

Special Education Needs **Information Report**

All schools are required to develop and publish a SEN Information Report (paragraph 6.79 of the SEN Code of Practice).

School	All Saints C of E Primary School, Datchworth
Head Teacher	Mrs. S. King
SENCo	Mrs. W. Dykes
SEN Governor	Mrs V. Marshall
Report written by	Mrs. W. Dykes
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1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

- The attainment, progress and well-being of each child is continually monitored through Quality First Teaching.
- All Saints follows a Graduated Approach to identification and support – please see attached table in appendix.
- The school may feel a child needs extra help if:
 - they are performing below age-related expected levels or if progress is slower than expected. This may be identified in termly Pupil Progress Meetings or earlier if relevant.
 - a particular need is observed.
 - concerns are raised by parents/ carers.
 - a child expresses a concern or difficulty.
 - school receives information from the previous setting.
 - school receives an External Professional Report.
- The class teacher will inform parents of any initial concerns and discuss possible needs and support strategies.
- The class teacher will continue to monitor and will implement Targeted Quality First Teaching, and seek input from the SENCo if required.
- If the child does not make appropriate progress, parents will be invited to an Early Identification Meeting with the Class Teacher and/ or SENCo to gain parental view and consider the support and provision provided.
- It may be appropriate to complete further assessment or screeners such as:
 - Assessments: Phonological Awareness, Numeracy, Reading and Writing
 - Screeners: Working Memory, Speed Processing, Organisation, Handwriting, Speech and Language, Specific Learning Difficulties, Sensory Needs
- All Saints recognises that not all needs necessarily fall exclusively under SEND and as such are committed to working closely with parents and appropriate teams in supporting pupils.

2. How will school staff support my child?

A range of support strategies may be used to provide support, based on need including:

- Class teacher-Quality first teaching
- Reasonable adjustments
- TA support within the classroom
- Focus/small group teaching
- Termly pupil progress meetings to support timely identification of needs and response to these
- Pupil passport
- Targeted Quality First Teaching
- Same day intervention (particularly for phonics)
- Buffer Zone for maths
- Specific interventions based on identified need including diagnostic-based maths intervention
- SENCo involvement
- Head Teacher involvement
- Regular meetings between parents and teachers
- Chat Club
- ELSA (Emotional Literacy Support Assistant)
- School Family Worker
- Seek further advice or provision from outside agencies.

3. How will I know how my child is doing?

A range of support strategies may be used to provide support, based on need including:

- Regular meetings between parents and teachers
- Parents Evening – Autumn and Spring Term
- End of year report from teachers – Summer Term
- IEP (Individual Educational Plan) reviews
- Home School Book
- School operates an open-door policy – appointments with any member of staff can be arranged through the school office.

4. How will the learning and development provision be matched to my child's needs?

- At All Saints, we provide a carefully planned curriculum to meet the needs of all learners.
- Reasonable adjustments are made to enable pupils to fully access learning.
- We follow a graduated approach to support – Please see Graduated Approach table in the appendix.
- All Saints Primary School uses information from teacher assessment, as well as the results of any specific screening or baseline testing, reports from external agencies and input from parents and student to match the provision provided to pupils.
- The SENCo advises teaching and other relevant staff with regard to an individual student's specific need.
- Provision is recorded in a Pupil Passport and shared with the appropriate staff to ensure consistency in support.
- Support is monitored and assessed and reviewed termly, (or sooner if required), to ensure the appropriate level and type of support is provided for progress to be made.

- Support starts with high Quality First Teaching that:
 - Provides a broad and balanced curriculum within an inclusive classroom.
 - Provides adapted activities and planning outcomes.
 - Provides scaffolding to enable pupils to access learning.
 - Creates a positive and supportive environment for all pupils, without exception.
 - Builds an ongoing, holistic understanding of pupils and their needs.
 - Provides engaging and relevant teaching.
 - Provides personalised learning targets based on unique individual needs.
 - Uses flexible groupings to reduce stigma and encourage peer support.
 - Uses modelling by adults within the classroom.
 - Uses technology to assist teaching and learning.
 - Ensures pupils are aware of objectives and learning targets.
- All staff have guidance and key information on provision and strategies available in the four areas of need of SEND.
- Targeted quality first teaching that focuses on the area of need
- Higher levels of support can be provided if required.
- Applications for Specialist Advisory Services made if appropriate and suggested provisions are implemented.

5. What support will there be for my child's overall wellbeing?

- Careful transition planning at all stages of the school journey
- Inclusive, supportive and nurturing classroom and school environment
- Frequent celebration of successes, progress and achievements
- Targeted Quality First Teaching
- Extra adult support within the classroom
- Adapted and differentiated tasks and activities.
- Classes have regular lessons and discussions encouraging personal, social and emotional development
- Zones of Regulation
- Positive Mindset Ethos
- Involvement of students – Pupil Voice
- Buddy Bench/ Playground Friends/ Prefect support/Sports Leaders at breaks and lunchtimes.
- Assemblies and PSHE lessons
- Anti-bullying and E-Safety lessons are taught within our PSHE curriculum, as relevant to the children's age
- School Council and Eco Council
- Increased parental contact
- Access to ELSA support
- Access to school family worker
- School Attendance Officer, Safeguarding Lead, Headteacher and SENCo work together to provide support for Attendance issues and well-being.

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

- Our staff receive regular training and all of our teachers hold Qualified Teaching Status.

- Several members of staff have additional training qualifications in specialist areas including ELSA, NELI and Elklan.
- All staff are trained to provide Quality First Teaching and support students in the four areas of need.
- Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.
- We have a good working relationship with many specialists from outside agencies and encourage their involvement with pupils as appropriate.
- Currently we have regular contact with teams from:
 - Family Support Worker
 - DSPL2 Support Base
 - SpLD base (specific difficulties in English and Maths)
 - Speech and Communication Team
 - VI, HI and PNI Teams
 - Herts SEND Team
 - Speech and Language Therapy – Herts Link 5
 - Behaviour Support Advisor
 - Outreach - Woolgrove and Larwood – specialist schools' SEND-trained support staff to support teachers and share resources ,
 - Educational Psychologist
 - Virtual Schools
 - School Nurse
 - NHS Health Teams – e.g. SALT, OT
 - Counselling and related support services e.g. Stand-by-me bereavement support
 - 0-25 team
 - Ask SALI

7. What training do the staff, supporting children or young people with SEND, have or are having?

- All staff are trained in providing Quality First Teaching and Targeted Teaching & Support to meet the needs of all students.
- All staff have and continue to receive specific training in areas of SEND in relation to the needs of an individual or core group of SEND students.
- The SENCo works closely with external professionals and staff to implement their advice for specific SEND students. This is disseminated to staff through Pupil Passport and IEPs, so that staff are aware of strategies for individual students and their targets.
- Outside agencies, e.g. Epi pen/First Aid provide regular training courses to staff.
- Speech and Language training

8. How will you help me to support my child's learning?

- Informal meetings to share advice and appropriate resources to support your child's learning.
- Termly curriculum overview letter to share what your child will be learning that term.
- Homework including MyMaths and TTRockstars
- Parent workshops in school – Maths and English
- Parent/ child reading sessions – opportunity to come in and read with your child.

- Termly meetings to discuss IEP targets, progress made and support strategies.
- Parents Evening – Autumn and Spring Term
- End of Year Open Evening
- Family Support Worker
- Parents are informed of Parenting Courses and Support Groups from DSPL2 via the weekly school notices.

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

- Our starting point is to have a 'listening' conversation with parents/carers as we know these are the first educators of the child and we need their input to plan effectively.
- We ask whether parents/carers to share any concerns about their children – for example, if they have concerns regarding progress or if their child has a medical, special educational, well-being need or disability. This helps us to plan how best to support their child.
- Parents are kept informed of concerns and interventions/ support programmes put in place.
- Home Questionnaire is completed to gather parental/carer views.
- Initial Concerns Meeting is held between class teacher and or SENCo and parents. to talk about your concerns, discuss possible support strategies and assessments available.
- If there is an agreement that your child has a special educational need, the school will work with you to plan a programme of support.
- Occasionally, parents do not agree with the school's recommendation that their child's needs are assessed for SEN or that your child's name be added to the SEN register. In this instance, we welcome you to reach out to the Headteacher to discuss your concern.
- The school does not need parental permission to identify a child as having a SEN, however we always prefer to work in partnership with parents.
Where SEN needs have been identified, it is recorded on the pupil SEN profile. Targets, provision and or reasonable adjustments are developed and reviewed on an IEP and essential support is recorded in the Pupil Passport.
- Parents contribute to termly reviews and, where needed, reviews will be established more frequently. In addition, pupils with an Education Health Care Plan (EHCP) will attend an Annual Review and receive half-termly updates.
- We believe in partnering with parents to support a child's learning. We encourage parental contribution and support through:
 - Open door policy
 - Parent consultations – Autumn Term and Spring Term
 - Feedback following end of year reports.
 - Pupil Passports shared and reviewed termly with parents.
 - Termly IEP (Individual Educational Plan) reviews held with class teacher to discuss progress, set appropriate targets and identify support strategies in school and at home.
 - Meetings with outside agencies – e.g. Integrated Learning Services, Autism Advisory Team, CAF.
 - EHCP (Educational Health and Care Plan) Annual Review.
 - School SENCo, class teacher and Headteacher are available to contact throughout the year.

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

- All Saints Primary School is committed to including all pupils in activities outside of the classroom, including school trips and clubs.
- Risk assessments will be carried out prior to trips to highlight any potential issues or difficulties there might be
- Discussions with parents to consider appropriate provision and reasonable adjustments where relevant.
- Extra adult help as appropriate, including one to one
- Reasonable adjustments made to activities and trips to meet the needs of the whole class.

11. How accessible is the school environment?

- All Hertfordshire schools comply to the equality act 2010 and will make reasonable adjustments if required.
- An annual accessibility audit of the school takes place with governor involvement.
- We have one disabled toilet, one disabled parking space, a ramp to the main office, and access to outside via two doors.
- Parents are advised to visit the school to consider suitability, and contact us to discuss any specific requirements.
- Alternative print is offered if required.

12. Who can I contact for further information?

- Class Teacher
- SENCo
- Headteacher
- SEN Governor
- Parent Partnership
- County-SEN Officer
- Family Worker
- DSPL 2
- General enquiries and appointments can be made via the school office on 01438 812381, or admin@datchworth.herts.sch.uk

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Induction is important to us and we invest time in welcoming our learners in a way that encourages them to feel a part of our setting.

- We ensure careful transition planning at all stages of the school journey.
- The SENCo is in regular contact with neighbouring educational settings and works closely with the other SENCos both in and beyond the local area.

From Nursery to Reception:

- Close partnership with local nurseries and preschools.
- Reception staff spend time meeting our new children in these settings before they start school in September.
- Consultation with parents about children's needs and interests.
- New Parents Welcome Meeting in the summer term.

- Open Mornings for children to visit the Reception Class.
- Information about pupils gathered in “All about me” used to inform new staff about the pupil.
- Staggered start to Reception Year.
- We will work closely with other professionals involved in your child’s care, inviting them into school to work alongside us.

In-Year admissions:

- Parents and children invited to a tour of the school before starting at the school.
- If a child enters our school at the start or midway through the academic year from another primary school, then a transfer meeting will take place over the phone or in person.
- Files will be transferred between schools to ensure information is shared.
- A meeting will be arranged with the parents/carers, Headteacher and class teacher to discuss the needs of the child and the provision required.
- If needed the child may have a period of transition to ensure they settle well.
- The SENCo will make contact with the external agencies involved (if applicable) to ensure support continues in our setting.

Transition between classes within All Saints:

- All pupils have a session in their new classroom with their new class teacher at the end of the summer term, before moving up in the autumn
- Handover meetings are held between relevant class teachers at the end of the academic year.
- ‘Meet the Teacher’ information sessions for parents and children are held by all class teachers in September.
- A SATs meeting is held for Year 6 parents.

Year 6 to 7 transition:

- Close partnership with class teacher and secondary school
- Class teacher completes transition forms for all pupils
- SEND needs are discussed between the SENCo and the receiving SENCo
- Transition Programme in Year 6 with class teacher
- Receiving secondary schools come in to meet with current pupils and staff in summer term
- Additional transition days/meetings may be held depending on the needs of the child.
- We receive support from external agencies for pupils who may require some specialist help concerning transition to secondary school
- Access to HfL Transition Support
- Transfer of IEPs, Pupil Passports and Records

14. How are the school’s resources allocated and matched to children’s special educational needs?

- School budget decisions are taken by the Headteacher and governors including the Governor for SEND. Within budgetary constraints support is allocated according to the level and area/s of need, and is planned according to student need, taking in to account any requirements outlined in Education, Health Care Plans.
- In exceptional circumstances, additional funding can be applied for using HNF(High Needs Funding) for individuals.

15. How is the decision made about how much support my child will receive?

- The level and type of provision and support that may be offered will take in to account:
 - the individual student's SEND needs.
 - the views of the parents and the child,
 - the views of the class teacher, the SENCo and Headteacher
 - reports from external professionals.
 - prior attainment information
 - information received from previous setting.
- We will work closely with all involved to allocate resources appropriately whilst ensuring the development of the child's independence.

16. How I can find information about the local authority's Local Offer of Services and provision for children and young people with special educational needs and disability?

Information about the Hertfordshire Local Authority offer can be found at:

www.hertfordshire.gov.uk/localoffer

APPENDIX

Four Areas of Need	
Communication and Interaction	Autistic Spectrum Disorder (ASD/ASC), Speech, Language and Communication Needs – Receptive/ Expressive/Social Communication Language Difficulty, Speech Sound Difficulty, Pathological Demand Avoidance (PDA)
Cognition and Learning	Specific Learning Difficulties – Dyslexia, Dyscalculia, Dyspraxia. Thinking skills and processing, Moderate learning Difficulty, <i>Severe Learning Difficulty</i> , <i>Profound Learning Difficulty</i>
Sensory and Physical	Physical Disability, Hearing Impairment, Visual Impairment, Sensory Processing Difficulty, Multi Sensory Impairment
Social, Emotional, Mental Health	ADHD, withdrawn behaviours, distressing behaviours, disruptive behaviours

SEN Code	Herts Descriptor	School	Level of Need	Description	Provision
N No SEN need	Universal Support	Wave 1	No SEN need	Quality first inclusive provision provided to all children and young people.	Quality First Teaching
N Monitoring		Wave 2	Potential Need – monitoring at class teacher level to build a pupil profile	Early intervention support given to pupils through small group and individual support. This stage will start to form a pupil profile. Important to consider if there are other non-SEND factors that are influencing need.	Quality First Teaching – targeted at area of need Class provision map Conversations with parents/carers Pupil voice Early Identification Form to log input and identify strategies and adjustments made.
		Wave 2+			Passport if required
		Universal Plus	Wave 3	Potential Need – monitoring with SENCo involvement	Targeted additional support
K SEN Identified	Targeted	Wave 4	SEN identified and added to school SEN register	Targeted provision different from or additional to that normally available. Formalised Assess, Plan, Do, Review within IEP.	Quality First Teaching – targeted at area of need Class provision map School provision map Passport IEP SEN register
E EHCP	Targeted Plus	Wave 5	EHCP	Provision over and above that which would be expected at universal and targeted support level.	Quality First Teaching – targeted at area of need Class provision map School provision map Passport IEP SEN register EHCP
	Specialist				
	Specialist Plus				