



Special Educational Needs and Disabilities (SEND) Policy & SEND Information Report

Policy updated: June 2024
To be reviewed by: June 2025

Version Control

Date	Change
Sep 2019	Outdated information removed; Pupil passports re-named iPassports ('i' standing for included, involved and inspired)
May 2021	Update re. Pre-Key Stages, assessments, iPassports; ADPR cycle, Graduated Response, contact info & website and social media. Policy reviewed post-pandemic.
Sep 2021	Head's name updated
Sep 2022	Minor updates; links to external support. Covid adjustments removed.
Apr 2023	Governor and SENDCo names amended.
Jun 2023	Review by SEND governors; additional governor, formatting, minor corrections
Jun 2024	Policy, SEND Information Report and Local Offer Document combined and updated.

Policy approved by LGB on:

**At All Saints' we are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired.**

- 24 Do you not know that in a race all the runners run, but only one gets the prize?
Run in such a way as to get the prize.
- 25 Everyone who competes in the games goes into strict training. They do it to get a
crown that will not last; but we do it to get a crown that will last forever.
- 26 So I run with purpose in every step.

1 Corinthians 9: 24-26

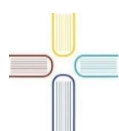
Vision Statement

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

Together · Included · Involved · Inspired



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Contents

1. Introduction	4
2. Legislation and Guidance	4
3. Definitions	4
4. SEND Information Report and Contribution to the Local Offer	5
4.1 SEND Provision at All Saints'	
Q1: Who can parents speak to at school about their child's SEND?	5
Q2: How are staff trained to meet the needs of pupils with SEND?	6
Q3: What is the profile of SEND at All Saints'?	6
Q4: How is support for SEND funded?	7
4.2 Identifying SEND	
Q5: How does the school identify children with SEND?	7
Q6: What happens once a child is identified as needing SEN Support?	8
Q7: What is an EHCP, and how is it applied for?	8
4.3 Types of Support	
Q8: What types of support are available for pupils with SEND at All Saints'?	9
Q9: How are pupils working below the standard of the National Curriculum assessed?	11
4.4 Working with Parents and Children	
Q10: How does the school work together with parents of pupils with SEND?	11
Q11: How does the school give children with SEND a voice in their learning?	11
4.5 Inclusion	
Q12: How are pupils with SEND included in all areas of school life?	12
Q13: How is the school building accessible to pupils with SEND?	12
4.6 Emotional and Social Welfare	
Q14: How does the school help with emotional and social welfare issues related to SEND?	12
Q15: How does the school help with transitions for pupils with SEND?	13
4.7 The Local Offer, Suffolk SENDIASS and other services and support	
Q16: What is the Local Offer, and which other services are available for pupils with SEND at All Saints'?	13
Q17: What is Suffolk SENDIASS, and what other support is there for parents of children with SEND?	14
Q18: What if parents have a complaint?	14
5. Monitoring Arrangements	14
6. Links with other Policies and Documents	15
Appendix: List of Abbreviations	16

1. Introduction

This **Special Educational Needs and Disabilities (SEND) Policy and Information Report** sets out:

- how our school will support and make provision for pupils with SEND
- the roles and responsibilities of everyone involved in providing for pupils with SEND

All Saints' CE Primary School is an inclusive school. We embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with SEND. We believe that **all** children have an equal right to a full and rounded education and we follow the fundamental principles of the SEND Code of Practice.

We aim to:

- meet the educational needs of all pupils and encourage each one to develop to their full potential and experience success in their learning
- facilitate full participation in a broad and balanced curriculum and all school activities
- give all pupils individual consideration, and to identify barriers to learning and participation for pupils with SEND at the earliest possible opportunity, providing special provision where necessary with support from other agencies
- encourage all pupils to become independent and take responsibility, valuing their contribution to the life of the school

Everyone has a part to play in achieving these aims:

- **All Staff** are directly responsible for meeting the needs of all pupils, by working with the Special Educational Needs and Disabilities Co-ordinator (SENDCo), pupils, parents and other agencies and by participating in appropriate training.
- **Pupils** should regularly have their wishes about their needs sought and carefully considered
- **Parents** should be enabled and encouraged to consult and work with school to meet their child's needs
- **Governors** should secure appropriate resources, establish a policy for the identification and assessment of SEND in line with the SEND Code of Practice, and participate in appropriate training

NB: this document uses 'parent' to describe all parents or carers.

2. Legislation and Guidance

This SEND Policy and Information Report is written to comply with:

- **SEND Code of Practice: 0 to 25 years** (Jan 2015) (see 6.79-81 for this SEND Information Report)
- **Children and Families Act 2014**, Part 3, which sets out schools' responsibilities for pupils with SEND
- **Special Educational Needs and Disability Regulations 2014**, which sets out schools' responsibilities for Education, Health and Care Plans (EHCPs; p. 2-23), SEND Co-ordinators (SENDCos; p. 23-4); this SEND Information Report (p. 29) [The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk)
- **Equality Act 2010**
- **Keeping Children Safe in Education 2024.**

3. Definitions

The **SEND Code of Practice: 0 to 25 years** provides statutory guidance for organisations that work with and support children and young people with SEND. The Introduction states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her ... A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

... Special educational provision is educational or training provision that is additional to or different from, that made generally for other children or young people of the same age by mainstream schools”. (paragraphs xiii-xv, pages 15-16).

As a school we include children that are working below their peers by two years or more on our central SEND register and monitor their progress regularly.

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically result in a child being identified as having SEND. We recognise that many children need additional support and always ensure appropriate provision is in place.

4. SEND Information Report and Contribution to the Local Offer

This report has been set out so that it answers questions parents might have, but please do not hesitate to contact us if there is anything else you would like to know.

4.1 SEND Provision at All Saints'

Q1: Who can parents speak to at school about their child's SEND?

The child's Class Teacher, who is responsible for:

- the progress and development of every pupil in their class
- working closely with any Teaching Assistants (TAs) or specialist staff to plan and assess the impact of support and interventions and linking these to classroom teaching
- working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- ensuring that this SEND policy is followed



The SENDCo – Miss Abigail Brown, who:

- works with the Headteacher and SEND governors to determine the strategic development of the SEND policy and the school's SEND provision
- has day-to-day responsibility for the implementation of this policy
- works with staff, parents and other agencies to co-ordinate specific provision for individual pupils
- advises on the use of the school's delegated budget and other resources to meet pupils' needs effectively
- provides professional guidance to colleagues, including advice on the graduated approach to providing SEND support
- is the point of contact for external agencies, especially the local authority and its support services
- liaises with other schools if a child is moving on, to ensure pupils and their parents are informed about options and a smooth transition is planned
- works with the Head and Local Governing Board to ensure that the school meets its responsibilities under the Equality Act, 2010 with regard to reasonable adjustments and access arrangements

- ensures the school keeps the records of all pupils with SEND up to date
- ensures that parents are kept informed about the support offered to their child and involved in supporting and reviewing their child's learning



SEND governors, Rev Robert Otule & Dr Rachel Wood, who:

- help to raise awareness of SEND issues at Local Governing Board (LGB) meetings
- monitor the quality and effectiveness of SEND provision by meeting with the SENDCo regularly to ask challenging questions, and update the LGB on this
- work with the Head and SENDCo to determine the strategic development of the SEND policy and provision in the school
- It is the LGB's statutory duty to ensure that the school meets the needs of children with SEND, following the SEND Code of Practice.



The Head, Miss Katie Hammond, who:

- works with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- has overall responsibility for the provision and progress of learners with SEND

All these individuals can be contacted through the school office on 01638 662835 or admin@allsaints.suffolk.sch.uk – we will be happy to make an appointment for you.

Q2: How are staff trained to meet the needs of pupils with SEND?

- Our SENDCo has the National Award for Special Educational Needs Co-ordination
- All our Teachers know how teaching may be adapted in order to meet the needs of all learners and have access to a wealth of resources about SEND
- All Staff are all trained in safeguarding
- All Staff have basic level training in manual handling; many have advanced level.
- Many Staff are trained in first aid, administering emergency medication
- Many Staff have autism awareness training
- Some Staff have basic 'Schoolsafe' training and de-escalation training
- TAs are trained to deliver specific interventions (e.g. ELKLAN, ELSA, Catch-Up...)
- We can access further training and support from external agencies

Q3: What is the profile of SEND at All Saints'?

During the academic year 2023-2024, we had 36 children on our SEND register (around 22% of our pupils). Currently 9 children (5% of our pupils) have EHC plans.

There are four broad categories of SEND:

- 1. Communication and interaction** (e.g. autism, speech and language difficulties)
- 2. Cognition and learning** (e.g. dyslexia, moderate learning difficulties)
- 3. Social, emotional and mental health** (e.g. challenging behaviour linked to social and emotional difficulties)
- 4. Physical and sensory** (e.g. visual and hearing impairments)

We have children in all these categories of SEND. The following table uses pupils' primary areas of need to give a picture of our SEND profile:

Cognition and Learning	19%
Communication and Interaction	53%
Social, Emotional and Mental Health	8%
Sensory and Physical	11%

It should be noted that many of our pupils with SEND have more than one area of need.

Q4: How is support for SEND funded?

Funding for SEND is contained within the school's overall budget. The School applies for additional funding (High Needs Funding, or **HNF**) for pupils with severe and complex needs.

Action	Who is responsible?
Identifying which pupils require HNF	Senior Leadership Team (Head, Deputy Head, SENDCo)
Applying for HNF	SENDCo
Deciding how to use funds directly related to EHCPs (annual meeting)	Head, SENDCo
Operational management of all funding for SEND in the school, including funding required for EHCPs	SENDCo
Informing the Local Governing Body of how all funding for SEND (including HNF) has been used	Head

In 2023-24 funding for EHCPs was used primarily to employ additional TAs to provide 1:1 support for pupils requiring a high level of support, and some 2:1 support for toileting needs and manual handling. Some funding was used for specialist resources and equipment.

4.2 Identifying SEND

Q5: How does the school identify children with SEND?

Children with SEND are usually identified through:

- Class Teachers' day-to-day monitoring of pupils' progress
- Half-termly Pupil Progress Meetings
- Parents' raising a concern

Clearly, early identification of SEND depends upon a robust process for monitoring progress; this works as follows:

Pupils are assessed in Reading, Writing and Maths using a called Target Tracker, which uses Bands and Steps. If a child is in Year 1, the expectation is that they will be in Band 1, while a Year 2 child will be expected to be in Band 2 and so on. Within each Bands, there are six steps for a child to progress through during the course of the year:

B (Beginning); **B+** (Beginning+); **W** (Working at); **W+** (Working at+); **S** (Secure); **S+** (Secure+)

Most children will make the 6 steps' progress in a year, as shown in the following diagram:

Term	Autumn		Spring		Summer	
Half Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
STEP	B (Beginning)	B+ (Beginning+)	W (Working at)	W+ (Working at+)	S (Secure)	S+ (Secure+)

All children receive High-Quality Teaching: this means that Class Teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. If a child is not progressing satisfactorily, the Class Teacher will:

- consult with parents and listen to their concerns and plan next steps
- use interventions, monitoring the results for a specified period
- work with the SENDCo to consider what else might be done

If a child is still identified as making less than expected progress given their age and individual circumstances, they may be identified on our SEND register as needing SEND support. The Class Teacher will invite the parents to a meeting to:

- let them know formally that their child is being placed on the SEND register
- discuss assessments that have been completed
- agree a plan and provision for the next term.

Thereafter, parents – and children – are invited to a meeting each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual report of the child's progress.

If a child is in Year 1 or above, but is not yet working at age expectations, a more sensitive assessment tool is used to show their level in greater detail and also smaller but significant steps of progress. These levels are called 'Pre-Key Stage Standards' (PKS1 and PKS2). Children will still be expected to make at least 6 steps progress in a year from wherever their starting point is.

Q6: What happens once a child is identified as needing SEN Support?

- The Class Teacher will work with the SENDCo and may consult parents for information about the child and their needs.
- The school uses a **Graduated Approach** to assess needs and plan support strategies for **all** children – what this means is that targets and support are set to match an individual child's particular needs.
- A plan, called an **iPassport**, is produced, setting out specific annual targets for the child, broken down to manageable goals for each term. The iPassport will also outline the support needed to enable the child to achieve these targets. This support may be provided through High-Quality Teaching or through additional help or interventions.
- Staff follow a structured cycle of 'Assess, Plan, Do and Review' (**APDR**) for interventions. There are likely to be at least 3 cycles of APDR each year, but this will depend on the length of the intervention and the needs of the individual child.
- The iPassport will be monitored and reviewed with the SENDCo, parents and pupil at termly progress meetings.
- If the interventions do not make an impact, the school may make a referral for specialist expertise. Parental permission will always be sought for this.

Please note: although School can identify SEND, we cannot make medical diagnoses for ASD, ADHD or other specific learning difficulties or disabilities. If parents are looking for a diagnosis they would need to contact their GP, but they are welcome to ask the school to write a supporting letter.

Q7: What is an EHCP, and how is it applied for?

If a child fails to make progress in spite of high quality, targeted SEND support, the school or the parents can request the Local Authority (LA) to carry out an assessment for an

Education, Health and Care Plan (EHCP). This assessment is known as **Statutory Assessment**; it is a legal process and parents can find guidance from **Suffolk SENDIASS** (SEND Information, Advice and Support Service) through this link: [Requesting an EHC needs assessment - Suffolk SENDIASS](#)

Generally, an EHCP is applied for if:

- the child in question is a Looked After Child (LAC), (also known as a Child in Care [CIC]), in the care of the LA, and is therefore additionally vulnerable
- the child has a lifelong condition which means that they will always need support to learn effectively
- the child's achievements are so far below expected levels that they may at some point benefit from specialist alternative provision, such as a special school or a specialist unit.

Children who are likely to manage in mainstream schools with support, are less often assessed for EHCPs. Having a diagnosis (e.g. of ASD, ADHD or Dyslexia) does not necessarily mean that a child will receive an EHCP.

Once a request for Statutory Assessment has been made, the LA will use information from the school and parents to decide whether the child's needs seem complex enough to proceed; if they do not, the LA will ask the school to continue with the support available.

If the LA decides that Statutory Assessment **is** required, they will ask parents and all professionals working with the child to contribute to a written report outlining the child's needs, which the LA will then use to decide whether the child requires an EHCP. If this is the case, the LA will write the EHCP outlining the support that the child should receive and what strategies should be put into place. The EHCP is a legal document which details learning needs, a child's targets for the coming year and what special help they should receive. Having an EHCP means that a child has been identified by the SENDCo as needing a particularly high level of support or provision which cannot be provided by the resources normally available in the school, and may need specialist support in school from a professional outside the school. These resources could include money, staff time, special equipment and attendance at a school with specialist-resourced support

The EHCP is reviewed annually (or sooner if required) in a meeting called an **Annual Review**. This must be attended by parents, the child and the SENDCo, as well as other staff, health or social care professionals and possibly a representative from the LA. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. The LA will then adjust the EHCP to record the decisions made at the meeting.

4.3 Types of Support

Q8: What types of support are available for pupils with SEND at All Saints'?

1) High-Quality Teaching

This is received by all pupils, including those with SEND. It means:

- the teacher has the highest possible expectations for each child in their class.
- all teaching builds on what each child already knows, can do and understands.
- the teacher consciously uses inclusive planning.
- different ways of teaching are used, so that each child is fully involved in the learning that takes place in class. This may involve using practical resources, or paired work.
- using specific strategies to support each child to learn; these may be suggested by the SENDCo or by outside agencies.

2) Specific small group work or individual interventions.

These are for any child who has specific gaps in their understanding of a subject, area of learning or social development. Staff, including the SENDCo, will have carefully checked the child's learning and decided that they will benefit from some extra support to close any gaps, and they will plan sessions for the child to help them to achieve their individual targets. These sessions may be run by a TA, the class teacher, the SENDCo or an outside professional. Sometimes, to maximise learning, we ask the children to work in small groups, or in a 1:1 situation outside the classroom.

Examples of intervention work include the following, but we will always consider new programmes:

- **English:** Bear Necessities, Dancing Bears, Apples and Pears, Toe by Toe
- **Maths:** Number Stacks, Mastering Number.
- **Social, Emotional and Mental Health:** ELSA group work, Social Skills Group, Lego Club, Time to Talk, 1:1 ELSA, time with the Family Support Worker
- **Speech, Language and Communication:** ELKAN Support, SALT therapy follow ups.
- **Fine and Gross Motor Skills:** Gym Trail, Dough Disco,

We also use **Pre-Teaching** (where difficult concepts or vocabulary are explained in advance of an upcoming lesson, so that children are able to access the learning more easily), **Post-teaching** (additional practice towards a particular learning objective) and **Precision Teaching** (a child works on a specific small target up to three times a day over a short period of time to enable rapid progress).

3) Assessment and screening tests

The school may use various standardised assessment or screening tests, and teachers will let parents know if these raise any concerns. These tests cannot produce a diagnosis, but they do allow the school to put appropriate support in place. For instance, a dyslexia screener does not diagnose dyslexia but rather gives us an indication and a 'risk score' to suggest how likely it is that the child might have dyslexia. Other screening tools include:

- CTOPP (Comprehensive Test of Phonological Processing)
- WRAT 5 (Wide Range Achievement Test)
- YARC (York Assessment of Reading for Comprehension)
- SANDWELL Numeracy test

These tests are usually scored as an age-equivalent score or a standardised score. A child with a standardised score of around 100 would be classed as average.

4) Specialist Equipment

The school may provide or support the use of specialist equipment (e.g. writing slopes, wobble cushions, fiddle toys, laptops and iPads) or adaptive technologies/teaching for a pupil if these are recommended after specialist assessment.

5) Specialist monitoring and assessment by outside agencies.

If a child has been identified by the class teacher or SENDCo as having specific barriers to learning that require more specialist input, or if parents have themselves raised concerns, parents will be asked to give permission for the school to make a referral to outside professionals such as the specialist education team or an educational psychologist. This will help both the family and the school to understand the child's particular needs better and to support them most effectively in school. The outside professional may make recommendations such as:

- making changes to the way the child is supported in class
- support to set targets which will include their specific expertise

- group or individual work led by the outside professional (or by school staff under their guidance)

Parents will be told how support will be used and what strategies may be put into place.

Q9: How are pupils working below the standard of the National Curriculum assessed?

Pupils working below the overall standard of the National Curriculum are assessed in Reading, Writing and Maths using **Pre-Key Stage Standards** at the end of Key Stage 1 and 2.

Pupils who are not yet meeting Pre-Key Stage Standard 1, and whose learning cannot be measured in terms of Reading, Writing and Maths, will be assessed using the **Engagement Model** at the end of Key Stage 1 and 2.

4.2 Working with Parents and Children

The school aims to work **in partnership with families**. The support we offer a child with SEND is different for every child and it is designed by our Staff working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist).

Our job is to help each child achieve the very best they can at school. Families know their child best and they have an important role in their child's learning. Pupils' views are also important, and they will be encouraged to participate in all the decision-making processes in their education.

Q10: How does the school work together with parents of pupils with SEND?

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to any parent to learn that their child is being identified as having SEND.

Parents are invited to be involved at every stage of planning and reviewing the SEND provision for their child:

- before a child with SEND joins our school, the Class Teacher and SENDCo are available to meet parents to discuss their child's needs and any concerns they have
- the school values parents' input about their child and their hopes for their child's future
- parents are informed about referrals to outside professionals to support their child's learning, and the school shares with them information from these referrals including any new assessments and ideas suggested for their child
- parents are invited to Parent Consultation evenings in the Autumn and Spring terms, as well as review meetings with the Class Teacher and SENDCo
- parents receive copies of relevant paperwork e.g. iPassports
- parents can make appointments to see the SENDCo and other Staff
- parents are invited to meetings with outside agencies
- the School signposts parents to appropriate support groups or outside agencies
- parents are welcome to comment on this document or any other information from the school by contacting the SENDCo through the School Office

Q11: How does the school give children with SEND a voice in their learning?

Children with SEND often have a unique knowledge of their own needs and the sort of help they would like. At All Saints', we encourage pupils to:

- evaluate their learning in class on a daily basis

- share their views and aspirations and express what is important to them now and in the future
- contribute to the assessment and review of their needs
- become involved in setting and reviewing their targets
- attend all or part of review meetings (depending on their age and their interest),
- take part in the preparation for their transition between classes and to their next school.

We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

4.4 Inclusion

Q12: How are pupils with SEND included in all areas of school life?

- Children work and play with their peers
- We do not offer targeted extra-curricular activities for children with SEND, but instead actively try to ensure that all our extra-curricular activities are fully inclusive and adapted for children's specific needs.
- Any individual or small group work is designed to enhance learning opportunities
- Access to support focuses on developing independent learning skills
- Equipment used is accessible to all children regardless of their needs.
- Where appropriate, adults are trained for manual handling to ensure that they know how to support children in a manner which keeps both adults and child safe.
- There is a designated English as an Additional Language (EAL) co-ordinator for pupils for whom English is a second language.

Q13: How is the school building accessible to pupils with SEND?

- The school is compliant with the Equality Act 2010.
- The school building is fully accessible to children with physical disabilities via ramps and an electronic lift.
- There are specific exit arrangements for all children with additional mobility needs and risk assessments are routinely completed for them. Where necessary, modifications to the school are made.
- There is a large disabled toilet which includes a bed for changing children.
- There is an additional room, known as the 'Rainbow Room', which can be used by children to relax, to calm down or for specific interventions.

Please see our [Accessibility Plan: Policies & Documents Library \(allsaints.suffolk.sch.uk\)](https://allsaints.suffolk.sch.uk)

4.5 Emotional and Social Welfare

Q14: How does the school help with emotional and social welfare issues related to SEND?

- Inclusive school environment
- Christian ethos
- PSHE lessons
- 1:1 or group ELSA support (emotional literacy)
- Circle or friends and buddies
- Family Support Worker
- 1:1 counselling (YMCA and TLG counselling)

We have a policy of zero tolerance towards bullying of any nature. We recognise that bullying of children with SEND is particularly sensitive, especially when the children either

are not aware they are being bullied or they struggle to communicate their experiences. The playground and school are always patrolled during break-time and staff are always available to listen and intervene if there is any suggestion of bullying. We also teach children that bullying is everyone's responsibility and encourage them to come forwards if they think another child is being bullied, and we will investigate any complaints of bullying from parents.

See our [Anti-Bullying Policy: Policies & Documents Library \(allsaints.suffolk.sch.uk\)](https://allsaints.suffolk.sch.uk).

Q15: How does the school help with transitions for pupils with SEND?

We recognise that transition into our school, from our school and from class to class may be difficult for a child with SEND, and so this is given careful, individual consideration. Most children manage their transitions well as part of whole-class arrangements, but there is additional preparation for those who become anxious when facing change. This might include extra visits, photographs, doing work about what they can look forward to in the new location, addressing concerns etc. All our transition planning is focussed on the child's views.

- When moving class, information and all relevant paperwork will be shared with the new class teacher **in advance**. If a book would help to support a child understand moving on then it will be made for them.
- When a child is moving school, we will contact the SENDCo and ensure they know about any special arrangements or support the child needs. We will also ensure that all the child's records are passed on as soon as possible.
- In Year 6, the Class Teacher and SENDCo will meet with colleagues from the child's next school and pass on any necessary information about their needs. The child will do focused learning about aspects of transition to help them understand the changes ahead. Where possible the child will visit their new school on several occasions and in some cases staff from the new school will visit to offer additional support.

4.6 The Local Offer, Suffolk SENDIASS and other services and support

Q16: What is the Local Offer, and which other services are available for pupils with SEND at All Saints'?

Suffolk's **Local Offer** is designed to enable parents to see more clearly what services are available for SEND in their area and how to access them. It includes provision from birth to 25, across education, health and social care, and can be accessed here: [Home - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](https://suffolklocaloffer.org.uk)

Activities Unlimited offers information on activities and breaks available for Suffolk children with SEND: [Activities Unlimited - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](https://suffolklocaloffer.org.uk)

External agencies the school has worked with during 2023-24 included:

Local Authority central services:

- Specialist Education Services (SES) (made up of several different teams, including the Cognition & Learning Team, Communication & Interaction team, Physical & Sensory Team, the Social, Emotional and Mental Health Service and Whole School Inclusion Service)
- Educational Psychologists (EPs)

Other outside agencies and health professionals:

- Speech and Language Therapists (SALT)
- Occupational Therapists
- Physiotherapists
- School Nursing Team
- CBT Therapist and Child's Counsellor

Q17: What is Suffolk SENDIASS and what other support is there for parents of children with SEND?

Suffolk SENDIASS (SEND Information Advice and Support Service) is a confidential and impartial listening, information and support service for parents who may have concerns over their child's education. Their website is www.suffolksendiass.co.uk and they can be contacted by **01473 265210** or **sendiass@suffolk.gov.uk**

In school:

- Class Teachers: they are regularly available to discuss a child's progress or any concerns, and to share information about what is working well at home and school
- the SENDCo, family support worker and SEND governors: they are available to meet with parents
- outside professionals: they will either share information with parents directly, or where this is not possible, in a written report
- termly reviews of iPassports: parents are always invited to take part and share their views
- home-school contact book: this can be used to allow easy information-sharing
- other parents: we occasionally hold an informal get-together called **Connect** to offer a support network for parents of children with SEND
- school website: please visit www.allsaints.suffolk.sc.uk or our social media.

Outside of school:

- **SPCF** (Suffolk Parent Carer Forum) - many have found their support particularly helpful. Their website is: [Suffolk Parent Carer Forum \(suffolkpcf.co.uk\)](http://SuffolkParentCarerForum(suffolkpcf.co.uk))

Please do let us know of any other useful sources of support.

Q18: What if parents have a complaint?

We work hard to support all of our children, and we take any complaints seriously. We follow the **MAT Complaints Procedure** available in the **Policies and Documents Library** on the school website. This can be summarised as follows:

- Step 1:** informal discussion with class teacher
- Step 2:** informal meeting with Headteacher
- Step 3:** formal written complaint to Headteacher
- Step 4:** referral to governing body or the local authority

5. Monitoring Arrangements

This policy and information report is reviewed by the SENDCo and SEND Governors every year, and then approved by the Local Governing Board (LGB). It is also updated in the event of revised legislation or guidance or any changes to the information during the year. The LGB evaluates the success of this document by assessing how pupils with SEND:

- participate in the lessons and the curriculum
- gain independence

The LGB also evaluates:

- how resources have been allocated for pupils with SEND
- the Continuous Professional Development (CPD) provided for all staff
- the accuracy of the paperwork

6. Links with other Policies and Documents

This document should be read in conjunction with our other policies, in particular:

Our **Accessibility Plan**, which details how the school is working to improve the experience of pupils with disabilities:

- by increasing the extent to which they can participate in the curriculum
- by improving the school's physical environment to increase the extent to which they can take advantage of the education, benefits, facilities and services on offer
- by ensuring that they have improved access to information that is readily accessible to pupils without disabilities

Our **Child Protection and Safeguarding Policy**: we take safeguarding very seriously and we are aware that children with SEND can face additional safeguarding challenges, and that additional barriers can exist when recognising abuse and neglect in this group of children.

These could include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEND can be disproportionately impacted by things like bullying – without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Other linked policies include:

- **Admissions Policy** (see p. 2 for policy on admissions for pupils with SEND)
- **Anti-Bullying Policy**
- **Assessment and Feedback Policy**
- **Behaviour Policy**
- **Curriculum Policy**
- **Equalities Policy**
- **Supporting Pupils with Medical Conditions Policy**

For all these policies, see [Policies & Documents Library \(allsaints.suffolk.sch.uk\)](https://allsaints.suffolk.sch.uk).

Appendix: List of Abbreviations

We hope this list is helpful, but if there is anything that you don't understand please just ask.

ADD	<i>Attention Deficit Disorder</i>
ADHD	<i>Attention Deficit Hyperactivity Disorder</i>
ASD	<i>Autistic Spectrum Disorder</i>
BIP	<i>Behaviour Improvement Programme</i>
BSL	<i>British Sign Language</i>
CAF	<i>Common Assessment Framework</i>
CAMHS	<i>Child and Adolescent Mental Health Services</i>
CBT	<i>Cognitive Behaviour Therapy</i>
CF	<i>Cystic Fibrosis</i>
Cluster	<i>Group of schools that come together for a purpose</i>
DfE	<i>Department for Education</i>
DH	<i>Department of Health</i>
EAL	<i>English as an additional language</i>
EHCP/EHC Plan	<i>Education Health Care Plan</i>
EKLAN	<i>A type of 'Speech and Language' training</i>
EP	<i>Educational Psychologists</i>
EPS	<i>Educational Psychology Services</i>
EWO	<i>Education Welfare Officer</i>
EYFS	<i>Early Years Foundation Stage</i>
HLTA	<i>Higher Level Teaching Assistant</i>
IEP	<i>Individual Education Plan</i>
INSET	<i>In-service education and training</i>
KS1	<i>Key Stage 1 (Years 1 & 2)</i>
KS2	<i>Key Stage 2 (Years 3 to 6)</i>
LA	<i>Local Authority</i>
MLD	<i>Moderate Learning Difficulties</i>
OFSTED	<i>Office for Standards in Education</i>
PECS	<i>Picture exchange communication system</i>
PMLD	<i>Profound and Multiple Learning Difficulties</i>
PRU	<i>Pupil Referral Unit</i>
SA	<i>School Action</i>
SALT	<i>Speech and Language Therapy</i>
SAP	<i>School Action Plus</i>
SEN	<i>Special Educational Needs</i>
SENCO/SENDCo	<i>Special Educational Needs Co-ordinator</i>
SEND	<i>Special Educational Needs and Disabilities</i>
SENDIASS	<i>Special Educational Needs and Disabilities Information Advice & Support Service</i>
SLCN	<i>Speech, Language and Communication Needs</i>
SLD	<i>Severe Learning Difficulties</i>
SMART TARGETS	<i>Specific-Measurable-Achievable-Realistic-Time-Related Targets</i>
TA	<i>Teaching Assistant</i>

