



## All Saints' Catholic Primary School

### SEND Information Report

**Review Date: February 2027**

At All Saints', the **children** are at the heart of **EVERYTHING** we do, and with **Christ as our inspiration**, we are committed to creating a happy, safe, nurturing and inclusive school where we value **teamwork, being kind, forgiving** one another and **trying our best**, in everything we do.

Children with SEND are educated as part of an inclusive Quality First Teaching model but will receive adaptive teaching and/or intervention and support from teachers / teaching assistants as needed. The SEND Code of Practice recognises that every teacher is a teacher of SEND.

All children on the SEND register have provision which is additional to or different from the support generally given to other children of the same age. Not all children on the SEND register require or have an Education Health Care Plan (EHCP).

### **How does All Saints' support a child with SEND?**

All Saints' is a fully inclusive school and we are committed to ensuring that every child meets their potential. We cater for children with additional needs in **Cognition and Learning, Communication and Interactions** (including those children with a diagnosis of Autism Spectrum Condition) **Social, Emotional and Mental Health needs** and those with a **Physical and/or Sensory** need.

### **How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?**

At All Saints' we committed to ensuring SEND needs are identified as early as possible in order for timely interventions and support.

All the teachers at All Saints are trained to identify children that may have special educational needs. The class teacher will work in collaboration with the SENDCO to ascertain what support is needed at this time. As well as teacher assessment, we employ numerous other tools to monitor children's progress. These include assessments that are judged against age related standardised scores, failure to close the attainment gap between the child and their peers, progress that is significantly slower than that of their peers and information/ concerns from parents. Information provided by external agencies including a health diagnosis through a paediatrician or speech and language therapist will also help to inform school of individual needs.

If you have any concerns regarding your child, you are encouraged speak to the class teacher first where plans can be made to assess, plan and monitor any difficulties.

## **How will both you and I know how my child/young person is doing?**

We understand that supporting your child is a team effort and we welcome discussions with parents about how we all can support you and your family. Parents are given termly information about their child's progress through parents' evenings and reports. We will also gather information from the children regarding things they enjoy/ find difficult/ worry about.

Children who have Individual Education Plans (IEP'S) highlight the outcomes to be achieved during a particular time period. IEP's list the interventions being implemented, how often these happen and start and end data. These are shared with parents each term and have the opportunity to discuss and contribute to the plans (parents receive their own copy). We base our interventions on Trafford's Graduated Approach of Assess, Plan, Do Review so if children are not making the required progress, we are able to make changes in a timely way. The SENDCO holds termly SEND surgeries with the class teacher so children can be reviewed and adaptations made when needed.

Children who have an EHCP have a review every year, where professionals involved with the child and family are invited into celebrate achievements and review the effectiveness of the plan.

## **How will the curriculum be matched to my child/young person's needs?**

All children will be supported to access the curriculum. Teachers plan so that each child has the opportunity to develop independent learning skills. This may include visual prompts, concrete materials, resource packs with word banks and or number squares, technology- iPads, additional time for classwork or assessments, overlays, rewards systems or additional adult support amongst others.

Environmental adaptations can be made to the child's learning environment for example, through considered seating plans, keeping the classroom uncluttered to reduce distraction and the use of blinds to reduce distraction amongst others.

By using the above, we help to maintain a child's self -esteem as they access the curriculum. We encourage all children to learn age-appropriate skills in becoming independent learners and reinforce a growth mindset.

## **How will school staff support my child/young person?**

At All Saints', the children are at the heart of everything we do. The class teacher will be responsible for supporting your child in accessing the curriculum. A teaching assistant may carry out specific interventions, in small groups or one to one. Progress will be monitored and reviewed by the class teacher.

As well as the two parent teacher meetings each year, the class teacher will meet with the parents/carers of children with SEND and discuss their individual educational plan for that term. Here the class teacher will discuss the progress of your child and what provision is in place. Parents/carers will have the opportunity to contribute to the IEP, ask questions and receive feedback.

## **How is the decision made about what type and how much support my child/young person will receive?**

Support for children with special educational needs depends on their individual needs. All teachers follow Trafford's Graduated Approach which is a cycle of support. Your child's needs will be assessed, support will be implemented and monitored and reviewed.

When progress continues to be less than expected a child can move from Ordinarily Available Inclusive Practice/ Quality First Teaching strategies to SEN Support. With parental consent, the child's name is placed on our Special Educational Needs Register. An Individualised Education Plan is commenced. Co-produced outcomes are created and monitored. The targets are reviewed each term and progress is shared with the parents. Where significant progress is made, the class teacher and SENDCO may decide that the child will come off an IEP (and the Special Educational Needs Register) but will continue to be monitored by the teacher (this would be done in collaboration with the family).

If, despite receiving further support a pupil continues to make little or no progress, the SENDCO will work with the family and the class teacher to discuss referrals to outside agencies.

For a number of pupils, SEN Support may still not adequately support their needs. At this point an Educational Health Care Plan from the Local Education Authority can be considered. Parents, the child, class teacher, SENDCO and other professional involved, will all contribute towards this application.

This may result in an Educational Healthcare Plan. A pupil with an EHCP will have their progress reviewed annually with teachers/SENDCO/ parents/ outside agencies and the LA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENDCO to collate these records and to maintain the pupil's file.

Complaints about SEND provision in our school should be made to the class teacher/SENDCO/Head teacher, in the first instance. Parents will then be referred to the school's complaints policy if the issue is not resolved.

## **How will my child/young person be included in activities outside the classroom including physical activities and school trips?**

Ensuring that all children will be able to access any outdoor learning activities or school trips will be assessed by the class teacher. This may include ensuring children are in small or 1:1 groups with an appropriate adult or adapting resources to enhance learning. Children may also be given information/pictures of the venue so they can feel prepared and reduce anxiety. Risk assessments are carried out routinely for any school trips and specific requirements can be added as needed.

## **What provision does the school make to include all children regardless of needs?**

All staff have been trained in Emotion Coaching and implementing a Relational Approach. If a child has a particular need, disability or medical need, we ensure all staff have received training from a relevant professional. We monitor the effectiveness of our provision through teacher assessment – formal and informal, children's voice and parent voice, learning walks and looking at children's books.

## **What support will there be for my child/young person's overall wellbeing?**

At All Saints' we firmly believe that all children are unique and must be celebrated for the special gifts and talents that they possess. Each day we encourage our children to work hard, have a positive mindset, have the confidence to make mistakes, persevere and not give up – in order to succeed, and to feel good about themselves. This way they will have the courage to make their unique contribution in the world and achieve to their very best.

The children have contributed to the 'Children's Code of Conduct' for the Relationships, Behaviour and Communication Policy.

We work hard to be aware of and implement evidenced based practice. In January 2024 we commenced the 'Belong Programme'. This is a joint venture with The University of Chester and Trafford Virtual School. It is increasingly understood that traumatic experiences in childhood can have a profound and long-lasting impact on a young person's ability to engage successfully in school. Greater understanding of Attachment, Trauma and Mental Health and embedding attachment aware and trauma informed practices can improve attendance, reduce disruptive behaviour and improve wellbeing. This has fed into our Relationships, Behaviour and Communication Policy where we implement a relational approach. Staff are trained in using Emotion Coaching to help children reflect and manage their behaviour and relationships with others.

All children have access to the PSHE programme which covers subjects such as understanding emotions, friendships, internet safety and personal safety. We take part in Children's Mental Health Week to help encourage conversation and awareness of our needs. Information about local support groups, activities and training opportunities are regularly sent out to all families by the SENDCO.

We currently have access to Place2Be. They provide in-school emotional support for children and young people. This can be 1:1 session or group sessions through the Journey of Hope programme. We also have access to Trafford Thrive and can make referrals to CAMHS. We are also involved in The Partnerships for Inclusion of Neurodiversity in Schools (PINS) project to support neurodiverse children in mainstream primary schools. It involves collaboration between schools, local authorities, and parent-carer forums to provide training and improve support systems. The program strengthens relationships between parents and schools to improve outcomes.

We have recently been accepted on to The Whole School and College Approach: a collaborative framework designed to enhance mental health, wellbeing and special educational needs support by involving staff, students, parents and external partners.

Parents are encouraged to speak with the class teacher if they have any concerns regarding their child's wellbeing.

## **What specialist services and expertise are available at or accessed by the school?**

All Saints' Catholic Primary School have access to a variety of outside agencies including health, local authority support and voluntary sector organisations in order to meet pupils' SEND needs. Outside agencies may include any number of the following and is not limited to:

- Special Educational Needs Advisory Service (SENAS)
- Educational psychology service
- Behaviour support service
- Speech and language therapy service
- Pre-School advisory service
- Social Care
- Mental health services (Place 2 Be, T Thrive, CAMHS)
- Trafford Team Together
- The Virtual School
- Trafford Sensory Impairment Team

### **What training have the staff supporting children/young people with SEND had?**

The SEND Code of Practice recognises that every teacher is a teacher of SEND and they are responsible for making reasonable adjustments and adaptations to support children. All staff have been trained in Emotion Coaching techniques and implementing a Relational Approach. The SENDCO regularly attends SEN forums and training sessions throughout the year to ensure best practice within SEN and that this is disseminated to other staff.

We are also involved in The Partnerships for Inclusion of Neurodiversity in Schools (PINS) project to support neurodiverse children in mainstream primary schools. It involves collaboration between schools, local authorities, and parent-carer forums to provide training and improve support systems. The program strengthens relationships between parents and schools to improve outcomes.

We have recently been accepted on to The Whole School and College Approach: a collaborative framework designed to enhance mental health, wellbeing, and special educational needs (SEN) support by involving staff, students, parents and external partners.

The SENDCO has completed the National Award in Special Educational Needs. Both the SENDCO and headteacher have recently completed a Post Graduate Certificate in Attachment, Trauma and Mental Health.

### **How are parents and young people themselves involved in the school?**

All parents with children on the SEND register meet with class teachers each term to review their child's targets and progress. Outcomes are co-produced. Parents are given a copy of the child's IEP. Children with EHCP's will have an annual review. This will include the parents, SENCO, class teacher, relevant professionals involved in the child's care and if appropriate, a representative from Trafford Educational

and Health Care Team. Children are invited to share their thoughts and wishes in this review process through a person-centred approach.

At any time in the school year, parents are welcome to meet with the class teacher, SENCO or Head Teacher to discuss any concerns.

### **Who can I contact for further information?**

Your child's class teacher, the SENDCO, Mrs Flanagan or Head Teacher, Mrs Fagan. Trafford Local Offer is a website which offers information and guidance for children and young people with Special Educational Needs. Kay Greaves is the SEND link governor.

Trafford Local Offer

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

Family Information Service

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/service.page?id=IF414N9vuKU>

### **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

We have systems in place to support transitions from year to year and key stage to key stage, including secondary school. As children move through the school, teachers ensure that information is passed on to the next teacher. Cohort information is formally passed on during teacher handover. This includes information such as SEND- area of need/s, whether a child is Pupil Premium or Looked After, Strengths, Triggers and any medical/allergy information. A child on the SEN register will have a Pupil Passport that has extra information to help support the pupil.

We will work closely with our local secondary schools to support transition. Additional visits are put in place for some children. When children transfer to a new school the SENDCO ensures our records are passed on and staff are informed of any need.

### **Who is there to help me and my child?**

The **class teacher** should always be a parent's first port of call, if they are concerned about their child.

Other key staff are available to meet:

**Miss Laura Gosling:** KS1 Lead

**Mrs Jennifer Dutton:** KS2 Lead

**Mrs Deirdre Flanagan:** Special Educational Needs Coordinator

**Mrs Alicia Murphy:** EYFS lead and Acting Deputy Head

**Mrs Anita Fagan:** Head teacher

**Mrs Kay Greaves:** SEND link governor