



SEND Information Report Policy

Date: September 2021

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Approved by the Advisory Board: September 2021

Linked with other policies:

Signed:

S. Day

This **Special Educational Needs and Disabilities (SEND) Information Report** informs parents and young people about how All Saints School implements its SEN procedures. This report will be reviewed annually.

All Saints School is an Ofsted registered small independent school in an idyllic rural setting in North Norfolk, with a Junior and Senior department welcoming children from the ages 7 to 16. It specialises in supporting students with Social, Mental, Emotional and Health needs (SMEH).

Who to Contact

If you have any specific questions about any aspects of this report, please contact any of the individuals named below.

SENDCo:	Miss J Paffett
Headteacher:	Ms S Dangerfield
Director	Mrs J Gardiner

School Contact details: Tel. 01692 582083 Headteacher: Samantha Dangerfield

All Saints School Values and Ethos

All Saints School provides a stimulating and supportive learning environment in which all students, whatever their ability, have the opportunity to excel and develop their talents

Our school offers a rich, broad and balanced curriculum, with well-planned lessons and focused teaching, to enable all our students to achieve success. The class sizes are small enabling teachers to work individually with students. We have a happy and caring family ethos, where everyone is respected, and staff and students have high expectations of themselves and others.

We are committed to ensuring that all students have access to the whole curriculum and are given equal opportunities to develop their full potential in a safe and secure environment.

How does All Saints School support young people with SEND?

Staff develop professional relationships with students which build trust, model appropriate behaviour and provide positive reinforcement. This raises our young people's self-esteem, leading to higher levels of motivation and future aspirations. All Saints School takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school are the same for all students, whatever their abilities.

As an Independent school, we celebrate difference, developing the curriculum to allow students to explore differences, identifying strengths and supporting weaknesses within themselves and others. Our ethos is to empower young people, providing them with the appropriate skills and opportunities to develop.

We aim to create a learning environment that is flexible and creative and meets the individual needs of all of our members of our community. In KS2 and KS3, classes have a designated teacher who oversees the planning and delivery of the majority of the curriculum. This allows for consistency and stability within the class. The class teachers have access to specialist teachers for support and guidance. In KS4, all subjects are taught by specialist teachers. Recognising the individual needs of each of our students, their learning is recorded and contributes to the Education Health Care Plan (EHCP). We continually monitor our students progress and formally report on this. Students with an EHCP have an annual review meeting with parents / carers and relevant Local Authority representatives, as well as any outside agencies working with the students. The students' social, moral, cultural and spiritual needs are at the forefront of the curriculum at All Saints School. This

allows the student to explore their identity, rights and responsibilities and, engage in appropriate behaviour. The curriculum is built around individual needs, focusing on individual strengths, differentiation of learning and creative thinking. Many of our students need more support with social and emotional development. They may have had poor school attendance, struggled to build positive friendships or faced challenging circumstances. All Saints School recognises that students will need support with social and emotional skills in order to be able to achieve academic success.

What kinds of learning needs are provided for at All Saints School?

All Saints School is registered with the Department for Education to provide 85 places. Admission criteria is available from the school. All Saints School is able to support students with a range of needs including:

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. A communication and interaction need includes speech, language and communication needs (SLCN) and autism spectrum conditions (ASC).

Examples of provision:

Assessment using Speech and Language Link
Small group Language Link interventions depending on need
Access to qualified Speech and Language Therapist
1:1 work guided by SaLT
Small group work and paired working throughout the day
Language rich environments
Role modelling of social interactions
Lego Therapy
Weekly Social Skills sessions

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). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Examples of provision:

Lesson planning that takes into account the individual needs of the students
Small class sizes
Precision teaching
Additional support and interventions in identified areas of need such as Read Write Ink, Toe by Toe, I Can Read

Bespoke timetables
Access to Occupational Therapist for assessment
Specialist Dyslexia trained staff

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, substance misuse, 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.

Examples of Provision:

Assessment using the Boxall Profile with individual strategies incorporated into lesson planning
Access to a school counsellor
Trained Mental Health Champion who can refer and signpost to outside agencies
1:1 sessions with staff to address individual needs
Use of the Zones of Regulation
Social Stories
Circle Time
Positive Behaviour Management Plans
Small class sizes
Sensory diet
Sensory aware classrooms
SEMH weekly sessions

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 multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Examples of provision:

Occupational Therapy assessment
Individualised adjustments and equipment
Sensory diet
Sensory circuits
Sensory aware classrooms
Access Through Technology referrals and equipment
Use of visual aids

How are special educational needs identified and assessed?

Norfolk County Council provides advice on its website about the assessment of SEND.

Information from a student's previous school will initially be used to determine whether a student may have existing special educational needs. If required, the school may attempt to assess whether these needs are still valid.

Upon entry, the school will use the student's current EHCP to identify a starting point and set progression targets alongside identifying areas of need. All students undertake a range of assessments - For other types of need, the school makes use of checklists and observation to ensure barriers to learning are accurately identified.

There are many barriers to learning that all students may face at some point in their time at school. All teachers are expected to consider the individual learning needs of all students and make changes to their approach to ensure that all students achieve. Parents are encouraged to share concerns with the school at their earliest opportunity. This can be done via the school office and the right member of staff will be able to support you.

What is the school's approach to teaching students with learning needs?

All Saints School aims to help all students realise their potential. We endeavour to identify the barriers to learning that may result in underachievement and co-ordinate additional provision where required. Due to the small size of All Saints School, and the high staff to student ratio, the school can deliver a timetable meeting students' needs alongside providing the opportunity to work with peers and gain valuable social and emotional skills. The curriculum is broad and covers all subjects; class sizes are small and supported. Students have the opportunity to participate in areas of individual interest to maximize engagement and progression. With consideration of an individual's starting point the aim is for all students to make progress through a range of well-planned and creative learning opportunities that are structured to challenge and motivate.

Assessment of additional need focuses upon four factors: the student's learning style, the learning environment, the tasks and activities undertaken and the teaching style.

Individual timetables provide a mix of group learning, one to one learning as well as tailored off site opportunities which all contribute to the All Saints School curriculum.

How does the school adapt the curriculum and environment to meet the needs of the students?

All Saints School is a small school, which is designed with the needs of our students in mind. GCSE's are available for all students but other more vocational options are also available for those that require a differentiated curriculum. There are several classrooms and additional break out spaces to enable smaller group and one to one work to take place effectively. Students and staff eat lunch together, encouraging social interaction and positive behaviour. There is a small outside area and students access the local college to gain experience of post 16 provision and to gain recognised qualifications. There is a high staff to student ratio and all staff work to ensure that students are offered full access to a broad, balanced and relevant education in a caring environment. Teaching assistants support teaching staff across the curriculum to plan lessons that are both accessible and lead to academic progress. This takes a number of forms, including:

- Individual Learning Plans, giving specific information about required support and individual targets; mostly based on the Boxall Assessment results
- Observing students in lessons and providing feedback to students and other staff directly after the lesson.
- Use of Earwig Assessment and Progress Tool
- Ensuring strategies identified in the child's EHCP are incorporated into planning
- Use of a SLCN assessment tool to identify communication needs and appropriate classroom strategies

What is the level of training and expertise amongst school staff?

All staff have a high level of knowledge about learning needs and have access to a full programme of Continuous Professional Development (CPD). Regular training opportunities focus on particular learning difficulties and help to keep staff knowledge up to date and relevant.

All Saints School employs staff with a wide range of expertise, experience and qualifications. Specialist topics currently include; Dyslexia, Autistic Spectrum Difficulties and Speech, Language and Communication Needs. Staff with specialist knowledge share regular updates with all staff and will lead in-school training.

The Headteacher has a Masters in Education and Leadership and a degree that specialises in special educational needs. The SENDCo holds the National Award for SEND Co-ordination.

How does the school evaluate the effectiveness of its provision for students?

All Saints School evaluates the effectiveness of its provision in a number of ways, including:

- Comparing the achievement of All Saints School students to those with similar starting points nationally
- Monitoring progress using the Earwig assessment tool
- Lesson observations and discussions with teachers
- Discussions with students and parents/careers
- Intervention analysis
- Guidance from external specialists (e.g. Educational Psychology Service, Occupational Therapy and Speech and Language Therapists)

Local authorities with students placed at the school undertake regular monitoring visits to evaluate the effectiveness of provision. Once a year the school contacts parents / carers to gather their views. Ofsted also regularly monitors All Saints School against the independent school standards.

How does the school monitor the progress of students with learning needs?

The academic progress of all students is monitored in line with the school's assessment policy through weekly and monthly meetings that include feedback on each student, monitor progress against baseline assessment, targets and address any concerns. Relevant staff members plan how to tackle any signs of underachievement. In addition, specialist school staff evaluates the impact of any additional provision put in place against the desired outcomes. Progress is tracked using the Earwig assessment tool. We monitor individual progress in several areas, including academic, social, emotional and progress against EHCP targets.

All Saints School monitors students' progress against targets and challenges students to self-assess and provide evidence of learning.

What activities or additional support for learning is available to students with learning needs?

Students who require additional provision will have this included within their personalised learning journey. Students are given individual timetables that are in line with their specific needs. All Saints School creative lesson planning to maximize engagement and build confidence and motivation for learning.

Students have the opportunity for additional provision in line with areas of interests; this helps students' social skills alongside providing creative learning opportunities and promotes future progression. Students are always supported by All Saints School staff when undertaking individual

timetable options, this makes off site learning more sustainable and encourages students to try new things.

All Saints School also works in partnership with other professionals such as Child and Adolescent Mental Health Services (CAMHS) and the school counsellor. Successful implementation of additional provision should lead to the reduction in the need for such provision in the long term.

On site additional provision, such as one to one interventions, will be built into a student's individual timetable. Consideration will be given to the use of suitable ICT resources and external specialist support such as visiting therapists.

Off site provision is sourced and employed for individual students when it is deemed appropriate and relevant. This is always agreed through the EHCP review process. The School currently works with a community kitchen, an educational farm and a forest school.

What is available for the emotional and social development of students?

In addition to the extensive social and emotional work outlined previously in this document all students have access to an excellent pastoral support structure within the school. All Saints School contracts independent therapists to work in the school as needed. The school also employs a trained counsellor who offers 1:1 sessions and small group sessions. The Headteacher and the school SENDCO are available daily. The curriculum supports social development. All students are assessed using the Boxall Profile to ensure that their SEMH needs are assessed and specific areas are identified in which to offer support. Recommended targets and strategies from this assessment inform lesson planning.

How are parents / carers involved in the decisions made for their child?

Staff at All Saints School value the important role that parents / carers play in supporting the educational achievement of their children. In addition to all statutory obligations of schools to report to parents, we welcome more regular liaison between home and school to ensure that concerns are identified early and provision for students matches their needs. All students are provided with a form tutor, a member of staff that will support the students EHCP (Education, Health & Care Plan) and annual reviews; they can act as the first point of contact for communication between home and school when needed.

The Headteacher or SENCo is available informally for support and advice as well as professionally in reviews and EHCP meetings and alongside the class teacher, to provide advice and guidance, or to listen to any concerns that a parent or young person might have.

How are students with learning needs involved in the decisions made for them?

Student co-operation and involvement is central to ensuring that any provision put in place is appropriate and effective. Students have an initial planning meeting with a member of staff where a young person's views are sought on what is going well and where support or guidance is required. Whilst all students have their own form tutor as a key contact, students will have their progress monitored by teaching staff who are also available to address any concerns young people or their parents / carers may have.

What additional expertise can be accessed for students with learning needs?

Through working together to fully support the achievement of all students, staff at All Saints School aim to work effectively with all outside agencies. The ability of the school to access the services of

outside agencies is subject to change and can be dependent upon both the permission of parents and careers being granted before their involvement can be sought and the referral criteria of the outside agency itself. Such services could include:

- [Norfolk Early Help](#)
- [Norfolk Child and Adolescent Mental Health Services \(CAMHS\)](#)

How can I contact other support services for my child?

Check on [Norfolk SEND Local Offer](#) for the best up to date information about what is available for young people with SEN.

How are students supported for transition during Year 11?

There are a number of additional ways that students with learning needs can be supported to make a successful transition to local colleges. An enhanced transition plan is co-produced by the young person, parent / carer, school staff and the Local Authority which could include:

- formal transition meetings between all relevant parties
- early copies of specialist reports
- EHCP Updated to support transition
- Additional visits to familiarise themselves with the environment and key staff
- Additional visits with other students transitioning to the college; observation visits by local college staff
- College rules and expectations
- Buddying with existing students

Looked After Children

Young people who are in care of the Local Authority and who also have a special educational need will receive support appropriate to their specific need. The SENCo and Headteacher will liaise with carers and social workers. They will attend PEP and LAC review meetings as required.

How are students supported for the transition to Post-16 education?

The school provides comprehensive Post-16 information to all students. Students visit the colleges to meet with representatives. Students visit careers fairs in years 10 and 11 where most local providers of Post-16 education and apprenticeships are present. All students will also have access to one to ones with our independent post 16 advisers. Students will have learning opportunities within their individualised timetable to pursue careers advice and experience during years 9 and 10 and this is further enhanced in year 11.

What is the procedure for registering a complaint with the Directors of the School?

If parents or careers have concerns about the provision available for their child who, after discussions with relevant staff and felt the matter to have not fully been addressed, they are encouraged to forward their views to the Headteacher in line with the school's Complaint Procedure policy. If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the managing director. The director will be involved after other avenues to resolve the situation have been exhausted. Please see a copy of our Complaints Procedure.