



All Saints CE VC Primary School

Nurturing hearts, Inspiring Minds

Written by: Lisa Regan

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Due for review: Summer 2022

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: Contact number: 0196323450 Contact email: office@bishopscaundle.dorset.sch.uk	<p>Special Educational Needs and Disabilities (SEND) Leader - Mrs Lisa Regan</p> <p>Mrs Lisa Regan is a part time, teaching deputy head teacher who is also responsible for the leadership of children with SEND and TA appraisals. She works Tuesday – Thursday and is available for SEND support throughout the week. Lisa Regan is a trained pupil centred review facilitator and has taken part in a SEN accreditation course this academic year.</p> <p>Focus for SEND leadership this year has been:</p> <ul style="list-style-type: none">- Organising the SEND timetable each half term- Assessing and monitoring progress of all SEND children half-termly- Analysing SEND intervention timetables and impact of interventions- Leading staff meetings on SMART targets as well as organising whole staff training, including ASC, attachment and dyslexia this year.- Supporting SEN profile meetings- Managing outside agency support- Completing referrals such as OT and SENSS referrals- Attending TAF meetings and supporting families- Facilitating an annual review- Completing regular learning walks- Completing applications for an EHCP (2 successful applications made this year).- Liaison with pre-schools and secondary schools (with regards to transitioning) <p>Head Teacher – Mr Nigel Roberts</p> <p>Mr Nigel Roberts is a full time Head Teacher who also has teaching responsibilities. He is available for any SEND enquiries at any time.</p> <p>Mr Nigel Roberts has supported the SEND leader to ensure SEND children make at least expected progress. In addition to this he has lead staff meetings and completed regular monitoring visits. Due to Covid-19, the school faced a very different Spring term.</p> <p>SEND Link Governor – Mrs Sarah Wicks</p> <p>Sarah Wicks is a retired head teacher and joined our Governing body this year and took on the role as SEND link Governor in September 2021. 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 carried out a Pupil Voice survey and regular met with Lisa Regan (either virtually or in person). She champions SEND at each Full Governing Body meeting and in her committee meetings as well as completes regular learning walks (drop ins).</p>
Statistics:	13.4% of pupils are identified as having SEND, which is slightly above the national average of 12.1% (DFE, July 2020). 15 pupils out of 112 pupils are identified as having SEND, with a further 21 pupils being closely monitored. 3 pupils (2.7%)

	<p>have an EHCP, which is slightly below the national average of 3.3 % (DFE, July 2020). There are 3 pupils identified as SEND and pupil premium. 6.25% of our SEND population is children with communication and interaction difficulties. 4.5% have cognition and learning difficulties and 2.7% have social, emotional and mental health challenges.</p> <p>SEND attendance is good (above national data). 97.03% attendance for children with SEND support and 99.06% for children attending with an EHCP.</p> <p>There have been no permanent or fixed-term exclusions this year.</p>	
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 https://www.bishopscaundle.dorset.sch.uk/web/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:	<p>Please see our school website for 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 our SEND lead and some of our children on our SEND register.</p>	<p>Policies available include:</p> <p>SEND</p> <p>Child protection</p> <p>Discipline and Behaviour</p> <p>Accessibility</p> <p>Exclusion from school</p> <p>Supporting children with medical conditions and managing medicines</p> <p>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 where we enable all children to 'let their light shine'. 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'. 100% of our SEND families have reported during SEN profile meetings that they are happy with the support their child is receiving.</p> <p>We have a range of children with special educational needs within our school, including:</p> <p>ADHD (Attention Deficit Hyperactivity Disorder)</p> <p>ADD (Attention Deficit Disorder)</p> <p>ASC (Autism Spectrum Condition)</p> <p>S&L (Speech and Language)</p> <p>Significant Behavioural difficulties</p> <p>Dyslexia</p> <p>Learning difficulties</p> <p>Fine and gross motor difficulties</p> <p>Visual Perceptual challenges</p> <p>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,</p>	

	learning and assessment so that pupils are making good progress, including those who have special educational needs (SEN) and/or disabilities’.
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 (we were flexible during lockdown to ensure we met the needs of our families whilst following national guidelines).</p> <p>Outside agencies: This year we have benefitted from using many professionals:</p> <ul style="list-style-type: none"> - Speech and Language specialist (we currently link with 3 different specialists). - Specialist Teacher for North Locality (Jane Cottee) for dyslexia assessments, assessments for individual children and whole school training (dyslexia). - Educational Psychologist (Emma Cook) for children’s assessments and supporting applications for EHCP as well as whole school attachment training. - Behaviour Specialist (David Sharpe) for supporting families and assessing children, including supporting paediatrician referrals. - Occupational Therapist (Justine Tarr) for supporting a child with an EHCP. - Wendy Westlake – our north locality family worker who is currently supporting three of our families. - Deborah Makepeace – our SEN provision lead for EHCPs. <p>Other support agencies are: -School Nurse – Zara Thorpe -Child and Adolescent Mental Health Services (CAMHS) -The Dorset Family Partnership Zone</p> <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: 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) • Speech and Language • Narrative Therapy • Code X (reading scheme) • SENSS programmes • Speed Write (fine and gross motor) • Toe-by-Toe <p>We also have two teaching assistants who have received training to support children at playtimes, including change4life training and sports ambassadors training. The positive impact of these interventions was recognised during our Ofsted inspection (7/12/17). Our SEND Leader and Head Teacher ensure TA’s receive up to date training when necessary. 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:	We are very lucky with the equipment we have at All Saints, including chrome books for each child in KS2 and access to laptops and i-pads for KS1 and EYFS.

	<p>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 3,4, 5 and 6 daily. These have been made available for each KS2 child during covid-19 lockdown at home as well as other packs such as HF word mats. 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 with their core areas of learning broken down into objectives as well as across non-core subjects. 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 half-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 specialist teachers.</p>
Special Educational Needs Profiles and EHCP review meetings:	<p>Children with special educational needs within our school are fully involved with 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 every other year. 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>
Arrangements for supporting pupils with SEN in transferring phases of education: provide ELSA programmes for children who need	<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. This may be affected this academic year due to covid-19. The head teacher will ensure he liaises with families as soon as possible regarding how we will progress with transition days etc. We will be lead by</p>

<p>support when transferring schools. Concerns</p>	<p>guidelines set by our local authority. Staff will still have time to fully transfer information regarding children and families have been told of our teaching structure for next academic year.</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 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 usually 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. Again, this transition has been adapted due to Covid-19. However, we have been able to have an SEN meeting to transfer information and children are visiting for one morning (additional visits encouraged if required) as well as invited to a parent information evening.</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>
<p>Arrangements for consulting parents of children with special educational needs:</p>	<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, celebration worships, newsletters, weekly ‘what’s on’, annual reviews, SEN meetings and parent consultations to name a few! We have had one EHCP review this academic year (held virtually due to lockdown restrictions) and the feedback from this was very positive.</p>
<p>Response to COVID</p>	<p>69% of our children with SEND remained in school during ‘lockdown’. All children were accessing daily live lessons (8:45am – 12:15pm) as well as intervention support (if required) through ‘Google Classroom’ (this included continuation of interventions such as Reading Code, break out intervention rooms and emotional support).</p> <p>Children who are supported by outside professionals, such as speech and language were still able to access assessments through attend anywhere virtual meetings.</p> <p>KS2 all had access to their own chrome books at home and KS1 we offered laptops if they didn’t have another computing device at home.</p> <p>Children attending school during lockdown received their full intervention timetable and targeted in class support.</p> <p>When lockdown finished, the school assessed the impact COVID had had on pupils at All Saints by completing internal assessments and senior leaders analysed these and completed pupil progress meetings with all teaching staff. These results were shared with school development governors. A thorough intervention timetable was quickly formed to ensure all children who required catch-up received the necessary support. This support included emotional support. Initially when children returned, the school also provided a 3 week curriculum that was highly focused on mindfulness, spiritual and physical development, mental well-being as well as</p>

	<p>personal, social, health education. Current assessments show that despite the difficult year, children have made at least expected progress.</p> <p>We continue to have a rigorous intervention timetable that is adaptable but also analysed to ensure that all children, whatever their need or ability makes expected progress. The SEND lead is quick to refer children who are not making expected progress and all staff follow professional advice and recommendations to ensure children receive effective provision.</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/carers 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.alderon@dorsetcc.gov.uk 01305 228350</p>