

## All Saints Primary School

### Brief description of the school

Age range 4-11

We are a Church of England Voluntary Aided School with mixed age range classes. Reception stand alone in Class 1, Year 1 and 2 are in Class, Year 3 and 4 are in Class 3 and year 5 and 6 are in Class 4.

### Our Mission Statement

As a Christian learning community, which promotes the value of family life, we support the parents as primary educators of their children.

We challenge every child to strive for the highest standard of personal, social and intellectual development, and to aim for excellence in all they do.

We recognise that all our children are unique and aim to guide them along their personal journey of Faith.

During the day to day life of our school and in all aspects of the curriculum, we promote Christian values.

We provide opportunities for every member of our community to experience prayer, worship and reflection.

### How we identify if your child may need additional help and/or has special educational needs (SEN)

All our children who are assessed when they join our school, so that we can build on our prior learning. We use this information to provide a starting point for the development of suitable curriculum for each child.

A child may be identified as having a Special Educational Need if:

- They have greater difficulty in learning than the majority of children of the same age.
- Or they have a disability of a medical condition which prevents or affects them taking advantage of the provision provided for children of the same age.

Your child will have been identified by a class teacher or the Senco as needing more specialist input or extra to 'quality first teaching', differentiation and intervention groups.

The specialist will then work with your child to understand their needs and make recommendations.

It may be decided to give a child individual support in school which can be available for children with specific barriers to learning.

### How we involve parents and carers in meeting the needs of their child and in whole school developments

Parents are invited to a meeting with the class teacher and Senco (also Head teacher) as soon as a concern is raised.

If a child requires an educational support plan (ESP) then parents will be invited in to help with the plan. Then they will attend termly review meetings to discuss the development of the child. This follows a 12 week plan do review cycle.

Parents are always involved and informed regarding any changes that may affect their child.

### How we will involve your child in the planning and review of their support

Children's opinions are sought if we feel this is appropriate with a familiar and trusted adult in school. This feedback is then shared with all other adults in the review meeting.

Children will be involved in developing their educational support plan to allow them to become involved in their own target setting.

Children may be invited to meetings if this is felt to be appropriate to their age.

A flexible approach is required to suit all needs.

### How we match the curriculum, teaching and learning approaches if your child has SEN

Careful assessment of each child is on-going and any gaps or barriers are identified quickly to support the child in their learning.

Children are given SMART targets on their plans, these will change as a child progresses.

The mixed age classes helps here as the children's work needs to be differentiated.

All children are given 'Quality First Teaching' which means that the teachers have the highest possible expectations for all children. Some children will be given specific small group work which may take place in or out of the classroom. This may be run by a teacher or an LSA and will be evaluated by the SENCO.

Where children with SEND require different support this will be written on their plan, reviewed termly and the outcomes assessed.

When necessary specialist input will be sought from Outside agencies which will be made by a referral, permission will always be sought to do this. The specialist will work with children to understand their needs and to make recommendations.

### How we provide additional support if your child has learning needs

Every child in school is assessed regularly. Their progress and attainment is tracked carefully, early intervention is definitely the key.

The SENCO is involved at all stages of the procedure to offer advice to the teachers.

Intervention groups take place in all classes in and outside the classroom.

Children may also require 1:1 in or outside the classroom, this is carefully planned and designed to meet the children's particular needs. Parents will always be informed.

If a child has a specific learning difficulty or medical condition, with parental permission, external specialists will be sought through the referral process. This may lead to specific assessments of the individual children and offer support in terms of teaching strategies to be used.

### How we provide additional support if your child has social and communication needs

Children with social and communication needs will be carefully monitored and assessed to identify their specific difficulties. A range of teaching strategies will be explored to find the most appropriate method of supporting the children. Some children may need a special timetable. A whole school approach with all working staff is adopted where necessary.

Again additional support from outside agencies may be sought.

### How we provide additional support if your child has physical, sensory and/or medical needs

We work with the OT, Physio and SLT to support children and follow programmes that are set specifically for individual children.

Staff are trained to deal with specific needs and a care plan is provided.

Resources may be adapted where necessary to meet specific needs. This would be done in consultation with parents/carers.

### How we provide help to support your child's emotional health and well being

All children are offered differentiated learning within the classroom that reflects their current level of education.

Regular circle times take place within each class.

Smaller groups are withdrawn by the Senco to offer extra support in such things as self-esteem or 'Circle of Friends'.

Transitional periods are dealt with sensitively with the secondary school when necessary.

Again a referral to external agencies may be required if a child is experiencing prolonged emotional and social difficulties that is impacting on their emotional well-being.

If the family is experiencing a range of difficulties that are impacting on the child's emotional and social well-being then a CAF may be requested by the SENCO. This will only take place with parental consent and allow a multi-agency approach to take place with regular Team around the Child Meetings so the most appropriate care and provision can be provided for the child and their family.

### How we promote developing independence

WE are an inclusive school and strive to offer the highest quality education and individualised support and provision, while promoting every child's independence.

Our planning for the curriculum allows opportunities for children to make choices in their learning.

Our school's Council is an elected group that has input into how the school is run and they take the lead on specific issues, this is made up of a range of ages children. This also allows for developing independence and personal responsibility.

We welcome input from parents, and offer support to help with developing independence at home.

### How we measure and review your child's progress against their targets and longer term outcomes

Every child's progress is tracked, through observations, assessments and work scrutiny every half term. Children's targets are set as a result of these assessments.

On-going feedback, both verbal and written dialogue between the teacher and the children happens daily as they work and where issues are identified they are acted upon quickly through 1:1 and small group interventions and support.

For children with additional needs Educational Support Plans are developed through consultation with all agencies involved with the child.

Children are supported by a Statement or an Educational Health and Care Plan, which are reviewed at least annually with short and long term targets.

### How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

WE regularly review and develop our school environment for children with additional needs in mind.

The Educational support or Care plans will outline what provision is needed. Staff training will be provided to meet a child's individual needs.

We have disabled access and the school is on a single storey.

### How we include children with SEND in the life of our school

SEND children are included in all aspects of school life. When differentiation is needed, both within the classroom and beyond it, this is put in place. We make appropriate modifications and adaptations as needed for individual children. If necessary, SEND children are supported 1:1 by school staff in order that they can access the school visits. Where a child needs a modified curriculum, this is provided throughout the day.

### How we ensure that all our staff are trained and supported to meet a wide range of children's needs

All staff have a good basic awareness of SEND. All staff access regular training led by the SENCO and the Inclusion Team. All class teachers are involved in the target setting for children with Educational Support Plan and regularly access the children to identify their next steps.

There is a timetable in school to ensure all staff are up to date in their training.

### External support and expertise we can call upon to help us to meet children's needs

Where children are failing to make progress despite interventions being put in place we will consult with parents and refer to outside agencies wherever necessary. The school works with a wide range of additional agencies and refers children to them as appropriate.

### How we prepare children to join our school

All children have transition opportunities and are encouraged to visit school and become familiar with the children and staff who will be working with them.

Where appropriate, staff will attend TAC meetings and any other meetings in preparation for children joining the school. We will work with the parents and professionals who know the children best.

If required, an individualised transitional plan will be designed to ensure the child and the staff have the maximum opportunity to adapt to their new setting.

All parents are invited to attend a series of information meetings to ensure they understand any current changes in their child's education and how this will be delivered within school.

### How we prepare children to move on from our school

Transition work is planned well in advance. All children take part in transition events to secondary schools, but additional packages of support and transition are also developed for each child according to their needs.

All information is handed over to the receiving school well in advance and where appropriate.

### How we deploy our resources to meet the needs of children with SEND

Our staff are deployed strategically according to needs of the children and to encourage maximum impact. Children with additional needs may be supported 1:1 or within small groups. Intervention and support is developed and targeted according to need.

**Contacts for more information**

**Head teacher:** MRS J.E.GILLARD

**Chair of Governing Body:** MR J.D.HARDAKER

**Address:** CLAYTON LANE, HOOTON PAGNELL, DONCASTER, DN5 7BT

**Telephone:** 01977 642054

**Email:** [office@hooton.doncaster.sch.uk](mailto:office@hooton.doncaster.sch.uk)

**Website:**

[www.hootonpagnellallsaintschurchofenglandprimaryschool.](http://www.hootonpagnellallsaintschurchofenglandprimaryschool.schooljotter2.com/home-save)

[schooljotter2.com/home-save](http://schooljotter2.com/home-save)

**SEND Policies and SEN Information Report link(s):**