



**All Saints' CE Federation
SEND Information Report**

James Rennardson
01482 648082

SEND Information Report

All Saints' CE Federation Hessle

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1. Aims

At All Saints' CE Federation, we are committed to providing our pupils with a broad, balance and enriched curriculum, which is accessible to all and promotes inclusion. Pupils are fully included in all aspects of school life. All children are equally valued in school and access an environment where they can flourish and feel safe. We have a team committed to inclusion who ensure that all children are happy safe and achieving at school both academically and emotionally.

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND);
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and guidance

This policy and information report based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following Legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEND and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDco's) and the SEND information report.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided by others of the same age in mainstream school.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The SENDCo

The Inclusion Lead/SENDCo, as part of the Parent, Family Support Team, oversees the provisions and interventions we have in place for all our pupils at All Saints' CE Federation.

Along with the Senior Leadership Team, they monitor the effectiveness of provision through observations and data analysis and provision will be adjusted as required to ensure pupils are fulfilling their full potential. Inclusion is at the heart of what we do. Children will always be supported to engage in activities available to pupils who do not have SEND.

The SENDCo will:

- Work with the Executive Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans;
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advice on the deployment of the schools delegated budget and other resources to meet pupils needs effectively;
- Be the point of contact for external agencies, especially the local authority and support services;
- Liaises with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the Executive Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings;
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this;
- Work with the Executive Headteacher and Inclusion Lead/SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Executive Headteacher

The Executive Headteacher will:

- Work with the Inclusion Lead/SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provisions and progress of learning for children with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistant to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the Inclusion Lead/SENDCo to review each pupils progress and development and decide on any changes to provision;
- Ensure they follow the SEND policy and report.

5. SEND information report

5.1 The four areas of needs:

Communication and interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction Interventions	Communication and Interaction equipment
Delivery of individual speech & language programmes	Visual aids, timers
Highly individualised 1 to 1 support	Workstations and access to a quiet environment

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Cognition and learning interventions		Cognition and learning equipment
Literacy	Numeracy	
Phonics boosters Talk Boost	Numeracy booster	Numicon
Reading boosters 1 to 1 reading	Number Gym booster Big Maths Quiz	Use of specialist equipment
Writing boosters	TT rockstars booster	ICT equipment and ICT programs
Handwriting booster	1st Class @ Number	Coloured overlays & books
	Success @ Arithmetic	
Precision Teaching (bespoke to the child's needs)		

Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

SEMH interventions	SEMH equipment
Socially Speaking	Worry Box
Wellbeing provision delivered by specially trained wellbeing and emotional health workers	Use of visual prompts and timetables
Lunch Clubs	Access to the Hub
Circle of Friends	Books
Peer Mentors	Social stories
Highly individualised 1 to 1 interventions	Behaviour and reward chart
Fireworks – anger management	Solution and restorative circles/Check ins

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory/Physical interventions	Sensory/Physical equipment
Funky fingers	Busy Fingers boxes
Jump Ahead	sensory box
Delivery of 1:1 Physio and OT programmes	Pencil grips
Extra handwriting practice	Enlarged print
	Use of ICT

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and level of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

All Pupils with SEN/D at All Saints' CE Federation have a Learning Passport and Plan in place that is written together with the child, parents, teacher and any professionals that may be involved. The information contained in the plan will depend upon the level of need and the child's SEN status of either SEN Support or an Education Health and Care Plan (EHCP). An EHCP is a statutory document which sets out the education, health and social care needs of a child or young person and the support that is necessary to cater for those needs.

5.3 Consulting and involving parents and pupils

Communication and relationships are the key. We pride ourselves on strong links with parents/ carers and the child. We will always keep you informed when planning provision and/or an intervention for your child. We have introduced Learning Passports and Plans which are written and reviewed jointly with pupils, parents and teachers. We know that relationships are the key and by working together we will create better outcomes for your child. We welcome input from all parents/carers, not just at review meetings, but as and when necessary. We will have an early discussion with the pupil and his/her parent when identifying if they need special educational provision. These conversations will make sure that:

Everyone has a good understanding of the pupil's strengths and difficulties

Everyone understands the agreed outcomes sought for the child

Everyone is clear what the next steps are.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do review.

The class teacher will work with the Inclusion Lead/SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- His/her previous progress, attainment and behaviour;
- Other teacher's assessments where relevant;
- The individual development in comparison to their peers and national data;
- The views and experience of parents;
- The pupils own views;
- Advice from external services.

The assessment will be reviewed regularly at termly review meeting.

All teachers and support staff who work with the pupil will be made aware of his/her needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school and other settings the pupil is moving to. We will agree with parents and pupil's which information will be shared as part of the transition. We have strong links with Hessle High School and other local schools. There are robust transition timetables for all year 6 pupils. For children with SEND extended transition programs may be set up depending on the individual needs of the child.

5.6 Our approach to teaching children with SEND

Teachers are responsible and accountable for the progress and development of all the pupils they teach. Every teacher at All Saints' CE Federation is working towards the achievement of every child through Wave 1 Quality First Teaching. Will call this our **universal** offer. If any child is struggling in class for any reason then strategies and/or intervention will be put in place at a **targeted** level. These will be discussed with parents/carers. Advice would be sought from the SENDCo and/or PFST Team and progress would be tracked to see if these strategies are proving successful.

If a child is still having difficulties in school then it may be that he/she needs further intervention, specialist advice from a professional such as an Educational Psychologist and/or additional resources to support and break down barriers to learning. Again, children and parents would always be involved in discussion and work with the school to plan. At this stage your child would be on the SEN Register at SEN Support and the SEND Team would be closely involved to support and advise the child, parents/carers, teacher and other staff. Each child's support

package will be different depending on his/her area of need and level of need. We promote independence in learning and the development of life skills for the future. Through careful planning we ensure each child's needs are met through a balanced approach of targeted intervention in groups and 1:1 and independent learning that is closely monitored.

5.7 Adaptations to the curriculum and learning environment

At All Saints' CE Federation we are committed to providing pupils with a broad, balanced and enriched curriculum which is accessible to all and promotes inclusion. All of our pupils are included in all aspects of school life and are equally valued in the Federation. We create an environment that is safe and calm so that our pupils feel comfortable in school and to enable them to be happy and flourish. Our staff work closely as a team to provide consistency in our approach and strategies that we have in place.

Because all children learn in different ways we have tailored our classrooms and learning spaces to meet a range of learning needs. We provide:

Visual supports

Sensory Processing Strategies noise reducing headphones, sensory cushions, sensory resources

use of IT and alternative methods of recording (e.g. word processing, Clicker App and iPads)

Use of de-escalation strategies

Emotion Coaching

Restorative Practice Approach

Daily check ins

Advotalk

A Positive and preventative approach

Praise and Reward

5.8 Expertise and training of staff

Here at All Saints federation we are committed to providing high quality training and support to all of our staff. Teachers have had training in writing Learning Passports. They have also had training in supporting children with Autistic Spectrum Conditions and Strategies for supporting children with a range of Special Educational Needs. Key Teaching Assistants and teachers have also had training related to Speech and Language and signing. All staff have been trained in Restorative Practices. Teaching Assistants have had training in leading Social Communication groups and had a session on 'Intensive Interaction' led by an Inclusion Practitioner. Key teaching assistants have

had training as Emotional Literacy Support Assistants. Teaching Assistants have received training in a range of Wave 2 and 3 interventions: Success@Number, Success@Arithmetic, Rainbow Writing, Reading Stars and Lighthouse Reading Comprehension. Key staff have received training on Precision Teaching. Key staff have also received bespoke ASC training by an Inclusion Practitioner.

Our Inclusion Lead/SENCo, Mr James Rennardson is an experienced primary school teacher. He has been a SENCo for over 10 years and holds the NASENCo Certificate and is a trained Reading Recovery Teacher.

Within our federation we have a team committed to inclusion to ensure that all our children are happy, safe and are achieving academically and socially.

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupil's individual progress
- Reviewing the impact of interventions regularly
- Using pupil questionnaires
- Monitoring by the Inclusion Lead/SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN and EHC plans
- Regular learning walks by the Inclusion Lead/SENCo

5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils.

All children are encouraged to go on our school trips and our residential trip when they are in Year 6.

All pupils are encouraged to take part in sports day, school plays and any workshops/activities etc.

No pupil is excluded from taking part in these activities because of their SEN or disability

5.11 Support for improving emotional and social development

At All Saints' CE Federation we believe that happy children learn better and we understand the importance of a holistic approach to teaching and learning. We have very clear and consistent behaviour expectations. We deliver a range of quality 1:1 interventions to support the social and emotional needs of our children including Emotional Literacy Support (ELSA) which is delivered by our trained Emotional Literacy Support Assistants. We also have a Parent and Family Support Team (PFST Hub) that is dedicated to supporting children and their families. The Hub has a dedicated space where children and families can meet with the support team.

We have a zero tolerance approach to bullying.

5.12 Working with other agencies

When required, we draw upon a wide range of specialist expertise and work closely with many external agencies including:

- Health Visitors and our allocated School Nurse
- NHS Speech and Language Service
- Education Inclusion Service – for Educational Psychologist and Behaviour Support
- Children's Centres
- NHS Physiotherapy Service
- NHS Occupational Therapy Service
- CAMHS (Child and Adolescent Mental Health Service)
- SaPTS (Sensory and Physical Teaching Service. This service offers support for children with hearing or visual impairments and also for children with physical difficulties.)
- Early Support
- Social Care

5.13 Complaints about SEND provision

We are always pleased to receive feedback from parents; it is lovely to know when we are 'getting it right' but if there are concerns, we would like to know about them as soon as possible so we can address these quickly. Mr Rennardson is the person to contact first with compliments or concerns. If you have a complaint please speak to the class teacher in the first instance; then Mr Rennardson. If it still cannot be resolved please follow the schools complaints procedure found on the website.

5.14 Contact details of support services for parents of pupils with SEND

SENDIASS will offer information and support to families of pupils with SEND up to the age of 25 years whether or not they have a EHC Plan or Statement of Special Educational Needs. For further information contact:

East Riding 01483 396469 sendiass@eastriding.gov.uk

Hull 01482 396469 kids.org.uk/hull-sendiass

5.15 Contact details for raising concerns

Name	Role	Contact details
Mr J. Rennardson	Inclusion Lead/SENCo	01482 648082 allsaintsce.federation@eastriding.gov.uk
Mrs Z. Newsham	Deputy Headteacher, Parent and Family Support Team Lead and Safeguarding	01482 648082 allsaintsce.federation@eastriding.gov.uk
Mr D. Barber	Executive Headteacher	01482 648082 allsaintsce.federation@eastriding.gov.uk

5.16 The local authority offer

Local Authorities have to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Disabilities and Special Educational Needs (DSEN). The purpose of a local offer is to enable parents and carers to see more clearly what services are available in their area for children with DSEN and how to access them. As part of this Local Offer, we have completed a proforma, requested by the Local Authority; this is also on our website and includes very similar information to this report. FISH (Families Information Service Hub) already provide information, advice and support to all parents: fish@eastriding.gov.uk. FISH can be contacted by telephone (01482 396469) or by email – www.fish.eastriding.gov.uk. The Local Authority's Local Offer can be accessed at www.eastridinglocaloffer.org.uk.

6. Monitoring arrangements

This policy and information report will be reviewed by Mr Rennardson (Inclusion Lead/SENCo) **every year**. It will also be updated if any changes to the information are made during the year.

Updated November 2018

Review Due: November 2019

The governing body will approve it.

7. Links with other policies and documents

- Health and Safety Policy
- Safeguarding Policy
- Medical Needs Policy
- Intimate Care Policy