

SEND Information Report 2022-2023

Published – June 2023

Introduction

All Saints' is an inclusive school. Our ethos and aims, agreed by staff and governors, provide a context for all that we do here:

'The school will provide an education of the highest quality within the context of Christian belief and practice. It will encourage an understanding of the meaning and significance of faith and will promote Christian values through the experience it offers to all its pupils.
 (Ethos and Aims, September 2022)



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).

More information on all that we offer to children with SEND and their families can be found in our **School Offer** and in our **SEND Policy** and this report should be read alongside these two documents, which can be found in our **Policies and Documents Library**. Please ask us if anything is unclear – we are happy to help.

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1. Identifying SEND

The way in which we identify and work with children with SEND is clearly explained in our SEND policy and our School Offer (see Documents and Policies Library). Our School Offer also forms part of Suffolk's Local Offer which can be accessed online.

2. Teaching expertise

In terms of what we offer children with Special Educational Needs and/or Disabilities, 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).

All of our teachers are teachers of children with SEND and they all know about ways in which their teaching may need to be adapted in order to accommodate the needs of all learners. All staff members have access to a wealth of resources and books about different special educational needs and if necessary, we can call on training and further support from external agencies that work with our children.

Some of the training recently undertaken by staff has covered topics including:

- Effective adult support
- The Graduated Approach
- Mental Health
- ACES (Adverse Childhood Experiences)
- Genetic Conditions
- Positive Behaviour Strategies including self-regulation and de-escalation
- Managing behaviour
- Autism Friendly Classrooms
- Transition considering transitional objects
- Supporting Writing
- Supporting Reading
- Spot and Support ADHD
- Spot and Support Dyspraxia
- Spot and Support Eating Difficulties
- Enabling children to feel safe so they can flourish
- Spelling in the primary school
- Safeguarding Children



3. Facilities to support children with SEND

The school is compliant with the demands of the Equalities Act and the Disability Discrimination Act. This means that all areas of the school are equally accessible to all children. The exception to this is that some classrooms/ rooms do not have exterior doors

with ramps to accommodate wheelchairs but alternative exit arrangements are carefully thought through and planned for and risk assessments are routinely completed for all our children with additional mobility needs and, where necessary, modifications to the school are made. If necessary, the school is sometimes able to secure funding for new or specialist equipment as recommended by a medical professional.

Where appropriate, adults are trained for manual handling to ensure that they know how to support and help children in a manner which keeps both the adults and the child safe.

The school has a large disabled toilet which includes a bed for changing children.

The school has an additional room, known as the 'Rainbow Room', which can be used by children to relax, to calm down or for specific interventions.

4. Access to extra-curricular activities

We do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead actively try to ensure that **all our extra-curricular activities are fully inclusive and 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).**

5. Working with external agencies

External agencies the school has worked with during 2022-2023 include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nursing Team
- CBT Therapist and Child's Counsellor

6. Profile of SEND at All Saints' 2022-2023

During the academic year 2022-2023, we had 40 children on our SEND register, which was around 22% of our school population. Currently 7 children (4% of school population) have EHC plans.

The types of special need include:

- Cognition and Learning: dyslexia, moderate learning difficulties.
- Communication and Interaction: autism, speech and language difficulties.
- Social, Emotional and Mental Health: challenging behaviour linked to social and emotional difficulties.
- Sensory and Physical: including visual and hearing impairments.



In terms of children's primary area of need, our SEND register is made up of:

- 40% - Cognition and Learning needs
- 37% - Communication and Interaction
- 8% - Social, Emotional and Mental Health
- 15% - Sensory and Physical

This means the primary area of need in our school is currently Cognition and Learning although lots of these children have more than one area of need.

7. Tackling bullying of children with SEND

As a school, we have a policy of zero tolerance towards bullying of any nature (see our Anti-Bullying Policy). We recognise that bullying of children with SEND is particularly sensitive, especially when the children either are not aware they are being bullied or they struggle to communicate their experiences. The playground and school are always patrolled during playtimes and lunchtimes and members of staff -often the class teachers and members of the senior leadership team- are always available to listen and intervene where there is any suggestion of bullying.

We teach children that bullying is everyone's responsibility and encourage them to come forwards if they think another child is being bullied. We will also investigate complaints of bullying from parents.

8. Working with children in care (CIC)

We currently have no children in care in our school, but if we did, these children would have access to the same processes and support as other children, with additional support if they needed it.



9. Transition arrangements

Transition into our school, from our school and from class to class is given careful and individual consideration. Most children manage their transitions well as part of the whole class transition arrangements.

However, we need to do additional planning and preparation for some children who become anxious when facing changes. This might include additional visits, taking photographs, doing work about what they can look forward to in the new class or school, addressing concerns etc. All of our transition plans hold the child's views at the centre and we do our best to cater for each individual and offer enhanced and personalised transition packages for any that may require it.

10. Funding

All Saints' School receives funding from the local authority, some of which is intended to support children with SEND. For children who have particularly high levels of need and

support, we apply for top-up funding

(High Needs Funding, or HNF) from Suffolk. In 2021-2022 this was used primarily to employ additional teaching assistants to provide 1:1 support for these children who require a high level of support or in some cases 2:1 support for toileting needs and manual handling. We have also used some of this money to buy specialist resources and equipment.



11. Complaints Procedure

We work hard to support all of our children, but sometimes parents have concerns which they don't feel are addressed. If you have any complaints, please follow the complaints policy as outlined in the policy which can be found in the **Policies and Documents Library** on our website, but can be summarised as follows:

- Step 1:** informal discussion with class teacher
- Step 2:** informal meeting with Headteacher
- Step 3:** formal written complaint to Headteacher
- Step 4:** referral to governing body or the local authority

12. Strategic Management

Below is a list of people in the school who are particularly concerned with the organisation and provision for pupils with SEND at All Saints':



Name of SENDCo (SEND Co-ordinator):	Miss Abigail Brown
Names of SEND Governors	Rev Robert Otule Dr Rachel Wood
Name of Headteacher:	Mrs Barbara Rodel

More information about their roles and responsibilities can be found in our School Offer (see our **Documents and Policies Library** on our website). They can be contacted through the school office.

[This document is updated annually and therefore will be reviewed again in June 2024](#)

For our Accessibility Plan, please see our **Documents and Policies Library** on the school website.