

Our School Offer for Children with SEND

Our job is to help your child achieve the very best they can at school. You know your child best and you may feel that they need some additional help or support for some or all of their time at school.

In September 2014, local authorities were required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'Local Offer'. Our 'School Offer' gives more details about what is on offer at All Saints'.



The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally. The ethos and aims of All Saints' C.E. Primary School, agreed by staff and governors, provide a context for this - our School Offer and more information can be found on our school website: www.allsaints.suffolk.sch.uk.

It is important to note that this offer has been drawn up as a result of discussion with teaching and support staff, pupils, parents and governors and has been shared with the whole school community.



1. Introduction

'My child has Special Educational Needs. What can you offer at All Saints?'

At All Saints' we embrace the fact that **every child is different** and, therefore, **the educational needs of every child are different** – this is certainly the case for children with Special Educational Needs and Disabilities (SEND).

In terms of what we offer children with SEND, this is different for every child and it is important to emphasise that, as much as possible, **this provision is designed by the relevant All Saints' staff members working alongside the child, the child's family and, where necessary, outside agencies** (e.g. a Speech and Language Therapist or an Educational Psychologist).

'What training do staff have at All Saints' to support my child with SEND?'

All Saints' Staff have a wide variety of training and a great deal of experience and

expertise in SEN, behaviour, social barriers and emotional well-being:

Our School SENDCo is walking towards the National SENCo Award.

All members of staff are trained in safeguarding children. Some also have 'Schoolsafe' training at the basic level and some have de-escalation training too.

Our staff have also received basic training in manual handling and many have been trained at an advanced level.

Many of our staff are trained in first aid, administering emergency medication (epi-pens) as well as specific individual training around diabetes.

Many staff have received autism awareness training.

We have a teaching assistant who is trained to deliver Elklan - a speech, language and communication intervention.

2. Accessibility

'How is the school building accessible to children with special educational needs or disabilities?'

Our school building is fully accessible to children with physical disabilities via ramps and also an electronic lift.



There is also a toilet for the disabled and changing facilities.

In 3 of our classrooms, there is a hearing loop fitted to support those with hearing impairments.

For students that have English as their second language the school has a designated EAL co-ordinator (English as an additional language)

We also ensure that equipment used is accessible to all children regardless of their needs.

'What if my child has complex needs?'

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a Statutory Assessment which is known as an assessment for an **Education Health and Care Plan** (EHCP). This legal document will describe your child's SEN and the special help they should receive. Both SEN resource agreements and statements usually involve the Local Authority providing extra resources to help your child. These could include money, staff time, special equipment and attendance at a school with specialist-resourced support. This additional provision will be reviewed annually or sooner if required and would include: parent, teacher, SENDCO and pupil. There may also be a representative from the local authority who might attend.

3. Curriculum and Teaching Methods

'How will teaching at All Saints' be adapted to meet the needs of my child?'

All children at All Saints' have Class Teacher input via excellent targeted classroom teaching also known as **Quality First Teaching**. For a child who has SEND this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building upon what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things such as using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.



4. Interventions – Pastoral Support – External Agencies

'Will my child receive any other additional support? What will this look like?'



The school offers many different forms of **additional provision for learning**. This can include one or more of the following:

A. Additional in-class support

This is usually in the form of a small group with specific work to do in the classroom, usually led by the class teacher or a briefed and able teaching assistant. The learning in these groups is likely to be linked to the lesson but targeted in a way to meet individual needs and to enable them to access the curriculum and progress in their learning.

B. Additional out-of-class support

This may happen outside of the classroom, usually led by a trained teaching assistant who will run these small group sessions with guidance from the class teacher. This type of support is available for any child who has specific gaps in their understanding of a subject / area of learning. We also often refer to this support as **interventions, pre-teaching or post-teaching**.

'Can you tell more about the different kinds of out-of-class support?'

a. Interventions

These are specific programmes designed to help children progress in their learning, usually in Literacy and Numeracy. These interventions will often run for a short measured period and teachers will assess whether or not this particular programme is working for your child and whether to continue it or not. Some interventions that could be used include:



- **Bear Necessities & Dancing Bears:** synthetic phonics programmes aimed at improving reading.
- **Apples and Pears:** a systematic spelling programme aimed to help children who struggle with spelling.
- **Toe by Toe:** a highly structure multi-sensory programme for reading.
- **First Class @ Number:** a programme to help support children that may have fallen behind at mathematics.
- **Springboard Maths:** a programme we use to fill gaps and consolidate learning across key stage 2 in maths.
- **ELKLAN Support:** a programme to improve speech, language and communication.
- **Social Skills groups:** aimed to promote good social skills through group work.
- **Gym Trail:** a programme aimed to improve fine and gross motor skills.

This is not an exhaustive list as we are always seeking guidance on new programmes and interventions that would benefit the specific needs of individual children.

b. Pre-teaching

This is when we may take children out of class either individually or in a small group to explain difficult concepts or new vocabulary that we may be teaching in an upcoming lesson. We have found this to be particularly successful with children for whom English is an additional language as it enables them to be prepared and to be able to access the lesson more easily.

c. Post-teaching

Post-teaching groups happen most afternoons in our school. When it is noticed that a child is struggling in Literacy, Numeracy or both during the morning lessons, we may send them out in a small group with a teaching assistant to have some additional practice at the particular objective that we have been working on, to try and fill gaps in their knowledge and understanding before we move on the next day.

d. Precision Teaching

A further intervention that an Educational Psychologist has trained our staff to deliver. This involves a child working on a specific small target up to 3 times daily and over a short period of time they should make rapid progress towards achieving this target.

C. One-to-one support

This high level of support will be available usually for a child who has an EHC plan, although not always. This type of support is for children with severe, complex and lifelong needs and will probably include lots of specific focused work activities/ curriculum programmes recommended by professionals from external agencies.

It is important to note here that your child may do some 1-to-1 work with a teacher or adult in school at any point but the 1-to-1 support we are referring to is when an individual has severe and complex needs and requires several hours of support daily.

D. External Agency Support

A child may have been identified by their class teacher and SENDCo as needing some extra specialist support in school from a professional outside the school. This could be from:

- Local Authority central services such as:

Specialist Education Services (SES) - There are several different teams who together to make up the Specialist Education Services, including the Cognition & Learning Team, Communication & Interaction team, the Physical & Sensory Team, the Social, Emotional and Mental Health Service and whole school inclusion service.

Educational Psychologists (EPs) – a team of professionals who use their knowledge of psychology to promote positive change and well-being.

- Other outside agencies and health professionals such as:

Speech and Language Therapy Service (SALT)

Occupational Therapy

Physiotherapy

School Nurse

- Other professionals directly funded by school such as:

Our **School Counsellor, Laurie Seiler**, who provides Talking Therapy or Cognitive Behaviour Therapy (CBT)

All additional provision is overseen by the school's SENDCo and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of teaching assistants. As with individual targets, the most important point is this: **additional provision depends on the needs of the child.**

You may find the following websites useful if you would like more information about additional provisions we use in school:

www.access-unlimited.co.uk - the new one stop shop for Suffolk children and young people with additional needs and disabilities.

www.laurieseiler.co.uk - our School Counsellor's website, which offers you more information about the activities and therapy he does in school.

5. Assessment, Planning and Review

'How can I find out how well my child is doing?'

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every half term and a band and step is given in Reading, Writing and Maths on an internal assessment programme called target tracker. If your child is in Year 1, the expectation is that they will be working within band 1. A Year 2 child will be expected to be working in band 2 and so on. Within each of these bands, there are six steps for your child to progress through:

- Beginning
- Beginning+
- Working at
- Working at+
- Secure
- Secure+



It is expected that most children will progress through the band associated to their year group and make 6 steps progress in a year, as the diagram below shows:

Term 1		Term 2		Term 3	
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Beginning		Working Within		Secure	
Beginning	Beginning+	Working Within	Working Within+	Secure	Secure+
B	B+	W	W+	S	S+

At All Saints' children that are working more than two years below the expectation for their age may be added to our Special Educational Needs and Disabilities register and they will receive targeted support. It is important to note, that we will still expect children with SEND to make at least 6 steps progress in a year from wherever their starting point is.

If your child is in Year 1 or above, but is not yet working at age expectations, a more sensitive assessment tool is used which shows their level in greater detail and will also show smaller but significant steps of progress. The levels are called 'Pre-Key Stage Standards' and there are these levels for children working PKS1 and PKS2.

At the end of each key stage (i.e. at the end of year 2 and year 6) all 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. The results are published anonymously but parents will be informed of their child's results.

'What is an iPassport?'

At All Saints', a child with Special Educational Needs and/or Disabilities will have a learning passport, called an **iPassport**, which sets out **targets** that are currently

being worked on and what **additional provision** is put in place for that child. The iPassport targets will be reviewed at least three times a year but sometimes more often, depending on the length of time set for the targets and the **APDR** (assess, plan, do, review) cycle (see below). The content of these **iPassports** is discussed with the child and the child's family.

An iPassport

<p style="color: #0070C0; font-size: small;">Next Meeting Date: June 2023</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>My Review: How did I get on?</p> <p>1</p> <p>2.</p> <p>3</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Notes:</p> </div>	<p style="font-size: x-small; color: #0070C0;">Name</p> <p style="font-size: x-small; color: #0070C0;">Things that might help support me:</p> <div style="border: 1px solid black; padding: 5px; display: flex; flex-wrap: wrap;"> <div style="width: 50%; font-size: x-small;"> <p>Fidget toys</p> <p>Personal learning space/ work station</p> <p>Cushion on carpet</p> <p>Weighted blanket</p> <p>Rewards -sticker chart/book</p> <p>Personal timetable</p> <p>Visual supports</p> <p>Alternative written recording methods</p> <p>Scribing / dictation</p> <p>Extra time given</p> <p>Sensory circuits/ gym trail</p> <p>Feelings/ writing book</p> <p>Meet & Greet / trusted adult</p> <p>ICTsupport eg: Clicker</p> <p>Nurture/ pastoral check ins</p> <p>Support for regulation eg: Zones</p> <p>Visual supports -coloured, overlays/ papers/ highlighted lines</p> <p>Reduced distraction, using screen/ ear defenders</p> <p>Pre-teaching / post-teaching</p> <p>Concrete manipulatives</p> </div> <div style="width: 50%; font-size: x-small;"> <p>Now/next boards</p> <p>Timers</p> <p>Silent countdown on fingers</p> <p>Wobble /Foot board</p> <p>Whiteboard for recording work</p> <p>Prompting by name</p> <p>Peer support/ study buddy</p> <p>Guided work/ modelled examples</p> <p>Home/school communication log</p> <p>Time out/ rest break / down time/ movement breaks</p> <p>Adaptive equipment eg: furniture, equipment, pencil grips</p> <p>Memory cue cards, checklists</p> <p>Careful placement in classroom</p> <p>Mind mapping / writing frames/ word banks</p> </div> </div> <div style="text-align: right; font-size: x-small; margin-top: 5px;"> <p>All Saints Primary School Newmarket</p> <p style="color: #0070C0;">Included, Involved, Inspired</p> </div>	<div style="text-align: center; margin-bottom: 20px;"> <p style="color: #0070C0; font-size: small;">About Me</p> </div> <p style="font-size: small; color: #0070C0;">Name:</p> <p style="font-size: small; color: #0070C0;">D.O.B:</p> <p style="font-size: small; color: #0070C0;">Year Group:</p> <p style="font-size: small; color: #0070C0;">Teacher:</p> <p style="font-size: x-small; color: #0070C0;">Date Completed: 24/5/2023</p> <p style="font-size: x-small; color: #0070C0;">Written by:</p> <p style="font-size: small; color: #0070C0;">Things I like:</p> <p style="font-size: small; color: #0070C0;">What am I good at:</p> <p style="font-size: small; color: #0070C0;">What people like about me:</p>
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<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>What I find tricky:</p> <p>I'd like to be good at:</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>My strengths: We have identified many learning strengths including these:</p> <p>1.</p> <p>2.</p> <p>3.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Parents Comments:</p> </div> <p style="font-size: x-small; color: #0070C0;">Signed _____</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>My 3 actions to work on are...</p> <p>1.</p> <p>2.</p> <p>3.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>To help develop these skills in school I will: (Include how often and who will support)</p> <p>1</p> <p>2</p> <p>3</p> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>At home or when I am out I will...</p> <p>1</p> <p>2</p> <p>3</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>By doing this I hope I will be able to: (Make this measurable)</p> <p>1</p> <p>2</p> <p>3</p> </div>
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'What is the APDR cycle?'

APDR means 'Assess; Plan; Do; Review'. It is the way in which a child's progress is measured and evaluated. After each cycle ends, new targets are set and the next cycle begins.

The most important point is that each child's targets will depend on their specific needs.

'Can you tell me more about the 'Graduated Response?'

For all children the **Graduated Response** is used. This is an approach which focuses on the individual child, with the level of support increasing in response to that particular child's needs. If progress is not being made, then an **Educational Health Care Plan (EHCP)** and support from External Agencies may be considered. An EHCP is a working document which describes the needs of an individual child, their targets for the next year, and the strategies and support which will be used. The EHCP is reviewed annually in a meeting which parents will be invited to attend.

The following diagrams will help you to understand how we use the graduated response at All Saints'.

Suffolk County Council Supporting CYP* with SEND: The SEND Journey: A Graduated Response

Stage 1 : CYP not making expected progress
Initiate APDR Cycle (Assess, Plan, Do, Review)

Assess

- Discussion with key staff in the educational setting to build profile of need
- Capture CYP and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

Plan

- Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching and differentiation
- Use the categories of need descriptors to help inform planning

Do

- Put in place the agreed adjustments, support and intervention, with the SENDCo supporting teachers with implementation, linking interventions to classroom teaching.
- Agree date of review

Review

- Review the quality, effectiveness and impact of the provision, involving the CYP and their parent/carers

The APDR cycle then starts again with the updated information.

Stage 2 : CYP not making expected progress

- Seek support from the Specialist Education or Psychology & Therapeutic Services Core Offer
- Seek support for CYP and whole school approaches through a SEND Support Consultation. This could lead to a SENDCo Support visit to your school and/or an Educational Psychology Analysis of Additional Needs (AANT)
- Explore the SCC Traded Offer for training and additional support
- Refer to external agencies (e.g. Health, Mental Health, Early Help, Social Care)
- Consider an application for High Needs Funding

The ADPR cycle then starts again with the updated information.

Stage 3 : CYP continues not to make expected progress

- Review the impact of interventions, involving the CYP and their parent/carers
- Review the impact of the SEND funding in place
- Consider a referral to the Multi Agency Assessment Programme (MAAP)
- Consider a request for an Education Health Care Needs Assessment

For more information and resources, visit:

www.suffolklocaloffer.org.uk	www.spccn.org.uk	SEND Code of Practice (2015)
www.sendgateway.org.uk	www.schoolschoice.org	www.nasen.org.uk
www.suffolksendiass.co.uk	SENDIASS Training	SCC Inclusion Referral Form

*We have used CYP to indicate children and young people aged 0-25

At All Saints' we use The SEND Journey provided by Suffolk County Council to inform our Graduated response approach as this flow chart details.

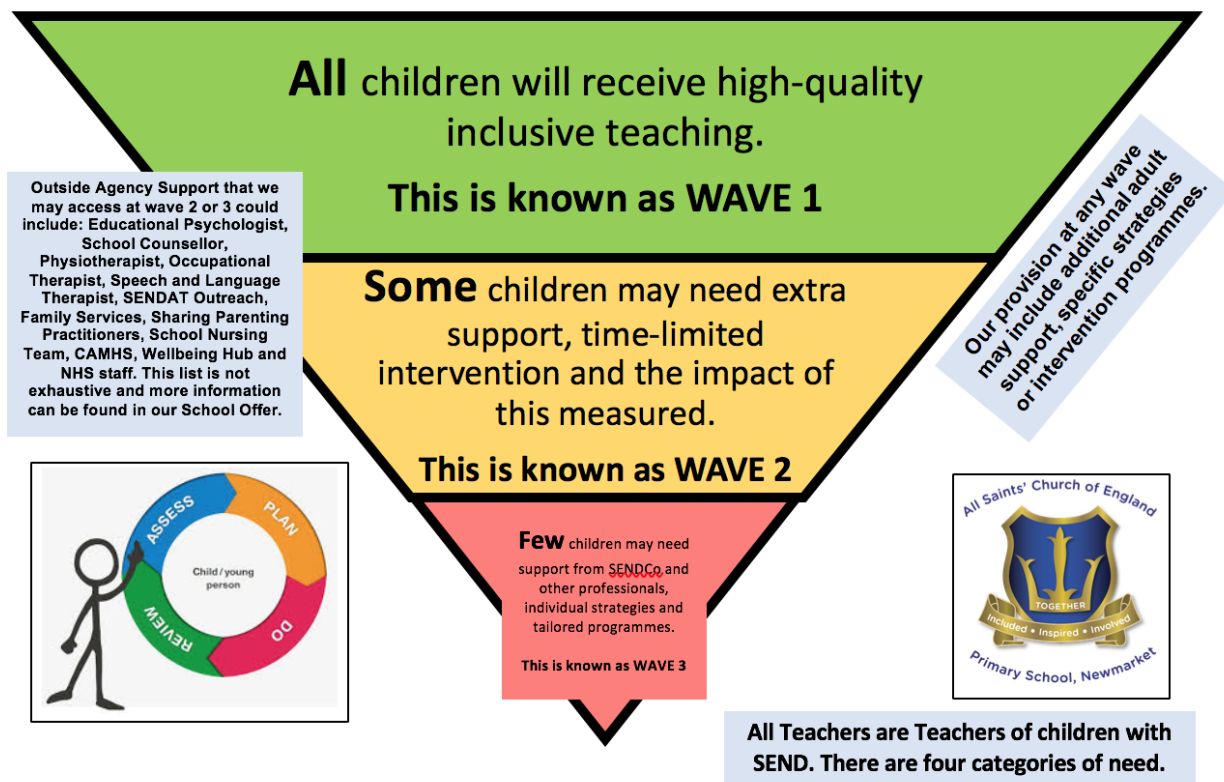


- The child is always at the centre of what we do.
- Strategies for meeting individual needs are refined each time cycle is followed as we have a growing understanding of the child's needs, the approaches that work, support that is most effective and how to get better outcomes for each individual child.
- Our hope is that parents will be engaged throughout this cycle too as their views are of paramount importance.

(For a larger version, please visit [Graduated Response A4 \(suffolksendiass.co.uk\)](http://suffolksendiass.co.uk))

1. Diagram to show an overview of the Graduated Response

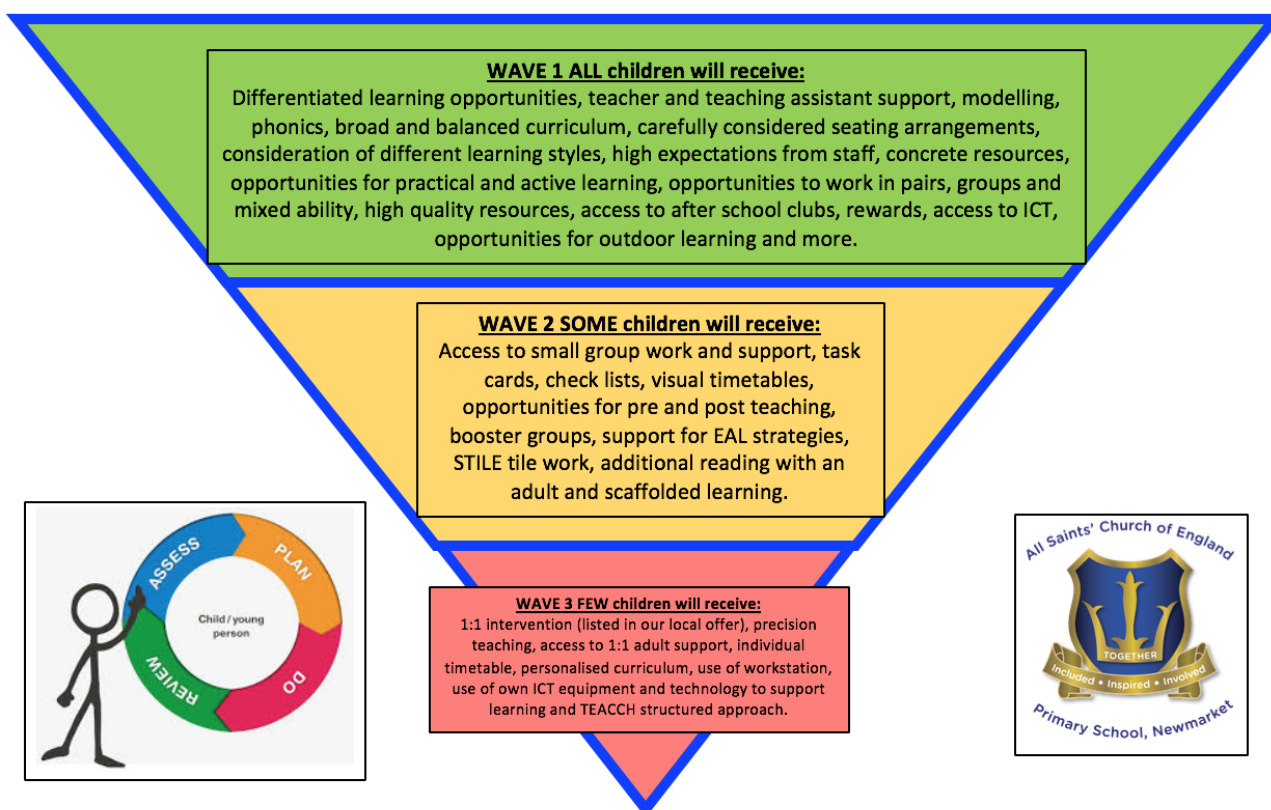
The Graduated Response at All Saints'



2. Diagrams to show the Graduated Response is used to meet four different types of Special Educational Needs

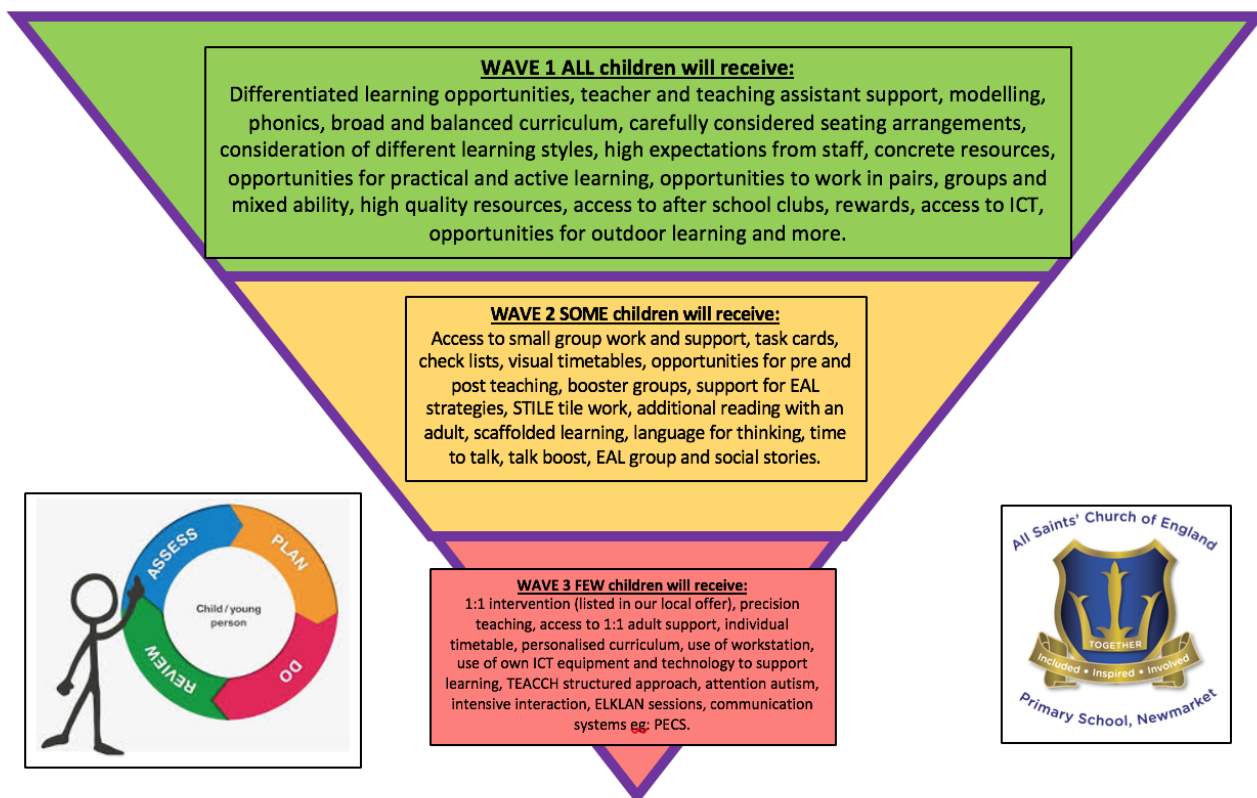
a. Cognition and Learning Needs

COGNITION & LEARNING NEEDS at All Saints'



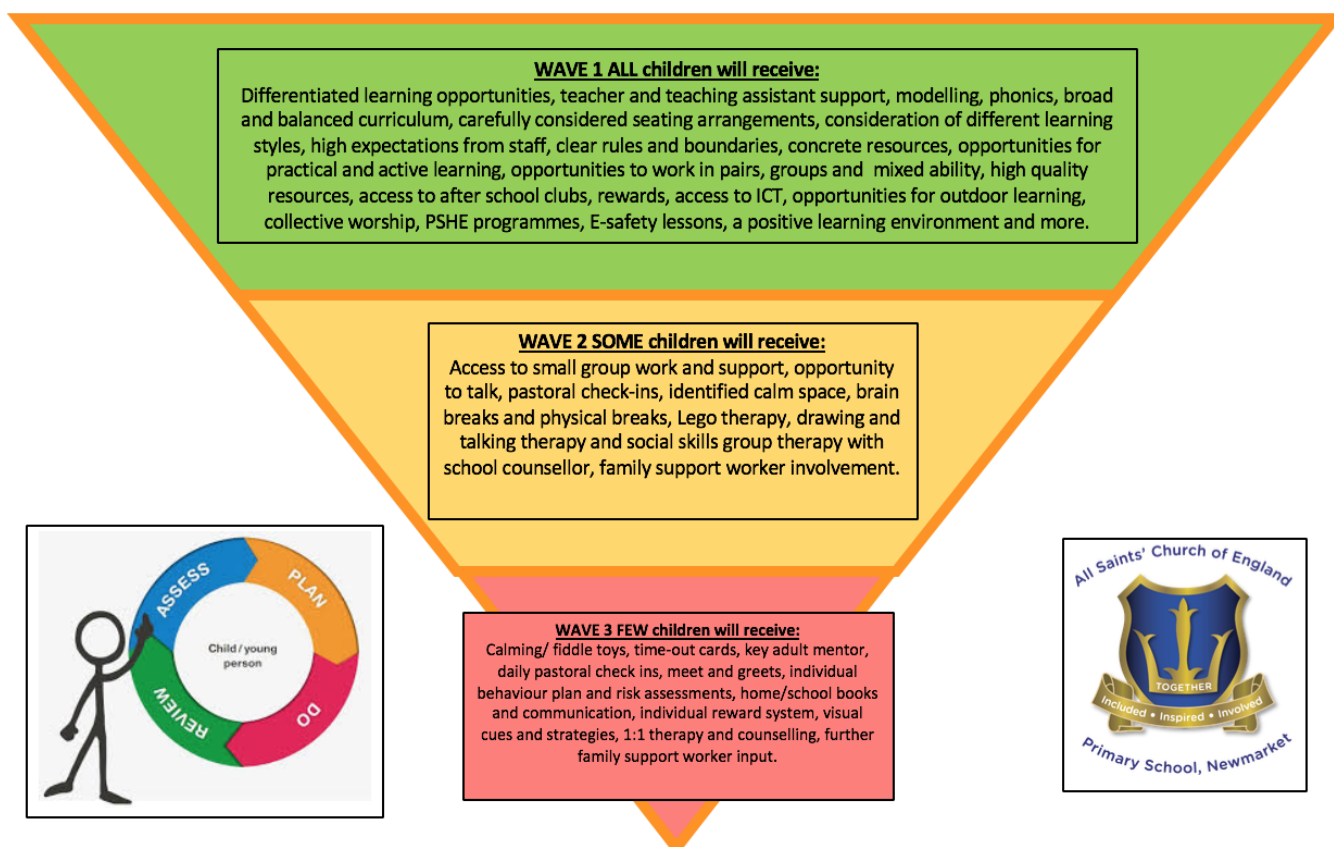
b. Communication and Interaction Needs

COMMUNICATION & INTERACTION NEEDS at All Saints'



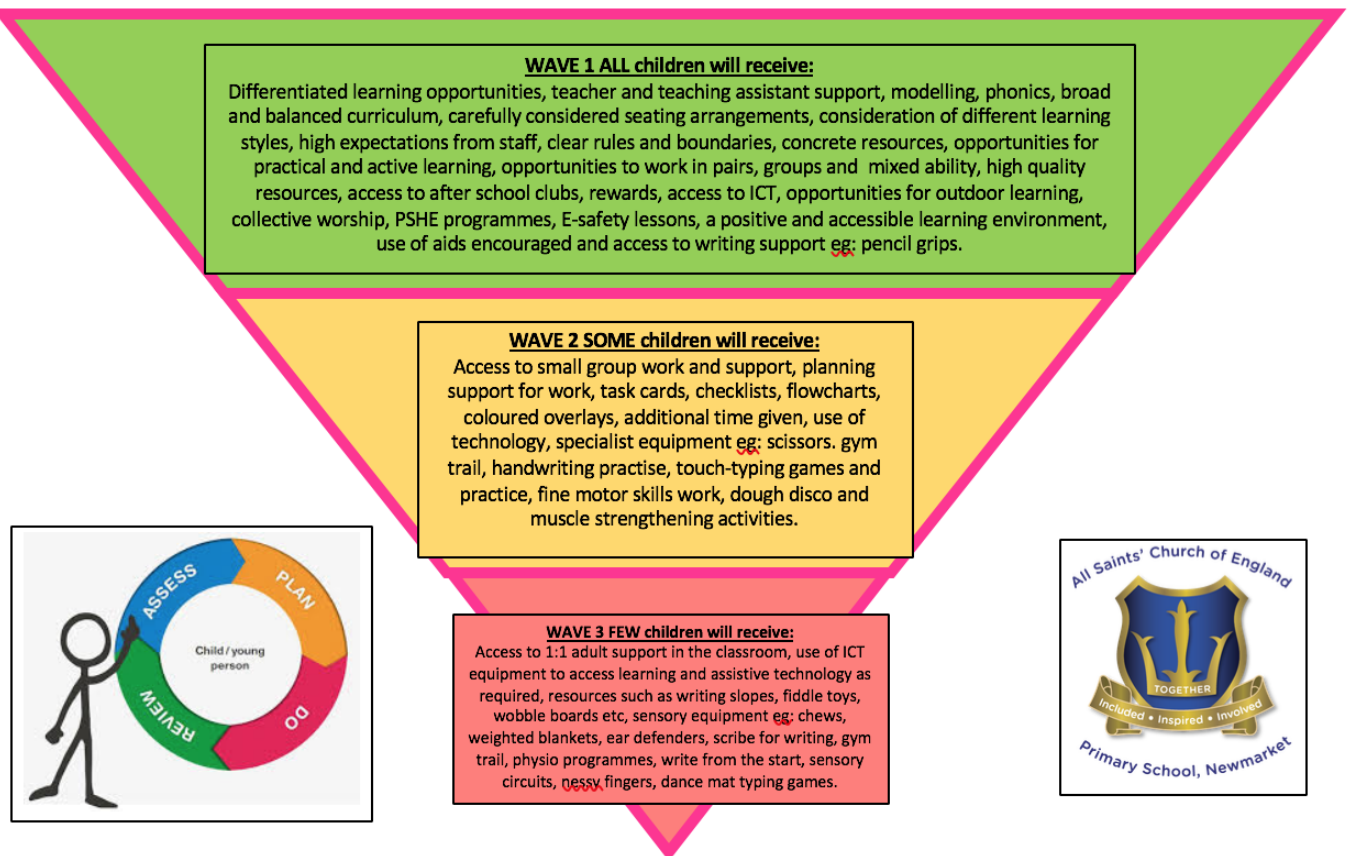
c. Social, Emotional and Mental Health Needs

SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS at All Saints'



d. Sensory and Physical Needs

SENSORY & PHYSICAL NEEDS at All Saints'



6. Standardised Assessments and Screening Tools

As a school, we may feel it is necessary to gather some more information on a child's needs. We may carry out different standardised assessment tests or even screening tools to do this. Your child's teacher will let you know if there are any concerns that are shown from conducting these tests. The results of any assessments are usually shared at **Parents and Teachers Evenings**.

Just one example of one of these tools is a dyslexia screener. This test does not diagnose dyslexia but rather gives us an indication and a 'risk score' to suggest how likely it is that the child might have dyslexia. This is useful and allows us to put support in place to help them with their learning.

Other screening tools we may use include:

- **CTOPP** – Comprehensive Test of Phonological Processing
- **WRAT 5** – Wide Range Achievement Test
- **YARC** – York Assessment of Reading for Comprehension
- **SANDWELL Numeracy test** – Maths tool

The information that we gain from these tests will be shared with you. Usually this will be in the form of an age-equivalent score or a **standardised score** – these scoring systems are based on the performance of a nationally representative sample of at least 1,000 pupils taking a particular test at a particular time, meaning

that they are reliable and consistent over time. A child with a standardised score of around 100 would be classed as average.

7. Before and After School Clubs

'What about extra-curricular activities?'

It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that **all our extra-curricular activities**, including our residential trips, **are adapted for children's specific needs**.

Wacky Snacky Club is available before school and after school (**this will need to be booked directly with the Club, and is subject to availability and payment of a fee**).



8. Transition & Moving On

'How will you support my child when they are leaving this school or moving on to another class?'

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

If your child is moving to another school:

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible.



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. All relevant paperwork will be shared with the new teacher. If a book would help to support your child understand moving on then it will be made for them.

In Year 6:

The Year 6 teacher and SENDCo will meet with relevant colleagues from your child's next school and pass on any necessary information about their needs. Your child will do focused learning about 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 too to offer additional support, answer questions and generally reassure them during this period of change.

9. Support for Families

'What support do you have for me as a parent of a child with a special educational need?'

In school:

Your child's **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 similar strategies can be used. The **SENDCO** and **SEND governors** are also available to meet with you to discuss your child's progress or any concerns/worries you may have.



- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a written report.
- Passports will be reviewed with your involvement each term, usually at parents' consultation evenings.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

We also occasionally hold an informal forum and get-together for parents and carers of children with SEND, to offer a network of support. This is called **CONNECT**.

Outside of school:

The Parent Partnership Team may also be a useful contact for you. They are a confidential and impartial listening, information and support service for parents and carers who may have concerns over their child's education. They are now known in Suffolk as SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)



If you would like to speak to someone from the service you can call the helpline: 01473 265210 or you can email: sendiass@suffolk.gov.uk



Many have found the support offered from SPCF – Suffolk Parent Carer Forum particularly helpful. Do visit their website for more information: <https://suffolkpcf.co.uk/>

Please do let us know if you find any other sources of support that would be useful to share with families of All Saints'.

10. Glossary

'There seem to be so many abbreviations to describe things in education, can you explain them?'

We hope this glossary is helpful, but if there is anything that you don't understand please just ask.

ADD	<i>Attention Deficit Disorder</i>
ADHD	<i>Attention Deficit Hyperactivity Disorder</i>
ASD	<i>Autistic Spectrum Disorder</i>
BIP	<i>Behaviour Improvement Programme</i>
BSL	<i>British Sign Language</i>
CAF	<i>Common Assessment Framework</i>
CAMHS	<i>Child and Adolescent Mental Health Services</i>
CBT	<i>Cognitive Behaviour Therapy</i>
CF	<i>Cystic Fibrosis</i>
Cluster	<i>Group of schools that come together for a purpose</i>
DfE	<i>Department for Education</i>
DH	<i>Department of Health</i>
EAL	<i>English as an additional language</i>
EHCP/EHC Plan	<i>Education Health Care Plan</i>
EKLAN	<i>A type of 'Speech and Language' training</i>
EP	<i>Educational Psychologists</i>
EPS	<i>Educational Psychology Services</i>
EWO	<i>Education Welfare Officer</i>
EYFS	<i>Early Years Foundation Stage</i>
HLTA	<i>Higher Level Teaching Assistant</i>
IEP	<i>Individual Education Plan</i>
INSET	<i>In-service education and training</i>
KS1	<i>Key Stage 1 (Years 1 & 2)</i>
KS2	<i>Key Stage 2 (Years 3 to 6)</i>
LA	<i>Local Authority</i>
MLD	<i>Moderate Learning Difficulties</i>
OFSTED	<i>Office for Standards in Education</i>
PECS	<i>Picture exchange communication system</i>
PMLD	<i>Profound and Multiple Learning Difficulties</i>
PRU	<i>Pupil Referral Unit</i>
SA	<i>School Action</i>
SALT	<i>Speech and Language Therapy</i>
SAP	<i>School Action Plus</i>
SEN	<i>Special Educational Needs</i>
SENCO	<i>Special Educational Needs Co-ordinator</i>
SEND	<i>Special Educational Needs and Disabilities</i>
SENDIASS	<i>Special Educational Needs and Disabilities Information Advice & Support Service</i>
SLCN	<i>Speech, Language and Communication Needs</i>
SLD	<i>Severe Learning Difficulties</i>
SMART TARGETS	<i>Specific-Measurable-Achievable-Realistic-Time-Related Targets</i>
TA	<i>Teaching Assistant</i>



11. Contacts and their Responsibilities

'Who should I contact to discuss the concerns or needs of my child?'

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs please speak to your child's **class teacher first**. He/she is responsible for:



- adapting and refining the curriculum to respond to strengths and needs of all pupils.
- checking on the progress of your child and identifying, planning and delivering of any additional support.
- contributing to devising individual education plans (IEPs) to prioritise and focus on the next steps required in your child's learning.
- applying the school's SEN Policy.

For more information about our 'Local Offer' for children with SEND, you are also very welcome to make an appointment with:



Miss Abigail Brown

School SENDCo (Special Educational Needs Co-ordinator)

Responsible for:

- Coordinating provision for children with SEND and developing the school's SEND Policy.
- Ensuring that parents are:
 - involved in supporting their child's learning and access.
 - kept informed about the range and level of support offered to their child.
 - included in reviewing how their child is doing
 - consulted about planning movement (transition) to a new group or school
- Liaising with a range of agencies outside school who can offer advice and support to help students overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

You may also wish to contact:



Rev Robert Otule, Dr Rachel Wood

SEND Governors

Responsible for supporting the school to evaluate and develop the quality and impact of its provision for students with SEND.



Mrs Barbara Rodel,

Headteacher

Responsible for the day to day management of all aspects of the school, including the provision made for students with SEND.

All these individuals can be contacted through the school office; we will be happy to make an appointment for you. Please email: admin@allsaints.suffolk.sch.uk or telephone: 01638 662835

'Is there anywhere else that I can go to find relevant information?'

Our school website may also be helpful for you – here you can view information and policies connected to the provision that we provide.

Please visit: www.allsaints.suffolk.sc.uk



12. Information and Policies

A **SEND Information Report** will be published annually and can be found in the Policies and Documents Library on our school website, along with the following policies which are linked to this document:

- Special Educational Needs Policy
- Safeguarding Policy
- Behaviour and Discipline Policy
- Equality and Diversity Policy

As a school we are aware of the requirements of the Disability and Discrimination Act 1995 and the Equality Act 2010.

Don't forget to take a look on our school social media channels to find out more information and to stay up to date with the current news of the school.



13. Comments, Feedback and Review

'What can I do if I have comments about this Local Offer?'



We are always keen to have comments and feedback from you, so please feel free to contact the SENDCo through the School Office if you would like to make comments about this local offer.

This Local Offer was reviewed by the SENDCo and Senior Leadership Team and will continue to be reviewed annually (next review: September 2023) following consultation from teaching staff, support staff, governors and parents.



14. VERSION CONTROL

May 2016 – reviewed and updated:

- Parent Partnership changed name to SENDIASS.
- SPLd Outreach Service removed as provision as this no longer exists in Suffolk.
- New assessment procedures explained eg: target tracker banding and steps rather than national curriculum levels.
- Slight changes to the tense the offer is written in.

July 2017 – reviewed and updated:

- Information on IEPs removed- as from September 2017 these will be replaced in school by new GROW passports.
- More information and screen shots of our new learning passports have been added to this documents.
- Some interventions no longer run in school have been removed from this document.
- CISS has been added as a service that we use in school and an explanation of the merge of two existing services CIR and BSS.

September 2019 – reviewed and updated:

- Old and outdated information about the old IEPs, Statements and Stages of SEN removed as irrelevant.
- Pupil passports are now changed and instead of GROW passports they are called iPassports (standing for included, involved and inspired which is our school strapline)

May 2021 – reviewed and updated:

- Pre-Key Stages added and adjusted
- Tests, assessments and screening information added
- iPassports screenshots updated.
- APDR cycle explained further with The Graduated Response information from Suffolk added in
- Shared contact information for both Sharing Parenting and SPCN – Suffolk Parent/ Carer Network
- Added school website/ social media channels for parents to find out more.

September 2021 - Amendment to Headteacher's name

September 2022 – Minor adjustments including ensuring links to external support are current e.g. SPCN has disbanded. Suffolk have changed the name of the teams of external support that they offer. Also amended the SEND Governor.

April 2023 – Amendment to governor and SENDCO names

June 2023 – Additional governor, formatting, changes to iPassport and minor corrections