



Leicestershire's Local Offer for Educational Settings

**All Saints CE
Primary School**



Leicestershire's Local Offer for educational settings

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	All Saints C of E Primary School
Address:	Ashby Road, Coalville Leicestershire LE67 3LB
Telephone Number:	01530 832608
Name of Head teacher/Principal:	Mr Andy Mawdsley
Head teacher/Principal's contact details:	office@allsaints-coalville.leics.sch.uk 01530 832608
Website address:	www.allsaints-coalville.leics.sch.uk
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4-11
Date of Last Inspection:	June 2019
Outcome of last inspection:	Requires Improvement

Does school/college have a specialist designated unit/additional learning support department?

Yes No ☒ X

Total number of students with special educational needs at college/setting:	60
Total number of students receiving additional learning support:	60

The kinds of special educational needs for which provision is made.

All Saints C of E Primary School is a mainstream primary school of children 4-11 years that recognises:

“A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.”

We provide SEND support for students with significant needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or Physical

We believe that every member of our school community is valued, respected and made to feel welcome within our mainstream setting. It is our mission to ensure:

- That all children have an equal right to a rich and varied curriculum
- They receive the best provision to ensure they reach their full potential
- Our school is inclusive and we endeavour to make sure that all reasonable adjustments are made
- Provision for SEND is ‘additional to and different from’ that provided within the differentiated curriculum to respond to the four areas of SEND

The four categories that the school caters for can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have existing Statements of Special Educational Needs or Education Health and Care Plans (EHCP) require high needs.

The Headteacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENDCo’s as part of the school’s Health and Well Being Team quality first teaching and learning support in every class

This innovative approach has been created to best meet the needs of the children and parents of SEND at All Saints Primary School. It is made up as follows:

Health and Well Being Team

Mr Mawdsley / Mr Coleman	Team Leaders
Mrs Reading	SENDCo for children in EYFS, Year 1, Year 2 and Year 3
Mr Ferwerda	SENDCo for children in Year 4, Year 5 and Year 6
Mrs Thompson-Horne	Emotional Literacy Support Assistant (ELSA)
Mrs Goodhew	Speech and Language Therapist
Mrs Woodward	Family Support Worker
Mrs Smith	Lead on Seasons for Growth emotional support for children in school

The Health and Well Being Team are supported by Mrs Sam Fuller who is a qualified SENDCo who is working in an advisory capacity.

Information about policies for the identification and assessment of pupils with special educational needs.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability

if they:

- a) Have a significantly greater difficulty in learning than most others of the same age; or
- b) 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. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught’.

At All Saints C of E Primary School, the children are identified with Special Educational Needs in a number of different ways:

- They could originate from a referral from a GP, a health visitor, the speech and language service etc.
- Concerns have been raised by parents/carers, about the level of progress being made by their child
- Through paediatric assessments with the Paediatrician or concerns from the school nurse

Class teachers and support staff will also have identified that a pupil is failing to make the expected progress in their learning by raising concerns about the following issues:

- Displays difficulty in developing Reading, Writing or Mathematics skills, which result in a child working significantly below age related expectations
- Despite differentiated teaching approaches targeted particularly in a child’s identified area of weakness, the child is still making little or no progress
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical needs, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to struggle to make progress both academically and socially

Information about policies for making provision for pupils with special educational needs whether, or not, pupils have Education Health and Care(EHC) Plans, including:

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the academic year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded and monitored, these are updated when the intervention is changed or comes to an end. These are updated by the class teacher and are monitored by the SENDCos. These reflect information passed on by the SENDCos at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCos and Head teacher and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

The SENDCos monitor the movement of children within the SEND system in school and provides staff and governors with summaries and updates of changes and progress.

Where it is determined that a pupil does have SEND, parents will be formally advised of this before inclusion of the Individual on the School SEND/Inclusion Record. The aim of identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: **Assess; Plan; Do; Review**. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess - In identifying a child as needing SEN support the subject teacher, working with the SENDCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Equally, any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan – Following on from assessments and views of all those involved in supporting the child's progress, including the young person, a plan will put in place to deliver SMART targets and interventions to be able to achieve and make progress.

Do- The process of taking part in small group or individual interventions will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Review – Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science. Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.

If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive

assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Reviews of ongoing pupil progress in general will be made during termly 'Pupil Progress Meetings' between the Head teacher and Class Teacher and data checks using internal tracking grids.

In addition, we will be starting to embed the **New Engagement Model** which will be the new statutory form of assessment for KS1 and KS2 pupils who are working below the level of the national curriculum and not involved in subject-specific study.

This assessment approach aims to enable the range of progress made by these pupils to be identified including linear and lateral progress and the consolidation and maintenance of knowledge, skills and concepts. This will support teachers to best tailor their teaching and provision to meet pupils' specific needs and help them achieve the best possible outcomes.

Children at the SEND Support stage will have additional 'small step' learning targets which set out specific outcomes to be achieved by the end of the academic year. These desired outcomes/goals are recorded in your child's individual education plan. These are shared and reviewed on a termly basis. Progress will be reviewed more frequently if needed. The class teacher, in conjunction with the SENDCo will revise the targets in light of pupil progress and development and new intervention programmes or levels of support will be organized as necessary. The review process will also help the school to evaluate the impact and quality of the support and interventions.

In addition to the above, the progress of children with a current **Statement of SEND**, or for those with **Education, Health and Care Plans** is formally reviewed at an Annual Review with all adults involved with the child's education. Pupils can accompany their parents, where this has been arranged and can participate in discussions. Detailed 'Review' reports are written and circulated to Leicestershire SEND, teachers and support staff and parents/carers. New targets for the next 12 months are identified and put into practice.

Our approach to teaching pupils with special educational needs

'Every Teacher is a Teacher of SEND'. Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. A graduated approach is adopted at All Saints C of E Primary School:

1) Quality First Teaching

'The baseline of learning for all pupils.' (Class teacher input via excellent targeted classroom teaching). All children in school should be getting this as a part of excellent classroom practice when needed.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies are in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

2) SEND Support

Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Any pupil identified as having a special educational need and/or disability will be added to the school's SEND record. Extra support will be given to these pupils to help them to make progress as a result of being acknowledged by the class teacher as having specific gaps in their understanding of a subject/area of learning.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress
 - A Teacher, or a Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions.
 - You will be asked to a meeting to discuss your child's progress and help plan possible ways forward
- However, we recognise that each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinators (SENDCos) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

3) SEN Support for children with specific barriers to learning

SEN support for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The school will draw on the support of outside agencies e.g. Speech and Language therapy to run small groups or 1:1 session.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand needing more specialist input instead of or in addition to quality first teaching and intervention groups
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support the child better in our school
- The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better; Support to set better targets which will include their specific expertise; A group run by school staff under the guidance of the outside professional e.g. a social skills group

4) **Specified Individual Support**

Specified individual support for your child in school provided via a Statement of Special Educational Needs –now replaced by an Education, Health and Care Plan (EHCP). This type of support is available for children with significant special needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support in school. Usually your child will also need specialist support in school from a professional outside the school.

For your child this would mean the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the school have sent in the request to the Local Authority, they will decide whether they think your child's needs are severe and complex enough to warrant hours of support in school to make good progress. If this is the case they will write an EHC Plan. If they do not think your child needs this, they will ask the school to continue with 'SEND Support'. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups.

How we will adapt the curriculum and learning environment for pupils with special educational needs

At All Saints C of E Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;

- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. When it is decided to provide a pupil with SEND support, planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought. Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

The nature of intervention, and the strategies employed may include the following:

Strategies to support/develop English

- Quality English teaching and support from the class teacher and LSAs. Differentiated curriculum for children with SENDCo when necessary
- Individual and group support in the classroom from LSAs and the Class Teacher
- Use of a range of literacy resources to reinforce concepts and understanding, including the use of laptops and IPADS
- Individual support for pupils with existing Statements of Special Educational Needs and the new Health, Education and Care Plans
- Targeted support for individuals, pairs and small groups with SEND, from the Learning Support Assistant
- Phonics support, focusing on spelling and sentence construction with small groups of SEND pupils
- Voluntary reading support with a variety of children, including SEND pupils
- Termly assessments of all pupils, to monitor progress being made and identify areas of need
- Homework club available after school for those children who require support.
- Specific 'Wave 3' interventions
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, tinted books and papers, writing slopes, phonics sound mats and high frequency word lists
- Targeted literacy support strategies devised by the educational psychologist and implemented by the learning mentor, SENDCo or learning support Assistant as appropriate
- Cursive handwriting implemented daily throughout the school as and where required
- Use of Dyslexia assessments, and subsequent implementation of support programme as required

How we will provide additional support for learning that is available to pupils with special educational needs

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching, led by Learning Support Assistants, away from or within the mainstream class. Teachers work closely with all staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving

and advising of the implementation of effective support will be provided by the SENDCo.

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

We make sure that activities outside the classroom, and school trips are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip if this ensures access. After school clubs are available to all pupils.

Vulnerable pupils are given priority and adjustments will be made to support participation. We ensure that equipment used for these activities is accessible to all children regardless of their needs. Health and safety audits will be conducted as and when appropriate.

We celebrate our achievements and talents, irrespective of individual differences within the protected categories of the Equality Act of 2010 through special assemblies and award ceremonies.

Our broad, balanced, creative curriculum and enrichment activities therefore provide opportunities for everyone to achieve and succeed by encouraging all pupils to be actively involved in their own learning and reducing barriers to learning and participation. Together we take pride in making a positive contribution to our school and the wider community.

Support that is available for improving the emotional and social development of pupils with special educational needs

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at All Saints C of E Primary School. We have a caring, understanding team who look after all of our children.

- Social Skills programs, including sessions which enhance self-esteem and 'Keeping Calm' which works with children who struggle with anger management are provided in school through the Emotional Literacy Support Assistant and where necessary additional counselling

In addition, we provide:

- Social skills and friendship groups
- Personalised behaviour programmes including rewards and sanctions to suit a child's needs
- Themed collective worship and lessons to support the children's personal development
- Outside agencies support within all areas including social, mental and emotional health
- We offer a wide variety of after school clubs which change termly
- Buddy systems for support during playtimes and lunchtimes
- Collaboration and communication with all external professionals involved with children, as appropriate, eg. hospital consultants, GPs, CAMHS practitioners, Autism Outreach, ADHD solutions and Speech and Language Therapy. All staff are trained in child protection at regular intervals

- All Learning support assistants are at least Level 1 Autism trained and the whole school is attachment awareness trained.
- Meeting and greeting of parents/carers at the start and end of each day

Access to Medical Interventions:

If your child has a long or short-term medical illness, then please refer to the Medical Needs and Intimate Care policies which outline the level of care and support provided at our school in detail. In summary however, strategies may include:

- Regular update sessions between SENDCo and school nurse
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes and Epipen use
- Liaison with medical professionals, eg. GPs, hospital consultants and mental health practitioners, providing ongoing treatment of children in the school
- Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom, the child's classroom and the school kitchen
- Individual protocols for children with significant medical needs
- Implementation of risk assessments

The name of and contact details of SEND coordinators:

Louise Reading for EYFS, Yr 1, Yr 2 and Yr 3
Steffen Ferwerda for Yr 4, Yr 5 and Yr 6

All Saints C of E Primary School
Ashby Road
Coalville
Leicestershire LE67 3LB

01530 832608

office@allsaints-coalville.leics.sch.uk

Our SEND Governor is Mike Kelly.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

The SENDCo has the National SENDCo Award and has a particular interest in the area of Speech, Language and Communication Needs.

All our LSA's have received training in a wide range of interventions to support children of all needs and several are level 1 autism trained.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, Family of Schools SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. One aspect of the SENDCo's job is to support the class teacher in planning for children with SEND. We recognise the need to train all our staff on SEND issues and we have funding available to support their professional development.

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 Outreach service. Shadowing/peer observation takes place, as does medical training to support pupils with medical care plans such as epilepsy and Epi-pen training. The SENDCo, with the Headteacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The school builds strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEND provision within our school. The school has recently undertaken the ADHD kite mark for school through ADHD solutions. We invite and seek specialist advice, support and training from external SEND services where necessary in the identification and assessment of, and provision for, SEND. For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing Literacy and Mathematical skills
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENDCo is the designated person responsible for liaising with the following:

- Leicestershire Education Psychology Service
- Behaviour Support Service
- Social Care
- Speech and Language Service (Class teacher also liaises)
- Specialist Outreach Services E.g. Autism Outreach, ADHD solutions
- Occupational Therapy
- Physiotherapy

- Education Service for Deaf & Partially Hearing Children
- Child & Adolescent Mental Health Service
- Education Service for Blind & Partially Sighted Pupils

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

All pupils with SEND will have access to Element 1 (£4,000 per pupil as a basic entitlement within school delegated budget) and Element 2 of a school's budget (Additional funding through the school's delegated national SEN budget - £6,000 of additional support per pupil). For those with the most complex needs, additional funding 'Top Up' Funding may be required above the £6,000 of Element 2 to meet the needs of the assessed pupil – this is centrally retained by the Local Authority.

The SENDCo's are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The Head teacher informs the governing body as to how the funding allocated to support Special Educational Needs has been employed. The Head teacher and the SENDCo's meet termly to agree on how to use funds directly related to statements.

The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

Partnership plays a key role in enabling children and young people with SEND to achieve their potential.

All Saints C of E Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCos are available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be communicated to you directly, or where this is not possible, in a report. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. The SENDCos may also signpost parents of pupils with SEND to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

The school's SEND Governor may be contacted at any time in relation to SEND matters.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupil Voice - Your child will be able to contribute at all SEND reviews should they be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through pupil interviews, informal discussions, through A Feelings book, Social Stories, etc.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way.

All teachers work very hard to ensure that each child is happy at school and is making good progress; they always want to know if there is a problem, so that they can act before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head teacher. The Head teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors, Mr. Gavin Brown. Should a parent have a complaint about the Head teacher, s/he should first make an informal approach to the Chair or Vice Chair of Governors. A copy of the school's complaint policy is available on request/on the website.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The school budget, received from Leicestershire LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Governing Body, Head Teacher and SENDCos discuss all the information they have about SEND in the school, including: the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected - and decide what resources/training and support is needed. All resources/training and support needs are reviewed regularly and changes made as required.

The Governing Body ensures that the school works with and in support of outside agencies when pupils' needs cannot be met by the school alone.

At All Saints C of E Primary School, some of these services currently include Education Psychology Service, Speech and Language Therapy, Outreach – Forest Way School, and Maplewell Hall provide interventions for students who are not making adequate progress or who are presenting various levels of challenge and Hearing Support Service.

The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Specialist Teaching Services - Room 600, County Hall, Glenfield, Leics LE3 8RA Tel: 0116 305940

Autism Outreach Service Tel: 0116 305940

Hearing Support Service Tel: 0116 305940

Learning Support Service Tel: 0116 305940

Vision Support Service Tel: 0116 305940

Psychology Service - Room 600, County Hall, Glenfield, Leics, LE3 8RF Tel: 0116 305 510

The Parent Partnership Service - Abington House, 85 Station Road, Wigston, Leics LE18 2DP Tel: 0116 305614

The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo 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
- When moving class in school: Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All individual educational plans will be shared with the new teacher
- Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment. If your child would be helped by a book to support them understand moving on then it will be made for them
- In Year 6: Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school setting comes to visit and meet with the children who will be attending their school. 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 hold open evenings for parents to attend in order to support your decision-making process about which school is the right choice for your child
- If your child has already been identified as having special educational needs, then the SENDCo at our school meets with the secondary school SENDCo during the final term of Year 6. Details of the pupil's needs are passed on to the new SENDCo, along with details of what support has been in place at our school to help them. Our SENDCos will pass on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7
- EYFS: Induction events take place during the summer term for all children who are joining the Foundation
- The EYFS class teacher does some pre-school visits in the summer term before the children enter our school in EYFS class. The teacher will speak with your child and their key workers to gain as much information about your child as possible. If your child has already been identified as having special educational needs, then the SENDCo will have been invited to attend a meeting at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers and other children that will be starting the school with them and the new school environment

Information on our contribution to the publication of the local authority's local offer.

Leicestershire County Council's Local Offer

This can be found by visiting LC's website and clicking on the Local Offer link

Visit: www.leics.gov.uk/local_offer

In addition, Leicestershire County Council have also provided some information to help your child transition back to school in the Autumn term, 2020:

<https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/coronavirus-school-information/getting-ready-for-school-2020>