



All Saints C.E Primary School



Headteacher
Mrs C Spinks

Churchill Street,
Heaton Norris,
Stockport SK4 1ND

Special Educational Needs and Disability

School Information Report December 2023

At All Saints CE Primary School, pupils strive to live up to your high expectations: 'to value knowledge, to value each other and to value themselves'. All our children receive quality first teaching which is detailed in Stockport's Entitlement Framework. This means that a range of teaching and learning approaches are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

The Special Educational Needs and Disability Coordinator (SENDCo) at All Saints is Katie Evans who can be contacted via the school on 0161 510 8000.

We have many teaching assistants who support different classes and children throughout the day, offering small group work, in class support or an individualised catch up programmes if needed. Some children are supported to develop their social skills or to improve their emotional well-being also. We pride ourselves on being an inclusive school and community.

The four categories of Special Educational Needs provided for within our school setting are:

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

The Senior Leadership Team and the Class Teacher review the progress and attainment of every child every term, at which time provision may be adjusted to meet identified needs. You will be informed about your child's general progress through Parent's evenings that take place twice a year and through a detailed written report on your child at the end of the each academic year.

If your child continues to have difficulty after targeted interventions or has a high level of additional need when they join the school, they may be considered to have Special Educational Needs or Disability (SEND). You may have concerns about your child and feel that they need additional help. This report has been designed to inform you of the types of support available for your child at All Saints CE Primary School. It will give you information on who can help and how this support can be accessed.



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If your child is identified as having SEND then a graduated approach will be applied. The individual will receive cycles of Assess, Plan, Do, Review (APDR). Children are supported with a SEND Support Plan or with an Educational Health and Care Plan. The level of support that each individual requires will be determined collaboratively with parents/carers and supporting professionals/specialists.

This information report is 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 SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Please find our schools Special Educational Needs (SEND) Policy on our website.

The Local Offer

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child. It can be accessed via the website link or

Stockport Local Offer:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page?localofferchannel=0>

In order to make our offer for All Saints CE Primary School accessible and user friendly, we have structured the information in this SEND Information Report around a set of Frequently Asked Questions.

If you feel you have any concerns about your child's education and would like to speak to someone regarding this, first contact should be made with the Class Teacher, requesting a meeting or phone call. If this were insufficient, the next point of contact would be the SENDCo, Miss K. Evansto arrange a meeting or phone call. As a final point of contact, Mrs. C Spinks would then be contacted for a meeting or phone call.



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How does the school know when a child needs extra help?

At All Saints CE Primary School, children are identified as having SEND through the following ways:

- Admissions information provided by parents and previous schools and settings
- Concerns are raised by the parents/carers, teachers or the child
- Ongoing assessment by the Class teacher identify lack of progress or concerns in certain areas of the curriculum or through in-house such as Speech & Language Services
- Observations by staff in school identifying barriers to learning, including social and emotional concerns e.g. changes of behaviour and reduced levels of engagement
- Monitoring of a child on our SEND Universal offer strategies
- Information provided by external agencies including health diagnosis through paediatricians, speech and language assessments or through Early Help Assessments (EHA) and Prevention teams that offer support to families.

What should I do if I think that my child may have Special Educational Needs?

- Speak to your child's class teacher- They may be available after school for informal conversations but can make a longer appointment or phone call with you at a time that is mutually convenient
- If you have further concerns, contact Miss Evans who is the school's SENDCo
- In some cases, we will complete an EHA (Early Help Assessment) with parents/carers to get a fuller picture of your child's needs and to prioritise their needs
- In collaboration with parents/carers we may decide to refer to external agencies to seek further support and advice
- In some cases, if several barriers to a child's learning are identified, then a TAC (Team around the Child) meeting will be arranged where relevant agencies are invited along with parents/carers to plan a package of support to help your child

How are decisions made about the type and level of support that my child will need?

- All decisions are made collaboratively between the child, parents or carers, school staff and external agencies to ensure the best outcomes for the child
- The class teacher and SENDCo regularly discuss the child's needs and any support that would best enable them to learn
- Different children require different levels of support and these can be quite specific to individuals



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- Decisions are based upon ongoing formative assessments, external agency assessment and observations by the Senior Leadership Team (SLT)
- We strongly value the ongoing dialogue that we encourage staff to have with parents or carers to ensure your voice is heard and you feel supported

How will I be involved in discussions about and planning for my child's education?

- Pupil Profiles are created collaboratively to ensure reasonable adjustments are made for individual needs
- SEND Support Plans may be written collaboratively, including parental or carer voice, child voice and advice from any agencies involved
- If a child is in receipt of an EHCP, parents will be actively involved throughout the referral process and Annual Reviews, alongside all agencies involved with your child

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussion with the class teacher; informally or during learning reviews
- Discussion with the SENDCo and Inclusion lead, Miss Evans
- Engagement with Class Dojo, the schools online learning and communication platform

How will my child be able to contribute their views?

- Children's views are captured on their One Page Profile and valued by all
- A person centred approach is adopted by the school
- When reviewing individual plans and profiles children are involved in including their view to give a better understanding of the individual
- Some of the older children are invited to contribute their views to meetings if appropriate
- Regular pupil voice is collected regarding all aspects of school life
- Children are encouraged to talk to staff if they have any concerns, in particular, relating to their emotional health and wellbeing. The school council is regularly asked to feedback on any aspect of school life that they may be worried about or that can be improved

How will All Saints CE Primary School support my child?

- Each child's views and opinions on their own learning is central to our inclusive provision in school, children with SEND have a Pupil Profile



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- Every child who has SEND identified will have a SEND Support plan or an Education, Health and Care Plan (EHCP), if deemed necessary via rigorous assessment
- Continuous dialogue between class teams and children is used to ensure children's understanding of their next steps
- The Class teacher will plan each child's education programme. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class
- If a child has needs related to more specific areas of their education, such as phonics, Mathematics, English, Speech and Language, social skills development or motor skills, then this will be planned into their timetable. This will be planned by the class teacher, alongside one of our teaching assistants, with the additional support of the SENDCo. This will be regularly reviewed by all involved to check the effectiveness of the provision and to inform future planning for the child. Additional support is recorded on each child's SEND support plan. Each child's level and category of need is recorded on SIMs (this is an electronic record relating to each pupil)
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the SLT to discuss the progress of the children in their class. This shared discussion will evaluate the effectiveness of the provision for all children including SEND and will help plan changes to improve or sustain effectiveness and progress
- Each class is supported by the SENDCo throughout the year and transition meetings are held with Class Teachers and teaching assistants during the Summer Term
- The Class teacher will meet with you at our Parent meetings in the Autumn and Spring Term and can be available to meet with you following end of year reports
- The Class teacher and SENDCo can be available to meet you to discuss ongoing concerns and to update you on any progress, by appointment
- Occasionally a child may need more expert support from an outside agency such as Inclusion Service, Speech and Language Service, Occupational Therapy Service, Educational Psychologist, CAMHs or Primary Jigsaw. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. This could include additional advice for the class teacher or more specialised one – to – one support within school, including additional one to one support from a teaching assistant to support your child in class
- The school employ a Speech and Language Therapist, Katrina Wren, for one day per week to enable timely access to assessment, intervention and universal provision
- Our SENDCo oversees all support and progress of any child requiring additional support



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- The Governors of All Saints CE Primary School are responsible for entrusting a named person, *Miss Katie Evans*, to monitor SEND. *Mrs Spinks, Miss Evans, Mrs Riley and Mrs Seth* to monitor Safeguarding and Child Protection procedures. The responsibility of the Governors is to provide both support and challenge to the Headteacher and staff so that the school is as inclusive as possible and that all children and staff are treated in a fair and equitable way. The Governors monitor and review the accessibility plan and all other statutory policies as defined by the Department for Education
- Teachers and support staff receive regular training for specific SEND needs, including ways to help and support children with specific diagnoses within the classroom and school environment

How will the curriculum be matched to my child's needs?

- When a child has been identified as having SEND, if necessary, their work may be differentiated by the class teacher to enable them to access the curriculum. For some children with significant complex needs, this could include a personalised timetable to accommodate additional interventions, provision and support that they need
- Teachers and Teaching assistants will work with the child in a one to one or small interventions group to target more specific needs
- If a child has been identified as having SEND, they will be given a SEND Support Plan which using SMART targets to support specific progress against their individual needs. This will be planned collaboratively with parents/carers and the child. The targets will be monitored by the class teacher and reviewed during the year with parents and the child
- If appropriate, specialist equipment may be arranged for the child to aid their learning e.g. pencil grips, easy-use scissors, concentration toys, specialist seating or cushions
- If a child is significantly below Age-related expectations, they may be assessed on a Pre-Key stage standards document, which will allow teachers clear next steps for the child and will show progress in an individualised way

How will I know how my child is doing?

- The Class Teacher or Teaching assistant may be present at the start and the end of the day to discuss immediate concerns and arrange appointments when needed
- You will be able to formally discuss your child's progress at Parent Meetings and are welcome to make an appointment to speak to your child's Class teacher or Miss Evans by phoning the school directly
- Your child will receive a detailed written report at the end of each academic year. In addition, all parents with children who have an identified special need, will meet with



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the class teacher (and in some cases, specialist teachers providing additional support) on a termly basis to review and update SEND Support Plan. This may be done during one of the formal learning review that takes place during the year

How can I work with the school to support my child's learning?

- The Class teacher may suggest ways of how you can support your child at home in addition to given Homework tasks
- You may be given specific advice to support your child's learning further during Review meetings which are held to discuss progress and to set new targets for learning
- The SENCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child's behaviour or if they need additional support to improve their emotional health or well-being. This could include signposting you to a member of the Inclusion Team or Primary Jigsaw to offer more specialist advice
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home

What support will there be for my child's overall well-being?

All Saints CE Primary School offers a wide variety of pastoral support for children who are encountering emotional and/or social difficulties. These include:

- Lessons are planned for all year groups to support understanding of feelings and emotions, along with where to access support if needed.
- PSHE and RSE are planned in weekly to support these needs
- Circle Time may be used to support building relationships within the classroom
- Specialised support for some children is available through the Inclusion Team and Primary Jigsaw. This can include one to one support for a number of sessions, normally taking place within the school day, along with support and advice for parents and carers.
- The School seek whole class advice through SEMH teachers from the Inclusion Service within well-being and mental health
- Members of staff such as the Class teacher, Teaching assistant or Miss Evans (SEND and Inclusion Lead) are readily available for children and their parents who wish to discuss issues and concerns

What support is there for behaviour, avoiding exclusions and increasing attendance?



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- We have a positive approach to all types of behaviour management and a consistent system of rewards and sanctions. This is understood by children and staff and followed consistently
- If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents/carers and children and are outlined in their SEND Support Plan, if necessary. This is reviewed on a regular basis with the class teacher, parents/carers and the child. If needed, a My Plan is implemented and task sheets are used to support the child's engagement and behaviour for learning
- A child may be supplied with a Communication Log, to increase the teamwork between school and home, allowing parents to be engaged and aware of the child's day. This monitors children's engagement in learning through each session, breaking down expectations for children for a targeted need
- Behaviour needs that are consistent or of a high level of concern are recorded on a Note of Concern and then referred directly to the Senior Leadership Team. Parents/carers are contacted so that school and home can work together to improve behaviour
- On the very rare occasions that we have made an exclusion we have seen a long term improvement and parents/carers have ensured that this is an effective measure by supporting us
- Our administrative team and Inclusion Lead work closely with the Education Welfare Officer to monitor lateness and attendance
- The school has a structured system for following up concerns around attendance and lateness and aims to work in a supportive way to overcome obstacles to full attendance

Pupils with medical needs

- The school's Managing Medical Conditions Policy is in line with guidance from the Local Authority
- Staff have regular training and updates of conditions and medication so that they are able to manage medical situations that may arise. This includes Asthma, Epilepsy and Diabetes training and has included training on the use of EpiPen's
- If a pupil has a specific medical need, then a detailed Health Care Plan is compiled with the school nurse and in consultation with parents/carers
- The Headteacher and Inclusion Lead communicate regularly and efficiently with all NHS services and Paediatricians to ensure that all needs are communicated well

How accessible is the school environment?

- The Accessibility Plan is available on the school website



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- Our school environment is an open plan setting and is fully accessible. We have a few rooms that are used for small group interventions
- We have a strong link with the Ethnic Diversity Service to enable us to support children with English as an Additional Language

How will my child be included in activities outside of the classroom including school trips?

- We believe that all children should be included in all parts of the school curriculum
- We aim for all children to be included on school trips and will endeavour to provide the necessary support, making reasonable adjustments
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety needs are accounted for. This may include additional one to one support to enable a child to take part in a trip
- In the very unlikely event that it is considered unsafe for a child to take part in an activity, all children will take part in an alternative activity to cover the same curriculum areas

What specialist services and expertise are available at or accessed by the school?

At times, it may be necessary to consult with outside agencies to receive more specialised expertise to help school and parents/carers to best support their child. These can include:

- Educational and Clinical Psychologists
- Education Welfare Officer
- Ethnic Diversity Service
- Family Help Co-Ordinator
- GPs
- Health Visitors
- Inclusion Service
- Occupational Therapists
- Paediatricians
- Parent Partnership
- Physiotherapists
- Primary Jigsaw (Emotional Health and Wellbeing)
- School Nurse
- Sensory Support Service
- Signpost Young Carers
- Social Services



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- Speech and Language Therapists
- CAMHs (Child and Adolescent Mental Health Service)

An Educational Psychologist will work with children who have been identified by the SENDCo as having significant additional needs or whom the school feel they require expert advice on to support school and home life. This may be to build evidence for an EHCP application. The psychologist will provide advice to both parents/carers and the school once assessments and observations have been completed.



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