

SEN Information Report

At All Souls' C.E. Primary School, we welcome everyone into our community. All Souls' C.E. Primary School endeavours to make available inclusive provision to ensure that all pupils, including those pupils identified with Special Education Needs and Disabilities, can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

We are committed to narrowing the attainment gap between pupils with Special Education Needs and Disabilities and those without Special Education Needs and Disabilities, and offer a range of personalised learning interventions/opportunities to support this. We are very proud of all our pupils and their achievements.

The School

All Souls' is a primary school for pupils of 4+ to 11 years of age. The number on roll is currently, approximately 300. There are 10 classes in total ranging from the Early Years to Year 6. The majority of these have 21 to 30 children of mixed ability. There are approximately 21% pupils on the SEN register (July 23), with a range of needs. In July 23, 7 pupils had an Education Health Care Plan with a further two awaiting assessment.

All teachers scaffold / adapt in all subjects as appropriate with intervention programmes implemented as necessary in special groups across the school. Bespoke curriculum interventions are also delivered which are planned and monitored by the class teacher.

Each Class has a Class Provision Map in addition to the Personalised Plans produced for pupils with the most severe and complex needs, as a means of recording additional and different interventions and progress tracking for all the pupils in their class, regardless of whether or not they have additional needs. Provision Mapping is a constant focus of ongoing development and improvement.

Pupils who have been identified as SEN Support, and who have a package of intensive and personalised support (some funded by High Needs Funding) and those with an Education Health Care Plan have Personalised Provision Plans.

Teaching Assistants employed at All Souls' C.E.Primary School work with pupils with Special Education Needs and Disabilities. Some are specifically targeted towards supporting pupils with SEND, while others have particular areas of focus with SEN Support children.

A number of Teaching Assistants have a more general role.

There is a TA that is highly skilled in Speech and Language and together with the SENCO coordinates the Speech and Language support across the school. The SENCO uses the Balanced System to engage outside specialist support for Speech and Language.

Opportunities for professional development of all support staff are welcomed and valued.

The Education Endowment Foundation recommendations about appropriate use of Teaching Assistants have been used by the Education Psychology service to design and deliver training to all Teachers and TAs in school on the effective use of TAs to promote the independence of pupils. Reliance of pupils on any one particular adult is therefore discouraged.

SEN Information Report – End of Term 6 2023

Whole School SEN Pupil Percentages summary

Category	Percentage %							Number of Pupils						
	Term 6 2023	Term 1 2023	Term 2 2023	Term 3 2024	Term 4 2024	Term 5 2024	Term 6 2024	Term 6 2023	Term 1 2023	Term 2 2023	Term 3 2024	Term 4 2024	Term 5 2024	Term 6 2024
SEN Pupils (EHCP and SEN Support)	24							60						
EHCP Pupils	2.7							7						
SEN Support Pupils	21							53						
HNF Pupils (HNF Kent Only)	4.3							11						
CIC Pupils	1							3						
Pupil Premium Pupils	40							99						

Percentages of SEN in the School National Comparison

Number and % of pupils with EHC Plans	Term 6 2023	Term 1 2023	Term 2 2023	Term 3 2024	Term 4 2024	Term 5 2024	Term 6 2024
Number of Pupils	7						
% of Pupils	2.7						
% National Comparison							

Number and % of pupils with SEN Support	Term 6 2023	Term 1 2023	Term 2 2023	Term 3 2024	Term 4 2024	Term 5 2024	Term 6 2024
Number of Pupils	53						
% of Pupils	21						
% National Comparison							

How does the school take care of the health needs of its pupils?

Administration staff, together with the SENCO, coordinate all of the medical needs of pupils, ranging from maintenance of medical records to management and administration of medication, liaison with medical professionals in the development

of Individual Health Care Plans and provision of specialist staff training in liaison with the school Nursing Service.

What SEND has the school recently or currently provided for?

We are experienced and committed to supporting pupils in our school who have a range of Special Education Needs and Disabilities including:

- Autistic Spectrum Condition
- Attention Deficit Hyperactivity Disorder
- Cerebral Palsy
- Cognition and Learning Difficulties
- Dyslexia
- Dyspraxia
- Emotional Needs
- Epilepsy
- Genetic Conditions
- Physical Disabilities
- Speech, Language and Communication needs

Who is responsible for the pupils with Special Educational Needs and Disabilities?

The member of staff with overall responsibility for pupils with Special Education Needs and Disabilities is Mrs Ione Hart who has the role of Inclusion Manager. She is a qualified teacher and holds the National Award for SEN Coordination. Her email address is: Ihart@allsouls.kent.sch.uk and she is happy to answer any queries you may have about our local offer.

We are proud of our ethos of Inclusion at All Souls' and as a result, all our staff feel it important to take responsibility for the inclusion of all our pupils, whatever their Special Educational Need or Disability.

How does the school know if a pupil needs extra help and what should I do if my child may have Special Educational Needs?

Definition of SEN Support

The reference document that was used to formulate All Souls' C.E. Primary School's definition of SEN Support, is the SEN Code of Practice dated January 2015. The following template summarises the usual criteria used for

the identification of pupils in the school that are to be identified as SEN Support.

The following template is used as a guide only and is not prescriptive, there are exceptions and judgements are made by the Inclusion Manager following discussions with the Class Teacher on the impact on learning and also the level of additional interventions that are required to support the individual pupil's access to Learning Intentions.

Reference Template for identification of Pupils that are to be identified as SEN Support (SEN COP 6.14 P94)

Year Groups	Communication, Language, English and Maths	SEN COP References
Early Years – on Entry to School	External Agency support: Paediatrician, STLS, OT, Speech and Language (Not if only for Speech Production issues as these could be developmental issue that may resolve themselves). SEN Funding in Place from Nursery	(a) SEN COP 6.28 p97
Early Years – End of Foundation Stage	Working within 30 – 50 months or lower Ongoing External Agency support as above including Speech and Language for speech Production issues (developmental speech production issues should have been resolved by the age of 5)	(c) SEN COP 6.30 p97 (c) SEN COP 6.45 p100
By the end of Year 1	Any of the above Lack of expected progress despite accessing appropriate interventions (Progress of less than 3 steps in the year in Reading, Writing or Maths)	(f) SEN COP 6.30 p97 (f) SEN COP 6.37 p99 (f) SEN COP 6.38 p99 (f) SEN COP 6.45 p100
Year 2 to Year 6	Despite having met the Mainstream Core Standards (High Quality Teaching), the pupil is working significantly below ARE (one year or more below ARE) Lack of expected progress despite accessing appropriate interventions (Progress of less than 3 steps in the year in Reading, Writing or Maths) such that if interventions were withdrawn the child would not be able to make further progress.	(g) SEN COP xiv. P16 (g) SEN COP 1.24. P25

	<p>Requiring External Agency support: Paediatrician, STLS, OT, Speech and Language</p> <p>Receiving Multiple personalised interventions due to complexity / severity of need (In receipt of High Needs Funding)</p> <p>Having long term and substantial barriers to making progress (medical, ASD, ADHD, Attachment Disorder, Dyslexia, Dyscalculia, Dyspraxia, Physical, VI, HI) which require support / intervention / resources that are above and beyond the school's offer of Mainstream Core Standards.</p>	<p>(g) SEN COP 6.37 p99</p> <p>(g) SEN COP 6.38 p99</p> <p>(h) SEN COP xiv. P16</p> <p>(h) SEN COP xv. P16</p> <p>(h) SEN COP 6.30 p97</p> <p>(h) SEN COP 6.37 p99</p> <p>(h) SEN COP 6.38 p99</p> <p>(h) SEN COP 6.45 p100</p> <p>(i) SEN COP 6.47 p101</p> <p>(j) SEN COP xv. P16</p> <p>(J) SEN COP 6.30 p97</p> <p>(k) SEN COP xviii P16</p>
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If a pupil is identified as having a Special Educational Need or Disability (SEND) whilst at All Souls' C.E. Primary School, parents / carers are informed and the pupil is placed onto the SEND register as "SEN Support". The SEND register is kept in school.

Pupils with a SEND are identified throughout the transition process when moving to All Souls' C.E. Primary School, through meetings with key staff at their previous educational setting. If an Educational, Health and Care Plan (EHCP) is in place, the Local Educational Authority will be involved throughout the transition process. We offer a range of support during transition to help students become accustomed to the new faces and the change of environment before starting with us.

While pupils are at All Souls' C.E. Primary School, we may carry out a range of diagnostic and baseline testing at the request of the class teacher, which allows us to identify students who require further intervention for literacy and numeracy or may have some learning needs in these areas. Some of the additional assessments currently carried out by trained staff include:

- Speech Link
- Language Link
- Visual Stress

- Verbal Reasoning
- Non Verbal Reasoning
- KCC approved assessments for Dyslexia:
- Boxall Profile (Nurture Group Network)

If parents or carers are concerned about their child's educational needs in the first instance concerns should be raised with their child's teacher. If further guidance is still required, then the school's Inclusion Manager is happy to help.

Support for individuals and groups of pupils is on a needs led basis and is decided and reviewed at regular termly Pupil Progress Meetings involving the Headteacher, Deputy Headteacher, class teachers, and the Inclusion Lead. Teachers and support staff meet regularly to review provision of interventions, set new targets and review Provision Maps and Personalised Plans. Individual pupils' views are valued and included in this process as appropriate to their level of understanding.

Class or Year Group Provision maps are in place and these are reviewed on a schedule linked to the Pupil Progress Meetings six times a year and when required, additional meetings can be arranged with the Inclusion Lead and Class Teachers. Personalised Plans, for those pupils with more complex support needs, are also reviewed three times a year and are shared with parents and carers at Parents Evenings and at the end of the Academic Year. Parents Evenings take place twice a year with written Reports issued for all pupils at the end of the Summer Term.

Pupils with an Education Health Care Plan in place are formally reviewed, in addition to these opportunities to discuss pupil progress and support, at Annual Review meetings.

How will All Souls' school support my child?

At All Souls', we use a graduated approach to meeting an individual pupil's needs.

For the majority of pupils, quality first classroom teaching will fulfil their learning needs incorporating the KCC Mainstream Core Standards. Some pupils may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. These students will not necessarily be on the SEND register. Their needs can be met within the Mainstream Core Standards Core offer of the school and by the application of Quality First Teaching. The criteria used to decide in what circumstances a pupil will be identified as SEN Support was outlined previously in this document.

Some pupils may require much more intensive and personalised support and therefore meet the criteria set down by KCC to be eligible for High Needs Funding. These pupils will require bespoke curriculum interventions and will always be identified on the SEN register as SEN Support.

For a few pupils with more complex needs they may require even more intensive and long term support in order to thrive at school. These students will have an Educational, Health and Care Plan (EHCP) which will set out clearly what provision the student needs to achieve at school. These pupils are also monitored by the Local Education Authority SEND team (Kent County Council). High Needs Funding will be applied for, as a separate process, to enable the school to meet the additional provision requirements identified in the Education Health Care Plan.

Support and interventions offered in class for all pupils, including those identified as SEN support are:

- Teaching Assistant support
- Scaffolded / adapted teaching and learning
- Numeracy Intervention
- Literacy Intervention
- Nurture Intervention
- Handwriting group
- Paired reading
- Organisation Skills Resources
- Fine motor resources (such as sloping desks, pencil grips, specialist pens, pencils, scissors and rulers)
- Attention aids (Fidget cushions, fiddle toys, stress balls etc.)
- Visual prompts(including personal timetables, task managers, personal organisation list)
- Social Skills groups
- Speech, Language and communication Skills individual sessions
- Fine and Gross motor groups such as Clever Hands and Fizzy sessions
- Self Esteem groups and individual sessions
- Sensory circuits

What specialist services and expertise are accessed by the school?

At All Souls' C.E. Primary School, we feel that having as much information about a student is key when supporting them. We regularly liaise with a range of external agencies and we will follow guidance given when possible. We will always seek parent / carer consent before referring a pupil to an outside agency. We do encourage parents to allow and request agencies to share information with a key member of staff at school.

Our experienced staff are supported by access to the support offered by many organisations and charities, some of which are mentioned below:

- NHS and Private Speech and language therapists
- Occupational Therapists both private and those from the Children's Assessment Centre, The Beacon
- Physiotherapists from the Children's Assessment Centre , The Beacon
- Play Therapists
- Consultant Paediatricians and other medical professionals from various hospitals
- Specialist Teaching and Learning Service Shepway
- Educational Psychologists
- School Nursing team.
- Children's and Adolescent Mental Health Service (CAMHS)
- Early Help Team
- Various Charitable organisations including Rising Sun Domestic Violence Project
- School Counsellor

What technology is available to support pupils needs?

The use of technology is encouraged and embraced and staff keep up with the latest developments.

All classrooms are equipped with interactive whiteboards and several computers. The background colour of the interactive whiteboards can be adjusted to support the needs of pupils with visual stress symptoms.

There is class-based resource of laptops to enable whole classes to have use of a personal computer at one time.

Additional resources include:

- Laptops and iPads for use in class to facilitate access to educational software programmes for pupils.
- Communicate In Print Software for the production of symbols.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

The progress of all pupils is monitored closely, both against personal targets and national data collected from other schools. We have a formal system of reviews in place to ensure the pupil is progressing and developing in line with their individual targets. We would always immediately revise the Provision Map if the pupil's needs change. Our flexible approach to the pupil's requirements aims to ensure that they will continue to develop in our education setting.

Parents /carers are consulted and made aware of how they can help their child. Education doesn't stop at the end of the school day and so we welcome engagement, input and support from parents /carers. Parents /carers are encouraged to oversee and get involved with home learning.

What training are the staff supporting children with SEND had or having?

We hold regular training sessions on different areas of SEND and all staff have access to information and strategies to best help students with SEND.

All staff receive training that is relevant to the specific requirements of our pupils.

Courses recently attended by all Teachers this academic year:

- KCC Mainstream Core Standards
- Makaton training
- Attachment Training
- Autism Education Trust – Kent
- Epi-Pen Training

Staff for whom it is appropriate have also attended:

- 6 Principles of Nurture
- First Aid Training
- Emotional Regulation
- PE and Autism
- PDA
- Communicate in Print
- Draw and Talk Therapy

In addition, Teaching Assistants are encouraged to develop their own CPD and engage in online training on areas of interest or need.

How will my child be included in activities outside the classroom including school trips?

All Souls' C.E. Primary School has considerable expertise in arranging activities for pupils out of the classroom. A range of activities are available including Key Stage 2 swimming.

There are a range of local places that are utilised.

How accessible is All Souls' school's environment?

A significant majority of areas used by pupils of All Souls' have full disabled access with wheelchair ramps for all exterior access, and an electric lift to the first floor. There is a medical room that is used for changing. There are disabled toilets.

Pupils also have access to a wide range of specialist equipment including, touch screen technology, iPads with access to educational apps, mini laptops for word processing in class, to support pupils with Dyslexic tendencies or Fine Motor difficulties. There is a sensory room with lights and sensory play activities. There is a designated Speech and Language Room that allows a quiet area for individual learning.

We have procedures in place for communicating with parents and carers whose first language is not English, we have staff with a range of languages. If a member of staff fluent in the required language is not available, we can access a translator service.

How are parents involved in All Souls' school? How can I be involved?

At All Souls' C.E. Primary School, we aim to work in cooperation with parents and carers to create the best outcomes for individual pupils. For all parents and carers of pupils at All Souls' C.E. Primary School, we will invite you into school regularly throughout the academic year to discuss your child's progress. We encourage all parents and carers to contact their child's teacher if they have any concerns in the first instance. Our Office staff will be pleased to arrange this.

We believe that it is essential to have good relationships in place with parents and carers and welcome their support in class with providing our pupils additional opportunities to read to an adult.

All Souls' C.E. Primary School has a formal system of Annual Reviews for pupils with an Education Health Care Plan (EHCP). These reviews assess progress and parents /carers are fully involved in this process.

The Designated Teacher for Children in Care, Ione Hart, is always keen to support Carers with any issues they may have.

We hold parents' evenings twice an academic year where educational progress can be reviewed and any queries dealt with.

There is an enthusiastic Parents, Teachers and Friends Association (PTFA) who are actively engaged in fund raising activities for the school, for which we and the pupils are very appreciative.

We always encourage parents and carers involvement and celebrate the fact they are engaged with All Souls' C.E. Primary School.

How are complaints handled from parents of children with special educational needs, about the support provided by the school?

The arrangements for the treatment of complaints about provision made for special educational needs are the same as those for any complaint. It is to be hoped that most concerns can be expressed and quickly resolved on an informal basis. It is important to clarify the nature of the concern and the outcome the parent is looking for at this stage. We encourage parents to discuss their concerns with the class or Inclusion Manager, Deputy Head teacher or Head teacher to resolve the issue before making the complaint formal to the Chair of the governing body. For full details of the school Complaints procedure, please see the school Complaints Policy.

If the complaint is not resolved, after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN&D where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

As such, it should follow the school's normal complaints policy, but if it is unresolved then we can ask a mediation service to become involved.