

All Saints' CE (VC) Primary School Maldon



Special Educational Needs and Disabilities (SEND) Information Report 2025

**All Saints' CE (VC) Primary School Maldon
Special Educational Needs and Disabilities (SEND)**

1: Contact Details

School: All Saints' Church of England (Voluntary Controlled) Primary School

Name and contact details of Special Educational Needs Coordinator

(SENCo): Miss K Barnett

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Role of SENCo: The SENCo has responsibility for coordinating provision for students with special educational needs and disabilities.

2: Introduction

At All Saints' CE School we believe that all our students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any student who has special educational needs. We support students with special educational needs to be included in all aspects of school life.

We recognise that a student has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. As defined in the Special Educational Needs Code of Practice (June 2014), a student has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

We make provisions in accordance with the Code of Practice (June 2014), the Special Educational Needs and Disability Act (amended 2012), Index for Inclusion (Updated 2001) and the Discrimination and Disability Act (2006).

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We aim to identify special educational needs as early as possible so that evidence-based interventions and support can be put in place. Regular monitoring and review of progress is important to ensure that the support is adapted when necessary. We believe that students have a right to be involved in making decisions and exercising choices and are committed to working in partnership with the student, the family and external agencies to identify needs and provide ongoing support and monitoring to meet those needs.

3: How do we consult with students about special educational needs and involve them in their education?

The student is central to planning for, review and evaluation of the support they are given to maintain their progress. We are committed to hearing the voice of all our students, including those with special educational needs and get to know them individually and respond to their choices and preferences, through a range of strategies:

- Working with a familiar adult to record their views for One planning and the annual review meeting (for students with an Education Health and Care Plan – EHCP), with visual prompts where appropriate
- Attendance at regular termly meetings and annual reviews, where appropriate
- Age appropriate conversations about targets and progress
- Participation in transition planning
- Individual observations
- Guided assessment activities in class with class teacher

4: How do we work in partnership with families?

"The empirical evidence shows that parental involvement is one of the key factors in securing higher student achievement and sustained school performance" (Harris and Chrispeels 2006)

At All Saints' VC Primary School we are fully committed to employing a person-centred approach to ensure the needs and views of the student and their family are central to decision making. In Essex this person-centred approach is referred to as One Planning.

On application for a place, on joining the school and throughout their child's time at the school, families are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities include:

- Termly meetings to agree person-centred outcomes, discuss the activities and support that will help achieve them and review progress with appropriate members of staff. Families are encouraged to attend meetings and to contribute their views in writing as part of the review process
- Meetings to agree transition arrangements and support

- Parent consultation evenings
- Additional meetings with the SENCo and / or class teacher to discuss concerns and share

information as matters arise

The school records the outcomes of formal meetings so that everyone is clear about what has been agreed.

Please note that during the Covid 19 pandemic and associated risk assessments to meet governmental guidance at times meetings with parents may need to be held remotely via telephone or video links. Parents will be consulted and asked to state their preference of how the meeting will be conducted.

5: How do we identify students who may have special educational needs?

Special educational needs are identified in terms of cognition and learning, communication and interaction, social, mental and emotional health, physical and sensory needs.

We try to identify special educational needs as early as possible using a range of strategies which may include:

- Liaison with pre-school and nursery where needs have already been identified
- Listening to families' concerns and working with them to get a picture of how a student is progressing at home as well as at school
- In Reception the teacher completes an Early Years Profile for each student and from this it is possible to track their progress and identify any special educational needs
- Monitoring student progress termly using a range of tools including standardised tests to identify those who are working at levels significantly below those designated for their year group in Literacy and Numeracy
- Using targeted assessments to identify students who may have difficulties with understanding and using language
- Observing students in class and in the playground to identify attention and concentration, social and emotional needs
- Using a range of screening tools to monitor phonological awareness, visual discrimination, auditory memory, gross and fine motor skills, etc.
- Taking advice from external agencies, including medical and social care professionals
- Working together with other schools to exchange information during transition

There are 2 levels of SEND support recognised in Essex:

SEN Support – this is the category the majority of children with SEND will be placed at Some children with high needs may be eligible for an Education, Health and Care Plan (**EHCP**) which is issued by the local authority.

6: How do we plan provision for students with special educational needs?

At All Saints' CE (VC) Primary School we follow an Assess – Plan – Do –Review cycle to address the needs of students with SEND.

We work closely with the student, their family and external agencies to identify aspirations for the student and write plans detailing long term outcomes for the student to achieve these. Short term challenging and relevant academic and developmental steps towards meeting outcomes and appropriate support and interventions to be put in place are used to write individual plans.

The class/ subject teacher is responsible for meeting the needs of individuals, including those with SEND, in his/her class through high quality teaching on a daily basis. Work is differentiated and resources are made available for students with special educational needs. Differentiation is a multiple part process, including differentiation by input, teaching and learning process and by outcome.

Phase leaders coordinate intervention timetables for provision of additional support and interventions outlined in the plans for students being supported at SEN Support level. The SENCo writes the plans and coordinates provision for students with an EHCP.

Individual plans include:

- SMART (specific, measurable, achievable, relevant and time-bound) steps to outcomes
- The strategies and approaches which will help achieve the targets
- Time allocations for each agreed outcome
- Details of who will deliver the intervention
- Advice from external agencies, e.g. Speech and Language Therapist, Educational Psychologist

Depending on the needs of the individual student, a range of support is planned, for example: **For students with cognition and learning needs:**

- Intervention groups, where students' learning is supported in small groups, sometimes outside of the classroom
- Input from a local authority specialist teacher / inclusion partner or educational psychologist
- Structured literacy and numeracy programmes
- Strategies to support attention and concentration

For students with communication and interaction needs:

- Small group speech and language work
- Intensive one to one interaction and intervention programmes advised by a Speech and Language Therapist

- Pastoral care support, counselling and emotional first aid
- Social skills groups and programmes
- Positive behaviour support programmes, including individualised rewards and sanctions and consistent behaviour management plans

For students with sensory and/or physical needs:

- Gross and fine motor skills programmes
- Support for self-help and independence skills
- Input from a local authority specialist teacher or NHS therapist
- Specialist equipment

For students with medical needs:

- Input from a local authority specialist teacher or NHS therapist
- The school liaises with appropriate medical professionals such as a specialist nurse, to complete a Health Care Plan for children on medication and /or other specific medical needs.

7: How do we assess and review their progress?

Before beginning any new intervention, the student's baseline attainment is recorded so that progress can be monitored.

For students with special educational needs, a termly review (or more frequent if required) is arranged with relevant staff and the family. The individual plan is reviewed and updated, with new steps to outcomes being set as appropriate.

For students with an Education, Health and Care Plan an Annual Review with family, SENCo, relevant staff and external agencies, takes the place of one of the termly reviews.

The student's views are sought and recorded and they may attend all or part of the meetings as appropriate.

Progress is regularly reviewed to ensure that the student is placed at the correct level of SEN support and decide whether support needs to be maintained, increased or ceased.

8: How do we evaluate the effectiveness of the provision for students with special educational needs?

All Saints' CE (VC) Primary School uses a range of strategies to evaluate the effectiveness of

interventions and the impact they have on the progress of the individual student including:

- Baseline and summative assessment of students being supported through intervention programmes
- Academic assessment data
 - cross-referencing individual student achievement and progress data against progress made by other students within year group/level
 - cross-referencing achievement and progress of special educational needs students in school with national outcomes
- Monitoring progress in terms of improvements in behaviour, confidence or self-esteem
- Regular feedback from staff delivering interventions to class teachers
- Regular record keeping to track progress against SMART outcomes agreed in the One Planning process
- Regular student progress meetings, with family, SENCo, support staff, class teacher and external agencies, where relevant
- Student's views
- Family's views
- Reports, assessments and feedback from external agencies
- SENCo observations

9: What expertise do our staff have in supporting students with special educational needs?

It is the ethos of the school that all staff share responsibility for supporting students with special educational needs. Staff are recruited for their commitment, experience, knowledge and aptitude.

Through working with appropriate outside agencies staff have access to resources and training courses to enable them to take part in continuing professional development across a wide range of SEND with specific training needs being identified and met as appropriate. All staff are trained regularly on safeguarding and each school has designated Child Protection Officers who regularly update their training.

Individual members of staff in school have a wide range of experience and expertise in areas,

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For students with cognition and learning needs:

- Literacy and numeracy interventions and support
- Complex learning difficulties

- Specific learning difficulties, e.g. dyslexia, working memory
- Promoting attention and concentration
- Developing independent learning strategies

For students with communication and interaction needs:

- Speech, language and communication
- Autism

For students with social, mental and emotional health needs:

- Social, emotional and mental health difficulties
- Emotional first aid
- Attachment disorder
- Positive behaviour management

For students with sensory and/or physical needs:

- Sensory processing difficulties
- Supporting fine motor skills programmes

For students with medical needs:

- Medical and healthcare needs, e.g. epilepsy
- Attention deficit hyperactivity disorder (ADHD)

10: How do we secure specialist expertise?

Depending on the needs of the student the school may decide to seek specialist expertise from an external agency. Families will be closely consulted in any decision taken by the SENCo to seek involvement of a professional partner from outside the school and their permission gained.

We work closely with other professional partners, including the School Nurse, Community Paediatrician, Speech and Language Therapist, Physiotherapist, Occupational Therapist, Educational Psychologists, Social Care, Emotional Well-being and Mental Health Service and local authority Specialist Teachers, Inclusion Partners and Educational Psychologists.

Professional partners are involved in working with students, training staff, designing and monitoring specialist programmes and reporting to families.

11: How do we secure facilities and equipment to support students with special educational needs?

All Saints' CE (VC) Primary School works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent on need. We work with external professionals such as Occupational Therapists, Physiotherapists, specialist teachers and specialist nurses. Some resources are provided by these agencies and, in addition, the school secures facilities and equipment through a range of means, including loans, grants and charities. Please refer to our school **Disability Policy** for more details.

The kinds of support offered could include:

- Disabled toilets
- Ramps
- Modified furniture
- Mobility training
- Access to specialist teacher input
- Access to ICT
- Specialist PE equipment

12: What arrangements are in place to support transition?

We support our students with special educational needs at all stages of transition: between schools, sites, key stages and classes, and in preparation for adult life. Support may include:

For students transferring to primary school

- Initial meeting with family of new students with special educational needs joining the school, to gather relevant information in order to ensure a smooth transition
- Early Years Foundation Stage practitioners and SENCo visit and liaise with early years settings to meet with the students and share information about children about to commence school
- Additional visits to primary school
- Phased transition into school over several weeks, if appropriate
- Preparation of a Transition Book

For students transferring to secondary school or a specialist setting

- Transition days and taster sessions
- Additional visits to the school
- Electronic methods of communication e.g. video calls, slides
- Liaison between SENCOs and teachers at All Saints' and the students new school
- Transition support groups
- Secondary SENCOs are invited to attend Annual Review meetings in Year 6 and in Year 5, if appropriate
- Completion of transition materials as appropriate

For students transferring between year groups or phases

- Enhanced transition arrangements specific to individual needs of students
- Transition books for students moving class to help familiarise them with new environments, routines and personnel. These are used in school and given to families to share with their child over the school summer break
- Additional visits to a new class or extra time to get to know unfamiliar staff

12: How do we deal with any concerns?

We work hard to be in effective communication with students and their families and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be raised and dealt with easily.

If the situation arises where families have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCO has been unable to reassure them that needs are being met effectively, in the first instance they should talk to the Head Teacher and then if they are not satisfied they should consult the schools' Complaints Procedure which can be viewed on the school website: www.allsaintsprimaryschoolmaldon.co.uk/

13: What other support services are available for the families of students with special educational needs?

Details of provision available within Essex and a wide range of outside agencies is available on the Local Authority Local Offer portal which can be accessed online at <http://www.essexlocaloffer.org.uk/>

Please do come and talk to the SENCO or your class teacher if you are unsure how to access this or would like to discuss any of the information on the local offer pages.

