have concerns about my child?

Your child's learning journey should be a shared one and we respect that you are your child's first and most important teacher. If you have any concerns or questions, your first port of call should always be your child's class teacher. At All Saints we have an 'open door' policy which means you can easily arrange to meet with your class teacher via the office, via Dojo or through a brief initial conversation at drop off or pick up (circumstances permitting). They will speak with Mrs Amy Vickerman, SENCO for the main stream and Footsteps, or Mrs Roberts, the SENCO assistant.

If you wish to contact Mrs Vickerman directly you can do this via the office. There will also be opportunities to talk with the SENCO across the year during SEN information sessions and parents' evenings.

You may also wish to speak with Mrs Frith our family support worker who can help with matters such as contacting the school nurse, accessing early help, supporting with housing or money matters, and liaising with social care.

For independent support you can contact SENDIASS (SEND Information, Advice and Support Service)

Website: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/sharing-your-views/independent-advice-for-special-educational-needs-and-disability-send>

Telephone: 0116 305 5614

Email: sendiass@leics.gov.uk

What expertise and training do staff have in relation to SEND?

As a school, we prioritise the continuous professional development of our staff to improve our provisions for all pupils.

Most of our teaching assistants have at least an NVQ level three, and many have additional qualifications as well as many years of hands on experience of supporting children with SEND.

Staff receive training during weekly staff meetings, as well as attending conferences, online support meetings and courses. More recently these have included:

- Emotion coaching
- Thrive
- Team Teach
- Designated Safeguarding Lead training, as well as whole school refreshers
- Mental Health first aider
- ACEs trauma and attachment
- ELSA

- AET training levels 1, 2 and 3
- Dyslexia awareness
- Cognition and working memory
- Hearing loss support

Our SENCo has many years of experience of SEND and have achieved the Postgraduate National Award in SEN Coordination (the mandatory qualification for SENCO's), and two trained ELSA's.

How will equipment, resources and facilities for SEND pupils be secured?

Our SEN budget is allocated each financial year based upon our census numbers. The money received is used to provide additional support, including procuring the relevant resources and training, dependant on individual needs. We strive to meet the needs of all children with special educational needs to the best of our ability with the funds that we have available. Decisions regarding additional support are made in consultation with class teachers, SENCO and the senior leadership team. Parents/carers are kept informed about the support being offered to their child.

For a child with more complex needs that meet the criteria set out in the SEND Code of Practice, the school may put together an application for SEN Intervention Funding. The school will be expected to provide evidence that this additional money has been spent on the support for which it has been provided as part of the 'Assess, Plan, Do, Review' (APDR) process. For enduring needs that meet the criteria set out in the SEND Code of Practice we may look at applying for an Education, Health and Care plan which is a legal document that sets out support until the child or young person is 25 years old. This is for our highest need learners and requires many cycles of APDR to show evidence of good reasonable adjustments and best endeavours that have not had the desired impact.

We endeavour to provide an inclusive environment for all children. We are able to provide wheelchair access around the school and have a disabled parking bay, with dropped kerb access into school as well as a disabled toilet. Whenever possible, the school makes 'reasonable adjustments' to the school environments, indoor and outdoor, to meet the specific needs of individuals. We follow the advice of specialists when specific equipment or adjustment is required to meet needs so we ensure that our classroom environment is fully inclusive.

The school has specific small rooms that adjoin most classrooms that can be used for interventions and provisions set out in specific plans, or by supporting outside agencies who may recommend we seek further support, purchase resources, or attend training.

How will I know how my child is doing? How can I get involved?

All Saints has an open-door policy for parents and carers which means that there are a number of ways you can speak with your child's class teacher including quick information passing at drop off or pick up, sending a message via Dojo or contacting the office. Parents evenings are held during the autumn

and spring terms and provide feedback about academic levels, progress and wellbeing. A more in-depth written report is provided in the summer term.

Class teachers will provide information each term regarding the topics and learning intentions to be covered and will hold open evenings to welcome you to each year group, to introduce phonics and early reading, and to address things such as mathematics in KS2 for example.

For children with an identified SEND need, your class teacher will share your child's pupil passport with you each term and will ask for your feedback. This document has information about your child's small step targets, what supports them to learn, and their current learning levels. If we feel support through ELSA or Thrive might benefit your child you will be informed by letter. You will also be asked to contribute towards and give permission for referrals for outside agency support such as educational psychology, funding applications and annual reviews if your child has an EHCP. You can also contact class staff via Dojo to inform them of important information for the day head, or ask for feedback about their day/week.

How will my child be involved in what is happening?

Children's views are sought through the school council, by questionnaires and through conversations with staff and our SEND governor. Children are aware that they and their peers are all individuals and as such sometimes need a different approach. All children are encouraged to share their thoughts and feelings with staff and are provided with structure opportunities to do so.

Children with SEND are asked to contribute towards their passports and their positive outcome charts, and those with EHCP are invited to be part of their annual person-centred review which should be a celebration of achievements.

How will All Saints prepare and support my child when they are transferring to or from a different setting?

At All Saints, we acknowledge that transition at any stage can be tricky for some children so we ensure we prepare all children by having class visits and meeting the relevant adults with whom they will be working. We prepare a welcome to your new class' booklet for you to share with your children, and for children who need it we provide regular short visits as an increased induction.

Staff have time to meet to share information about the children they have been teaching with their new teachers and support staff, and identify key training needed to support specific needs.

Communication with feeder and follow on settings is key. When a child joins us we make it priority to work with their previous setting/school to gain a better understand of your child, any additional needs and most importantly how these were supported. We would pass on the same information if a child were to move from us.

When transferring to secondary settings we first contact the SENCO and ensure that information regarding provision, support and statutory plans are passed on to enable a smooth transition. We endeavour to organise transition reviews for

children with EHCPs that include the secondary staff. This takes place during the first half of the autumn term and parents/carers, as well as any other professionals needed, will be invited to attend as well. We will work with the school to arrange additional transition visits and opportunities for parental visits. Information held by us will be passed on securely to the secondary school. We would encourage parents and carers to attend open evenings at the new schools.

Contribution to the Local Offer.

The Local Offer describes the types of support available in Leicestershire for children and young people with Special Educational Needs and Disability in the age range from birth to 25 years. The Local Offer includes information relating to all services and support available across Education, Health, Social Care and the Voluntary Sector for children and young people with special educational needs and disabilities.

This document is All Saints' contribution to the Local Offer. You can find the Leicestershire's Local Offer at: <http://www.leicestershire.gov.uk/family-information-directory>