



All Saints' C E Primary School, Rochdale – SEN Information Report and All Saints' Local Offer– September 2020 to September 2021

At All Saints' CE Primary School we have a clear and systematic approach to the support for, identification of, and teaching of pupils with Special Educational Needs and/or disabilities (SEND). Through close partnership working with parents we strive, in our mainstream setting, to meet the academic, physical and emotional needs of pupils with Special Educational Needs wherever possible. We believe that every child deserves an education which enables them to reach their full potential.

As outlined in the SEN Code of Practice (2015) the four broad areas of need that we may support in school are :-

- **Communication and Interaction** – including Autism Spectrum Condition(ASC) Speech and Language difficulties, selective mutism.
- **Cognition and Learning** – including dyspraxia, dyscalculia, dyslexia, moderate learning difficulties.
- **Social, Emotional and Mental Health Difficulties** – including significant difficulties in emotional development and regulation, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD)
- **Sensory and Physical Needs** - including sensory processing difficulties, physical disability, restricted mobility, visual or hearing impairment.

This report gives you information about how we at All Saints' support pupils with Special Educational Needs or disabilities.

Supporting parents in accessing Rochdale's Local Authority Local Offer.

Local Authorities and schools publish and keep under review, information about services they expect to be available for children and young people with Special Education Needs. The Local Offer outlines these services with the aim of informing parents and young people about their choices and making available support and provision clear and accessible for families.

The Rochdale Local Offer can be found using the following link:

<http://www.rochdale.gov.uk/schools-and-education/special-educational-needs//Pages/send---the-local-offer.aspx>

Statutory Information required.	Question raised.	School response and provision.
The kinds of special educational needs for which provision is made at the school.	What kinds of SEND do children in our school have?	We support a number of pupils with SEND who have a wide range of additional needs including Autistic Spectrum Condition, speech and language difficulties, physical disabilities and restricted mobility, Global Development Delay, moderate learning difficulties and hearing impairment.
Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.	How do we as a school identify and assess pupils with special educational needs and how do we establish what those needs are?	<p>For pupils who already have special educational needs identified when they start at All Saints' CE Primary, we will work closely with parents and, if they have attended one, their previous educational setting to aid us in finding out how we might best meet their needs and adapt their provision upon entry in order to do so. Our staff closely monitor the progress made by all children and ask for advice if needed as soon as they have concerns about any pupil. Early identification is key to our rapid support for pupils.</p> <p>Where a pupil is identified as having SEN we aim to remove barriers to learning and put effective provision in place. This is known as the graduated approach: <i>Assess → Plan → Do → Review</i></p> <p>Progress will be monitored throughout this graduated approach and if progress is limited for pupils despite targeted teaching and intervention then, with parental consent, pupils may receive further support and intervention and may also be placed on the SEN register.</p> <p>Diagnostic assessment may be carried out by our SENCO to pinpoint areas for development and to inform target setting, or we may refer for specialist advice and/or assessment by our Educational Psychologist or other outside agency.</p> <p>If we have taken relevant and purposeful action to identify, assess and meet the SEN of the pupil and they have not made expected progress, we may request an Education, Health and Care needs assessment.</p>

<p>Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—</p> <p>(a) how the school evaluates the effectiveness of its provision for such pupils;</p>	<p>What are the school policies relating to SEND, how are they implemented and how do we reflect on and evaluate how effective our SEND provision is?</p>	<p>Our Special Educational Needs and Disability Policy gives information about how we make provision for all pupils with SEND. This is available on our school website or from the school office. If you would like to discuss our SEND provision or find out more, please contact the school SENCO who would be happy to discuss this with you. Evaluative discussions are regularly held between teaching staff and the SENCO regarding the effectiveness of our overall SEND provision and provision for individual pupils.</p> <p>The school's SEND Governor regularly monitors and evaluates the effectiveness of our SEND provision.</p>
<p>(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;</p>	<p>How do we assess and review the progress made by pupils with SEND in order to continually respond to their current stage of learning?</p>	<p>Children are constantly assessed and their progress is monitored by their class teacher, by other staff supporting their learning and by the SENCO.</p> <p>All pupils on the SEN register have an individual Pupil Provision Plan (PPP) which outlines specific desired outcomes for them, support strategies, additional provision and resources and success criteria for these outcomes. These provision plans are written by pupil's class teachers and overseen by the SENCO. These are shared and agreed with parents and the thoughts and wishes of parents and pupils (parent and pupil voice) are a key part of the PPPs. Each pupil's PPP is reviewed and updated at least termly but may be reviewed more often in response to children's progress or changing needs.</p> <p>Assessment and reviewing progress for pupils with SEND may involve seeking advice from other agencies and professionals such as Rochdale Additional Needs Service or the school's Educational Psychologist.</p>
<p>(c) the school's approach to teaching pupils with special educational needs;</p>	<p>(c) What are our school's approaches, beliefs and ethos regarding our teaching of pupils with special educational needs?</p>	<p>Central to all of our teaching and provision is the fundamental belief that all teachers are teachers of pupils with special educational needs. Provision for pupils with SEND is a whole school responsibility</p> <p>We work in partnership with parents and families to share knowledge of our children and to work together to remove barriers to learning as effectively as possible.</p> <p>We recognise that children learn at different rates and in different ways and that we need to adapt our teaching and provision in response to this.</p> <p>Our aim is for all children to grow in confidence, to enjoy learning and to achieve their unique potential.</p>

<p>(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;</p>	<p>(d) How do we make sure that what and how we teach is adapted for pupils with SEND?</p>	<p>We ensure that our teaching and provision is adapted as necessary in order that all our pupils might access our broad and balanced curriculum. We will constantly seek to identify how children learn best and adapt our teaching in line with this eg provision of visual timetables, provision of a sensory diet/ sensory breaks, differentiated and personalised teaching content etc. Our accessibility plan and the resulting adaptations to our practice and/or the fabric of the school building mean that our school is fully accessible for pupils and we are equipped to constantly respond to pupil's learning and physical additional needs. School seeks and acts upon the advice of external agencies and professionals such as Speech and Language Therapists, Hearing Impairment team, Rochdale Additional Needs team etc.</p>
<p>(e) additional support for learning that is available to pupils with special educational needs;</p>	<p>(e) What additional support may be needed and made available to meet the special educational needs of all children attending All Saints'?</p>	<p>Curriculum content, teaching support and resources will be tailored to best suit the learning needs of all pupils. Additional support and/or adaptation of teaching and provision will be provided for pupils with SEN and may be in the form of additional adult support, visual prompts, additional support resources, shorter 'chunks' of teaching, support for development of social skills and interactions, support to physically access the school building and curriculum. Children are supported initially through Quality First Teaching and, if further support is needed, targeted and personalised intervention is used to help pupils to overcome barriers to learning and to target gaps in knowledge. All interventions and additional resources and support are reviewed and evaluated regularly in terms of their effectiveness for pupils.</p>
<p>(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and</p>	<p>(f) How do we ensure that all school activities are accessible for all pupils including any necessary adaptations being made?</p>	<p>When planning activities and experiences for pupils we carefully consider the needs of all pupils and whether/how the activity needs to be adapted to meet those needs and to be fully accessible. We offer a wide range of extra-curricular activities to all pupils including sports clubs, choir, cookery club, art club and others. We ensure that children with SEND can engage in these together with children who do not have special educational needs. We also offer regular school trips and 'in school experiences' such as visiting speakers or sessions in our interactive room to enrich our curriculum. These are fully adapted</p>

		<p>and accessible for pupils with SEND. Details of these are sent home throughout the year.</p> <p>Pupils that have a disability are supported effectively before/after school and at break/lunch times if necessary. This may include teachers and/or teaching assistants meeting disabled pupils at entry points in the morning and assisting these pupils to meet parents at home time. These pupils may also be supported by leaving the classroom slightly earlier than others at break time, lunch time and home time so they stay safe. A risk assessment and individual health care plan for disabled pupils is updated annually.</p>
(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.	(g) What do and could school put in place to support pupils' emotional, mental and social development?	<p>The PSHE curriculum as well as other curriculum areas and opportunities are planned carefully to support the emotional, mental and social needs and development of all pupils including pupils with special educational needs.</p> <p>Interventions such as the Social Use of Language Programme are used to support children's social interactions and aid development of social skills.</p> <p>Pastoral support from the SENCO and Safeguarding Lead (R Parsons) our Early Help Lead (M J Keaney) as well as teachers and Teaching Assistants is used to support children's emotional well-being. Support sessions such as one to one emotional literacy sessions will be made available as needed.</p> <p>We will seek additional advice and support as needed from support services such as Healthy Young Minds, Educational Psychology, Barnados or counselling services.</p>
In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.	Who should I contact if I want to find out more about how the school supports pupils with SEND?	<p>The SENCO for All Saints' CE Primary school is Rachael Parsons who can be contacted on 01706 640728 or marking an email 'For the attention of R Parsons – SENCO' and sending it to office@all-saints-rochdale.co.uk</p>
Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	What training have staff received to enable them to meet the needs of pupils with SEND? What further specialist expertise is sought from external sources?	<p>R Parsons – SENCO – ensures that through training, research, meetings with advisors and experts and observing examples of good practise I am as equipped as possible to support both pupils with SEND and to support staff in developing their provision to meet the needs of pupils with SEND.</p> <p>Whole staff and individual staff training is regularly received in order to make sure that all staff are best equipped to support children with SEND.</p> <p>As a school we work closely with a range of agencies such as Educational Psychologists or Occupational Therapists to seek specialist expertise.</p>

		<p>Teaching Assistants and teachers delivering interventions have training and have advice and support available as needed. Several staff in school have received Assisting Children to Move training in order to support pupils who have physical disabilities or restricted mobility.</p>
<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>What happens if a pupil needs specialist equipment or other facilities?</p>	<p>All areas within the school building are accessible for pupils with special educational needs and/or a physical disability.</p> <p>We have an accessible changing room located within the main school building and an area within our Foundation Stage unit which can and has been adapted for use as needed.</p> <p>Specialist equipment which is needed to support pupils in accessing their physical environment, learning or participation in life in school may be purchased by the school but may also be sought and obtained by specialist providers such as Physiotherapy, the Posture and Mobility Team, Occupational Therapy etc. Where equipment is provided by school this will often be upon the advice of support agencies who are working with pupils and with school.</p> <p>Where necessary we will seek advice and support from agencies such as the School Health Team, Rochdale Additional Needs Service etc to assist us in writing Care Plans, risk assessments or Individual Health Care Plans for pupils.</p> <p>Please see our Accessibility Policy for further information.</p>
<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>How do we ensure that support for pupils with SEND is always created in partnership with parents and carers?</p>	<p>We hold central to our ethos and practises the essential partnership between school and parents/carers in all aspects of SEND provision.</p> <p>If we have initial concerns for a pupil in terms of SEN (eg slower than expected rate of progress despite Quality First Teaching followed by Wave 2 intervention) we may place children on our SEN monitoring list. This will be discussed with parents/carers with the class teacher and possibly the SENCO.</p> <p>If there is still a concern for pupils after a graduated response and targeted support, we may seek consent from parents for the pupil to be included on the school's SEN register and then therefore be assisted at the SEN Support stage.</p> <p>Pupil Provision Plans (PPP's) will be shared and discussed with parents/carers at least termly and parent/carer's and children's voice shared, listened to and included on PPP's.</p>

		<p>As well as scheduled times such as Parents' Evenings, parents are asked to share concerns, ask questions etc as they arise. This is in order to keep the lines of communication and partnership between home and school as open as possible and to work together to support children as effectively as we can.</p> <p>For some families, the offer of an Early Help Assessment may also be appropriate in order to fully support the whole family in meeting children's needs.</p>
<p>The arrangements for consulting young people with special educational needs about, and involving them in, their education.</p>	<p>How will pupils be involved in what is provided for them and in their own learning, how will their thoughts, wishes and feelings be sought and how can they contribute to decisions that are made about their education?</p>	<ul style="list-style-type: none"> • PPP Desired Outcomes are shared and discussed with pupils and discussion takes place (where children are able) about how we can work together and support pupils in working towards these outcomes. • Pupil voice is included in Pupil Provision Plans and forms part of decision making processes for targeted outcomes and for teaching provision. • Pupils are always invited to share their views on their provision and on their learning and progress (in a way that they feel comfortable with.) • The views of pupils who have an Education, Health and Care plan are seen as a vital part of Annual Reviews meetings. • We may use a range of methods to suit individual children to gather their thoughts such as Ideal Self sessions, play sessions, one to one discussions, sessions with an Educational Psychologist etc.
<p>Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.</p>	<p>Who should parents contact and what should they do if they have concerns about the SEND provision for their child or about their learning or progress?</p>	<ul style="list-style-type: none"> • The first point of contact is the class teacher where SEND provision for individual children can be discussed. • If concerns remain parents should then speak to the SENCO followed by the Head Teacher if concerns continue. • In the event that a complaint cannot be resolved, then the matter will be referred to the Chair of Governors.
<p>How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with</p>	<p>Which other agencies and services do we work with to most effectively and fully meet all special educational needs for children?</p>	<ul style="list-style-type: none"> • We work very closely in partnership with a wide range of agencies and services in order to fully support pupils with SEND and their families. The services that we seek support from will vary in response to the needs of each individual pupil. • The range of agencies and support services school works with include, but are not limited to: Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, Physiotherapy, Rochdale Additional

<p>SEN and in supporting the families of such pupils.</p>		<p>Needs Service (RANS) – ASC Team, Physical Disability team, Hearing Impaired Team, Visual Impaired Team, Posture and Mobility, Healthy Young Minds, #Thrive, School Health Team, Complex Early Help and Safeguarding Hub, SEN Assessment Team.</p>
<p>The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<ul style="list-style-type: none"> • The Parent Partnership offer independent, impartial advice and support to parents and carers who have children with learning difficulties or disabilities, whether a child is currently being assessed by the Local Authority or not. They can be contacted on 0161 6534461. More information can be found online at https://search3.openobjects.com/mediamanager/rochdale/fsd/files/rochdale_parent_partnership_leaflet_-_family_action_1.pdf • Parents are supported through the LA Local Offer, of which the school is part. The LA's Local Offer signposts the relevant services for parents and we work closely with parents in school to help them find the relevant help and support for them. More information about the Local Offer can be found through a link on our school website or at the following link http://www.rochdale.gov.uk/schools-and-education/special-educational-needs//Pages/send---the-local-offer.aspx
<p>The school's arrangements for supporting pupils with SEN in transferring between phases of education.</p>	<p>How do school ensure that pupils and their families are supported to make successful transitions in education eg from one Key Stage to the next?</p>	<ul style="list-style-type: none"> • Staff in school carry out a transition 'handover' meeting or meetings in the Summer Term to ensure that all relevant information is passed on and that we maintain as much consistency for pupils as possible. This is to ensure that strategies and resources that have proven to be successful for pupils with SEND are ready to be implemented in September. • If pupils are moving onto secondary school this meeting is carried out instead with the receiving school, often with their SENCO or with another member of their pastoral team. • Parents and pupils are involved in deciding what transitional arrangements and support need to be put into place. Parents are invited to be part of these arrangements, for example, being invited to attend additional transition visits to secondary school with their child and possibly with R Parsons (SENCO) • Our pupils on the autistic spectrum have a transition booklet made with them in the Summer Term to help them get ready for the change in class in

		<p>September. A copy is also sent home for parents/carers to look through with their child over the Summer break.</p> <ul style="list-style-type: none"> • We may arrange for class teachers to go and spend time with pupils in their current and familiar class before pupils' transition into their new year group in order to increase familiarity, begin to build the pupil teacher relationship and to try to reduce possible anxiety or worries for pupils.
Information on where the Local Authority's Local Offer is Published	Where can I find out about other services that might be available for our family and my child?	<ul style="list-style-type: none"> • More information about the Local Offer can be found through a link on our school website or at the following link http://www.rochdale.gov.uk/schools-and-education/special-educational-needs//Pages/send---the-local-offer.aspx