All Saints Church of England Primary School

SEND Information Report

2026-27

All of our policies are written with the aim of improving our school and of realising our Christian vision:

Our All Saints family shall arise and shine for the light of The Lord is upon us.

Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our community to flourish and to ensuring that even in the darkest of times, when we follow the word of God, we can all live out our values to **ARISE** (achieve, respect, include, support and enjoy) when at school and **SHINE** long into our future.

Based on the teachings of Isaiah 60:1

At All Saints we are committed to high achievement for all, supporting pupils and families in ensuring all children have an entitlement to be educated alongside their peers in their local community. Our strong Christian ethos is visible and apparent throughout the school; adults and children have a great deal of respect for each other and relationships are accepting and supportive. As an inclusive community, we are committed to removing the barriers to learning ensuring equality of opportunity is a reality for all regardless of their social background, ethnicity, health or academic ability. We strive to enable each and every one of our pupils to become a confident, secure, independent and resilient learner.

This policy reflects the school's commitment to supporting the wide range of special needs that children may experience either short term or long term. Definition of Special Educational Needs and Disability in The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child is identified as SEND when their learning difficulty or disability requires provision that is additional to or different from that which is provided for others of the same age in mainstream schools.

What special needs might the children at All Saints have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical Communication and interaction.

Communication and Interaction

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

difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

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

Social, Emotional and Mental Health Difficulties

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

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Who can I speak to about my child's difficulties with learning/special educational needs or disability?

If you have concerns about your child, talk to your child's teacher who will discuss your child's progress with you. We assess each child's current skills and levels of attainment through regular assessments, which will build on previous settings and Key Stages, and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress

- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Inclusions Lead know as necessary.
- Writing SEN Support Plans, containing targets and success criteria that your child will focus on and sharing and reviewing these with parents at least once each term and planning for the next term. This provides an opportunity for a positive dialogue culminating in a single document with the purpose of supporting the child in their learning journey
- Ensuring that the school's SEND Policy is followed in their classroom.

The SENDCO: Mrs Gemma Willson (senco@allsaints.medway.sch.uk)

Responsible for:

- Developing and reviewing the school's SEND policy and Information Report
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Occupational Health Therapist
- Updating the school's SEND register (a system for ensuring that all the SEND needs of children in this school are known) and making sure that records of your child's progress and needs are kept.

The SEND Governor:

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.

The local authority

Medway local authority publishes on its website a Medway Local Offer – setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide information and support for children and young people with special educational needs and disabilities aged 0-25.

https://www.medway.gov.uk/info/200307/local_offer

How are children with Special Educational Needs identified and assessed?

At All Saints, children are identified as having SEND through a variety of ways including the following:

- Health diagnosis
- Liaison with the previous educational setting
- Child performing below age expected levels
- Termly school-based teacher assessment by class teacher
- Further school-based assessments carried out by the Inclusion Lead or external agency
- Concerns raised by parents; school staff, pupil themselves
- Liaison with external agencies

What are the different types of support available for children with SEND in our school?

Teachers are responsible and accountable for the progress and development of all the children in their class. Quality First Teaching is our first step in responding to children who have SEN. This will be differentiated for individual children. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching builds on what your child already knows, can do and can understand
- That 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
- That specific strategies (which may be suggested by the SENCO) 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 or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work Intervention programmes for pupils receiving SEN Support, may be:

- Run in the classroom or a group room/ area
- Run by a Teacher, Higher Level Teaching Assistant (HLTA) or a Teaching Assistant (TA)
- Specialist groups run by outside agencies, e.g. Speech and Language therapy, ASD Outreach and Educational Psychologists. This means a pupil has been identified by the Inclusion Lead /class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:
    - Health services such as Occupational Therapists, Speech and Language Therapists, Physiotherapists or child and adolescent mental health teams
    - Sensory support services such hearing or visual impairment specialist teachers
    - Outside agencies such as the Education Psychology service or Behaviour Support teams.

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to

understand your child's particular needs better and be able to support them more effectively in school. If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

For children who have more severe, complex and lifelong learning needs, further support is usually provided via an Educational Health Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through High Quality Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

Who can request an EHCP?

The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care 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 request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long-term and short-term goals for your child and the school will meet with you annually to review these goals and to update the plan

An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

How can I let the school know I am concerned about the progress my child is making?

If you have concerns about your child's progress, you should firstly speak to their class teacher. If you should continue to be concerned you should speak to the SENCO, Mrs Willson or email senco@allsaints.medway.sch.uk

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Ensure everyone develops a good understanding of your child's areas of strength and difficulty
- Plan any additional support your child may need ensuring everyone understands the agreed outcomes and clear on what the next steps are
- Discuss with you any referrals to outside professionals to support your child

Notes of these early discussions will shared with you and added to your child's record. The Inclusion Lead /SENDCO will formally notify parents if it is decided a child will receive SEND support.

How do we assess and review children's progress towards outcomes?

Where a child is identified as having SEND, we take action to remove barriers to learning and put effective provision in place. We will follow the graduated approach, a four-part cycle of **assess, plan, do, review**, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

The class teacher and SENDCO will work closely to carry out a clear analysis of the child's needs drawing on:

- The teacher's assessment an experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The child's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's own views
- Advice from external support services, if relevant

All of which is reviewed regularly.

All teachers and support staff who work with the child are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approached that are required. We will regularly review the effectiveness of the support and interventions in place and their impact on the pupils' progress.

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Medway LA, includes money for supporting children with SEND. The

Head Teacher and Inclusion Lead work together to decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the

school. The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met and resources are deployed as effectively as possible. Where the needs of a child exceed the budgeted amount allocated by Medway LA, school can apply for top-up funding. School, in consultation with parents, will apply to Medway LA using the child's provision map as evidence.

Who are the other people providing services to children with SEND in our school?

School provision

- High Level Teaching Assistants and Teaching Assistants work with either individual children or small groups
- Trained Lego Therapy adults work with groups/individuals
- Speech and Language TAs work with groups/individuals
- Volunteers and parent helpers work with small groups
- A Family School Support Worker and School Counsellor

Delivered in School

- Educational Psychology Service
- PASS (Physical and sensory Service) to support children with hearing and visual impairment
- SALT (Speech and Language Therapy)
- Occupational Therapy
- School Nurse
- AAP (Attendance Practitioner)
- FORTIS Trust Outreach Team
- Community Paediatricians
- Children's Advice and Duty Team – Child Protection
- Medway SEN Team
- Special Educational Needs and Disability Information Advice and Support Service (SENDIASS - formerly Parent Partnership Service)
- Draw and Talk Therapist

Some external agencies will request to meet with parents and children prior to carrying out a referral to gain a better understanding of the difficulties raised.

How are teachers in the school helped to work with children with SEND and what training do members of staff have?

The Inclusion Lead, and SENDCO, as part of their role, is required to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. TAs are able to support children with fine and/or gross motor

skills problems. They deliver BEAM/Sensory Circuits (gross motor) and Fizzy (fine motor) as appropriate. Receive a range of training as part of their on-going CPD and to respond to the needs of the individual children they are working with. Some staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons and differentiate/scaffold their planning according to the specific needs of all groups of children in their class (including using Pre key-stage Key Performance Indicators (KPIs) for children working below expected outcome compared with other children of similar age) and will ensure that your child's needs are met. Specific resources and strategies will be used to support your child individually and in groups. Planning (including that for Pre-key stage KPIs and for specific intervention programmes) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs. Some children have individualised targets which are SMART (Specific, measurable, achievable, relevant, time-bound) targets that are written and reviewed on a termly basis. Resources to gain pupil voice are also adapted, so that children are able to communicate about their own learning and be part of the decision-making process when it comes to setting themselves new targets.

How will we measure the progress of your child in school?

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally every term in reading, writing and numeracy by the class Teacher. The Inclusion Lead meets with teachers every term for SEND Update Meetings, where all children on the school's SEND Register are discussed and any new concerns highlighted. At the end of each key stage (i.e. at the end of year 2 and year 6), 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.

Where necessary, children will have a School Based Support Plan based on targets agreed by teachers, parents, the Inclusion Lead and/ or external agencies which are specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made. The progress of children with a Statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The Inclusion Lead will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book looks and lesson observations will be carried out by members of the senior leadership team and subject leaders to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for you as a parent of a child with SEND?

The 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 that similar strategies can be used.

The Inclusion Lead is also available to meet with you to discuss your child's progress or any concerns/worries you may have.

If your child has an EHC Plan, a home-school contact book may also be used (where appropriate) to support communication with you. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) is available to give further impartial advice and support should you need it.

How is All Saints CofE Primary School accessible to children with SEND?

The school is fully compliant with Disability Discrimination Act (DDA) requirements. The school is on two levels, with a lift that provide access to both floors and double doors where appropriate. The front desk has a wheel-chair height section and is DDA compliant. There are two disabled toilets located on the bottom floor and one on the top floor. We ensure where ever possible that equipment used is accessible to all children regardless of their needs. Breakfast club, residential trips and extra-curricular activities are accessible to all children, including those with SEND. All children are encouraged to take part in school plays, sports days, church visits, special workshops etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Our school Accessibility Plan and information regarding Admissions of disabled pupils can be accessed on our website or via the school office.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

For children who find aspects of this difficult we offer:

- Lego Therapy, for children to learn how to co-operate with one another in a small group
- Social skills groups to develop emotional language and literacy and the skills needed to initiate friendships and interact socially with their peers
- 1:1 Draw and talk sessions
- Emotional Literacy Support Assistants (ELSA)
- A range of extra-curricular groups which all children are invited to join
- School Pupil and Parent Support Worker and School Counsellor

How will we support your child when they are joining the school, leaving the school or moving to another class?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is a smooth as possible.

If your child is joining us from another school

- The Inclusion Lead will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children
- If your child would be helped by a social story to support them in understanding the transition, one will be made for them with information about their current placement and their new school
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school
- The Inclusion Lead will liaise with your child's previous school to ensure a smooth transition

If your child is moving to another school

- We will contact the school's Inclusion Lead and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the Inclusion Lead from the new school
- We will make sure that all records about your child are passed on as soon as possible
- If your child would be helped by a transition book to support them in understanding moving on, one will be made for them when moving classes in school
- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Targets will be shared with the new teacher
- If your child would be helped by a social story to support them in understanding moving on, one will be made for them
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move

In Year 6

- The Inclusion Lead and class teacher will discuss the specific needs of your child with the Inclusion Lead of the child's secondary school. Where appropriate, a transition review meeting, to which you will be invited, will take place with the Inclusion Lead from the new school. If your child has a Statement or EHC Plan, we will invite the Inclusion Lead of your child's new school to the Year 6 Annual Review meeting
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead
- 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
- If your child would be helped by a book to support them in understanding moving on, one will be made for them

Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Inclusion Lead/Head Teacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on the school website or on request from the school.

Parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustment, including the provision of auxiliary aids and services

All Saints Inclusion Lead/SENDCO

Mrs Gemma Willson– Inclusion Lead and SENDCO

If you should like to speak to Mrs Willson please contact via the school office 01634 338992 or email senco@allsaints.medway.sch.uk

Where can I find further information?

Medway Council Local Offer

The information in this report feeds into Medway Council's Local Offer which details support, opportunities and services available to children and young people in their area who have SEND. This can be accessed at: www. medway.gov.uk/localoffer

Family Information Service

The Family Information Service is a service which is run by Medway Council to provide families with information on a range of services including health, education, financial, legal and family issues as well as leisure and social activities. To visit the website, click here or call **01634 332195.**

Medway SENDIAS (SEND Information and Advice Support service)

The Medway SENDIAS Service can also provide information, support and advice to parents or carers about their child's special educational needs.

Their website can be found here for more information.

Special Educational Needs and Disability Code of Practice

The Special educational needs and disability code of practice: 0 to 25 years can be found here.