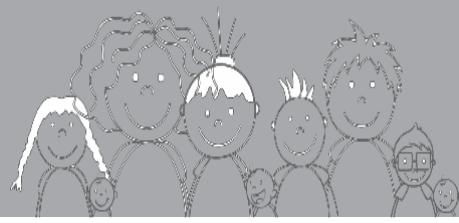


# Leicestershire's Local Offer template for educational settings



## **Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)**

School/College Name:	All Saints Church of England Primary School
Address:	Long Street  Wigston Magna  Leicester, LE18 2AH
Telephone Number:	0116 2880013
Name of Head teacher/Principal:	Mrs. Julie Wright
Head teacher/Principal's contact details:	As above  Email: <a href="mailto:office@aps.learnat.uk">office@aps.learnat.uk</a>
Website address:	<a href="http://www.all saintsprimary.com">www.all saintsprimary.com</a>
Facebook account details:	N/A
Twitter Feed details:	All_SaintsCofE
School/College Specialism:	N/A
Age Range of students (start and finish) to include Post 14 onwards where relevant):	2-11yrs (FS – Yr 6)
Date of Last Inspection:	26 <sup>th</sup> October 2022
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?

Yes. 'Footsteps' Communication and Interaction Designated Specialist Provision.

Total number of students with special educational needs at college/setting:	89
Total number of students receiving additional learning support:	45

## Overview

The aims of All Saints Primary School are based on the values derived from the Statement of Principles adopted by the LA and guided by the DfE Code of Practice for SEND.

The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

All Saints Primary School is a mainstream setting with a Local Authority C & I provision on site. All Saints Primary School strives to be an inclusive school and has an 'Inclusion Policy' which focuses on inclusive practice and removing barriers to learning. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with the LA's admissions policy.

All Saints Primary School strives to be an inclusive school engendering a sense of community and belonging through:

- An inclusive ethos
- A Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

In accordance with the Equality Act 2010 the school has a "Medicine Policy" which shows how All Saints are 'Supporting Pupils at School with Medical Conditions' including the administration of medication.

## Footsteps

Footsteps is our specialist provision, catering for primary aged children who have a diagnosis of communication and interaction difficulties, including Autism, and are not accessing mainstream education. The children in Footsteps all have an Educational Health Care Plan for their specific needs and all are referred to us via the local authority. The ethos of Footsteps is to provide a caring and supportive learning environment that encourages positive behaviour and where everyone in the school community feels valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

Footsteps children are taught in 'key stage'/developmental age groups by Mrs Lucy Cole-Lenton and Mrs Katie Pollock in EYFS & KS1, and Miss Shannon Taylor in KS2. The children are supported by highly skilled TAs and LSAs, and overseen by SENCo Mrs

Amy Vickerman, SENCo assistant Mrs Emma Roberts and the senior leadership team.

## **How accessible is All Saints Primary School?**

The school is built on one level so there is access to all facilities. The school can offer wheelchair access and disabled parking via the front entrance. There are also two disabled toilets on site. In accordance with the Equality Act 2010 the school has a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication.

## **How does All Saints Primary School identify children with Special Educational Needs and Disabilities?**

The SENCo is the professional leader in the area of Special Educational Needs and Disabilities and as such is responsible for:

- The day to day operation of the school's Special Educational Needs Policy.
- Assisting staff in the identification and assessment of pupils with SEND.
- Advising on classroom and other appropriate strategies.
- Liaising with parents, support staff and other external agencies.
- Maintaining the school's SEND files and record.
- Informing and advising the governors.
- Continuing their professional development in SEND.
- Contributing to staff training.
- Managing the budget for SEND in conjunction with the Head teacher.

SEND issues are regularly discussed at staff meetings. All staff are made aware of their responsibilities towards pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established. A programme of staff development, to be included in the school development plan, is implemented for both SEND support staff and class teachers.

Pupils with Special Educational Needs or Disabilities are identified as early as possible. All Saints School has established a four staged process for identification, assessment and provision, in accordance with the 2014 Code of Practice. These stages are:

**Send Monitoring.** This is the first stage and is a school-based stage, where provision is differentiated within general quality first teaching. Progress is tracked half termly and discussed with parents termly.

**School Support:** This is the second stage and remains school based. This is when, for example:

- The needs of a child require additional support, provision and focused teaching to enable progress to be made.
- A child working in age bands substantially below age related progress.
- The social, emotional or mental health needs of the child substantially and regularly interrupt the child's own learning or that of their class.

Children are moved to School Support after discussions with parents. A Support Plan is drawn up to meet child's needs within the provision mapping at school. Specific programmes of intervention are put in place, progress is tracked and reviewed termly with parents.

**School Support Plus:** This is the third stage and is a combination of school-based support with additional external expertise. It can be when little or no progress has been made, even when specific interventions are directly focused on child's needs. Needs of child and review of progress made require that additional external expertise and intervention is sought to further structure specific provision. A *SEND Support Agreement* is put in place by the school incorporating external specialist

recommendations and parent and child's views. Specific programmes of intervention with advice from outside agencies are put in place to support the child. Progress is tracked and reviewed termly.

This stage also incorporates where a child already has a Statement. (However no new SEND statements are now issued). The Statement of Special Educational Needs dictates what provision is needed from school provision and from external expertise. It is reviewed annually until no longer required or escalation to EHCP. (Education and health Care Plan).

**Specialist Provision;** Needs of child and assessment indicate that thresholds are met so that an Education and Health Care Plan be put in place. Educational provision takes place outside a mainstream school. The Education and Health Care Plan is drawn up by multi-agency professionals working alongside parents. This dictates what provision is required up to age of 25.

The triggers for intervention through SEND Support could be the teacher's or other's concern if the child:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management policy employed by the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an adapted curriculum.

Causes of concern for classroom teachers and parents might be:

- **Reading:** reading age one year below chronological age; standardised score of 87 or less in formal assessments; child finding age appropriate texts difficult to read and understand.
- **Language:** speech lacks structure and vocabulary is limited; reluctant to talk to peers or adults.
- **Listening Skills:** finds responding to instructions difficult and is unable to sit and listen for any period of time.
- **Visual Skills:** has difficulty interpreting visual information; discriminating between pictures/letters/words.
- **Writing:** child is unable to form letters clearly and shows the application of phonic knowledge at Reception; use recognisable sentences at Year 1; a simple coherent story at Year 2; fictional/factual account in clear sentences at Year 4; and expresses themselves fluently at Year 5 using basic punctuation.
- **Spelling:** assessed at 12 to 18 months below chronological age in Year 3 and above, or a standardised score of 87 or less.
- **Maths skills:** needing to work at a band below their chronological age in the Maths national Curriculum and/or Standardised score 87 or below.
- **Social skills:** cannot play or co-operate on a simple task with peers; finds it difficult to form relationships with other children or adults or acts inappropriately.
- **Emotional mental health needs:** acts aggressively towards others or is excessively timid or anxious; unable to concentrate and sit at a task; behaves

inappropriately in or out of class.

- **Co-ordination skills:** significantly delayed fine and gross motor skills; poor co-ordination in PE or movement.
- **Personal organisation:** significant difficulty in managing personal belongings and loses equipment on a regular basis.
- **Medical:** general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects a child's learning.

One of these areas alone would not necessarily trigger a concern but if a cluster of difficulties arose then a child would be described as having special educational needs and/or disabilities. Teachers' professional judgements and effective tracking of pupils will ensure that a child having difficulties would be identified early.

The indicators for a pupil receiving SEND Support to have a SEND Support Plan may be:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and Maths skills.
- Have social, emotional and or mental health difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised plan.
- Has sensory or physical needs and requires additional specialist equipment or advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The class teacher, having already completed a registration of concern, will gather relevant evidence and meet with the SENCO and a decision will be made whether or not to place a child on the SEND Support Record. The class teacher will arrange to meet the pupil's parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. At the review parents/carers contributions will be recorded. The class teacher will make the pupil aware of his/her targets. The pupil's views will be recorded. The pupil will not necessarily have personal targets as the pupil's needs will be met through class layered target setting and SEND Support intervention targets.

A pupil with a SEND School Support Plan will have had the involvement of external support services, both those provided by the LA and by outside agencies. These will be consulted to provide more specialist assessments and to advise teachers about strategies including more personalised targets to address individual needs where required. Parents are always consulted before an external agency is involved.

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEN of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will provide evidence of the action it has taken in the form of an SEND Support Plan to inform the Local Authorities decision.

The LA considers the need for an EHCP and arranges monitors and reviews provision.

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The LA considers the need for an EHCP and arranges, monitors and reviews provision.

## **How does All Saints know how effective the provision for children with Special Educational Needs is?**

All Saints School has a Special Educational Needs and Disabilities Monitoring and Evaluation Plan as part of the development plan. Each year the SENCo will focus on certain areas of provision to Monitor and Evaluate and the outcomes are shared with all stakeholders and help to formulate the contents of the following year SEND Development Plan where improvements need to be made and staff training need to be planned. These areas include policy, pupil progress, the quality of target setting, quality of teaching and support, staff and pupil attitudes, parent attitudes, human and material resources, staff professional development, accommodation and environment.

The SENCo also updates annually a self-evaluation tool which provides a detailed analysis of the progress of SEND Learners in relation to other vulnerable groups and provides an overview of how well the school is performing in relation to the national picture. This analysis helps to identify areas for improvement which in turn shape the SEND Development Plan.

The SEND policy has been drawn up in consultation with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities. The following criteria will help the governors, head teacher and SENCO evaluate the success of the education we provide:

- The existence of accurate, up to date record keeping
- The percentage of attendance by parents at review meetings.
- Feedback from parent, pupil and staff questionnaires.
- Parental requests for the school to be named on the pupil's statement of SEND.
- The number of pupils for whom a statement/EHCP of SEND is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.
- OFSTED inspection reports and LA SEND audit processes.
- Inclusion of SEND issues in development planning.
- Feedback from pupils and parents.
- Attendance/involvement/leadership of training courses by all staff.
- Analysis of pupil attainment (e.g. Progress over time, tracking progress)
- Evaluations of monitoring carried out as part of a Monitoring and Evaluation Action Plan.
- Classroom observations by SENCo/Head teacher
- Adjustments in budget allocation to reflect changing needs.

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

All children on the SEND Support Record have a termly review and a review meeting will be arranged with Parents/carers. This review will include progress towards the achievement of curricular targets set for their year, intervention targets from SEND support and any personal targets set for pupils with more individual needs, summarised as a Pupil Passport. A copy is retained by the class teacher. Copies are given to parents/carers, the SENCO and any support staff working with the pupil. All targets are reviewed each term in conjunction with pupils, parents, Learning Support Assistants and class teachers and new ones prepared in advance in preparation for new staff.

This process also applies to pupils with an EHCP (Education Health and Care Plan). In addition, there is an Annual Review meeting held to review the plan involving all stakeholders.

It is the policy at All Saints School to actively seek to work with parents and value the contribution they make through their unique strengths, knowledge and experience. Parents are invited and pupils are involved, where appropriate, in all relevant discussions and SEND Support Plans/Pupil Passports. Parents will always be informed of any action taken by the school and are encouraged to take part in their child's learning.

The SENCo tracks the progress of all the pupils on the SEND Record or the Record of Concern each term through:

- Analysing data and teacher assessments
- Intervention programme monitoring sheets
- Pupil target reviews
- Small steps trackers
- External agency reports

This information helps to track the progress of individual pupils, whether they are making progress against their targets and whether or not the level of support they are receiving is appropriate to their needs. The SENCo will then compile an audit of pupil needs and a provision map is constructed. The provision map outlines the level of support required and how long for. It outlines which pupils will be engaged in which intervention programmes. All support staff are trained to deliver the intervention programmes appropriate to the groups of pupils they are supporting. These interventions are then timetabled by class teachers to operate at a time that is least disruptive to their classroom learning. The SENCO with the support of the teaching staff and LSA carry out pre and post intervention assessments on all the pupils on the SEND Record to ensure the interventions have had an impact on pupil progress and to ensure that the progress is at least good.

All Saints School has an open-door policy and encourages parents to approach staff whenever they have a concern so a suitable time can be arranged to meet. Each term parent interviews are planned where the pupil's current levels of attainment are discussed, next steps targets and ways forward to help pupils make progress. Parents will receive information in the form of a target report sheet.

Annual reports indicate to parents how their child is performing in different curriculum areas in relation to Age Related Expectations.

Each term a 'Supporting Your Child' letter is sent home outlining what the children will be learning and how parents can support them with this learning at home In EYFS children have 'Brain Builder Activities ', in KS1 pupils have a Learning Log and in KS2 Homework which pupils take home weekly. This comprises appropriate weekly tasks linked to classroom learning where parent can help to support their children at home. These are marked by staff to include comments about what pupils have done well and next steps to improve learning.

## **How will my child be supported?**

All pupils are taught in classes arranged by age. Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities. The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement.
- Differentiated provision within a mixed ability setting.
- Intervention programs guided by a pupil needs audit from tracking pupil progress using data, assessment and reviews, and a 'Provision Map'
- Well differentiated curriculum planning which incorporates a variety of learning styles to deliver Quality First Teaching.
- Clear guidelines on behaviour with a structured reward and sanction system.

There is a professional development plan to ensure all staff engaged with pupils with learning needs have the training and skills to support pupils in their class. An audit of support staff skills is carried out each year to make sure that skills are matched to the pupils' area of need when mapping provision for individuals or groups of pupils.

The school outlines its provision in three stages **SEND Monitoring** Provision (provision available to all pupils in school), **SEND School Support** (provision made for pupils who made need some additional support or intervention to attain at age appropriate levels) and **SEND School Support Plus** (provision for pupil on the SEND Record). Pupils receiving SEND Support with a higher level of need may have an SEN Support Plan. This Plan will include contributions by the parent and pupil about their needs, contributions from external agencies such as social care or health agencies or Educational Psychologists. This plan is used as working document to support the child's needs in school and is reviewed each term.

Staff provide the SENCO with timetables which detail when interventions, support programmes and in class support is happening. Pupils with a Statement or EHCP have individual timetables which outline the provision they receive.

## **How will the curriculum be matched to my child's needs?**

The aims of All Saints Primary School are based on the values derived from the Statement of Principles adopted by the LA and guided by the DfE Code of Practice for SEND. The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

All class teachers are aware of their responsibilities to all pupils including those with SEND in their class. There are regular sessions of staff training which focus on a range of areas of need to develop staff understanding and provide them with skills, strategies and resources, human and material, to meet the needs of pupils in their class. All planning demonstrates differentiation to meet the learning needs of all pupils.

A range of learning styles; linguistic, visual, auditory, kinaesthetic, interpersonal and personal are also identified and recorded in planning. It is expected that within the classroom equal access to learning support from the class teacher is provided for all groups of learners and that not all learning support will be provided by the Learning Support Assistants. Class teachers' planning includes where adult and teacher support will be deployed during the lesson. Teachers support all groups of pupils including those with SEND during a sequence of lessons.

Teachers plan to encourage pupil participation at all stages of the lesson using a variety of teaching methods and strategies including talk work and 'talk partners' so learners are able to support each other. Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These grouping may be ability grouped or mixed ability encouraging pupils to support each other

## **How is the amount and type of support my child will receive decided?**

At All Saints Primary School, pupils on the SEND Support Record will have additional support which is outlined in their pupil passport. By monitoring pupil progress through the systems outlined in section 3(a) the area of need and appropriate level of support will be identified. This may include:

- Visuals including individual timetable, when and then board, key facts for learning/topics, cue cards and prompts etc
- Small group support work in class
- Small group intervention work for reading, phonics, spelling, writing or maths programmes.
- Individual support for reading, speech and language programmes, occupational therapy programmes.
- Social skills groups
- Physical development programmes to support fine and gross motor skills; 'Meaningful Movement'.
- Nurture support, 1:1 support for Social Emotional and Mental Health Needs.

Every class has a Learning Support Assistant (LSA) and the class teacher liaises with their LSA to plan support programmes appropriately. Classes where there are higher levels of need may receive more Learning Support Staff support than those that have less. The level and frequency of support will depend on the individual level of need.

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

Pupils with SEND are given roles and responsibilities to encourage them to be confident and develop self-esteem. Pupils are represented well, proportionately in after school activities, on the School Council and in roles of responsibility such as Super Leaders. The School has a very inclusive ethos and there is an Inclusion Policy and Development Plan in place to ensure this remains at the forefront of our future planning.

Pupils with a range of needs are represented well as a proportion of pupils in the school at a variety of clubs. The school offers a wide range of extra-curricular activities and clubs. Many of these are free of charge, however, where there is a financial implication, pupils in receipt of pupil premium will be subsidised by the school to enable them to attend.

Risk assessments are completed by staff prior to any educational visits and where appropriate parents are invited to participate.

The school provides Nurture Support at the beginning of each school day as well as continuing Nurture Support throughout the day for those children who require a higher level of differentiated work. These children are taught in a main stream class throughout the day but use our designated classroom 'The Ark' to continue their learning for short periods of time if the 'main stream' becomes too much. The Ark is facilitated by our learning mentor, supported by class LSAs and one to one support.

Learning Mentors provide designated support for pupils with a high level of need at playtime/lunch times and the school operates a buddy system on the playground where pupils in Key Stage 2 are encouraged to mentor and support pupils with difficulties with social interactions skills on the playground.

## **How will you support my child's social and emotional needs?**

Pupils with SEND are given roles and responsibilities to encourage them to be confident and develop self-esteem. Pupils are represented well, proportionately in after school activities, on the School Council and as House Captains and ambassadors for the school. The School has a very inclusive ethos and there is an Inclusion Policy and Development Plan in place to ensure this remains at the forefront of our future planning.

Pupils with a range of needs are represented well as a proportion of pupils in the school at a variety of clubs. The school offers a wide range of extra-curricular activities and clubs. Many of these are free of charge, however, where there is a financial implication, pupils in receipt of pupil premium will be subsidised by the school to enable them to attend.

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Learning Mentors provide designated support for pupils with a high level of need at playtime/lunch times and the school operates a buddy system on the playground where pupils in Key Stage 2 are encouraged to mentor and support pupils with difficulties with Social interactions skills on the playground.

### Support for Social Emotional and Mental Health needs.

All Saints Primary School has developed a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. In consultation with parents an agreement about the administration of medications is drawn up and staff with permission will administer medicines at certain points in the day. These are locked away for storage.

There is a pastoral slot at every staff meeting, briefing and Senior Leadership Team meeting where concerns over any pupil can be shared with staff to heighten awareness and develop a whole school approach to meet needs.

The school has a clear behaviour policy which is followed across the school for consistency. The pupils are aware of the reward systems in school but also of the sanctions. Pupil attitude surveys outcomes that pupils are positive about their learning and enjoy coming to school. Where there are pupils with very specific difficulties in relation to Social, Emotional and Mental Health

Needs, staff training is given to heighten staff awareness and develop strategies to meet those needs as whole school approach. All Saints Primary School liaises with external agencies such as Social Care and the Psychology services to access training to support individual needs.

Specific children are tracked through CPOMs by designated staff including the family link worker and head teacher.

Once identified, interventions are secured for pupils and developments monitored and tracked.

Strategies include:

- Time to talk sessions groups/Social stories
- Emotional support through 'Blobby Tree' mentoring
- Involvement with the Family Link Workers to support the whole family.
- It may be appropriate to track emotional development through a Boxall Profile and work through 'Beyond the Boxall' strategies.
- Mentored break time and lunch time support.
- Support through The Ark.
- Specific Boys'/Girls' group to support self-esteem
- Forest school based alternative provision
- 1:1 Learning Mentor support in class room
- Family Learning sessions

## **How will I be able to raise any concerns I have?**

Please ring the school for an appointment or e-mail the school office.

The Special Educational Needs Coordinator at All Saints Primary School is

Mrs. Amy Vickerman (BSc Hons)

[schooloffice@allsaintscofe.leics.sch.uk](mailto:schooloffice@allsaintscofe.leics.sch.uk) Tel: 0116 2880013

## **What training and expertise do staff supporting children with SEND Have?**

SEND issues/topics are regularly discussed at staff meetings. All staff are made aware of their responsibilities towards pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established. A programme of staff development, to be included in the school development plan, is implemented for both SEND support staff and class teachers.

### Specific training:

The SENCo, Amy Vickerman holds a Postgraduate in SEN Co-ordination.

3 Teaching Assistants are qualified for speech and language support through ELKLAN Level 2, and one in Neli language support.

25 members of staff are trained through Team Teach for Positive Handling.

Autism Level 1, 2 and 3 across the school. Many have at least level one and this is on our CPD plan to refresh for all

ACEs and childhood trauma training

Child Mental Health issues

Nurture Group Training

ELSA trained LSA

Emotion Coaching

Thrive practitioners

Emotional first aid

Peer Mentoring

Members of staff, including support staff and lunchtime staff, have attended training using the Inclusion Development Plan materials on Specific Learning Difficulties, Autism and Social, Emotional and Mental Health.

Training has been delivered to staff on Attachment Awareness, Autism, Positive Handling, Dyslexia and Dyspraxia. All staff have then been able to adjust their classroom practice using strategies, ideas and resources to support all learners, including those with SEND as part of Quality First Teaching.

Staff working with pupils with highly individualised needs have had specific training from external agencies in Autism, and Social and Communication skills, occupational therapy programmes and Speech and language. The SENCO attends an annual SEND conference which looks at supporting pupils with complex learning needs.

## **How will the right additional equipment be found for my child?**

All Saints Primary School has a school nurse within the Health Authority to who references are made in accordance with the procedure for assessment. Health referrals are made to the Leicestershire NHS Partnership Trust via the FYPAC where a Care navigator will follow up on a referral and direct to the appropriate service. Similarly, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made to organisations such as 'First Response' when deemed appropriate. We also work with the following services: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing-Impaired teams, Physiotherapy, Occupational Therapy and the Autism Outreach Team.

## **How are parents involved in the school?**

All Saints Primary School is a mainstream setting with a C&I DSP. All Saints Primary School strives to be an inclusive school and has an 'Inclusion Policy' which focuses on inclusive practice and removing barriers to learning. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with the School's Admissions Policy.

It is the policy at All Saints Primary School to actively seek to work with parents and value the contribution they make through their unique strengths, knowledge and experience. Parents are invited and pupils are involved, where appropriate, in all relevant discussions and Personal Target Setting. Parents will be invited to review meetings. Parents will always be informed of any action taken by the school and are encouraged to take part in their child's learning. Permission will be requested from parents before the school requests any involvement from external agencies.

All Saints Primary School has an open-door policy and encourages parents to approach staff whenever they have a concern so a suitable time can be arranged to meet. Each term parents' evenings are planned where the pupil's current levels of attainment are discussed, next steps targets and ways forward to help pupils make progress. Parents will receive information in the form of a target report sheet.

Annual reports indicate to parents how their child is performing in different curriculum areas in relation to Age Related Expectations.

Each term a 'Supporting Your Child' letter is sent home outlining what the children will be learning and how parents can support them with this learning at home. This comprises appropriate weekly tasks linked to classroom learning where parent can help to support their children at home. These are marked by staff to include comments about what pupils have done well and next steps to improve learning.

The school plans a range of curriculum sessions to enable parents and carers to understand how we teach different subjects and be actively involved in what their children are learning. Sessions include phonics, math's concepts, reading, and new starters for EYFS. Parents are provided with termly curriculum overviews to support their understanding and encourage conversations about learning at home.

Parents are encouraged to sign up to Class Dojo, a free app which allows us to send whole school notifications and individual messages to parents, and allows you to send them back to us

## **How will my child's views be listened to?**

Pupils are engaged well in their learning and have a positive attitude towards school. A pupils Attitudes survey is carried out in as part of a Cycle of Monitoring and Evaluation. The most recent monitoring showed there have been significant improvements in the percentage of pupils who enjoy coming to school, the pupils said their lessons were exciting and interesting; are motivated to work hard knew where to find next steps to improve in books; Pupils feel confident about joining in with class discussion, know what their class or personal targets are or where to find them; attend school clubs and feel confident about completing homework tasks.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand that their views matter.

At All Saints Primary School, we encourage pupils to contribute individually to determining the direction of their learning by recognising their own strengths and weaknesses and where appropriate to take an active part in setting and monitoring their own targets.

## **What should I do if I am unhappy?**

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher, then key stage lead or through Family Link Worker. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCO, or Deputy, Assistant Head or Head Teacher. If necessary, the parents may complain to the governors and, if they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

## **Who else has a role in my child's education?**

The governors at All Saints will seek advice and support regarding SEND issues whenever appropriate to ensure the safety and smooth educational running of the school for all pupils, staff and parents. External agencies such as health and social services bodies, local authority support services and voluntary organisations will be approached, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils. Contact with such agencies will be made via our internal contacts and by accessing [www.SENDirect.com](http://www.SENDirect.com) as appropriate. (See further details in Section 11)

## **Who can support me and my child accessing other services?**

The SENCO Mrs. Amy Vickerman is able to support parents in accessing or providing contact details for other support services.

[office@aps.learnat.uk](mailto:office@aps.learnat.uk) Tel: 0116 2880013

All Saints Primary School already works closely with a range of external services

- Speech and Language Therapy Service
- Educational Psychology service
- The Hearing-Impaired Service
- The Autism Outreach team
- The Outreach Support team at Birkett House
- Oakfield Short Stay School.
- Social Care
- Leicestershire NHS Partnership Trust via the FYPCT
- Early Help
- Occupational Therapy service
- Physiotherapy Service
- Family Learning

There are available to parent's other support networks such as Dyslexia Action , ADD solutions and Parent Partnership.

There will also be information about services which parents can access to support their child on the Leicestershire County Council website [www.leicestershire.gov.uk](http://www.leicestershire.gov.uk) and then searching for SENDIASS.

- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) Leicestershire, is a statutory service. We provide free, impartial and confidential advice and support to parents and carers of young people aged 0-25 with special education needs or disabilities as well as young people themselves. We advise on all matters relating to SEND, including education, health and social care issues.

## **What links do you have with other schools and how do you support transfers to the next key stage?**

A common system of record keeping, and communication is established with our feeder setting, Wigston Academy, to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.

- Our EYFS teachers visit all new starters to the school in the summer term before admission both at home and in their early years setting. Where there has been involvement with the Early Years team a transition meeting is planned with the parents, teacher and SENCo prior to starting school.
- Children who attend the All Saints Pre-school are already known to the SENCo, as the pre-school and school SENCo work together closely.
- As part of Learn Academies Trust, we share good practice and advise each other regarding the SEND needs of our children. The SENCos from each school meet regularly to offer support, discuss strategies and look at sharing ideas and staff expertise across the trust.
- The SENCO from Wigston Academy (or other named school) is invited to the Annual Review of a child with a Statement/EHCP, in the Autumn Term, which precedes transfer (Year6).
- In the term before transfer, the Wigston Academy SENCO meets with the Year 6 teacher, Year 6 children with SEND and All Saints Primary School SENCO to discuss and prepare for transition.
- Pupils with SEND make additional visits to their new setting to help them prepare for transition, know where they can go to ask for help and meet staff who will be supporting them.
- The SENCO is part of the Leicestershire SENCoNet, ran by Forestway Teaching School Alliance, which keep the school up to date with local and national agenda.

## **Where can I find information about our contribution to the local authority's local offer?**

All Saints Primary School has published our SEND information upon the school's website and details can be found within our SEND section under "local offer." We aim to help children, young people, and parents/carers to find information and support as smoothly as possible. Encouraging and welcoming support and advice from external, internal and parental knowledge. This information will therefore be accessible to children, young people and their parents/carers directly from our school website at: [www.allsaints.com](http://www.allsaints.com)

Our school intends to link closely and align itself to the Local Authority local offer and information about the Leicestershire's local offer regarding SEND can be found at [www.leics.gov.uk](http://www.leics.gov.uk). The aims of All Saints Primary School are based on the values derived from the Statement of Principles adopted by the LA and guided by the DfE Code of Practice for SEND.

