



All Saints C of E

Infant and Nursery School

School Information Report

2022-2023

*Opening hearts and minds through
the grace and love of God*

ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

"Opening hearts and minds through the grace and love of God"

At All Saints Infant School and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our school including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our school's aims. It is the philosophical basis for all of the school's policies and through these, for everything that happens in and round the school. Our aspiration is for everyone at All Saints to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our school with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

All Saints C of E Infants and Nursery School **Special Educational Needs Information Report**

**“Opening hearts and minds,
through the Grace and Love
of God”**

1. What kind of special educational needs does our school make provision for?

If any pupil in our school has a barrier to learning, we will make sure that we provide the very best opportunities for them to take part in every aspect of school life. Barriers to learning may include:

- Communication and Interaction (Speech and language difficulties, Autistic Spectrum disorder or any other communication need).
- General learning difficulties both moderate and severe, and including, for example, dyslexia.
- Social, emotional and mental health difficulties such as ADHD or attachment disorder.
- Problems with sight or hearing, or other physical disabilities.
- Alternatively, your child may have a different less common disability or medical condition that causes a barrier to learning.

2. How does our school ensure that children who need extra help are identified early?

Children are identified as having special needs through a variety of ways including the following: -

- Concerns about a child's progress
- Concerns raised by parent/Carers
- Discussions between class teachers, SENCO and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Liaison with previous school or setting, where applicable.

3. What should a parent/carer do if they think their child may have special educational needs?

Talk to us- if you have any concerns. Please contact your child's class teacher, the Senco and Inclusion Lead, Ellen Munroe or Pastoral Lead Coordinator, Tracy Gibbs.

We will discuss it with you and check concerns. We will share with you what we find and agree with you what we will do next and what you can do to help your child.

4. How does our school judge whether the support we provide for children has had an impact?

For pupils with SEN: -

- Our senior leadership team check the progress of pupils every term (more often if it is causing concern). We set targets to ensure pupil's progress is good.
- We use nationally agreed guidelines on progress to check that ours is as good as or better than other school locally or nationally.
- We have a wide range of intervention strategies running in all classes and the impact of these strategies is monitored termly by the Senior Leadership team.
- We use B squared or any other appropriate assessments to assess individual pupil progress. At the end of Key stage 1 Pre-key stage standards are used as summative assessments.
- We check how well a pupil understands and makes progress in each lesson.

5. How does the school approach teaching children with special educational needs?

- All our staff plan carefully and modify teaching to make sure that work is at the right level for every child to be able to fully engage in their learning.
- We plan teaching groups flexibly and review them on a regular basis so that we have the right level of challenge for pupils with SEN.
- We structure every day so that all pupils are involved in adult led sessions and have the opportunity to apply their learning independently.

6. How will the school involve parents/Carers in discussions around planning for a child's education?

- Communication is very important and we will ensure this takes place with yourself and the class teacher on a daily basis.
- A home school communication book may be sent home on a daily/weekly basis.
- Termly progress meetings where everyone involved in supporting a child will get together to review progress and set future targets and strategies. This may form part of a parent/ teachers meeting. These meetings may be more regular if it is thought appropriate.
- Regular meetings and feedback with any outside agencies who may be supporting a child will also be discussed.

7. What are the arrangements for consulting young people with SEN and involving them in their education?

- Children's views are very important to us and it is essential that people listen to them and that families feel valued and are satisfied with what happens.
- Class teachers plan carefully for structured opportunities for children to express their needs, views and concerns. Tracy Gibbs is our designated pupil advocate. She will follow up pupils concerns and make sure that decisions that we all agree with are carried out and followed up.
- Personal and Social Education is an integral part of our curriculum and class teachers use Circle time sessions and informal opportunities to ensure children can express their views, concerns and successes.

8. How will the school match the curriculum and learning to a child's personal needs?

- The class teacher will make sure that each pupil has the right level of work and support.
- Progress will be checked carefully to provide a variety of approaches and to ensure support work and the use of equipment is appropriate.
- Small group or extra teaching to further support specific learning and skills will be planned and provided.
- Where appropriate 1.1. Support to further progress and understanding will take place.
- In some cases, there will be support from professionals from outside of school e.g. Speech therapists or Support teachers with specialist understanding in areas of SEN such as Autism. We would always talk to you before contacting these Professionals.

9. How are decisions made about the type and amount of support a child will receive?

All those involved with individual children work together and hold a range of meetings to assess, plan and review individual children's progress: -

- We agree what everyone will do to make teaching more effective for a child, who will work with the individual child and what they will do.
- Discuss strategies to make a child's learning easier.
- Develop achievable and measurable targets.
- Set review dates to discuss how well a child is doing and ensure that what we are doing is making a difference, and what we need to do next
- Ensure that parent/carers and children's views are central to all of our planning and discussions.

10. How accessible is the school environment?

- We use signs and symbols for all children to support communication.
- Individual children may have a visual timetable, sand timers, personal reward systems, access to a sensory room, social stories or a key adult worker to support them.
- We use a range of computer software to help children engage with concepts they may find difficult, and become independent learners.
- We have a hygiene suite if a child requires support with toileting or changing.

11. How will the school prepare and support a child to join the school, transfer to a new school or to the next stage of education and life?

- We will meet with parent/Carers and their child before they join our school.
- We will provide a range of opportunities to visit and look around the school before the proposed starting date.
- We will hold an initial meeting to plan an individual transition Programme in response to a child's needs.
- We will also meet with any other professionals who may have previously been involved with the child.
- On transfer to their next school a transition Programme is developed between the two schools and the parent/Carers and the individual child will be fully involved in preparing this.

12. What do parents/carers need to do if they have a concern or complaint about the SEN provision made by the school?

- The first point of contact is always the person responsible. This may be the class teacher, the SENCO or the Head of School. Please talk to them about your concerns first.
- If you still feel unhappy that a concern has not been addressed, then speak to the Executive Head Teacher.
- If you are still unhappy then ask to speak to the school governors' representative.
- If you still remain concerned, then you will need to follow the school's complaints procedure a copy of which can be found on the school's website or from the school office.

13. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of children with special educational needs and supporting their families?

- Schools receive funding for all SEN pupils and they provide what pupils need from this, including equipment.
- If a pupil's needs are significant, the school may apply for extra funding from the family of school's budget (additional family needs – AFN)
- Where a pupil has an Education, Health and Care Plan there may be additional funding allocated from the local authority (higher level needs – HLN).
- Parents/Carers will have a say in how this is used. Parents/Carers may be eligible for a personal budget and this must be used to fund the EHC Plan.

14. What training have staffs had or are having to support children with special education needs?

- All staff have been trained in the changes and requirements of the Revised Code of Practice.
- Training has taken place to equip all staff to identify children with SEN.
- A number of staff have had training in delivering Speech and Language programmes.
- A number of staff have had training in the Every Child a Reader intervention.
- Staffs have been trained in the Switch on Reading Intervention.
- All teaching staff have had support to develop Quality First teaching across the Curriculum and learning environment.
- Training in the implementation of the Numicon mathematical visual representation resource.

15. How are children included in activities outside of the Classroom?

- Our aim is for all children to be involved in the full curriculum and the after school experiences we provide as a school setting. Any adjustments or individual considerations will be a part of our day to day discussions and communication with all parents and Carers.
- Risk assessments are carried out for all off-site activities.
- We aim for all children to be included on school day trips and residential experiences. Any necessary adaptations will be a part of the risk assessment and parents will be fully consulted in the preparations and discussions.

16. Who to contact and where to obtain further information.

The following members of the school team can be contacted on 01623 459199

Executive Head teacher	Joanne Redfern Assistant
Executive Head	Lynette Hardwick SENCO
and Inclusion Lead	Ellen Munroe SEN
Governor	Ann Mills
Pastoral Lead	Tracy Gibbs

Parent Partnership advice and support can be accessed at
0115 948 2888

The following websites also contain further information including Nottinghamshire County Council Local Offer for children with SEN.

- (www.huthwaiteallsaints.notts.sch.uk)
- (www.nottinghamshire.gov.uk)
- (www.Education.gov.uk/school/childsupport/sen)

Reviewed July 2022

Next review July 2023