



All Saints CE VC Primary School

Nurturing hearts, Inspiring Minds

Written by: Lisa Regan, Anne Crumpler and Sue Peters

Date: June 2019

Agreed by FGB: June 2019

Due for review: Summer 2020

School Name:	All Saints CE VC Primary School Giles Lane, Bishops Caundle, Dorset, DT95NQ	
Type of School:	Mainstream Primary phase (Reception – Year 6)	
Contact Details:	<p>Special Educational Needs and Disabilities (SEND) Leader - Mrs Lisa Regan Mrs Lisa Regan is a part time, teaching deputy head teacher who also shares responsibility for SEND with Anne Crumpler. This year she has been on maternity leave, until March 2019. She works Wednesday – Friday. Within this year, she has organised the SEND timetable for the summer term 2019. She has led staff meetings, analysed data, supported some SEN profile meetings, completed learning walks and lesson observations as well as led one EHCP annual review and attended ‘Team Around the Child’ meetings. Lisa Regan is a trained pupil centred review facilitator.</p> <p>Head Teacher – Mrs Anne Crumpler Mrs Anne Crumpler is a full time Head Teacher who also has teaching responsibilities. She is available for any SEND enquiries at any time. This year she has been the SEND leader full time whilst Mrs Lisa Regan went on maternity in March 2018.</p> <p>Within her role as SEN lead, she has led many SEND meetings with outside agencies, overseen Education and Health Care Plan (EHCP) reviews and referrals and liaised with other settings when students have transferred. In the Autumn and Spring term, she has devised the SEN timetable and analysed interventions and reported on the impact of interventions. She has completed a learning scrutiny termly, led staff meetings, analysed data and completed lesson observations. She has also been responsible for ensuring SEN children have the correct access arrangements for SATS.</p> <p>SEND Link Governor – Mrs Sue Peters Mrs Peters has been the school's SEND Link Governor for five years. Her role is to monitor and evaluate all SEND provision throughout the school, providing both challenge and support to staff.</p> <p>This year she has monitored all SEN Actions needed whilst Mrs Regan was on maternity leave and has evidenced with Mrs Crumpler that all Actions have taken place.</p> <p>In addition, and alongside Mrs Crumpler and Mrs Regan, she has reviewed and updated the school's SEND Policy and the Annual SEN Information Report and has communicated with parents as to how Dorset County Council now publishes a school's SEND information.</p> <p>With the assistance of 3 SEN children, she reviewed the SEND Policy for Children in November and ensured it is now on the school's website. She also carried out a Pupil Voice survey in November. She reports SEND matters at each Full Governing Body meeting.</p>	
Contact number:	0196323450	
Contact email:	office@bishopscaundle.dorset.sch.uk	
Accessibility:	Our school is all on one level. It is fully wheelchair accessible. We also have auditory enhancements as we have soundboards in three classrooms.	
Local Offer:	<p>Our Local Offer is available on our school's website (http://www.bishopscaundle.dorset.sch.uk/website/send_/63649).</p> <p>The school's core information for all parents is on the Family Information Directory www.dorsetcouncil.gov.uk/fis</p>	
Policies:	Please see our school website for	Policies available include:

	<p>SEND policies: http://www.bishopscaundle.dorset.sch.uk</p> <p>Please also find on our school website, our 'child friendly' SEND Policy which was written by Mrs Sue Peters and three of our children on our SEND register.</p>	<p>SEND</p> <p>Child protection Discipline and Behaviour Accessibility Exclusion from school Supporting children with medical conditions and managing medicines Health and safety</p>
Special Education Needs in All Saints:	<p>Here at All Saints a love of learning is promoted within a safe and happy environment in which EVERY person matters. Christian values, spirituality and an inclusive ethos are all at the heart of every aspect of our school life. A family atmosphere is fostered within which children feel confident to express their individuality, their talents and know that success in any aspect of their lives will be rewarded and celebrated. This is supported by our Ofsted Inspection (7/12/17) where the HMI stated 'you have created a positive and supportive culture reflecting your core principle of 'Nurturing hearts; Inspiring minds'. It is also supported by a parent online survey, where one carer wrote 'there is always a welcoming, friendly and nurturing atmosphere here with a great learning ethos'. Another carer wrote 'this is a lovely little school that nurtures its pupils to be well-rounded, caring and thoughtful individuals'.</p> <p>We have a range of children with special educational needs within our school, including:</p> <p>ADHD (Attention Deficit Hyperactivity Disorder) ASD (Autism Spectrum Disorder) S&L (Speech and Language) ODD (Oppositional Defiance Disorder) Significant Behavioural difficulties Dyslexia Learning difficulties Visual Perceptual Skills Medical needs</p> <p>We ensure that all our children make at least good progress, as supported by our recent Ofsted inspection (7/12/17) 'Leaders maintain the quality of teaching, learning and assessment so that pupils are making good progress, including those who have special educational needs (SEN) and/or disabilities'.</p>	
Range of Provision:	<p>Breakfast and after school care: This year we have been able to provide breakfast club at 7:45 – 8:45am and after school clubs from 3:30 – 4:30pm onsite daily for ALL children.</p> <p>Outside agencies: This year we have benefitted from using our Speech and Language specialist (Marianne Salisbury) and SENSS (Special Educational Needs Support Services) for dyslexia assessments as well as SEN assessments for individual children. We have also benefitted from our Inclusive SEND placement and staff have been trained in 'Thrive' assessments, which have been used with some children. Other support agencies are:</p> <ul style="list-style-type: none"> -School Nurse - Misha Cook -Behaviour Support Services -Educational Psychologist - Emma Cooke -Child and Adolescent Mental Health Services (CAMHS) -The Dorset Family Partnership Zone -Speech and Language specialist – Marianne Salisbury 	

	<p>Our effective work with outside agencies was recognised in our most recent Ofsted inspection (7/12/17) ‘You work well with other agencies to support vulnerable pupils and their families, including making timely referrals to social services and healthcare professionals, for example the Dorset Family Partnership’.</p> <p>Staff:</p> <p>We employ highly effective teaching assistants within our school. This year we have provided specialist teaching assistants who deliver the following interventions:</p> <ul style="list-style-type: none"> • The ‘Learn 2 Move, Move 2 Learn’ programme • ELSA (Emotional Literacy Support Assistant) • FFT (Fischer Family Trust Wave 3) • First Class Maths • Speech and Language • Narrative Therapy • Toe-by-Toe • Power-of-Two <p>The positive impact of these interventions were recognised during our Ofsted inspection (7/12/17). Our SEND Leader and Head Teacher have ensured they received up to date training when necessary, including attending Dorset SEN update meetings termly. All staff have actively sought advice when needed and implemented changes to their provision to ensure all children are progressing as effectively as possible.</p>
Equipment and Facilities:	<p>Equipment and facilities, such as I pads, have been secured in a locked cupboard this year. Some children have had resources this year that they use on a regular basis, which are stored carefully within their classrooms to ensure they are easily accessible to them, for example chrome books are used in Years 5 and 6 daily. SEN learning resources have also been stored within the Emerald room this year, which is a small room used predominately for ELSA time. All SEND profiles and reports have remained in a secure environment, within a locked cupboard. When specialist equipment has been required, staff have followed specialist advice.</p>
Identifying and assessing pupils with special educational needs:	<p>The school adopts a highly proactive approach in identifying any difficulties, which may impact a child's learning and rate of progress. We continually monitor our children's progress and attainment to ensure maximum support is given, when required. We are flexible in our approaches, to ensure children receive the best support possible, when they need it. We believe that early identification and intervention are key and parents/carers are informed of any concerns immediately. If a parent/carer has any concerns about their child, they raise these with the child's class teacher. The class teacher will be able to discuss the child's progress and performance, offering a valuable insight into the child's individual needs. Ofsted (7/12/17) recognised our ‘well-established’ and ‘strong systems’, stating ‘the deputy headteacher has an exceptional knowledge of pupils. As leaders you do an increasing amount of checks on pupils’ outcomes’.</p> <p>The SEND process can be explained by the class teacher, but in some cases the SEND Leader and/or Head teacher may become involved.</p> <p>Children on the school's SEND register are assessed half termly in their core areas of learning. Reading and spelling age assessments will be completed termly as well as intervention assessments, to enable all parties to discuss the child's progress from the beginning of any intervention to the end. The progress of pupils with SEND is analysed termly to ensure the school's leadership team are fully aware of each child's needs and progress towards narrowing any gaps in learning as a result of intervention. The school also uses outside agencies to support assessments, such as SENSS.</p>
Special Educational	<p>Children with special educational needs within our school are fully involved with</p>

Needs Profiles and EHCP review meetings:	<p>their education. Each year they take part in a ‘pupil voice’ survey, which is led by our SEND leader and SEND Governor. Children also take part in reviewing the school’s ‘child friendly’ SEND policy. They are invited to their SEN profile meeting, where they have the opportunity to discuss their progress as well as next steps. They also update their SEN profile termly to ensure it is relevant and up to date. This details the child’s strengths, needs and aspirations for the future. It also has key information such as their date of birth, SEN need and an up to date photo. Children with an EHCP take part fully in their annual review, including writing to invite people, planning how the room will look, preparing any items such as food or learning that will be shared and attending the review meeting alongside an adult who will support them through the process (however they specifically need support).</p> <p><u>Changes this year:</u></p> <p>To improve our SEN profile meetings, the school has reviewed their ‘meeting documents’ to ensure each review is clearly recorded so that actions can be quickly achieved. The school’s provision map is now up to date and highlights current practice.</p>
Arrangements for supporting pupils with SEN in transferring phases of education: provide ELSA programmes for children who need support when transferring schools. Concerns	<p>As a small primary school, transition between year groups and key stages is highly effective. The whole team knows each child well and individuals’ progress is regularly updated at staff meetings and termly pupil progress meetings. Children take part in a transition day to meet their new teacher and experience their new class during the summer term.</p> <p>Transition for reception children from pre-school settings is extensive. Home visits and pre-school setting visits are offered along with several transfer visits, which include both mornings and afternoons to prepare the children for their primary experience. An open evening for parents/carers begins the process, which includes time for parents/carers to produce a ‘surprise’ card for their child to receive on their first day at school.</p> <p>Transition for Year 6 children to The Gryphon School is well-established. All children visit the secondary academy for at least one induction day. However, there are additional opportunities that take place such as Maths days, chess competitions, Business Enterprise days etc. The Headteacher/SENDCo and a member from the SEND department meet separately to discuss individual children to ensure smooth transition for children with SEN. The Year 6 teacher, SENDCo and/or Headteacher may also recommend that a child go for a pre-visit before the formal transition day if they feel a child with SEND may benefit from it.</p> <p>In the interests of learning and sharing good practice, staff members from All Saints also visit other settings and we welcome visits from other schools. Transfer of documentation relating to SEND and any other pertinent information ensures that the next teacher and school are well-informed of a child’s specific needs. We also provide ELSA programmes for children who need support when transferring schools.</p>
Arrangements for consulting parents of children with special educational needs:	<p>Parents are always fully involved with their child’s learning and provision at All Saints, including: open days, emails, phone calls, open door arrangement, always having a class teacher or member of the leadership team at the child’s entrance in the morning, handing out questionnaires, providing feedback sheets at events such as our school development twilight, celebration assemblies, newsletters, weekly ‘what’s on’, annual reviews, SEN meetings and parent consultations to name a few! All families involved in our EHCP or statement reviews this year have been 100% happy with their child’s provision and progress at our school.</p>
Concerns and Complaints:	<p>If parents or carers would like to raise concerns or make a complaint about SEND provision, they:</p>

	<p>Initially discuss any concerns with the child's class teacher.</p> <p>If they still have concerns they will arrange to have a meeting with the SEND Leader.</p> <p>If an issue has still not been resolved, then they will arrange to meet with the Head Teacher.</p> <p>Finally, if all three attempts have not ensured that an issue has been resolved, then the parent/carer would arrange a meeting with the SEND Link Governor.</p>
Additional contact details:	<p>Below are the contact details of support services for the parents of pupils with SEN (including Looked After Children):</p> <p>Sherborne Children's Centre 01305 224310</p> <p>Dorset Family Partnership Zones – northfamilypartnershipzone@dorsetcc.gov.uk 01305 224310</p> <p>Dorset Parent Carer Council - http://www.dorsetparentcarercouncil.co.uk/ 07827 793 244</p> <p>Dorset SEN Team senteam@dorsetcouncil.gov.uk Tel 01305 224895</p> <p>SEN Specialist Services Jane Cottee 01305 228300 jane.cottee@dorsetcouncil.gov.uk</p> <p>Virtual School for Children in Care David Alderson d.alderson@dorsetcc.gov.uk 01305 228350</p>