



All Saints C of E School Special Educational Needs and/ or Disabilities Information Report

At our school we recognise that every single child is different but, being made in the image of God, equally precious and they come to school with a variety of strengths, experiences and needs. As a school we want to see your child flourish.

These pages set out information about our provision for children and young people with Special Educational Needs and Disabilities (SEND). They are updated annually.

About our school

All Saints CE School is an inclusive mainstream school providing for up to 480 children with a range of diverse needs. We are very proud of our inclusive environment at this school. Our latest Ofsted report recognises Inclusion as a strength of our school stating the following:

'Pupils who have special educational needs and/or disabilities make good progress.'

'The leader with responsibility for pupils who have special educational needs and/or disabilities is highly effective, making sure that the needs of these pupils are met. She uses the support and advice of external agencies to provide these pupils with good support. As a result, those pupils who have special educational needs and/or disabilities are making at least as good progress as other pupils with similar starting points. Many make better progress.'

'Pupils have a good understanding of equality. When asked about making friends with a person who has different characteristics to them, pupils all immediately agreed that they would. They explained that even though people can be very different on the surface, humans all share so many similarities.'

'The majority of pupils who have special educational needs and/or disabilities are making progress as good as, or better than, that of other pupils with the same starting points. This is as a result of the strong provision that they receive from the school.'

We cater for children with a wide range of special educational and disabilities (SEND) including those with:

- Communication and interaction needs;
this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs;
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs;
this includes children who have visual or hearing needs, or a physical disability that affects their learning

Updated May 2017

Our Special Educational Needs Co-ordinator (SENCO) is: *Lucy Faulkner*
She can be contacted on: *01235 819143 or lfau6827@all-saints.oxon.sch.uk*
Our governor with responsibility for SEND is: *Hugh Boorman*

Our SEND policy can be found [here](#).

How do we identify and give extra help to children and young people with SEND?

The best way to identify a child's needs is to get to know them as an individual and this is something we strive to do at our school. We find out about a child's strengths, interests and we get to know how they learn best and how we can help them.

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need or disability.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. *We do this by; regular meetings, parent evening meetings, use of a home/school diary; scheduled phone calls, letters and notes home; drop in sessions for parents, Common Assessment meetings; Team Around the Child and Family meetings.*

In annual questionnaire to parents (years 2015 and 2016), parent's felt that communication is a strength of our school. They also felt that their children enjoy being at our school and they are successful learners with good support systems in place:

'There are regular meetings and we can talk to the teacher if we have a problem.'

Updated May 2017

'All Saints has approachable and friendly staff. I do not need to make appointments; the staff take the time to listen to me.'

'There is good support regular meetings, good communication and a communication diary'

'Meeting after school are very personal and informative. We have daily communication with teachers who listen and understand'

'There is an open door policy with my child's teacher'

'We feel we can contact the school about anything'

'We are very pleased with the advice and support that we receive at All Saints'

'We are very happy with the excellent support that our son receives'

'We feel that the school and teachers are very supportive'

'All Saints school is friendly to everybody. We are very happy with the support the school give our child.'

'My child has been very happy at this school. Her confidence has grown.'

There are also opportunities for parents and children to contribute to our policies on SEND and Equality.

We do this by; providing opportunities to 'contact us' via our school website; parent's evenings, parent focus groups and open discussions, regular pupil voice discussions, school council, questionnaires sent to children and families; young people's consultation activities, involving stakeholders in policy development etc.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details of our curriculum are published on the school website. The way we adapt this for children with SEND is set out in the School Accessibility Plan.

Some examples of curriculum provision for children with SEND are below:

- *We have an art group who meet with weekly with a Higher Level Teaching Assistant to develop self-esteem and positive attitudes as well as developing their creativity. Their parents are invited and community projects take place involving local groups (Cornerstone, Allotment Project).*
- *We use intervention programmes including Talk Boost, Spirals and Early Literacy Support to support the development of language and literacy skills in Foundation Stage, Year 1 and 2.*

Updated May 2017

- *We run an intervention programme called Project X Code to develop literacy skills in Year 1-6.*
- *We use a range of resources to ensure children can access the curriculum (talking tins, ICT software, use of screened areas, flashcards and visual prompts, tangle toys to support listening and attention; sensory mats to sit on; coloured overlays etc).*
- *Staff are trained to deliver Precision Teaching to support progress in maths and literacy across the school.*
- *Children attend sessions led by external agencies such as Play Therapy which are based on our school site but led by external professionals.*
- *Early years staff have had basic Makaton signing training so they can use this to support language development.*

To find out more about specific interventions, please contact your child's class teacher or the SENCo.

These are some parent views about our curriculum provision for children with SEND (parent questionnaire June 2015):

'Intervention groups are going well, it gives my child confidence'

'My child has more confidence and we have seen an improvement in reading, writing and communication.'

'My child has flourished ever the past two years in her knowledge and confidence. This has helped her with her social skills and friendships.'

'We have seen our child's confidence grow and his real enjoyment of going to school and getting involved in everything including extra- curricular activities. His reading has really come on.'

What expertise can we offer?

Our SENCO holds the National Award in SEN Coordination and has completed a PG Certificate in Literacy Difficulties. She has recently completed a Master's Degree in Education writing her dissertation on Early Years Language development.

All staff have a good awareness of literacy difficulties and how to support children with numeracy difficulties, such as dyscalculia. Some staff have attended specific training courses to explore these issues in more depth and disseminate with other staff in the school.

We have staff who have received enhanced training in Precision Teaching and they are able to deliver this intervention to support Literacy and Mathematical skills.

Updated May 2017

Teaching assistants are trained to support the particular needs of the children they work with. For example, some staff have attended specific and in depth training in supporting children with Autistic Spectrum Condition. This year, all teaching assistants have participated in an internal training programme to ensure where they looked at 'Outstanding practice' and how to best support children in their learning.

We employ trained teachers who deliver highly focussed interventions such as Every Child Counts and Every Child a Reader.

We have a good pastoral support team. We have a full time Pupil Mentor and Home School Link Worker who works very closely with children and families.

We also access a range of specialist support services. We usually discuss the involvement of specialist SEND services with parents first and seek written consent. Some of the services we use regularly are listed below:

- Educational Psychology Services
- Behaviour Support Services (as needed)
- Child and Adolescent Mental Health Services (CAMHS)
- Child and Adolescent Harmful Behaviour Services (CAHBS)
- Adoption Support Agencies
- The Attach Team
- Oxfordshire School Inclusion Team
- Speech and Language Therapy services
- Didcot Early Intervention Hub
- Children's Social Care
- Home/ School Link Workers
- Communication and Interaction Advisory Service
- Complex Needs Service

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

How do we know if SEND provision is effective?

The progress of all children is tracked throughout the school through a range of assessment tools. These include teacher assessment alongside individual assessments to support intervention programmes. The SENCO monitors the progress of all children who are on the SEND register.

In addition to the above, for children with SEND, we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run additional support programmes for groups of children or individuals we assess how successful they have been and use that information to decide on how best to run them in the future. A provision map (see example) is completed to show the effectiveness of each intervention and the impact it has had. These are analysed and evaluated; staff are given feedback to ensure we are giving the very best provision. All interventions are analysed regardless of whether the child is on the schools SEND register or not.

Below is an overview of the intervention analysis from the past year:

Term (2016-17)	Percentage of Children making progress	Most effective interventions
Term 5-6	72%	Every Child Counts Project X Code EAL support Talk Boost Spirals Every Child a Reader Better Reading
Autumn Term 2017	31/36 support groups showed progress	ELS RALFI reading Toe by Toe EAL Support
Spring Term 2017	43/48 support groups showed progress	Early Literacy Support Every Child Counts Project X Code

An individual provision chronology form is set up for any child receiving intervention support. This allows us to see what the child has received to support their learning across the primary phase.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips, following risk assessments where needed, and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning a trip so that everyone is clear about what will happen.

There is information about activities and events for children who are disabled and those with SEN in Oxfordshire, in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children/young people with SEND?

All children have the opportunity to share their views through their school council representatives and in discussions with their class teachers.

We frequently listen to the views of children with SEND, as we do with all children. We regularly complete pupil voice questionnaires with children on the SEND register to support the review of their Pupil Profile (click [here](#) to see an example).

We take bullying very seriously. We help to prevent bullying of children with SEND through our school Behaviour for Learning and Anti Bullying Policy which can be found [here](#).

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEND we offer extra transitional meetings and plan the transition process very carefully in discussion with the child, family and professionals.

We begin to prepare young people for transition into the next stage of their education by giving them an insight into the expectations of secondary school as they advance through the primary phase (e.g. increased homework expectations, increased responsibility through school jobs, increased accountability).

We liaise frequently with secondary schools and offer extra transition visits for children who may require more support. We also run nurture groups to support children who may be worried about the transition to secondary school.

Detailed reports are given to feeder schools and conversations are planned for with staff from the secondary schools to ensure they know the needs of the children moving to their school. Children get a chance to meet the key staff from their secondary schools before their transition visits.

As children transition through the school, meeting with current and subsequent teachers are planned for to ensure continuity and awareness of needs.

Who to contact

If you are concerned about your child please speak to their class teacher. You could also contact the SENCO.

Updated May 2017

If you'd like to feedback, including compliments and complaints about SEND provision please contact the SENCO or speak to your child's class teacher. We aim to respond to any complaints within 5 days.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer> Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.