

School SEN detailed information

Reference number: 312-6615-2500 (unsubmitted)

Basic Details

The school

School name*:

All Saints Church of England Primary, Ranton, ST18 ▼

Please contact us if your school does not appear in the list.

Your contact details

The email address you use here will be required to access this form at a later date (if you wish to save part way through or update information after submitting). Please ensure that you supply a valid email address. It is recommended that you use a general school email address rather than one directly attached to an individual. Data supplied in this section is not for public display.

Name of person completing this form

First name*:

Charlotte

Last name*:

Ashton

Role in school*:

Headteacher

Email address*:

c.ashton@tssmat.staffs.sch.uk

Required to access this form after saving.

Phone number*:

01785282228

How we identify and assess needs

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

Ensure that you include:

- How do you identify children or young people with SEND?*
- After identification, what would your setting's first steps be?
- Does the setting/school/college have any programmes for early intervention/help?

Identifying Special Educational Needs and Disabilities (SEND) is a multi-faceted process that schools in the UK follow to ensure all students receive the support they need. The process is guided by the SEND Code of Practice, which emphasizes a 'graduated approach' based on a cycle of 'Assess, Plan, Do, Review.'

Here's a breakdown of how we identify SEND needs:

1. Early Identification and Ongoing Assessment

Schools are encouraged to identify needs as early as possible. This is not a one-time event but an ongoing process that involves:

- Ongoing Teacher Assessment and Observation: Teachers are on the front line, continually

observing a child's progress, learning, and behaviour. They might notice a child struggling with certain concepts, having difficulty with social interactions, or exhibiting persistent emotional or behavioural challenges.

- Data and Progress Monitoring: Schools use a variety of data to track student progress. This can include:

Regular in-class assessments; results from standardized tests (e.g., in reading, writing, and maths); progress against age-related expectations in the National Curriculum; analysis of attendance and behaviour data, which can sometimes be an indicator of underlying needs; discussion with Parents/Carers: Parents know their child best. A key part of the process is a partnership between the school and the family. Concerns raised by parents are taken seriously and are a crucial part of the identification process.

Listening to the Child: The child's own views and feelings about their learning and well-being are also taken into account.

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

(NB this question may not be relevant to specialist providers and they can leave it out)

Ensure that you include:

- How will I be able to raise any concerns I may have?

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 Mrs Duffy and who may be contacted via email: SENCO@tssmat.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/school'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

Please provide links to your SEND Policy and any related documents in the area provided below.*

Documents to provide include SEND policy, Accessibility plan, Assessment Policy, Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy

SEND Policy.

Teaching, learning and support

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

Ensure that you include:

- How will you support children and young people with SEND with or without an EHC plan?*
- How does the setting/school/college plan the support?
- How and when will I be involved in planning my child or young person's education? Include examples of personalised intervention programmes and any external teaching and learning, eg outreach
- What additional learning support is available?*
- How will teaching approaches be modified to meet my child or young person's needs?*

At All Saints we aim to provide Quality First Teaching for all pupils. This means teachers are responsible for adapting their teaching to meet the needs of all learners in their class.

For students with SEND, this might involve:

- Differentiated instruction: tailoring the curriculum, resources, and tasks to match a child's individual learning level and style.
- Use of visual aids: using symbols, pictures, and visual timetables to help with understanding and organization.
- Breaking down tasks: dividing complex tasks into smaller, more manageable steps.

If Quality First Teaching is not enough, the school will provide additional learning support, which is often called SEN Support. This could be:

- Individual or small-group work: led by a teacher or teaching assistant to focus on specific skills, such as literacy, numeracy, or social skills.

- Specialist interventions: structured programs designed to address a particular need. Examples include:

- *Lego Therapy: to improve communication and social skills through collaborative building.

- *Precision Teaching: a method for rapidly improving fluency in skills like reading and spelling.

- *Colourful Semantics: a visual approach to helping children develop their sentence structure and grammar.

- *Sensory Circuits: a series of physical activities designed to help regulate a child's sensory needs, often at the start of the day.

For a small number of children with very complex needs, an Education, Health and Care (EHC) Plan is created. This is a legal document that outlines all the educational, health, and social care support the child requires. The plan specifies the resources and funding that must be provided. Support might include a one-to-one teaching assistant, or specialist equipment.

Planning and Parent Involvement

Support for a child with SEND is planned using the 'Assess, Plan, Do, Review' cycle.

Assess: The school gathers information about the child's needs. This includes observations, academic data, and input from parents and external professionals.

Plan: The school, in collaboration with parents and the child, creates a plan with specific, measurable, achievable, realistic, and time-bound (SMART) outcomes. This might be called a Pupil Support Plan or Individual Education Plan (IEP).

Do: The support outlined in the plan is implemented.

Review: The effectiveness of the support is reviewed regularly (usually every term). Progress is measured against the outcomes, and the plan is adjusted as needed.

Your involvement is crucial. You will be invited to attend meetings at each stage of the 'Assess, Plan, Do, Review' cycle. Schools should communicate with you regularly about your child's progress. You have the right to be fully involved in the planning and decision-making process for your child's education. For children with an EHC plan, an Annual Review meeting is held to formally review the plan and ensure it still meets the child's needs.

External Support

Schools often work with a range of external professionals to provide specialized support. This is sometimes called outreach. Examples of these services include:

Educational Psychologists: to assess a child's learning and provide advice on strategies.

Speech and Language Therapists: to help with communication difficulties.

Occupational Therapists: to support a child with physical needs and sensory processing.

Specialist teachers: from services like the Phoenix Autism Outreach Service or Support for Learning Services, who provide expertise and training to school staff.

These professionals may work directly with your child or provide guidance and training to school staff and parents.

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

Ensure that you include:

- What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning?*(This may include support from external agencies and/or equipment/facilities)
- What additional learning support is available?
- Who will oversee and plan the education programme?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- Where can I find information on the courses, qualifications and subjects that are available within the setting? (N.B. this question can be left out for settings in which it is not applicable (e.g. in mainstream primary schools))

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?*

Ensure that you include:

- How is your budget for SEND allocated and managed (Budget figures not required) ?
- How would you secure additional funding for a pupil?
- How does your setting further meet need?

Schools receive a 'notional SEN budget', which is not a separate pot of money but an estimate of the funds within the school's overall budget that should be used to support pupils with SEND. This funding is used to:

- Fund the SENCO (Special Educational Needs Coordinator): This is the key staff member responsible for overseeing SEND provision.

- Provide staff support: This includes hiring and training teaching assistants and other support staff.

- Deliver interventions: It pays for specialised resources, programs, and staff time for targeted support, such as speech and language programs, sensory tools, or small-group literacy sessions.
- Make reasonable adjustments: This covers the cost of specialist equipment, technology, or physical changes to the learning environment.

The school's senior leadership team, in conjunction with the SENCO and governing body, is responsible for managing this budget and allocating resources based on the identified needs of their students. This allocation is dynamic and regularly reviewed as part of the 'Assess, Plan, Do, Review' cycle to ensure the provision is effective and the funds are used efficiently.

Securing Additional Funding for a Pupil

If a child's needs are so complex that the school cannot meet them from its own delegated budget, an application can be made for additional funding from the local authority's High Needs Block. The government sets a national threshold that requires schools to contribute the first £6,000 of additional support for any pupil with SEND. If the cost of a pupil's provision exceeds this amount, the school can apply for 'top-up' funding.

Beyond just financial resources, All Saints aims to meet needs through a holistic approach that focuses on staff expertise and inclusive practices:

- Professional Development: Schools invest in training staff on specific SEND-related issues, such as autism awareness, dyslexia support, or de-escalation techniques.
- Partnership with External Agencies: The school will work closely with outreach services and specialist teams, like those for sensory needs or specific learning difficulties, to get expert advice and training.
- Personalised Support Plans: Each child on the school's SEND register has a support plan, which outlines their specific needs, desired outcomes, and the provision that will be put in place. This plan is created collaboratively with the child and their parents.
- Inclusive Environment: The ultimate goal is to create a school culture where all students are supported. This involves making reasonable adjustments to the curriculum, classroom environment, and routines to ensure every child can access their education and thrive.

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

Ensure that you include:

- The decision-making process.
- Who will make the decision and on what basis?*
- Who else will be involved?
- How will the parent/carers be involved?*

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?*

Ensure that you include:

- What resources are available?
- What is the process to secure these resources?

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?*

Ensure that you include:

- How will you assess my child's progress?*
- How often will my child's progress be reviewed, and how will this be done?
- How will I know what progress they should be making?
- What opportunities will there be for me to discuss their progress with the staff, or to be involved in review processes?*
- How will you explain to me how learning is planned?
- What opportunities will there be for regular contact about things that have happened at the setting? (e.g a home/school book)
- What measures do you take to assist communication with parents and carers with SEND?
- How we work with specialist services to support learning

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?*

Ensure that you include:

- How I can help support this at home?
- Do you offer any parent training?

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.

Regular check-ins with the SENCO offer additional training to parents looking for ways to support their children further at home.

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

Ensure that you include:

- How will my child be kept up-to-date on their progress, and involved in review processes?*

- 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?*

Ensure that you include:

- How does the setting measure outcomes and the impact of the support provided to children or young people with SEND?
- How will you involve parents and carers in this process?
- How will you involve children and young people in this process?
- Does the setting, school or college use feedback mechanisms or surveys?

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.

Safety and wellbeing

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

Ensure that you include:

- What handover arrangements are offered at the start and end of the school day?
- What support is offered during breaks and lunchtimes?
- What happens during PE lessons, moving between buildings and on school trips?
- What are the settings arrangements for undertaking risk assessments?

• 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.

When on trips, we ensure pupils are safe through:

Early and ongoing consultation with parents: This is the most critical step. The school's Special Educational Needs Coordinator (SENCo), the trip leader, and the parents of a SEND child should meet to discuss the trip well in advance. Parents can provide invaluable information on their child's specific needs, triggers, communication style, and any anxieties they may have.

Considering the child's perspective: The child themselves should be involved in the planning process where appropriate. Their views and feelings about the trip, and what would make them feel safe and comfortable, are essential.

Choosing accessible venues and activities: The trip leader should research venues and activities to ensure they are accessible and suitable for all pupils. This includes checking for physical access (e.g., ramps, accessible toilets), and considering the sensory and social environment.

Making reasonable adjustments: The school has a legal duty to make 'reasonable adjustments' to ensure a disabled pupil can participate. This might involve:

Adapting the itinerary to include quiet time or a safe space.

Providing a visual timetable or a 'social story' to prepare the child for the day's events.

Modifying activities to allow the child to take part in a way that suits their needs.

2. Comprehensive Risk Assessment

A detailed risk assessment is the cornerstone of any school trip, but for a SEND pupil, it is a highly personalised document. It goes beyond generic risks (e.g., traffic, getting lost) to include specific risks related to the individual child. The risk assessment will consider:

Individual needs: It will detail the specific needs of the child (e.g., medical conditions, mobility issues, sensory sensitivities, communication difficulties).

Potential hazards and triggers: This includes identifying what might cause distress or a behavioural incident, such as loud noises, large crowds, or changes in routine.

Control measures: The document will outline the specific steps the school will take to mitigate these risks. For a SEND child, this might include a specific staff-to-pupil ratio, a communication plan with a support worker, or a designated 'safe person' the child can go to.

Emergency procedures: The plan will include what to do in case of an emergency, and how to best support the child during a crisis.

3. Staffing and Supervision

The school ensures adequate supervision is in place, which goes beyond the standard pupil-to-staff ratio. For a SEND child, this means:

Dedicated support staff: A teaching assistant or support worker who knows the child well is often assigned to them. This ensures the child has a consistent point of contact who understands their needs and can provide targeted support.

Briefing all staff: All adults on the trip, including volunteers, are briefed on the specific needs of the SEND pupils. They are made aware of the risk assessments, any medical or behavioural plans, and what to do in different scenarios.

Staff competence: Staff members are trained in any specific skills required, such as administering medication, using specialized equipment, or de-escalation techniques.

4. Communication and Information

Effective communication is vital for safety. Before the trip, the school will ensure:

Emergency contact information: All staff have access to a list of the children, including emergency contact details and any crucial medical information or allergies.

Briefing with the child: The child is given a clear and simple explanation of the trip, what they will be doing, and who will be with them.

Pre-visit checks: The trip leader and/or relevant staff will conduct a preliminary visit to the venue to check its suitability, potential hazards, and how to manage the unique needs of the group.

By following these measures, we can ensure that educational trips are not only a valuable learning experience but a safe and inclusive one for all children, regardless of their needs.

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

Ensure that you include:

- What pastoral arrangements are in place to listen to pupils/students with SEND?
- What measures are in place to prevent bullying?
- Where can I find details of policies on bullying?
- How do you help children and young people to make friends?
- Is a mentor or buddy scheme available for my child or young person?
- How do you encourage and measure the development of good self-esteem and confidence?
- Do you offer sibling support?
- Does the setting offer a counselling service or a learning mentor?

Pastoral support is a key part of our approach pupil well-being, focusing on a child's social, emotional, and personal development outside of academic learning. This support is available through various people and programs to ensure every child feels safe, happy, and ready to learn. Our pastoral support offer includes:

- Class Teachers: They are the first point of contact for a child and their family. They provide daily guidance and are the first to notice any changes in a child's behaviour or well-being.

- Pastoral Leaders: These staff members oversee the pastoral care for a specific year group. They deal with more serious or persistent issues and act as a link between students, staff, and parents.

- Social and Emotional Learning (SEL): This is integrated into the curriculum, for example through PSHE education. It teaches children essential life skills such as emotional regulation, empathy, and building positive relationships.

Mentoring and Peer Support: We have a culture where older students mentor younger ones, or where trained 'buddies' or peer mentors provide a listening ear for their classmates.

Safe Spaces: We provide quiet spaces where children can go if they feel overwhelmed or need time to regulate their emotions.

Restorative Practices: This is an approach used to resolve conflicts and repair relationships. It focuses on helping students understand the impact of their actions on others and encourages them to take responsibility.

Collaboration with External Agencies

When a child's needs are beyond what we can provide, the pastoral team will act as a bridge to external support. With parental consent, we may refer a child to services such as:

- Child and Adolescent Mental Health Services (CAMHS) for professional mental health support.
- Educational Psychologists for advice on a child's emotional and learning needs.
- Local Family Hubs or other community services that provide support for the whole family.

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

Ensure that you include:

- How does the setting manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?

- What would the setting do in the case of a medical emergency?
- How does the setting support young people who have to take time off for medical appointments?
- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

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 we also have several staff with 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?*

Ensure that you include:

- Support from external agencies?
- A link to your behaviour policy.* (add links using the link options at the bottom of the page)

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 Behaviour policy and external agencies

Please provide a link to your Behaviour policy and links to relevant external agencies sites.

Behaviour Policy.

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

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

Working together

Who is involved in my child's education?*

Ensure that you include:

- Who will be working with my child/young person – include contact details*
- What is the role of my child's class teacher(s)?

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, Designated safeguarding lead.

Mrs Gemma Duffy, TSSMAT SENCO

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
- SEND Champions meetings (Trust-wide networking)

What expertise do you have in relation to SEND?*

Ensure that you include:

- What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?
- Does the setting have any areas of expertise with specialist staff, and what are their qualifications?
- What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?
- Does the setting have any formal accreditations, charter marks or awards?
- Does the setting provide disability awareness training?

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 (Headteacher) 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)?*

Ensure that you include:

- How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND?
- Which health or therapy services can children/young people access on the setting/school/college premises?

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?*

Ensure that you include:

- Who can I talk to if I am worried and how do I contact them?

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?*

Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support

Our SENCO is Mrs Gemma Duffy and you can contact her via email at SENCO@TSSMAT.staffs.sch.uk, alternatively contact the school office: (01785) 282228

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

Note: must include information around looked after children

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?*

Ensure that you include:

- How will my child/young person be able to contribute his or her views?
- How will the setting support my child/young person to do this?

- How do you support children and young people with SEND/LDD in making their aspirations known?
- Do you have any student focus groups, councils or forums within the setting?

- Pupil voice
 - Individual interviews related to Additional Support Plan targets with the class teacher
 - School Council
 - Pupil Leadership roles

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?*

Ensure that you include:

- Do you offer help with completing forms and paperwork or travel plans?
- Who normally provides this help and how can they access this?

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?*

Ensure that you include:

- What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?
- Do you offer holiday and/or before and after school/college provision? If yes, please give details
- What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How will you help my child or young person to be included?
- How do you involve parent carers in planning activities and 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?*

Provide details of the following (this question relates to options available on the search form)

- Wheelchair accessibility of the setting.
- Details regarding accessible toilets and changing facilities
- Facilities for parking (including drop off/ pick up points and student parking where applicable)

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?*

Ensure that you include:

- How has the environment been adapted to support children with sensory needs?
- How are SEND students supported to access those facilities available to all students?

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

Links to accessibility Plan

Where available, please provide a link to your accessibility plan

[Accessibility Plan](#)

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

Ensure that you include:

- How do you communicate with those whose first language is not English (including parent/carers)?
- Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?

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?*

Ensure that you include (add links using the link options at the bottom of the page):

- Where can I find information on entry criteria? (colleges/post 16)
- Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)

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 (see link below).

Links to information

Please provide links to pages in your website or external sites where the parent can obtain this information.

Admissions Policy

How can parents arrange a visit to your setting?*

Ensure that you include:

- What is involved?
- Do you offer Open Days?

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. In addition, we also hold regular open days and community events throughout the year.

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)*

Ensure that you include (as applies to your setting):

- What preparation will there be before my child or young person joins you?
- Will you liaise with the child or young person's previous education setting to share information?
- How will he or she be prepared to move onto the next stage?
- What information will be provided to his or her new setting, school, or college?
- How will you support the new setting, school, or college to prepare for my child or young person?
- What work experience opportunities do you offer?
- Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?
- Do you teach life skills and/or independent travel training?
- How will you support independent living and participating in society?
- Do you use job coaches or careers advisors?

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?*

Ensure that you include (add links using the link options at the bottom of the page):

- Who can I contact for further information and how? (SENDIASS etc.)

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 c.ashton@tssmat.staffs.sch.uk

Links to other support

Please provide links to relevant websites which contain additional support information.

No links provided

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

NOTE: Must be updated annually. Include last updated date in long form (to avoid any confusion)

This SEN information report was updated on 25/09/2025.
The next review is due: 25/09/2026.

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

Ensure that you include:

- How can parents give feedback to the setting?
- What is the setting complaints policy?*

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 via the link below:

Links to complaints policy

Where available, please provide a link to your settings complaints policy.

[Complaints Policy](#)

Links to any other relevant sites

Please provide any links to any other pages in your website or any external site which you feel may be beneficial to the parent when making their school choice.

[School Website](#)

Confirmation and Declaration

Please ensure that you have completed the form fully. Click on the 'Submit' button at the bottom of the page to submit this form. Once submitted you cannot alter any of the details on the page.

☐ I confirm that all details provided are accurate to the best of my knowledge. I have checked the form and provided all relevant information