



SEND Information Report

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

School/College Name:	All Saints C of E Primary School
Address:	Ashby Road, Coalville Leicestershire LE67 3LB
Telephone Number:	01530 832608
Name of Head teacher/Principal:	Mr Andy Mawdsley
Head teacher/Principal's contact details:	office@allsaints-coalville.leics.sch.uk 01530 832608
Website address:	www.allsaints-coalville.leics.sch.uk
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4-11
Date of Last Inspection:	June 2019
Outcome of last inspection:	Requires Improvement

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

Yes No X

Total number of students with special educational needs at college/setting :	59
Total number of students receiving additional learning support:	59

1. The kinds of special educational needs for which provision is made.

All Saints C of E Primary School is a welcoming and inclusive mainstream Primary School for children from 4 - 11 years in Coalville, Northwest Leicestershire.

Our school's core ethos is to encourage everyone in the school community to **'Let your light shine', Matthew 5:16**. This ethos is supported by our six Christian Values; Kindness, Generosity, Self-Control, Courage, Forgiveness and Wisdom.

Through quality first teaching and support we provide an inclusive learning environment. Children learn through our bespoke thematic curriculum, which enables every child to engage and succeed in their learning and to, 'Let their light shine'. Our Head, Hand, Heart approach ensures that through the curriculum children develop the skills, knowledge and understanding they need to progress to their next stage of education.

Children can learn in a variety of ways to ensure they succeed and develop self-confidence and resilience. We have a wide range of technology, a cooking kitchen, dance, drama and music and the use of the wider school environment to promote outdoor learning, forest schools and physical activity alongside physical education. There are also a wide range of extra-curricular opportunities to extend their cultural capital.

This SEND Information Report has been written by the Health and Well Being Team (Including our two SENDCo's) along with the SEND Governor, children's parents and school staff.

The shared definition of SEND is:

"A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age."

We provide SEND support for children with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

We believe that every member of our school community is valued, respected and made to feel welcome within our mainstream setting. We ensure that:

- All children have an equal right to a rich and varied curriculum
- All children receive the best provision to ensure they reach their full potential
- Our school is inclusive, and we endeavour to make sure that all reasonable adjustments are made
- Provision for SEND children is 'additional to and different from', but is often integral to, that provided within the differentiated, structured, and progressive curriculum to respond to the four areas of need.

The four SEND categories that the school caters for can be classified into “core”, “additional” and “high needs”, where some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have SEND Intervention Funding (SIF) or an Education Health and Care Plan (EHCP) require high needs funding or appropriate alternative provision.

2. Information about policies for the identification and assessment of pupils with special educational needs or disabilities.

Definitions of special educational needs or disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability.’

If they:

- a) Have a significantly greater difficulty in learning than most others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught’.

At All Saints C of E Primary School, the children are identified with Special Educational Needs or Disabilities in several different ways:

- Concerns could be raised by the child’s class teacher or a learning support assistant.
- They could also come from a member of the School Wellbeing Team- SENDCo’s, SLE SENDCo, Speech and Language Teacher, ELSA, Family Support Worker, Head Teacher, Deputy Head Teacher and Assistant Head Teacher.
- They could come from a referral from a GP, a health visitor, the speechand language service or another health professional
- Concerns have been raised by parents/carers, about the level of progressbeing made by their child
- Through paediatric assessments with the paediatrician or concerns from theschool nurse.

Any referral from an external agency would need to be evaluated by the internal SEND team before being placed on the register.

Class teachers and support staff will also have identified that a pupil is not making the expected progress in their learning by raising concerns about the following issues:

- Displays difficulty in developing reading, writing or mathematics skills that result in a child working significantly below age related expectations
- Despite quality first teaching and support and differentiated teaching approaches targeted particularly in a child's identified area of weakness, the child is still making little or no progress
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties and continues to struggle to make progress both academically and socially.

3. Information about policies for making provision for pupils with special educational needs or disabilities whether, or not, pupils have Education Health and Care (EHC) Plans.

To make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents / carers and children throughout the academic year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded and monitored, and these are updated termly, or sooner in some cases, when the intervention is changed or comes to an end. These are updated by the class teacher and are monitored by the SEND Team.

These pieces of information are passed on by the SEND Team at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo's and Headteacher and information is fed back to the staff, parents / carer and governors. This helps to identify whether provision is effective.

The SENDCo's monitors the movement of children within the SEND system in school and provides staff and governors with summaries and updates of changes and progress. This includes placing children in the register and removing children from the register.

Initial monitoring process:

Where concerns have been raised regarding a child's learning and progress, there is an initial monitoring phase of six weeks to enable school staff to establish any particular areas of need. This review takes place with school staff and parents / carers and from there, a decision is then made as to whether they should be placed on the SEND register.

4. Placing children on the SEND register

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the child on the School SEND / Inclusion Record. The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: **Assess; Plan; Do; Review**.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of a child grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess - In identifying a child as needing SEND support the subject teacher, working with the SENDCo will carry out a clear analysis of the child's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents / carers. The opinion and feelings of the child and advice from external support services will also be considered. Equally, any parental concerns will be recorded and compared with the school's information and assessment data on how the child is progressing.

Plan - Following on from assessments and views of all those involved in supporting the child's progress, including the young person, a plan will put in place to deliver SMART targets (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime bound) and interventions to achieve and make progress.

Do - The process of taking part in small group or individual interventions will require ongoing monitoring to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where external agencies are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Review - Your child's progress is continually monitored by their class teacher. Their progress is continually reviewed and done so formally every term in reading, writing, maths and science. Children in year one are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.

If your child is in year one and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Reviews of ongoing pupil progress in general will be made during termly 'Pupil Progress Meetings' between the senior leadership team and the class teacher and data checks using internal tracking.

Children at the “SEND Support” stage will have additional ‘small step’ learning targets on their Individual Support Plan (ISP) which set out specific outcomes to be achieved by the end of each term.

These are shared and reviewed in conjunction with school staff, parents / carers and children on a termly basis. Progress will be reviewed more frequently if needed. The class teacher, in partnership with the SENDCo will revise the targets considering pupil progress and development. The review process will also help staff to evaluate the impact and quality of the support and interventions.

Higher Needs Funding

In addition to the above, the progress of children with **SEND Intervention Funding (SIF)** will be reviewed with relevant school staff, and additional SIF applied for as required. For those children with an **Education, Health and Care Plan (EHCP)**, these will be formally reviewed at an Annual Review with all adults involved with the child’s education.

Children can accompany their parents, where this has been arranged and can participate in discussions. Detailed ‘Review’ reports are written and circulated to Leicestershire SENA, teachers and support staff and parents/carers. New targets for the next 12 months are identified and put into practice.

5. Our approach to teaching children with special educational needs and disabilities

‘Every Teacher is a Teacher of SEND’.

Provision for children with special educational needs and disabilities is a matter for the whole school. The governing body, the headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important ongoing responsibilities. A graduated approach is adopted at All Saints C of E Primary School:

5.1. Quality First Teaching

‘The baseline of learning for all pupils.’ (Class teacher input through excellent, targeted classroom teaching). All children in school would be getting this as a part of excellent classroom practice.

For your child this means that:

- The class teacher has the highest possible expectations for your child and all children in the class.
- That all teaching is based on building on what your child already knows, can do and can understand. This underpinned by effective assessment for learning.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies are in place to support your child to learn. Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress as part of whole class teaching and learning.

5.2. SEND Support

Any child who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Any child identified as having a special educational need and disability will be added to the school’s SEND record. Extra support will be given to these pupils to help them to make progress because of being acknowledged by the class teacher as having specific gaps in their understanding of a subject/area of learning.

For your child this would mean:

- They may engage in individual and group sessions with specific targets to help him/her to make more progress, as stated on your child’s Individual Support Plan (ISP). At All Saints the majority of support will take place in the classroom and often be led by the class teacher.
- A Teacher, or a Learning Support Assistant / teacher or outside professional (such as a Speech and Language Therapist) may run small group sessions in the classroom overseen by the class teacher or one to one sessions outside if appropriate.
- You will be asked to a meeting to discuss your child’s progress and help plan possible ways forward.

We recognise that each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs and Disabilities Coordinator (SENDCo) and class teacher will agree which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

6. SEND Support for children with specific barriers to learning

SEND support for children with specific barriers to learning that cannot be overcome through Quality First Teaching and classroom-based interventions. The school may draw on the support of outside agencies to run small groups or 1:1 sessions.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and specific intervention.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and you understand the need for more specialist input instead of or in addition to quality first teaching and interventions.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support your child better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include; making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better; Support to set better targets which will include their specific expertise.

Specified High Needs Individual support

Specified High Needs individual support for your child in school may either be provided through short term SEND Intervention Funding (SIF) or through an Education, Health and Care Plan (EHCP) as required. This type of support is available for children with significant special needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support in school. Usually, your child will also need specialist support in school from an outside professional.

For your child this would mean the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the school have sent in the request to the Local Authority, they will decide whether they think your child's needs are severe and complex enough to warrant hours of support in school to make good progress. If this is the case, they will write an EHC Plan.

If they do not think your child needs this, they will ask the school to continue with 'SEND Support'. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.

7. How we will adapt the curriculum and learning environment for pupils with special educational needs and disabilities.

At All Saints we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through quality first teaching and support and the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences

Class teachers and support staff know the children and understand their needs well. This enables staff to plan lessons and support according to the specific needs of the children in their class alongside ensuring that your child's needs are met.

When it is decided to provide a child with SEND support, planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought. Support staff can adapt the teachers planning to support the needs of your child where necessary.

The nature of intervention, and the strategies employed may include the following:

Strategies to support / develop English and maths:

- High quality English and maths teaching and support from the class teacher and LSAs. Differentiated curriculum for children with SEND when necessary.
- Individual and group support in the classroom from LSAs and the Class Teacher.
- Use of a range of English resources to reinforce concepts and understanding, including the use of laptops and iPads to enhance learning.
- Individual support for pupils with SEND Intervention Funding (SIF) or an Education, Health, Education and Care Plan (EHCP)
- Targeted support for individuals, pairs and small groups with SEND, from the teacher or the learning support assistant.
- Phonics support, focusing on spelling and sentence construction with small groups of children, often within the classroom.
- Voluntary reading support with a variety of children, including SEND children.
- Termly assessments of all children, to monitor progress being made and identify areas of need.
- Extra adult time to devise/administer the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to support ongoing strategies.

- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, tinted books and papers, writing slopes, phonics sound mats and high frequency word lists.
- Targeted English support strategies devised by the educational psychologist and implemented by the teacher, SENDCo or learning support assistant as appropriate.
- Cursive handwriting is implemented daily throughout the school.
- Use of Dyslexia assessments, and subsequent implementation of support programme as required.

8. How will we provide additional support for learning that is available to pupils with Special Educational Needs and Disabilities?

The class teacher remains responsible for working with the child on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching, led by learning support assistants who work alongside children within the mainstream class as far as possible. Teachers work closely with all staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

9. Activities that are available for pupils with special educational needs and disabilities in addition to those available in accordance with the curriculum

We make sure that activities outside the classroom, and school trips are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the children, with 1:1 support if necessary. Parents/carers may be invited to accompany their child on a school trip if this ensures access. After school clubs and roles of responsibility are available and made accessible to all children.

Vulnerable children are given priority and adjustments will be made to support participation. We ensure that equipment used for these activities is accessible to all children regardless of their needs. Health and safety audits will be conducted as and when appropriate.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special collective worship and award ceremonies.

Our bespoke thematic curriculum and enrichment activities therefore provide opportunities and access for every child to achieve and succeed by encouraging all children to be actively involved in their own learning. Reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community and letting ours and other's lights shine brightly every day.

10. Support that is available for improving the emotional and social development of pupils with special educational needs and disabilities.

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at All Saints C of E Primary School. We have a caring, understanding team who support and care for every child.

- Social Skills programs, including sessions which enhance self-esteem and 'Keeping Calm' which works with children who struggle with anger management are provided in school through the Emotional Literacy Support Assistant and where necessary additional counselling.
- We use of SCARF to teach PSHE, which all children are included in and termly themes which the whole school follows.
- Dedicated Emotional Literacy Support Assistant (ELSA) to support children and their families social, emotional and mental health needs. The ELSA also works closely alongside all school staff and is a key part of the Health and Wellbeing Team –SENDCo's, SLT, Family Support Worker and Speech and Language Therapist.
- The school has access to Family Wellbeing Officer, who supports families and children at home and liaises with school to promote a supportive approach towards engagement with families.

In addition, we provide:

- Use of the Blue Badge system to enable children to have a short break from the classroom, to enable them to regulate their emotions and access their learning more effectively.
- Staff have undertaken Makaton training to support individual children's communication needs.
- Meeting and greeting of parents/carers at the start and end of each day.
- Open door policy where possible by all staff for all parents and carers throughout the day.
- Visual Timetables
- Access to an individual workstation.
- The consistent use of "when" and "then" to provide structure and routine.

11. Access to Medical Interventions

If your child has a long or short-term medical illness, then please refer to the Medication and Management Policy and Intimate Care Policies which outline the level of care and support provided at our school in detail. In summary however, strategies may include:

- Regular update sessions between SENDCo and school nurse.
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and Epi-pen use
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment of children in the school
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen
- Individual protocols for children with significant medical needs
- Implementation of risk assessments
- Implementation of Individual Health Care Plans with parents, class teachers and support staff.

The name of and contact details of SEND coordinator / Manager of Special Educational Needs or Disabilities (SEND):

Louise Reading SENDCo
Steffen Ferwerda SENDCo

All Saints C of E Primary School
Ashby Road
Coalville
Leicestershire LE67 3LB

Tel: 01530 832608
Email: office@allsaints-coalville.leics.sch.uk

Our SEND Governor is Bridgette Lawrence.

12. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured.

Both SENDCo's are currently undertaking the National SENDCo Award.

Both SENDCo's are currently working alongside an SLE SENDCo, Samantha Fuller, who is also part of the same Family of Schools.

All our support staff have received training in a wide range of interventions to support children of all needs and are all at least level 1 autism trained.

Every member of staff has received team teach training and positive behaviour management professional development.

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of children with SEND. The SENDCo's attends relevant SEND courses, Family of Schools SEND meetings and signposts relevant SEND focused external training opportunities for all staff.

One aspect of the SENDCo's job is to support staff in planning for children with SEND. We recognise the need to train all our staff on SEND issues and we have funding available to support their professional development. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism and Speech and Language difficulties.

The school has built very good links with Outside Agencies. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Outreach service. Shadowing/peer observation takes place, as does medical training to support pupils with medical care plans such as epilepsy and Epi-pen training. The SENDCo's, with the headteacher, ensures that training opportunities are matched to school development priorities.

The school builds strong working relationships and links with external support services to fully support our SEND children. We believe that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEND provision for our children. We invite and seek specialist advice, support and training from external SEND services where necessary in the identification and assessment of, and provision for, SEND. For example, outside agencies may become involved if the child:

- 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
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received quality first teaching and support, the child continues to fall behind the level of his/her peers

The SENDCo is the designated person responsible for liaising with the following:

- Leicestershire Education Psychology Service
- Behaviour Support Service
- Social Care
- Speech and Language Service (Class teacher also liaises)
- Specialist Outreach Services E.g. Autism Outreach, ADHD solutions
- Occupational Therapy
- Physiotherapy
- Education Service for Deaf and Partially Hearing Children
- Child and Adolescent Mental Health Service
- Education Service for Blind and Partially Sighted Pupils

Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured.

All children with SEND will have access to Element 1 (£4,000 per pupil as a basic entitlement within school delegated budget) and Element 2 of a school's budget (Additional funding through the school's delegated national SEND budget - £6,000 of additional support per pupil). For those with the most complex needs, additional funding 'SEND Intervention Funding' may be required above the £6,000 of Element 2 to meet the needs of the assessed pupil – this is centrally retained by the Local Authority.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school. This includes the provision for children with statements of special educational needs and Education Health and Care plans.

The headteacher informs the governing body as to how the funding allocated to support Special Educational Needs has been employed. The Head teacher and the SENDCo's meet termly to agree on how to use funds directly related to Education Health and Care plans.

The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential.

We believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

Your child's class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCo's are also available to meet with you to discuss your child's progress or any concerns you may have.

All information from outside professionals will be communicated to you directly, or where this is not possible, in a report. A home / school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. The SENDCo's may also signpost parents / carers of children with SEND to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a child has additional learning needs the parents /carers and the child will always be consulted with regards to future provision. Parents / carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

The school's SEND Governor may be contacted at any time in relation to SEND matters.

The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education.

Pupil Voice - Your child will be able to contribute at all SEND reviews should they be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through pupil interviews, informal discussions, through a feelings book, social stories, etc.

If a parent / carer is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way.

All teachers work very hard to ensure that each child is happy at school and is making good progress; they always want to know if there is a problem, so that they can act before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the headteacher. The headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors, Mr Gavin Brown. Should a parent have a complaint about the headteacher, s/he should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's complaint policy is available on the school website.

13. How the governing board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The school budget, received from Leicestershire LA, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The governing board, headteacher and SENDCo discuss all the information they have about SEND in the school, including: the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected - and decide what support is needed. The support provided is continually reviewed and changes made as required.

Whilst we have considerable capacity within our own health and well-being team, including regular visits from our own Speech and Language Therapist, we regularly work with other professionals to support all our children with SEND.

These external agencies include, NHS Speech and Language Therapy, Outreach support from Oakfield Short Stay School alongside those listed below.

We may consider providing alternative provision in the short term if required for children with specific needs, where we are unable to meet the need.

The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Specialist Teaching Services - Room 600, County Hall, Glenfield, Leicestershire LE3 8RA
Tel: 0116 305940

Autism Outreach Service Tel: 0116 305940

Hearing Support Service Tel: 0116 305940

SEND Information Advice and Support Service (SENDIASS) Tel: 0116 3055614

Learning Support Service Tel: 0116 305940

Vision Support Service Tel: 0116 305940

Psychology Service - Room 600, County Hall, Glenfield, Leicestershire, LE3 8RF Tel: 0116 305 510

The Parent Partnership Service - Abington House, 85 Station Road, Wigston, Leicestershire, LE18 2DP Tel: 0116 305614

Parent Partnership – Derbyshire 01629 5368

14. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If your child is due to move into Early Years Foundation Stage (EYFS):

- EYFS Class: Induction events take place during the summer term for all children who are joining the EYFS class
- The EYFS class teacher does some pre-school visits in the summer term before the children enter our school in EYFS class. She speaks with your child and their key workers to gain as much information about your child as possible. If your child has already been identified as having special educational needs and disabilities, then the SENDCo will have been invited to attend a meeting at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers and other children that will be starting the school with them and the new school environment.

When your child is due to move to a different class within school:

- When moving class in school: Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All individual support plans will be shared with the new teacher.
- Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment.

If your child is moving to another school:

- We will contact the school SENDCo and ensure they know about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible
- In Year 6 your child will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school setting comes to visit and meet with the children who will be attending their school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Many hold open evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.
- If your child has already been identified as having special educational needs, then the SENDCo at our school meets with the secondary school SENDCo during the final term of Year 6. Details of the pupil's needs are passed on to the new SENDCo, along with details of what support has been in place at our school to help them. Our SENDCo will pass on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as ISPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in year 7.

Information on our contribution to the publication of the local authority's local offer.

Leicestershire County Council's Local Offer

This can be found by visiting the link below or on the All Saints Primary website, Key Information, SEND.

Visit: [www. https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer](https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer)

In addition, Leicestershire County Council have also provided some information to help your child Transition back to school in the Autumn term:

Visit: www.leicestershire.gov.uk/education-and-children/early-years-and-childcare/school-readiness