

# School SEN Details

## All Saints CE (C) Primary School & Nursery, Ranton

Bourne Avenue, Ranton, Stafford, ST18 9JU

### Introduction

Please note that these details are as supplied by the school themselves.

### How we identify and assess needs

How will you know if my child or young person needs extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of a child's attainment shows a lack of progress
- Pupil observation and intervention over time, with little progress, indicates that they have additional needs in one of the following four areas:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory or physical

What should I do if I think my child or young person needs extra help?

If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCo whose name is Miss Ashton and who may be contacted through the school office on: 01785 282228 or email [headteacher@allsaints-ranton.staffs.sch.uk](mailto:headteacher@allsaints-ranton.staffs.sch.uk)  
All parents will be listened to and their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Where can I find the setting's SEND policy and other related documents?

All relevant information regarding the school's SEND Policy and other related documents can be found at:  
<http://www.allsaintsranton.co.uk>  
Paper copies of all policies can also be provided by the school office (01785 282228).

#### **SEND Policy and other related documents**

[School Website](http://www.allsaintsranton.co.uk)

### Teaching, learning and support

How will you teach and support my child or young person with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.  
Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.  
Teachers will carry out ongoing assessment of progress made by pupils in specific intervention groups.  
Teachers will have progress meetings with the SENCO.  
There will be pupil and parent discussions at termly meetings.  
Pupils progress is tracked and monitored.  
Attendance and behaviour records are monitored.  
Pupils have individual curriculum targets set in line with national outcomes to ensure ambition.

Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.

How will the curriculum and learning environment be matched to my child or young person's needs?

Teachers plan differentiated work to match the ability of all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help. Our school encourages all children with SEN to take part in after school clubs. They are included in educational visits to support topics and residential experiences. They have any support necessary to ensure they can take part in these activities.

How resources are allocated to meet children or young people's needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- Professional Development relating to SEND for staff.

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

Class teachers have regular review meetings with appropriate staff to discuss your child's progress and any additional needs that require further support. School based plans are discussed with parents and staff at least three times a year. For children needing some extra support the class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. Additional assessments from outside services, such as Educational Psychologists, language and learning support, speech and language will inform the types of support and/or resources needed. For those needing significant further support each child is assessed individually according to the SEN Code of Practice (2015), and personalised or group learning support programme (s) will be developed dependent on need. If after discussion with parents the school may decide to apply for an EHC plan.

How will equipment and facilities to support children and young people with SEND be secured?

We ensure that the needs of all children are met to the best of the school's ability with the funds available. We will often allocate Teaching Assistants to deliver programmes designed to meet groups of children's needs. The special educational needs (SEND) budget is managed by the Headteacher and allocated on a needs basis. Resources are requested and ordered as necessary to support each pupil's learning. Regular meetings are held to monitor impact of extra support. The governing body is kept informed of funding decisions. The SENCO also creates a year action plan which is costed into the school budget.

How will you and I know how my child or young person is doing?

Children's attainment will be shared with parents termly in a meeting where the Additional Support Plan is reviewed and new targets are discussed. Parent's Evenings every term. If a further appointment is required, parents are asked to contact the school office in order to make an appointment with the class teacher and/or SENCO.

How will you help me to support their learning?

The class teacher, or the SENCO, may suggest ways in which you can support your child's learning. This may be in the form of games to play with your child, or activities to support a new topic, or differentiated homework. Parent coffee afternoons are provided by the school, and information about these are included in the weekly Newsletter. These afternoons provide parents with a chance to understand more fully the curriculum, and the way in which the children learn at our school.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

- Pupil voice
- Individual reviews of ASP (additional support plan) with child and teacher
- Discussions about aspirations and goals with SENCO

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. This impact is measured on a termly basis. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

## Keeping students safe & supporting wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- The beginning and end of each school day a member of staff is present on the playground and near the main entrances to ensure handover from parents.
- The school has a comprehensive and robust set of risk assessments which cover all equipment, activities and individual children where appropriate.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

Pastoral support in All Saints includes a variety of strategies. There is a positive ethos in which pupils are encouraged to support and help pupils who may find break times are difficult for them. All Saints has achieved the Healthy School Status and a Gold Sports Games Mark. All pupils have swimming lessons throughout the year, and regular PE sessions. Pupil views are regularly sought on a variety of issues. School Council is one example of this. A variety of after school activities are widely advertised in school and in the weekly newsletter to parents and governors, and are open to all. These are run by Bee Active.

How will you manage my child or young person's medicine or personal care needs?

Pupils who have medical needs will be provided with a Health Care Plan, which has been put together by the school nurse, in partnership with parents and where appropriate, with pupils. All staff are made aware of the medical difficulties of pupils. Two members of staff at All Saints School have received Emergency First Aid at Work training, and Mrs Shaw has received Paediatric First Aid training. All medication procedures fall within the LA policy. All staff are aware that inhalers are stored in the First Aid cupboard in the Library. All staff have received Asthma Awareness and inhaler training. All staff are aware that prescribed medicines are kept in the office, and that only measured doses can be administered. A copy of the Medical Conditions at School Policy can be located in the medical folder in the filing cabinet in the office.

What support is there for behaviour, avoiding exclusions and increasing attendance?

We have the highest expectations for behaviour and attendance at All Saints and these are based on the excellent relationships we have with our pupils and families. We have a nurturing ethos which forms the basis of our restorative approach. We take a restorative approach to behaviour and this feeds into our Behaviour Policy and our Anti-bullying Policy (both can be found on our website). We encourage children to take responsibility for their actions, to understand the consequences and to put things right. We also start each day as a new day so that children know they can move on.

### Links to external agencies

[Behaviour Policy](#)

How do you support children who are looked after by the local authority and have SEND?

Our school SENCO is also the designated teacher for LAC.  
Please see the school's LAC Policy.

## Working together

Who is involved in my child's education?

The class teacher should also be a parent's first port of call if there are any concerns.  
Other key staff available to meet on request are:

Miss Ashton, Headteacher, SENCO, Designated safeguarding lead.  
Mrs Smith, Assistant SENCO

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

SEND information about children is shared and understood by all staff in a variety of different ways, including:

- regular staff meetings
- support staff meetings
- training schedules
- key staff discussions

What expertise do you have in relation to SEND?

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service etc. Training takes place on a regular basis. As a staff we have regular training and updates of SEND conditions, Medication use and Resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly. Miss Ashton (SENCO) has the National Award for SEN Coordination (NASEN)

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour Support, SENSS and the Educational Psychologist. We also work closely with the Health division including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Social Care and the Autism Outreach Team. Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.

Who would be my first point of contact if I want to discuss something?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The Headteacher / SENCO

Who is the SEN Coordinator and how can I contact them?

Our SENCO is Miss C Ashton and you can contact her via email at [headteacher@allsaints-ranton.staffs.sch.uk](mailto:headteacher@allsaints-ranton.staffs.sch.uk) or by telephone (01785) 282228

What roles do your governors have and what does the SEN governor do?

Our Governing Board fulfils its statutory duty towards pupils with SEND or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the Governing Board ensures:

- arrangements are in place in school to support pupils with medical conditions.
- a SEND information report is published annually.
- there is a qualified teacher designated as SENCO for the school.

How will my child or young person be supported to have a voice in the setting?

- Pupil voice
- Individual interviews related to Additional Support Plan targets with the class teacher

What opportunities are there for parents to become involved in the setting and/or to become governors?

All parent governor vacancies are advertised on the school website and school newsletter.

What help and support is available for my family through the setting?

The SENCO will work with families to complete paperwork and collect evidence  
Half termly meetings are held with parents to give them the opportunity to ask for specific help. The assistant SENCO will complete an EHA if a family requires additional support.  
In addition to this, informal support is available at school on a daily basis for our families.

## Inclusion and accessibility

How will my child or young person be included in activities outside the classroom, including trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. Risk assessments are carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. A suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. We try to encourage our children to be independent but at times it may be necessary for their parent or carer to join us on the trip to support their child. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided. After school clubs are available to all pupils and adjustments will be made to support their participation. Health and safety audits will be conducted as and when appropriate.

Provide details of the physical accessibility of the setting?

All Saints Primary School and Nursery is situated within a single-storey building. We have a disabled toilet. We also have an accessibility plan which is available to view on our website.

The building is accessible by wheelchair. There are currently no disabled changing facilities.

How accessible is the setting's environment?

The site is fully accessible.  
children with sensory needs are supported through the use of additional resources such as fiddle toys and headphones.

What forms of communication does the setting use to ensure inclusivity?

The school makes use of a variety of communication methods including:

- email
- newsletters
- social media updates
- school website

In the event of alternative languages being needed, the school would work hard to ensure that this was available.

## Joining and moving on

Who should I contact about my child or young person joining your setting?

If you are interested in your child joining our setting please contact the school office on 01785 282228. Further information about admissions can be found on the website: <http://www.allsaintsranton.co.uk/school-information/admission-transfer>

How can parents arrange a visit to your setting?

Parents are welcome to contact the school office on 01785 282228 to arrange to come into school to look around and speak to the headteacher.

How will you prepare and support my child or young person to join your setting and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)

We recognise that 'moving on' can be difficult for all children, but especially for a child with SEN or disabilities and take steps to ensure that any transition is as smooth as possible.

Joining our school:

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

Induction events take place during the summer term for all children who are joining the Foundation Stage in September.

Previous schools contacted for information sharing.

We encourage the children to visit for a taster day before starting

When moving classes at our school:

Information will be passed on to the new class teacher IN ADVANCE and a 'handover' planning meeting will take place with the new teacher. All ASPs will be shared with the new teacher.

Transition to new class is facilitated by sessions during the summer term with new class teachers and environment.

If your child is moving to another school:

?We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

In Year 6

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition. This includes attending any reviews prior to transition.

The SENCO will discuss the specific needs of your child with the SENCO of their secondary school.

In all situations we liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

## Additional information

What other support services are there who might help me and my family?

<https://www.staffs-iass.org/home.aspx>

When was the above information updated, and when will it be reviewed?

This SEN Information Report is intended to give you clear, accurate and accessible information. This report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school and is therefore subject to change. Part of this review process will involve contributions from parents. If you would like to comment on the content of the report or make suggestions to improve the information, please email [headteacher@allsaints-ranton.staffs.sch.uk](mailto:headteacher@allsaints-ranton.staffs.sch.uk).

What can I do if I am not happy with a decision or what is happening?

Parents can give feedback via email, in person or by telephone at any point. There are also opportunities to do this through the regular parent meetings that are held throughout the year. The school complaints policy is available on our website: <http://www.allsaintsranton.co.uk/governance/policies/a-b-2/complaints>

## Specialisms, support and facilities

### Specialisms

- Resource for autism
- Resource for social, emotional and mental health
- Resource for cognition and learning difficulties
- Fully accessible environment – for pupils with physical or sensory needs
- Resource for moderate learning difficulty
- Resource for speech, language and communication needs

### Other support/equipment

- Outreach and family support
- Bought in support services

### Other setting facilities

- Fully wheelchair accessible

**i** School statistical data and design provided in association with [School Guide](#)



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