



Who's who?

SEND Information Report



Miss Hunter – Headteacher	Mrs Crossan – Deputy Head
Miss Yapp – SENDCo	

What is the SEND register?

A school document, looked after by Miss Yapp to monitor the SEND pupils in the school and put the appropriate support in place. Children on this register are recorded as having 'Special Educational Needs and/or Disabilities'.

Pupils at All Saints will be placed on the SEND register if they:

- Have a diagnosis or a referral has been made for a diagnosis that effects their learning and/or school life.
- If they need ongoing targeted and/or a personalised support.
- If they are significantly below (-2years) Age Related Expectations due to an addition need (other than having English as an additional language)

What is an ISP?

Individual Support Plan. This is a plan that is created by the class teacher and SENDCo. These plans have the child's needs and support ideas on them. The plan has steps on it to work towards individualised targets for the child. All children with an Educational Health Care Plan will have an ISP.

Other children on the SEND register may also have an ISP if:

- The pupils learning progress is significantly slower than that of their classmates
- The SEND support in place is not helping to close the gap between them and their classmates.
- Significant difficulties with socialising, attention, managing their feelings to the extent that it is impacting their time in school negatively.

What is an EHCP?

An Education Health Care Plan is a plan created by the local authority. It is a detailed report about a pupil's strengths, difficulties and how best to support them. Different professional reports are added to support the creating of this document. The school follow the steps in the plan to support the child in school. A small amount of funding is attached to these plans in order to support schools to provide the support outlined in the plan.

It is Miss Yapp's job to decide which pupils may be eligible for an EHCP and apply for one. This is usually done with parents' support.

Parents wishing to apply for an EHCP for their child, should arrange to speak with the SENCo to discuss the process and possible implications of their applications being successful.

How will you assess and monitor my child with additional needs?

Teachers complete daily assessments based on their classroom observations and pupil work. More formal assessments take place once per term.

The Senior Leadership Team and class teachers look at children's assessment data in Pupil Progress Meetings. This helps them to decide who might need more support.

Children with ISPs follow the 'assess, plan, do review' cycle. These are reviewed half termly by the class teacher and shared with parents via email or phone calls. Parents are invited to meet for a formal review three times a year.

How can you support my child with trips and events?

We support our SEND pupils with these events by providing the following where needed:

- Social stories
- Pre-planning access arrangements
- Giving an over-view of our pupil's to external groups
- Providing the option to attend for a reduced period e.g. at residential

Completing individual Pupil Risk Assessments conversations with parents is at the heart of this.

What happens when my child moves year groups?

For children starting new with us, we will work with parents, SENCos and staff from previous settings to gather as much information and we can prepare for your child starting. We pass this information on to secondary schools when children move on from us.

From year to year we ensure all teachers have a 'handover' meeting and discuss all pupils needs. Any ISPs are passed over and discussed.

Children with additional needs are also given opportunities to visit their new classrooms and meet their new teaching team. We provide individual support where needed for this.

What about external agencies?

We may refer a child who requires more specialist support to the following services (however these do have long wait times).

- Educational Psychologist
- Learning Support
- Foundry College
- Addington School's Outreach
- CAHMS
- NHS CYPIT

How will my child be supported?

Levels of support:



Wave 1: Universal Support	Wave 2: Targeted Support	Wave 3: Personalised Support
<p>This support is provided through inclusive teaching and support around school. We aim to have this as 'standard practice' in all our classrooms.</p> <p>This includes but is not limited to:</p> <ul style="list-style-type: none"> • Using dyslexia friendly fonts and backgrounds • Reducing visual stress • Ensuring opportunities for movement within the lesson • Chunking instructions • Providing visual aids • Implementing a multi-sensory approach, where possible • Modelling vocabulary and appropriate social skills • Seating arrangement for individual needs • General strategies for hearing and visual impairments • Teaching around friendships, social situations and mental health through PSHE 	<p>This support is provided for children working below age group expectations or for those who have made slow progress over a sustained period of time. They may also present with difficulties in other areas of their school life, such as social skills.</p> <p>This support tends to include group activities and occasionally 1:1 work.</p> <p>Our current interventions being used for targeted support are:</p> <ul style="list-style-type: none"> • Small group spellings and phonics <ul style="list-style-type: none"> • Overlearning • Pre-teaching • Fine motor skills • Gross motor skills • Sensory circuits • Social skills groups <ul style="list-style-type: none"> • ABC to Read 	<p>Some children require a greater level of support which is sometimes personalised to their particular need. This level of support is mostly used for children with an EHCP or those who have been identified as requiring one.</p> <p>Our current interventions being used for specialised support are:</p> <ul style="list-style-type: none"> • Following SaLT plans • Following OT plans <ul style="list-style-type: none"> • 1:1 phonics • 1:1 support during identified lessons/tasks • Emotional regulation support