



SEND Information Report

Date: September 2025

Review date: September 2026

Approved by the Advisory Board: October 2025

Linked with other policies:

- Accessibility Plan
- Admissions Policy
- Equality Statement

Signed:

S. Day-

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
V2	September 2025	P5	New EHCP co-ordinator Craig Higgins
		P5 last paragraph	'Differentiation' – changed to 'adaptation' [of learning and creative thinking]
		P9	[Key Stage 4 CATs] 'prediction' – changed to 'target'
		P12	[Physical Environment] 'Interventions' added to list
		P13	Jemma (Baker) removed as OT
		P14	Added: 'Costed Provision Map can be found in Appendix 1'
		P15	Paragraph removed re. half termly Parent Carer Forum.
		P17	Added 'on the next page' re. hierarchy chart to clarify
		P20	Change of allocation of year groups for both SENCOs: (Lower Juniors, Upper Juniors, Year 7 and Year 8 – Nicky Austin; Years 9,10 and 11 – J Paffett

ALL SAINTS SCHOOL SEND INFORMATION REPORT

2025-2026

Abbreviations and Acronyms:

SENCO- Special Educational Needs Coordinator

EHCP- Education, Health and Care Plan

CATs- A cognitive ability test used by UK schools to help them understand pupils' developed abilities (where they are now) and likely academic potential (where they could be.) This allows schools to support pupils in the right way to ensure that they achieve their potential.

PEP- Personal Education Plan

OT- Occupational Therapist

SaLT- Speech and Language Therapist

CPOMS- A software application for monitoring child protection, safeguarding, SEND and a range of pastoral and welfare issues.

All links to further information are in [blue](#).

ABOUT THE SCHOOL

All Saints School Values

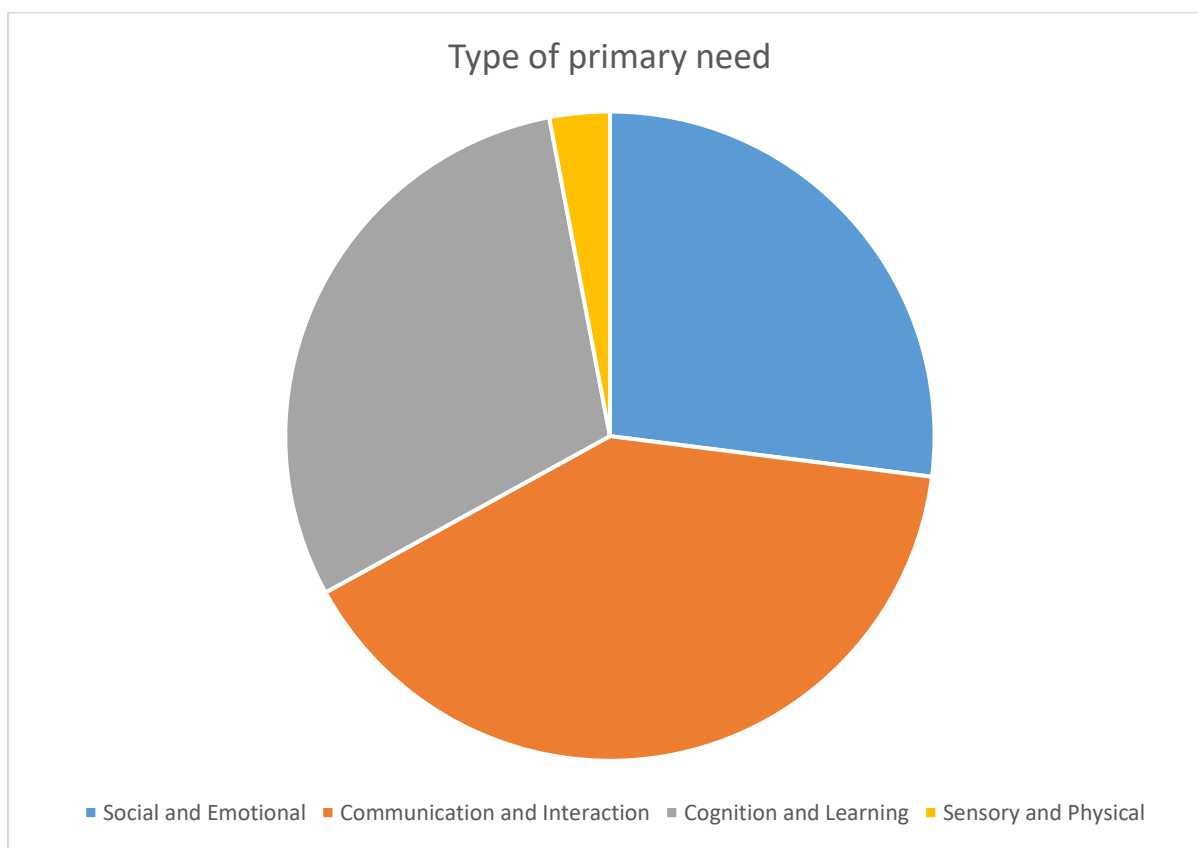
All Saints School provides a stimulating and supportive learning environment in which all students, whatever their ability, have the opportunity to excel and develop their talents.

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.

We are part of the [Norfolk SEND Local Offer](#). The special educational needs and/or disabilities (SEND) Local Offer is what is available in Norfolk for children and young people with SEND aged 0-25 and those who support them.

The kinds of Special Educational Needs for which provision is made at the school



This chart shows the percentage of children in the school within each category according to their primary identified need. Many of our students have secondary needs that fall under one or more of the other 4 broad categories of need.

All Saints School is able to support students with a range of needs including:

- Social, emotional and mental health needs
- Communication and Interaction needs: A communication and interaction need includes speech, language and communication needs (SLCN) and autism spectrum conditions (ASC).
- Cognition and learning needs; Cognition and learning needs includes moderate learning difficulties as well as Specific Learning Difficulties including dyslexia, dyspraxia, and dyscalculia.
- Sensory and/or physical needs; which could include physical disabilities and visual impairments.

All Saints School is registered with the Department for Education to provide 85 places.

We work closely with the following EHCP coordinators who are employed by Norfolk County Council.

For Looked After Children

Up to and including Year 9- Mel Hunt mel.hunt@norfolk.gov.uk

Year 10 and above – Colette Lumpkin Colette.lumpkin@norfolk.gov.uk

All other students

Up to and including Year 9- Nicola Ransom nicola.ransom@norfolk.gov.uk

Year 10 and above – Craig Higgins craig.higgins@norfolk.gov.uk

Admission criteria are available from the school.

Referrals and Funding

We are an independent special provision. We are funded differently than mainstream schools. For further information about our funding and referrals process, please see the links below.

[Referrals and Admissions](#)

[Additional Funding](#)

Our Ethos and Culture

Staff develop professional relationships with students which build trust, model appropriate behaviour and provide positive reinforcement. This raises student self-esteem, leading to higher levels of motivation and encourages 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. 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, adaptation 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.

TRANSITION TO ALL SAINTS

Transition to All Saints School

The initial process of transition is outlined in the Admissions Policy:

<https://www.allsaintslessingham.co.uk/wp-content/uploads/2024/05/Admission-Policy.pdf>

When a student's place at All Saints School has been offered and accepted, Parents / Carers will receive an admission pack which includes:

- Admission form
- Free school meals application form
- Privacy notice
- Home / school agreement
- Medical needs form
- Parental consent for offsite activities form
- Taxi code of conduct contract
- National Online Safety information including flowchart
- Online safety policy
- Learner / acceptable use agreement form
- Parent / carer acceptable use IT agreement
- Permission form for use of digital images
- Uniform requirements and order form
- Academic year calendar
- Gsuite education notice (including permission slip)
- Attendance information

If the new student and their family have not already visited the school, they will be invited to look around. Transport arrangements are managed through Norfolk County Council but parents / carers are able to bring the new student to school until arrangements are finalised. For pupils who have an Education, Health & Care Plan transport will be provided, subject to the distance criteria, to the school named within their Plan as the nearest appropriate school that can meet their assessed needs. For more information please see the [Norfolk County Council School Transport Policy](#).

School staff are available at all points of this process to discuss any queries and can be contacted via email: office@allsaintslessingham.co.uk or phone: 01692 582083

How and when we gain permission to transfer information to school

At All Saints School, we follow the guidelines regarding information transfer as set out by Norfolk County Council. It is vital that once a place is confirmed, information is shared as quickly as possible. Information must be transferred within 15 school days of the pupil ceasing to be registered at their previous school. Information about a potential student can be shared informally when making enquiries. Information is shared between Norfolk County Council and All Saints School when a referral is made. This information is shared electronically. When the place at All Saints School is confirmed, we will immediately request any further information from the school which they

currently attend. This information is posted. Safeguarding information is sent electronically via CPOMS and legally needs to be shared within 5 days.

How staff gain an understanding of the needs of new students

We will have had detailed conversations with the student and the parents or carers prior to starting to understand their worries and needs. Staff who will be involved in teaching the new student are given access to their educational documents. SENCOs and Form tutors will ensure that provision outlined in Section F to support the needs and outcomes of the EHCP is made available. The SENCOs or a member of the SLT will have been in contact with the previous school to get as much information as possible prior to the student starting. Where possible the SENCO will have attended an EHCP review meeting or PEP meeting.

Assessments for literacy and numeracy levels will take place in the first few days and alongside OT and SaLT assessments. Staff working with the student will start to develop a Positive Behaviour Management Support Plan which will outline the strengths and difficulties of the student. This will be shared with all staff to ensure consistency.

Name:	DOB:	Date of plan:	Version of plan: 1
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Successful scaffolding strategies:			
	Behaviours you will see	What you will say and do	Toolbox strategies
Post incident recovery and debrief measures:			

ASSESSMENT

The Graduated Approach

All students that are funded by the local authority already have an EHCP in place on entry to the school.

SEN Support is the system by which mainstream schools should assess the needs of children with SEN, and then provide appropriate support for children. The system should follow four stages, often referred to as a 'cycle': Assess, Plan, Do, Review. For further information about this cycle, often referred to as the 'graduated approach', see Chapter 6 of the [SEND Code of Practice 2015](#). This cycle should not be considered a single process. There may be more than one cycle at a time, each addressing different areas e.g. literacy, social skills, attention and/or behaviour. After the Review, a second or third cycle might start, each aiming to improve the support for the child. This process may support the need for an EHCP.

Some children or young people with SEN will need support which goes beyond the resources and advice ordinarily available to a setting and an EHC needs assessment may be requested to determine these. To begin the process, usually a request will be made by the setting, though as a parent/carer you have the right to make a request directly with the local authority – and you can do this at any time through [Norfolk County Council](#).

At All Saints School, we use the graduated approach when we identify emerging needs that may not be identified on the EHC Plan.

How often students are assessed and the range of assessment used

Students are continuously informally assessed for example through individual discussions, questioning, review of work completed with marking and feedback during and after lessons and frequent review of knowledge in low-stakes quizzes and tests.

Summative exam-style assessments also take place. At Key Stage 4 students sit mock exams in Year 10 and Year 11, but also experience shortened exam-style assessments to develop 'exam-technique', check progress and inform areas for improvement. Students at all Key Stages undertake summative exam-style assessments for Maths (approximately half-termly) and Science (termly), but also end-of-unit assessments for most subjects, which may take a variety of formats ranging from a plan for a piece of creative writing to a drawing of a Tudor Rose. All of these are designed to give clear opportunities to provide students with constructive feedback.

All students have an annual reading age assessment and dyslexia screening is conducted for students for whom it is appropriate. Students have a CAT screening assessment in Year 7, or after joining the school from Year 7 onwards, to obtain CAT predictions of GCSE grades. Additionally, students in KS2 and KS3 are regularly assessed during Fresh Start literacy interventions to ensure they are receiving the right level of intervention and support.

All assessment is recorded and monitored through the school information management system, Arbor, allowing us to track pupil progress over time in all curriculum areas including the impact of interventions.

Additional assessments by other professionals such as Occupational Therapy and Speech and language Therapy are conducted on admission to the school and these assessments contribute to additional support that can be given at school.

How assessment feeds into student reports and student progress meetings

For Key Stage 2 and 3 reports, teachers use current assessment information to make a judgement about whether a student is working effectively in the different subject areas they are studying. In Key Stage 4 students are also considered as to whether they are working effectively and likely to towards their end of Key Stage 4 CATs-target. Teachers also make a judgement about progress in EHCP and PEP documents.

How school data is used to measure and assess progress of students with SEND

Teachers across the curriculum update the assessment tracking system as a minimum of once a term. This is monitored by the senior management team of the school to check pupil progress. On a termly basis the Headteacher and an advisory board member meet a sample of students to review progress in books and compare with the assessment tracker. Subject leaders regularly meet with the head of curriculum to review progress of students in their subjects.

How data is used to evaluate how well the school supports the progress of pupils with SEND in comparison to other schools (locally and nationally) and how this is used to improve provision

Student progress is evaluated on an individual basis; this will include each student's academic outcomes, but also their personal achievements and their destinations after leaving the school. These are reviewed by the school leadership team at the end and beginning of each academic year and presented to the advisory board of the school for further analysis and with a focus on supporting upcoming cohorts.

LEARNING

How lessons are planned, structured, delivered and adapted

Lessons are planned in sequences with close attention to each individual student's needs (as outlined on EHCP.) Medium Term Plans will outline how each student will be supported and how TA's/ Teachers are supporting the learning. This will include different levels of scaffold, adapted end point tasks, visual cues and different ways of capturing information such as mind maps/ tables etc. Where possible, we aim to encourage the class to feel 'together' in their learning with an introduction and oral discussion which includes all learners before adapting the main lesson activities which may take place in smaller groups or individually.

How instructions are given and differentiated

Instructions will typically be explained verbally, displayed on the board and printed for individual students. Teaching Assistants will be familiar with the lesson plans and Learning Objectives and know who may need additional support. Some of our students need instructions broken down for them or repeated and this will be included as part of the lesson. Some students will need verbal instructions supported with visual cues and staff will be aware of this.

How students are clear about what is expected

Teachers will be clear about the learning objectives and specific about what is expected from different members of the class to demonstrate their understanding of this e.g. short answer questions, bullet points, a paragraph or an essay. This will often be directed and sometimes students will have an element of choice. Staff will check-in with students to ensure they have understood; this may be right at the start of a task and by asking the student to repeat back what they are doing or it might be after starting the task to ensure they are on track and allows them the space and privacy to ask questions if clarification is needed. Students may have agreed a 'signal' to alert the teachers discretely if they need help or might use the 'traffic lights' in their planners.

How understanding is checked

Understanding is primarily checked through questioning. It is also checked through reading work via google classroom and in books or folders. We use green pen to leave feedback in book and folders and the comments in Google docs. We try, as much as possible, to give feedback in the moment as it gives it more meaning and relevance.

How students are grouped

In Key Stage 2 and 3:

For Maths, KS2 and KS3 students are grouped vertically by ability. This is reviewed for each unit of work and students can move so they are receiving the right amount of challenge and support for each topic. In KS3, we have a writing group once a week in which students are grouped vertically for specific focus on their writing skills. There are four groups.

For Fresh Start students are individual, in pairs or small groups for reading intervention. These are reviewed at least termly after an assessment.

The rest of the curriculum is taught in year group classes

In Key Stage 4:

Core subjects (English, Maths and Science) have a team of teachers so classes can be split 2 or 3 ways to enable students to receive targeted teaching in groups of 3 or 4 students.

Option subjects are taught in year groups. ASDAN sometimes has Y10/11 students working together as it modular in structure.

How engagement with learning is supported

We track engagement via behaviour scores 1-4 for each lessons. Students have sensory breaks as they need them and staff/ student ratios are high enough to offer encouragement and refocus students as required. Work is chunked and scaffolded to enable students to access the learning tasks

at a level that is right for them. We offer tasks that are multi-sensory and varied, to appeal to the strengths of our students. We encourage our students to explore a variety of ways to record information, including mind maps or speech to text software. We give opportunities to succeed throughout lessons to build confidence and also reward effort as well as outcome through house points, praise postcards, and Headteacher awards. Outstanding pieces of work are displayed on the 'Personal Bests' board in each classroom.

How lesson/activity transitions are supported

Where possible, we talk through any changes or extraordinary events in advance. Students all have a timetable and a visual timetable displayed and form tutors will talk through the day in the morning. We have staggered lunch and break times to avoid overloading the outdoor spaces. Within lessons, teachers will give warnings and timings for a change of activity and reminders towards the end of the lesson. Some students have now and next boards.

For more information about the curriculum please click [here](#).

ACCESSIBILITY AND ADAPTATIONS

How written information is made accessible

This is done in a variety of ways including but not exclusively:

- Using off white paper for all handouts or other colours if necessary
- Issuing reader pens to those who need them
- Using text to speech software
- Larger fonts or enlarged scripts
- Using dyslexia friendly fonts
- Copies of PowerPoints made available

For students with specific visual or hearing impairments we would contact the [Sensory Support Team](#) for further advice and guidance.

Curriculum adaptations

Our curriculum is designed to be inclusive. The timetable is designed so that students are able to be put in appropriate sets for Maths and Reading Interventions. Class sizes are kept small to ensure that the staff to student ratio is high to ensure that all students get the support they need, when they need it. Seating plans are designed to take into account any visual or hearing difficulties, sensory distractions, physical needs and emotional needs. There are a range of GCSEs and vocational subjects available at KS4. We start assessing for 'normal ways of working' from Year 7 onwards so that students who need access arrangements for examinations in KS4 have the correct support in place e.g. additional time, laptops, prompts, readers or scribes.

How technology is used to make the curriculum accessible

We utilise technology in a variety of ways to support our children and young people. Some examples of this include:

- Read/write predictive text via Google Docs
- Type touching programme
- Access to reader pens from the library for all year groups
- Students in KS2/3 all have Chromebooks in place which are all touch screen and come with keyboards
- Students in KS4 all have laptops in place (not touch screen); laptops are put in places early to support exam access arrangements where necessary
- iPad – speech recognition software installed (Proloquo2go) which enables non-speaking children to express themselves confidently and initiate conversations
- MP3 players to support those needing to listen to ‘white noise’

How the curriculum is adapted or made available to those students who have ongoing medical or health needs

Students may not be able to attend school for a variety of reason including recovering from surgery or because of difficulties with physical or mental health. We recognise that keeping in contact with peers and learning is important for young people at these times. Depending on the circumstances of the students and in partnership with parents, carers and the local authority, we will agree a plan which may include the students joining the class virtually, having one to one sessions with a member of staff, online learning materials being provided and alternative provisions. The curriculum is designed so that key concepts are revisited within the academic year or module but also in subsequent years so that any gaps in knowledge or skills can be filled.

How the physical environment is adapted to meet the needs of students with SEND

- Small class sizes to reduce sensory overload
- Low stimulus environments including minimal displays
- PowerPoints or presentations via interactive whiteboards have non-white backgrounds
- Standing desks
- Wobble stools/cushions
- Special chairs for those who need them
- Ramps including portable ramps
- All classes are held on the ground floor
- Signs are in written and pictorial format
- Accessible and adapted toilets
- Quiet space with sensory tent
- Outside sensory equipment
- KS2 and KS3 students have the majority of their lessons in their own classroom
- KS4 students have different break and lunchtimes to avoid overcrowding in corridors and outside spaces
- Interventions

For more information about the accessibility of learning and the school environment please see the [Accessibility Plan](#).

INTERVENTIONS

How interventions are used to help students who need additional support make progress

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 provides creative lesson planning to maximize engagement and build confidence and motivation for learning.

A daily interventions timetable is in place where students have the opportunity to develop their Speech and Language skills, Fine Motor skills and SEMH skills. All students in KS2 and KS3 receive Fresh Start literacy intervention, depending on their level of need. This is also available for KS4 students who may need further support. Sensory Circuits are also offered twice a day.

We run a variety of interventions at All Saints School; and these are often part of the timetabled activities so that students are not missing out on curriculum time. Interventions are also carried out within lessons. Please see some examples below.

Broad Area of Need	Examples of Interventions
Communication and Interaction	Speech and Language Assessment and/or Therapy 'Talkabout' Groups Speech and Language Intervention sessions throughout KS2 and KS3 (Language link) Individual speech exercises
Cognition and Learning	Vertical Maths groups according to ability in KS2 and KS3 Writing groups according to ability once a week Fresh Start Literacy intervention throughout KS2 and KS3 Individual Maths breakfast sessions
Social, Emotional and Mental Health	Wellbeing Mentor Sessions (ELSA trained) School Counsellor Nurture Group Friendship Groups Weekly Social Skills Group throughout KS2 and KS3
Physical and Sensory	Weekly Fine Motor Skills Intervention throughout KS2 and KS3 including touch typing Occupational Therapy assessment and/or intervention Sensory Circuits Sensory Breaks and Sensory Gym equipment Nutritional therapy sessions

We commission the following professionals/experts who work with us on a regular basis:

Occupational Therapist ([Open Arms Support](#)) who can assess students for sensory needs, support our students in developing their independence skills and offer guidance around physical and environmental adjustments to promote learning.

Sarah Costelloe- Speech and Language Therapist ([Independent Speech and Language Therapy Services Ltd](#)) Sarah is available once a week and undertakes assessments alongside delivering one to one work and small group work to support the development of expressive and receptive language skills and help build social communication skills.

Catherine Jeans- Nutritional Therapist ([The Family Nutrition Expert](#)) Catherine is available to support young people who need help with their dietary needs especially those who have sensory difficulties around food.

Sophie Reynolds – Educating with Pride Coordinator ([LGBT+ Project](#))

Kelly Lee – CIAG Careers, Information and Guidance ([Beacon East](#))

Susan Smithurst – [School Counsellor](#)

Additionally, we have good connections with:

- Emma Carter- Children's Epilepsy Nurse (NHS)
- PCSO Paul Johnson - Youth Engagement Officer for Norfolk Constabulary (Safer Schools)

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.

Costed Provision Map can be found in Appendix 1

EVALUATING PROGRESS

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 assessment frameworks on Arbor
- Learning walks, book appraisals, moderation and discussions with teachers
- Discussions with students and parents/carers
- Intervention analysis
- Guidance from external specialists

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 students are supported to give views and participate

Whilst all students have their own form tutor as a key contact, students will have their progress monitored by other teaching staff who are also available to address any concerns young people may have. We encourage students to discuss any concerns they have and they can do this with any member of staff they feel comfortable with.

If students have bigger concerns, a member of staff may spend one to one time with them to gain their wishes and views. We may explore in more detail what is going well, what they are concerned about and what could be done to make things better.

Prior to an annual review of the EHCP, all students are asked for their views prior to the review meeting and they can attend the review meeting if they wish to do so.

All students complete an annual student questionnaire. This is an opportunity for them to identify issues and worries about school. Alongside parent and carer questionnaires, these are scrutinised by the Senior Leadership Team and common themes identified which inform policy and curriculum for the forthcoming year.

Students are also encouraged to participate in a variety of groups and take different roles such as student councillor, diversity lead, eco lead or literacy lead. They work with the Senior Leadership Team to gather student voice about school matters and influence the organisation of key events such as the Christmas Dinner and Easter Fayre.

Looked after children build a relationship with the allocated Designated Teacher. This member of staff ensures that they get the additional support they require and that the student's views are represented in school and at key meetings such as the PEP (Personal Educational Plan). The students will be supported to attend those meetings should they wish. We work closely with the [Virtual School](#) to ensure that all opportunities are explored for this group of young people. To read more about the role of the Designated Teacher, please click [here](#).

- For the Designated Teacher (Lower Juniors, Upper Juniors and Year 7) email naustin@allsaintslessingham.co.uk
- For the Designated Teacher (Years 8,9,10 and 11) email jpaffett@allsaintslessingham.co.uk

We encourage our students to join groups and take part in activities outside of school. We make them aware of opportunities through the school newsletter and website.

[Newsletters](#)

[Community Groups and Activities](#)

[Norfolk SEND Local Offer Community Groups and Activities for Children and Young people](#)

How parents/carers of children with SEND are supported to give views and participate

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 who 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. All students have planners and messages can be put in these for the attention of the form tutor. Form tutors will make contact with parents/carers at least once a term by telephone. Parents and carers can also request for more frequent email updates if necessary.

The EHCP Review meeting is a statutory requirement. Parents and carers are asked for their views and this can be done during or before the meeting. The meetings can either be in person or online. During that meeting we will discuss what is going well, what could be better and agree a plan for moving forward. We review all the needs and outcomes on the plan to ensure they are still relevant. It is a statutory requirement to review the plan at least once a year. We also offer additional meetings in between reviews if students, parents, carers or staff have concerns about any aspect of the plan or the school experience.

The Headteacher and SENCOs are available informally for support and advice, as well as professionally in reviews and EHCP meetings. Alongside the class teacher, they can also provide advice and guidance, or to listen to any concerns that a parent or young person might have.

To contact the head or SENCOs:

- Call the main office on 01692 582083 and the receptionists will pass a message to the relevant person.
- For the headteacher email head@allsaintslessingham.co.uk
- For the SENCO (Lower Juniors, Upper Juniors and Year 7) email naustin@allsaintslessingham.co.uk
- For the SENCO (Years 8,9,10 and 11) email jpaffett@allsaintslessingham.co.uk

On an annual basis we seek views and suggestions from all parents and carers via an online questionnaire. The feedback from this is scrutinised by the Senior Leadership Team. Suggestions and concerns inform policy and changes to curriculum. Throughout the year, parents and carers will be invited to join us at EHCP review meetings, Parents/Carers evenings, Class cafes, celebrations such as at Christmas and at the end of Year, Sports Day, and the Easter Fayre.

We send out regular newsletters which aim to keep parents and carers informed of what is happening in school as well as make them aware of opportunities or additional support available in the community.

[Newsletters](#)

[Community Groups and Activities](#)

[Norfolk SEND Local Offer Community Groups and Activities for Children and Young people](#)

PASTORAL CARE

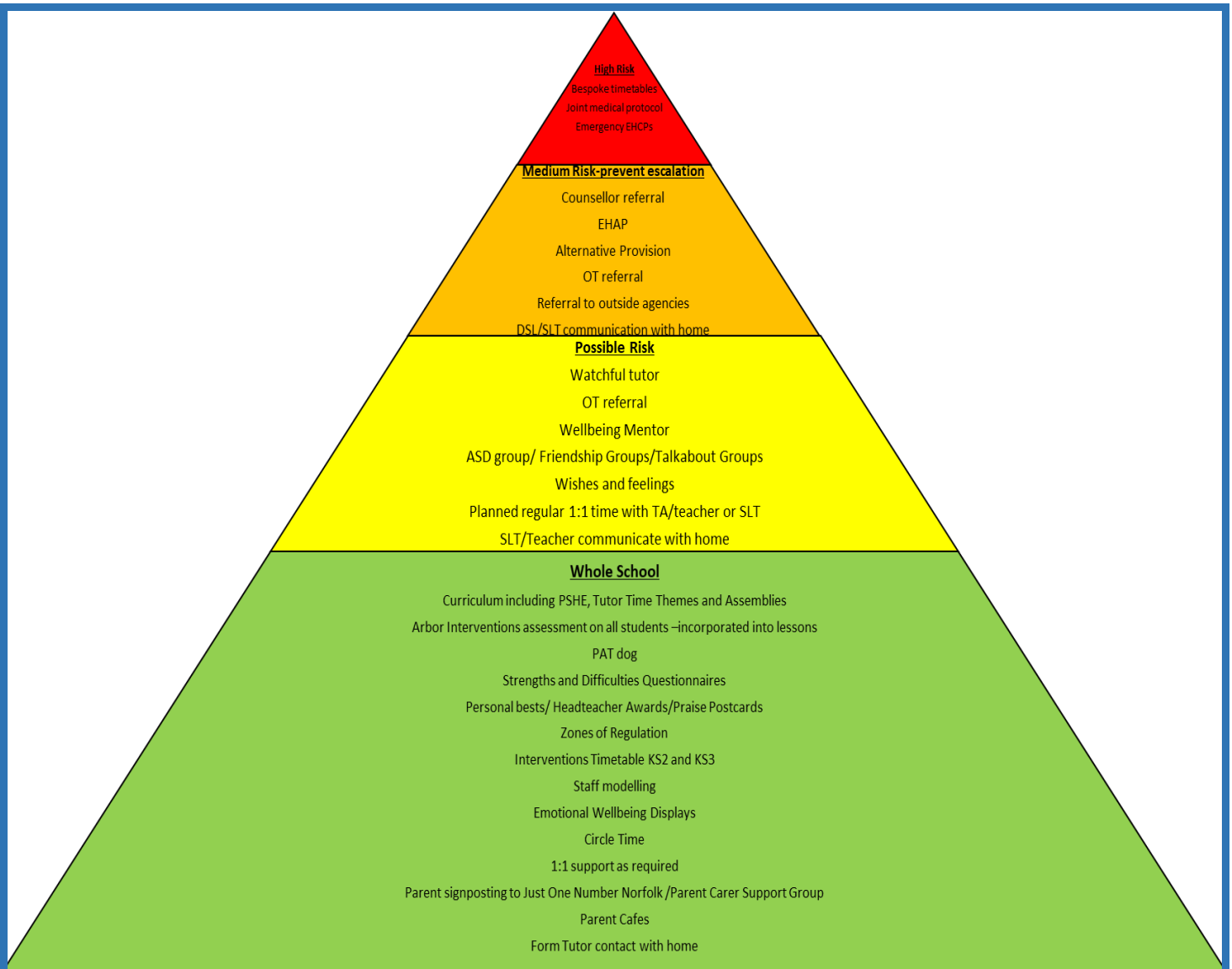
Wellbeing is an important part of the school ethos, and as such it has strong links throughout the curriculum and interventions. We have a Mental Health Action Group which is attended by a member of the SLT, a member of the Advisory Board, teaching staff and parents. This oversees and guides policy and initiatives related to promoting Wellbeing. Student input is gained through the Student Council. Through our robust PSHE curriculum we address issues such as [bullying](#) and healthy relationships.

The first point of contact for a student will be their form tutor but a student can talk to any member of staff that they feel comfortable with.

Please see the diagram on the next page which outlines what is available as standard for all students, right up to those students who are experiencing extreme difficulties with their mental health and wellbeing. If you are concerned about an aspect of your child's mental health, please do not hesitate to contact the school. We can contact, refer or signpost to the best service which may be:

- [Just One Norfolk](#)
- Our Wellbeing Mentor
- Our School Counsellor
- [Norfolk CAMHS](#)
- [Norfolk Inclusion and SEND Team](#)
- [Family Hubs](#)
- [Early Help and Family Support](#)
- Your own GP
- [Children's Advice and Duty Team](#)
- [Starfish](#)

Jo Paffett is currently the Mental Health Champion and the Senior Mental Health Lead and can be contacted via the school office or at jpaffett@allsaintslessingham.co.uk



Other agencies we work with

Where appropriate we may contact or refer to other agencies for support and guidance such as:

- [Young Carers](#)
- [LGBTQ+ Norfolk](#)
- [Nelson's Journey](#)
- [Benjamin Foundation](#)
- [The Rose Project](#)
- [ASD Helping Hands](#)

Preparing for Adult Life

How we prepare students for transition to Post 16

Throughout the school from KS2 to KS3 there is a tutor time programme and robust PSHE curriculum which explores careers and future aspirations. It also addresses healthy relationships and managing risks. Alongside this we have a bespoke Independent Living intervention which works towards giving our students the skills they need to be healthy, happy and participate in society.

From Year 9 up, students have the opportunity to attend East Coast College at least one morning a week to participate in a catering course. This enables them to familiarise themselves with a bigger educational setting whilst learning important cooking skills! Additionally, Year 9 and above have meetings with an Independent Careers, Information and Guidance Counsellor who explores careers and Post 16 options with them. Our CIAG counsellor is Kelly Lee from Beacon East. All KS4 students have access to the HelpYouChoose website and are signposted to areas to prepare them.

College Tours are organised by school for our Year 10 and 11 students to get a feel of the main colleges in the local area. An EHCP review meeting is held in the Autumn Term prior to Year 11s leaving and the EHCP Coordinator approaches the student's preferred colleges to establish if they are able to meet the needs of the individual student.

In the Summer break after Year 11s leave, if appropriate and permission has been granted by parents and carers, a referral will have been made to the [Norfolk TITAN scheme](#). Our students are teamed up with a "buddy" to develop their independent travel skills in preparation for travelling to Post 16 venues.

How do we support students to settle into their new college/placement

We arrange additional college visits and give support with taster days where needed. There is good communication between the local providers and the Operational Manager and SENCOs. We work closely together to ensure that Post 16 tutors, Admissions Teams and SENCOs at the new placement have all the information they need prior to the student starting. College tutors are invited into school in the Summer Term prior to Year 11 leaving and there is ongoing communication and checks throughout the summer break and first two terms of college life. Enrolment checks are completed three times across their first year, and support from All Saints School is given where needed.

The type of Post 16 provider a student might choose is very dependent on the individual needs of the student and the course they are interested in. Some of our most likely Post 16 destinations are:

- [Paston College](#) (North Walsham)
- [Easton College](#) (Norwich)
- [City College](#) (Norwich)
- [East Coast College](#) (Great Yarmouth)
- [ACE](#) (Gorleston)
- [St Edmunds Society](#) (Norwich)
- [Access Creative College](#) (Norwich)
- [East Norfolk Sixth Form](#) College

For further information regarding transition to Post 16 please contact either Karla King (Operations Manager) by email at kking@allsaintslessingham.co.uk or Jo Paffett (SENCO) at jpaffett@allsaintslessingham.co.uk .

STAFF TRAINING AND EXPERTISE

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 or conditions and help to keep staff knowledge up to date and relevant.

Recent whole school training includes:

- Trauma Informed Schools
- Adverse Childhood Events
- STEPS – SEND Specific
- Paediatric Epilepsy Training (Inc. Buccal Midazolam)
- Anaphylaxis
- Online safety (links to specific year groups staff are supporting)
- Diversity (Including LGBTQ+)
- OT sensory sessions
- Nutrition – sensory linked
- National College – all staff have own logins to support specific CPD where necessary
- Zones of Regulation
- Prevent
- EHCPs and PEPS
- Social Stories, Comic Strip Conversations and Social Scripts
- Handwriting
- Dyslexia/ PDA / ASD/ ADHD
- Creating Inclusive Classrooms

All Saints School employs staff with a wide range of expertise, experience and qualifications.

Specialist topics currently include; Mental Health, Dyslexia, Autistic Spectrum Difficulties, 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. Jo Paffett and Nicky Austin, the SENCOs, both hold the National Award for SEND Coordination. Prior to coming into teaching, Jo was a registered mental health nurse.

To contact the teacher, head or SENCOs:

- Call the main office on 01692 582083 and the receptionists will pass a message to the relevant person.
- For the Headteacher email head@allsaintslessingham.co.uk
- For the SENCO (Lower Juniors, Upper Juniors, Year 7 and Year 8) email naustin@allsaintslessingham.co.uk
- For the SENCO (Years 9,10 and 11) email jpaffett@allsaintslessingham.co.uk

At All Saints School we have 1 Designated Safeguard Lead and 5 Alternative Safeguarding Leads. children and young People with SEND are disproportionately affected by safeguarding issues. All staff have weekly Safeguarding updates and the Safeguarding Leads have regular County led refresher training and Multiagency training. For further information please see the [Safeguarding](#) page of the school website.

CONCERNS

What should Parents or Carers do if they are not happy with the provision made for their child?

If parents or careers have concerns about the provision available for their child and, after discussions with relevant staff feel 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. Parents and Carers could also contact the EHCP Coordinator if they are concerned (please see details above).

[Complaints Policy](#)

FURTHER SUPPORT AND ADVICE

SENDIASS

SENDIASS stands for Special Educational Needs and Disabilities Information Advice and Support Service. There is a SENDIAS Service in every local authority in England. It's a free, impartial, and confidential service offering information to young people with special educational needs and disabilities (SEND) and to their parents and carers. SENDIASS gives information, advice and support on the law relating to Special Educational Needs (SEN) and Disability, Health and Social Care where they link to education including:

- SEN Support and reasonable adjustments
- Education Health and Care Plans (EHCP)
- Annual review of EHCP
- Exclusions and suspensions
- Transport
- SEND Tribunals
- Complaints
- POST 16 provision
- Admissions

- Mediation and Dispute Resolution
- Transitioning through educational placements
- Personal budgets
- Gathering, understanding and interpreting information and reports
- Signposting to other services for information, advice and support
- How to prepare for and get the best out of a meeting
- Working in partnership with schools and the local authority to develop positive relationships

See the information below for the contact details for SEDIASS Norfolk.

<https://www.norfolksendiass.org.uk/>

 **01603 704070**

 **norfolksendiass@norfolk.gov.uk**

Advocacy Services

Advocacy is when you get support to have your say by someone speaking on your behalf to ensure that your voice is heard, your rights are protected and your views and wishes are considered when decisions are being made. For further information about advocacy services in Norfolk please click this [link](#).

Appendix one

All Saints Provision Map 2024-2025



Quality First Teaching:

Environment: Small classes, high staff to student ratio, seating plans, low stimulus environments, quiet spaces, visual timetables, awareness of light and sound distractions, supportive ethos and environment which promotes respect and values diversity, staff training in SEND, clear consistent routines, lunchtime groups and clubs

Adaptation: Ear defenders, sensory equipment, wobble chairs/cushions, standing desks, pen grips, writing slopes, larger text, dyslexia friendly fonts and backgrounds for presentations, Now and Next, alternative forms of communication, alternative ways of recording information

Emotional Regulation and Behaviour Support: praise, personal bests, house points, headteacher awards, praise postcards, Zones of Regulation, positive behaviour management plans, strong pastoral support, preparing for change, comic strip conversations, social stories, social scripts, access to trusted adults, sensory breaks, access to trusted adults throughout the day

Inclusive Learning Strategies: Chunking, processing time, sentence starters, writing frames, word banks, adapted worksheets/tasks, paired and small group working, pre-teaching, revisiting and overlearning, short concise instructions, visual cues, checklists, ensuring attention before giving instructions, reader pens, voice to text technology.

Intervention	Staff: Child Ratio	Frequency	Students	Programme cost/Professional Annual cost	Annual Cost Staff	Expected Outcome
Fresh Start Literacy Intervention	14 groups in total Ranging from 1:1-1:9	20 minutes x 4 per week	All KS2 and KS3	£1,584	£23,583.74	All students will reach a reading age of 9.0yrs by the end of KS4.

Staged Maths Groups using White Rose Maths	9 groups in total Ranging from 2:4- 3:8	60 minutes x 4 per week	All KS2 and KS3	£694.40	£57,781.44	All students will be working on target to meet their KS4 CATs target level.
Fine Motor Skills	Full class interventions	30 minutes per week	All KS2 and KS3 except Yr9	n/a	£3,267.82	All students will be able to write legibly and fluently using handwriting or computers.
Speech and Language Link	Full class interventions	30 minutes per week	All KS2 and KS3	£783.60	£4,413.88	All students will make progress with their speech and communication in line with the Interventions framework.
Independent Living Skills	Full Class interventions	30 minutes per week	All Year Groups	n/a	£6,149.26	All students will make progress with their independent living skills in line with the Interventions framework.
Young Carers Groups	1:5 1:4	30 minutes per week	9 Identified students-ongoing	n/a	£843.03	For identified students to receive emotional support and guidance.
KS3/4 ASD Group	1:6	20 minutes per week	6 Identified students-ongoing	n/a	£326.52	For identified students to develop social communication skills in line with EHCPs and/or intervention framework.
Sensory circuits	2 groups ranging from 1:14- 1:15	10 minutes daily	29 Identified students in KS2 and KS3 - ongoing	n/a	£2,629.26	For identified students to be able to regulate and get ready for learning.
Friendship Groups	1: 6 1:5 1:4	20 minutes per week	15 Identified students-ongoing	n/a	£1,575.59	To support identified students with developing friendships skills.
Speech and Language Therapy	1:1	One day per week	Identified students per week	£14,245	n/a	For identified students to develop their expressive and

	1:2 Talkabout Group					receptive language skills as identified on EHCP and/or intervention framework.
Occupational Therapy	1:1 and class observations	5 hours fortnightly	Identified students and class observations/support	£10,200	n/a	For identified students to receive support with fine motor skills, sensory support and independent living skills in line with EHCP and intervention framework.
School Counsellor	1:1	2 days a week	10 Identified students per week 45 minutes per student	£21,960	n/a	For identified students to receive solution focused therapies to build emotional resilience and wellbeing.
Wellbeing Mentor	1:1	2 days per week	12 identified students	n/a	£9,260	For students to develop their emotional resilience and wellbeing.
Nurture Room and 1:1 support	1:1	variable		n/a	£4,984.38	For students to have a quiet space to reregulate and receive pastoral support.
RSPCT Programme	n/a	As required	1 student/family = 26 hours	n/a	£2,999.88	To support families with CYP that are displaying aggressive behaviours at home.
Year 11 mentoring	1:1	1 hour monthly	All Year 11 students	n/a	£3,572.73	To support CYP and their families with study, revision and aspirational goals through Yr11.
Dyslexia and Dyscalculia Screening	n/a	One off assessment	All students	£237.60	n/a	To identify any students with dyslexia and/or dyscalculia profiles.

Nessy Dyslexia Intervention	n/a	n/a	Identified students	£264	n/a	To support identified students to achieve reading age of 9.0yrs by KS4.
TimeTable Rockstars Numeracy Programme	n/a	n/a	All students	£183.96	n/a	To support all students to develop their numeracy skills.
Literacy Assessment Online	n/a	n/a	All students.	£525.60	n/a	To establish objective progress scores in literacy for all students.
CATS Testing	n/a	n/a	All Year 7 students	£161.70	n/a	To establish objective GCSE target grades.
IAG (Beacon East)	1:1	30 minutes x 2 per annum (minimum)	All KS4 students and Year 9.	£2,550	n/a	To deliver independent careers advice and guidance to all students to help transition to appropriate Post 16 settings.
Nutritional Therapist	1:1	1 day per month	5 Identified students monthly	£4,560	n/a	To help support students and their families who have sensory issues around food.
College Catering	4:23	2.5hrs per week	16 Students in Year 9 7 students KS4	£16,542	£10,031.07	To help develop independent living skills for students and preparing for Post 16 transition.
College Construction	2:8	2.5 hours per week	8 students KS4	£7,650	£6,645.20	For students to pursue qualifications and skills in areas of interest.
College Hair and Beauty	1:1	2 hours per week	1 student KS4	£4,320		
Tutors	1:1	1.5 hours per week	Identified student	£4,320	n/a	To support curriculum progress for part time students.

RDA Horseriding	1:2	30 minutes per week x 30 weeks	2 Identified students	£300	£1,094.58	To develop core motor skills and to maintain emotional wellbeing.
KS4 Maths support	1:1	20 mins x 1 time a fortnight	6 Identified KS4 students	n/a	£2,372.40	To enable students to reach their potential in math GCSE.
Reading Plus	n/a	variable	All students	£7615.20	n/a	To support identified students to achieve reading age of 9.0yrs by KS4 and develop comprehension skills.
Kaz Typing	n/a	variable	All students	£360	n/a	To support all students to develop their touch typing skills.
1:1 TAs	1:1 1:1 1:1 1:1	4 days per week 5 days per /week 5 days per week 5 days per week	5 identified students	n/a	£31,958.52 £34,304.40 £34,304.40 £34,304.40 (Total for 1:1 TAs £134,871.72)	To support emotional regulation and wellbeing, access to curriculum and school attendance at school.
				£99,057.06	Total exc 1:1 TAs £141,530.78 TOTAL Inc 1:1 TAS £276,402.50	TOTAL COSTINGS For Academic Year 2025-2026 £375,459.56