

Special Educational Needs and Disabilities (SEND) Information Report

All Souls' School, Folkestone, Kent



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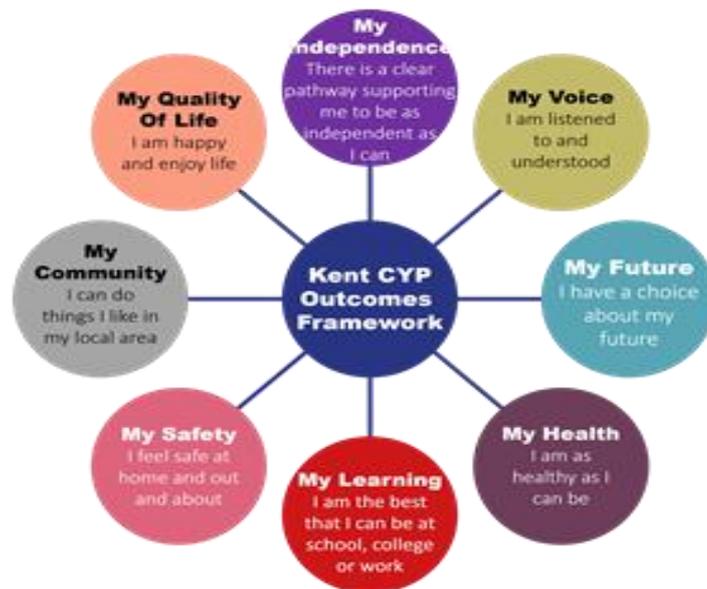
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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

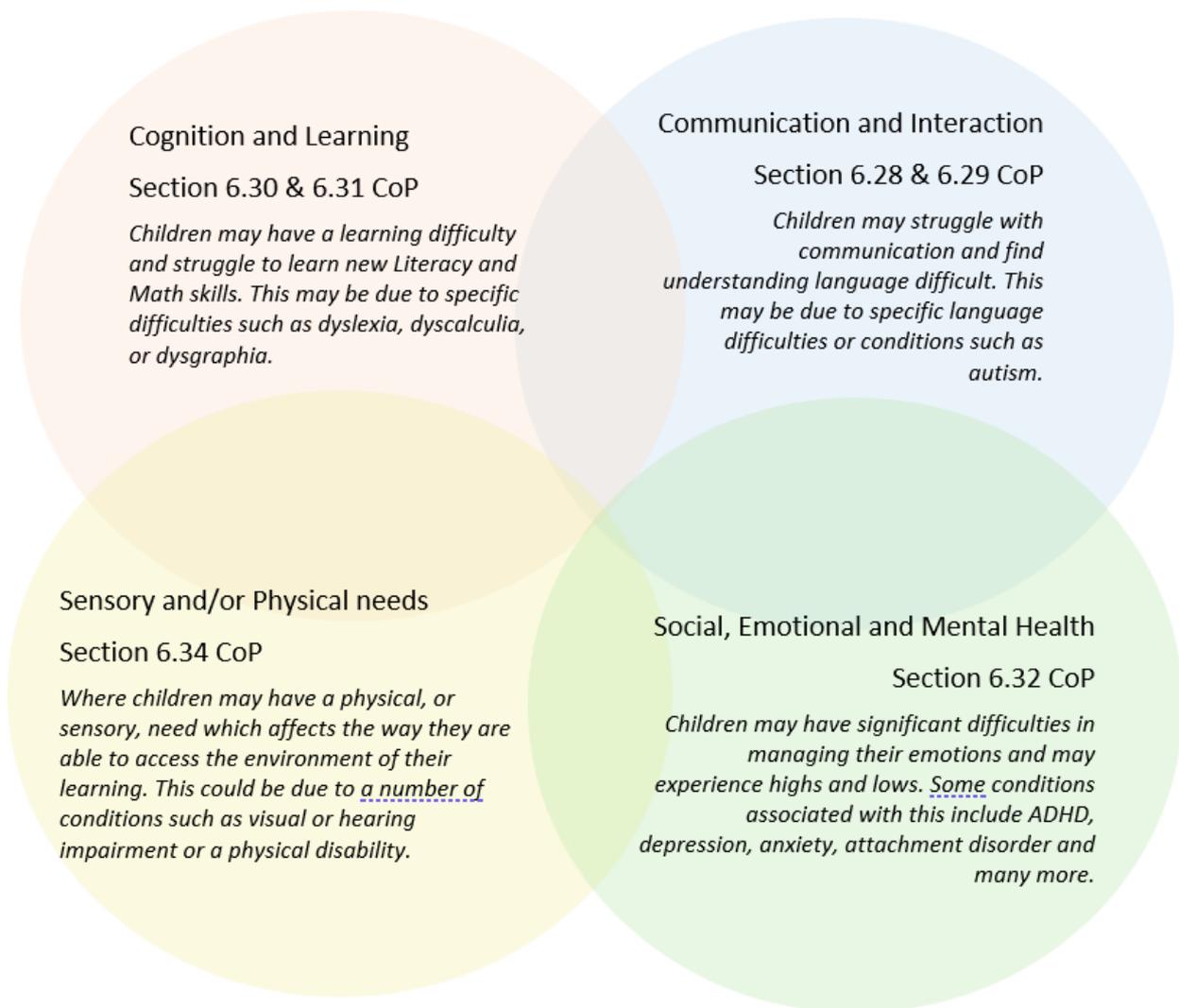
You can find our SEND policy on our website: [All Souls' Church of England Primary School - SEND](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):

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Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



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At All Souls' School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Mrs I Hart – SENCO

Mrs L Allon – Family Liaison Officer

Mrs S Cooper – Learning Mentor

Mrs A Breed HLTA,

TA's Mrs Begum, Mrs Horne, Mrs Brown, Mrs Denyer, Mrs Hogbin, Mrs Brough, Ms Atkinson, Mrs Breed, Mrs Hughes, Mrs Thomas, Mrs Morris and Mrs Canini

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Mrs I Hart, they have nearly 20 years' experience in this role and have worked in various schools in this role. They are a qualified teacher and have achieved the National Award for Senco Co-ordination.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

In the past twelve months we have undertaken whole school training with the Autism Education Trust, and in addition completed training on anxiety and an introduction to Makaton. We have also worked closely with the Speech and Language Service to develop Language through Colour within the setting.

Teaching assistants (TAs)

We have a team of 15 TAs, including one higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

External agencies

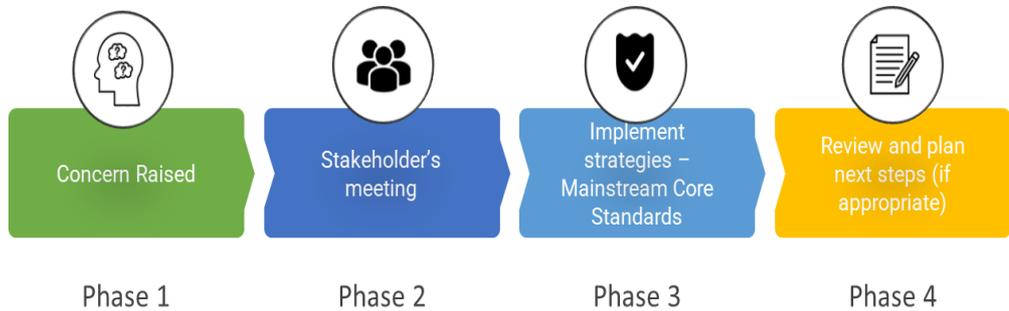
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

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- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation



3. What should I do if I think my child has SEND?

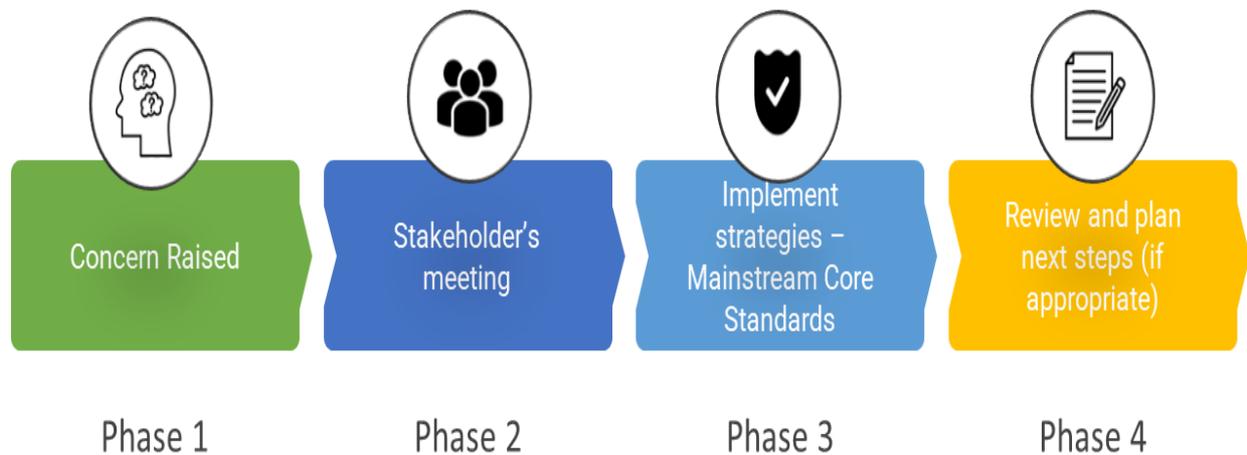


<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>Please speak with your child's class teacher. If you would like an appointment please call the main school office on 01303 275967 or email office@allsouls.kent.sch.uk</p> <p>If you are a new parent to the school, please contact Mrs Hart ihart@allsouls.kent.sch.uk</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>

Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.
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4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This may notice a change in behaviour of that a pupil who is finding areas of school life, such as playing with their peers and maintaining attention, more challenging. They may identify that a pupil is not working at the age expected level or has not made the expected level of progress in a specific area such as mathematics or reading, or more generally across the curriculum.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

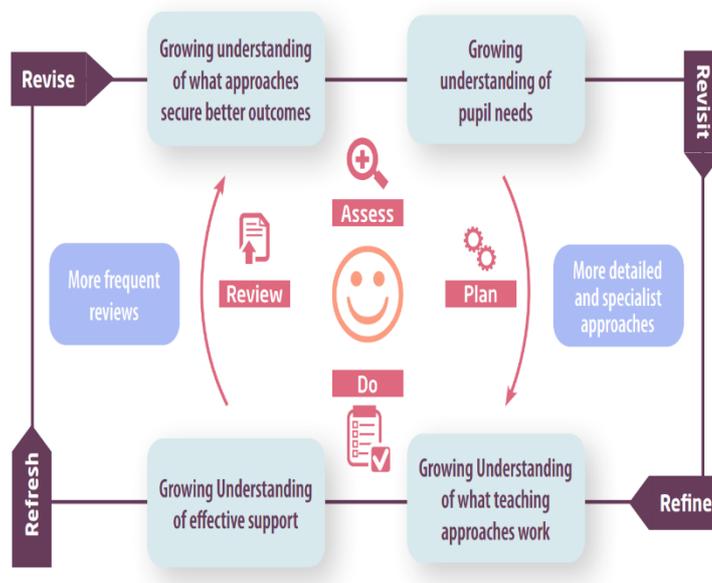
Every Pupil is discussed a minimum of six times a year at All Souls' Pupil Progress Meetings with all the staff involved in teaching and learning of that year group and the leadership team. During the meetings pupils are identified for intervention and support (e.g. Lego Therapy, Maths, Fine Motor Skills etc) Interventions are then detailed on a cohort Provision Map. Parents are informed if their child is receiving additional support at parent consultation evenings.

If your child is having specific social and emotional intervention such as Draw and Talk, Play Therapy, Counselling, you will be contacted directly by the FLO or Senco to discuss.

If your child has an identified area of SEND, we will follow the "graduated approach" to meeting your child's SEND needs and you will receive a personalised plan detailing the specific support/

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice.

	The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide written annual reports of your child's progress.

There are opportunities to meet your child's class teacher 3 times a year. In addition, if your child has been identified as having SEND, the SENCO will also meet with you where possible, either separately or with the class teacher to

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact either your child's class teacher or Mrs Hart, the SENCO. Both can be reached by calling the school office on 01303 275967

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials



We may also provide the following interventions:

- Talk and Draw

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- Counselling
- Clever Hands and Fizzy
- Sensory Circuits
- Learning Mentor Support
- Counselling
- Play Therapy

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their SMART (specific, measurable, achievable, relevant and time specific) Targets at the end of Term 1, 3, and 5
- Reviewing the impact of interventions at the end of term or earlier is required
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in enrichment activities such as class trips, school performances and sporting activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



The published number for All Souls' School is 45. This means that we are only allowed to admit 45 pupils into each year group. The admissions criteria are as follows.

If your child has an Educational Health and Care Plan (EHCP) you will need to apply for a place through the Local Authority. You will discuss your child/s primary school placement at their annual review meeting or during the EHCP Process. Decisions on the admissions of pupils with EHCP are made by the local authority.

The admission arrangements for pupils without an EHC Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

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13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid the disadvantage,

- We will be expected to provide an auxiliary aid of service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

We aim:

- To make all reasonable adjustments to reduce and eliminate barriers to access to the curriculum and to full participation in the Federation's community for pupils, and prospective pupils with a disability.
- To make all reasonable adjustments to provide an accessible environment which values and includes all pupils, staff and parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitude about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- To provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, endorsing the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum.
- Setting suitable learning challenges
- Responding to a pupils diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of all aspects of school life including Pupil Voice, School Council, Worship Council, After school club and other activities
- We teach PSHE as a whole-school approach through the Jigsaw Programme with offers comprehensive carefully thought Scheme of Work and brings consistency and progression to children's learning in the vital curriculum area.
- We are working towards the aware for National Nurturing School Status, which recognises that the school offers a high level of nurturing provision.
- We have trained professionals to offer Play Therapy and Counselling, along with a staff member delivering Draw and Talk Therapy.
- Pupils are encouraged to share their views through personal profiles, which provide an opportunity to share their likes, dislikes, things they are good at and things they feel they need support with. Pupil with SEND are also given opportunities to share their views through pupil conferencing and as part of the EHCP Process

- We have a 'zero tolerance' approach to bullying. The school promotes this through PSHE curriculum.

15. What support is in place for looked-after and previously looked-after children with SEND?



Mrs Hart, the SENCO and designated teacher for looked-after and previously looked-after children, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ensure that Children have plenty of opportunities to familiarise themselves with their new class staff. This is through our main transition day in Term 6.
- Children are provided with a social story about their new class that they can refer to over the summer break.
- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed

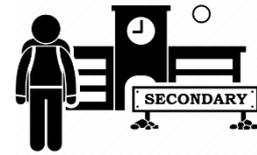
Transition to Secondary School

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge



We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local Authority's, Kent County Council, local offer. Kent County Council publishes information about the local offer on their website.

[About the special educational needs and disabilities \(SEND\) local offer - Kent County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organizations are:

IASK (information, Advice and Support)- <https://www.iask.org.uk/>

Early Help – <https://www.kent.gov.uk/education-and-children/early-help-support-for-families>

Kent Family Hubs- [Kent Family Hubs - Kent County Council](#)

Kent Parents and Carers Together (PACT) - [Kent Parents and Carers Together \(PACT\) - Kent County Council](#)

Local Charities that offer information and support to families of pupils with SEND are:

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National charities that offer information and support to families of pupils with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

We encourage parents./carers to initially discuss their concerns with class teacher, senior leadership team, family liaison officer, headteacher, or senco to resolve the issue before making the complaint formal to the chair of the governing body.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

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EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support pupils with SEND

SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEND

SEND support – special educational provision which meets the needs of pupils with SEND

Transition – when a pupil moves between years, phases, schools or institutions or life stages