

All Saints' C of E Primary School Special Educational Needs and Disabilities (SEND) Information Report

Our school's SEND Information Report explains what we offer children with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them on to the next stage of their education. You may also want to read our SEND Policy, a document that gives more detail about our statutory duties and day to day procedures – for example how we plan the most effective support for children with special educational needs and/or disabilities (SEND) and how we review progress.

Essex Local Authority also published an Essex Local Offer on its website <http://www.essexlocaloffer.org.uk/>

This sets out a wide range of information about the specialist services, schools, college and organisations that can provide support and information for families of children and young people with SEND.

If you have any queries about information on this website you can contact our school directly. We value parents and carers' opinions and review and refresh our approach accordingly.

Communicating information about SEND

- All of our policies are on our website and you can also collect a copy from the office.
- We are happy to provide additional information or summaries. Please ask the office for a meeting with the Special Educational Needs Co-ordinator - SENCo. Mrs Samantha Moseley is our SENCo, and holds the accredited National Award for Special Educational Needs Co-ordinator.
- Please let us know if you need an interpreter or British Sign Language signer. We will do our best to provide the support.

Please read the 12 questions below for more information about the Local Offer from All Saints' C of E Primary School and how we can best support your child. Thank you.

1. Who should I talk to if I believe my child may have additional needs?

2. What does the term Special Educational Needs and Disabilities' mean?

3. How does the school identify children who may need support?

4. How is support allocated to children?

5. How will the school measure the progress and review provision for children on the SEND Register?

6. How will the school work with me as a parent/carer in discussions about my child and their learning?

7. How do we involve children on the SEND register in discussions about their education and support?

8. How are adults in school prepared to work with children with SEND and what training do they have?

9. Who can the school call upon to provide service to children with SEND?

10. How accessible is the school?

11. How does the school support children with the transition to another class or school?

12. Where can parents of children on the SEND register find further support information?

1. Who should I talk to if I believe my child may have additional needs?

The first person to raise a concern with is your child's teacher. They will meet with you at a mutually appropriate time, with or without your child being present (at your request). During this meeting actions will be agreed and a meeting set to discuss the outcome of these actions.

For many children 'Quality First Teaching' (QFT), with support strategies and resources in place, will help build a child's confidence and provide the foundations to build upon without the need for regular support groups or additional help.

If the teacher or you feel further action is required, a meeting with the SENCo, Mrs Samantha Moseley, will be arranged.

2. What does the term Special Educational Needs and Disabilities' mean?

The school identifies children as having special educational needs and disabilities (SEND) if they have a significant learning difficulty which calls for additional provision to be put in place to support some or all areas of their education, above and beyond the needs of their peer group.

In the case of some children with a disability they could be identified as having SEND if they have any difficulty in accessing education and if they need any special provision to be made for them, that is anything that is additional to or different from what is normally available in the schools in the area. Not all children with disabilities have special educational needs.

The school will have regard to the key principles of the **Special Educational Needs Code of Practice (2014)** when carrying out its duties towards all pupils with special educational needs.

3. How does the school identify children who may need support?

The school is committed to early identification of children with special educational needs and disabilities. Evidence is collected through observations, assessments and structured conversations; with parents, staff and other agencies who work with children.

There are termly pupil progress meetings involving information from teachers, Deputy Head and the SENCo/Headteacher. During these meetings the progress and next steps for each class and the whole year group are discussed. It is often at this meeting where short-term support groups are identified.

If the school identifies a child as requiring additional to or different from support to their peers, a SEND Learning Support Plan will be drawn up by the teacher in conjunction with the parent/carer, child and SENCo. This will identify strengths, areas requiring support, the best way to support the child and the hopes for the future.



All Saints' C of E Primary School

Learning Support Plan for Jo

SEN Support/High Needs/IPRA/EHCP



Name:	Jo	Year:		'This' Review Date:		'Next' Review Date:	March 2018
DoB:		CoNt:		Reading Age/ CA:	-	-	Spelling Age/ CA:
Parent/Carer:		C/T:		Current	R	W	M
		LSA:		Banding:			Attendance:
Support	From	Time (weekly)		Agencies Involved:			
Individual:	Class LSA			Who?			
	PSCo - JS	-		Dates of Involvement:			
Small group:	LSA			Additional Info:			

Outcomes (What this will mean for)	What can do now	Termly Steps to Outcome	Provision	How often	Who
Jo will be able to		Jo can	✓		
Jo will be able to			✓		
Jo will be able to			✓		

Future Action: Continue / Move to SEN Support/High Needs/IPRA/EHCP Cease

4. How is support allocated to children?

We make reasonable endeavours to respond to the needs of each child on an individual basis; supporting each child according to their own needs and life experiences. Quality First Teaching (QFT) is the most important element in the process of producing confident, independent life-long learners. It is essential that all children, including those on the SEND register, receive access to their teacher and class-based activities on a daily basis.

In the case of some children, including those on the SEND register, additional school interventions and support is put in place to build skills and confidence to enable these children to fully access the curriculum and overcome any barriers to their learning. This can happen through focus group activities or individualised programmes of support.

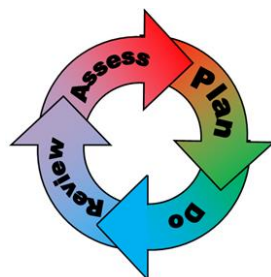
In the case of children with high needs, a more individualised programme of study based around building lifelong learning skills, self-help strategies and building from a child's interests and strengths may be more appropriate.

5. How will the school measure the progress and review provision for children on the SEND Register?

There are termly pupil progress meetings where information and data about the children in the school is discussed so that:

- Effectiveness of strategies and/or resources shared.
- Possible difficulties and strengths can be identified and monitored.
- Patterns in a year group can be identified and planned for across classes
- Method for baseline and end of support assessments are identified
- Support method is identified and put in place, including adult assigned to programme.
- Decisions are made about effective ways to involve children and their parents in their education, working towards providing appropriate support.

All SEND Learning Support Plans are reviewed using the ['Assess-Plan-Do-Review'](#) format (as identified in the Essex County Council Local Offer) three times a year. Those children granted an EHCP have an additional annual review once a year.



6. How will the school work with me as a parent/carer in discussions about my child and their learning?

We promote an open-door policy; encouraging parents to come in and talk to us whenever possible. We understand that sometimes these discussions require more time and/or greater privacy. We will endeavour to find time and a private area for these discussions to take place, at your request.

7. How do we involve children on the SEND register in discussions about their education and support?

We believe it is essential that all children feel up to date and involved in their own education if they are going to make good progress and feel successful. All children on the SEND register are invited to share their views as part of their termly review meeting; reviewing their targets, offering feedback on support, talking about what has and has not worked and making recommendations for the future.

8. How are adults in school prepared to work with children with SEND and what training do they have?

We are very fortunate to have many skilled teachers and LSAs at the school, who work together to produce and support a varied and differentiated curriculum, both in the classroom and using our outdoor areas. Staff respond to the needs of our child, through encouraging them to challenge themselves and use resources to support and progress their learning.

Teachers, Pastoral staff, LSAs, SENCo and Headteacher have been trained to deliver many additional interventions, including Language Link, ELKLAN, mental health support and precision teaching.

9. How can the school call upon to provide service to children with SEND?

Our Pastoral Manager, Mrs Julie David, can work with any child or family who require additional outside support. She can offer guidance on the support available and make referrals where agreed, always keeping the child at the centre of her work.

Mrs Julie David who has had many years of working with children and families in many settings in and around this area.

We are able to request involvement from a range of outside agencies, with parental consent. We value the expertise and specialist knowledge and advice these groups (identified below) are able to offer and ensure we feedback on programmes of support produced for our children. Currently we can access support from:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapist
- Inclusion Partner Team
- Educational Psychology
- School Nurse
- Family Solutions
- Families in Focus
- CAHMS- Child and Adolescent Mental Health Service.
- Child and Family Counsellor
- St Helena's Hospice
- And many more as advised by the Director of Service

10. How accessible is the school?

All Saints' Primary School is generally on one level with an accessible toilet. There is a Spirituality room which is a quiet room for children who require time and a space away from their main classroom. This is a designated area in school for reflection time and sensory breaks.

11. How does the school support children with the transition to another class or school?

Moving class

Throughout the year, there are whole school pupil progress meetings where key information is shared, discussed and actions agreed. Prior to children moving to another class within the school at the end of each year, each child is discussed with the receiving teacher and key information and records are passed over. These actions ensure each child receives a smooth transition, with provision in place when they arrive in the classroom.

Moving schools

For children moving to High school at the end of Year 6, many relevant transition activities and visits are put in place to support all children for this significant move. High school staff will also come to All Saints' to meet with all children and talk with them about High school life, expectations, and also address any concerns they may have. For children with SEND, or those who are particularly anxious about transition, extra visits to High school can be arranged and supported by our Pastoral Manager, Mrs Julie David.

If a child is moving to a new school during their primary education, we recommend parents contact the receiving school to inform them that their child is on the SEND register. When we have received confirmation of a child being on roll at a new school we are able to forward pupil records.

12. Where can parents of children on the SEND register find further support information?

You may wish to read the following school policies and documents linked to SEND. You can find these on our website.



- SEND policy
- Behaviour and Relationships policy
- Attendance policy
- Accessibility policy
- Pupil Premium strategy
- Safeguarding policy

Essex County Council have produced the Essex Local Offer which can be accessed from the following website:

<http://www.essexlocaloffer.org.uk/>

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