



All Saints CE Primary School & Nursery

Nurturing, Resilience and Achievement for all!

Headteacher: Mr Philip Asher, BMus(Hons), PGCE, ARCO, NPQSL

SEND Information Report 2024-25

This Information Report sets out the provision and resources available for children with special educational needs and disabilities (SEND) at All Saints CE Primary School & Nursery. The information is organised into key questions you may have about what we can do to support your child during their time with us. This report should be read in conjunction with our SEND policy.

Who are the best people to talk to at All Saints School about my child's special educational needs and/or disability?

Your child's class teacher knows your child best at school. Talk to your child's teacher about your concerns. Following your talk, if agreed, the class teacher will then discuss your concerns with the school's SENCO, Mrs Victoria Moore. You may wish to arrange a meeting with Mrs Moore. She can be contacted via email senco@allsaints.herts.sch.uk

How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

Your child's class teacher may initially call you to arrange a time to discuss any concerns. The class teacher may also talk to you about any issues at our termly Parent Consultations. The class teacher will discuss the support and strategies that will be put in place to support your child and his/her needs.

How will the school support my child's special educational needs and/or disability?

Where a pupil has been identified as having SEND, we will endeavour to take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. The four elements of the approach are: Assess, Plan, Do, Review (ADPR). A Pupil Profile (containing the ADPR cycle) will be agreed with your involvement, and wherever possible that of your child and will set our individual targets and detail how home and school can work collaboratively to best support the child. This will be reviewed termly, or more frequently, as necessary.

How will the school consider my views and those of my child with regard to his/her special educational needs and/or disability?

At All Saints School, we believe it is very important for parents and carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe that it is essential to understand your child's views on any difficulties they may experience with their learning and things that help them. You will be able to share your views and discuss your child's progress towards their outcomes at regular meetings

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across the year. In addition, if your child has a Statement of Special Education Need or an Education Health and Care Plan (EHCP) you and your child will be able to share your views at the annual review.

How does All Saints School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

At All Saints School we believe that your child's learning needs will first be met through the high-quality teaching delivered by his/her class teacher. We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is appropriate expertise to support children with special educational needs. The school is able to access training programmes from different organisations, including Herts for Learning, ISL, the DSPL3 Region and Amwell View special school. We also work closely with other external agencies listed on the Hertfordshire Local Offer website: <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

How will the curriculum and the school environment be matched to my child's needs?

We carefully plan our broad and balanced curriculum to match the age, ability and needs of all children. We have a whole school approach to inclusion which supports all learners engaging in activities together. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability and reasonable adjustments will be made to ensure the curriculum is accessible. Additional specialist advice is sought from external agencies when necessary. All Saints School reviews its policies and procedures regularly to ensure that all children have the fullest access to the curriculum and the school site.

What types of support may be suitable and available for my child?

This will depend upon the nature of your child's needs. There are four areas of need, as defined by the SEND Code of Practice 2014 (see the 'SEND: A guide for parents and carers' document for more information). These are defined as:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We treat every child as an individual and will tailor our provision accordingly. We also value your views about the support strategies we provide for your child and therefore your feedback will be very important to us. It is vital that we are aware of particular interests that we may be able to use to further engage your child. We may also provide you with tasks and activities to complete at home. Some children may receive 1:1 or group support with one of our team of experienced Teaching Assistants.

How will All Saints School support my child with transition between year groups and schools?

When children move into a new year group at All Saints School we ensure a thorough and comprehensive handover of information to the new teacher and support staff involved. Each child on our SEND register has a profile which details support strategies and external agency involvement. The profile also records our

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regular assessment of intervention strategies and his/her regular learning within the class. These profiles are passed on to the new teacher so that they are aware of what strategies have been put in place. When your child moves to a new school, the information is passed on through discussion and handover with the school SENCO and, where possible, new class teachers.

What support will there be for my child's wellbeing?

All Saints prides itself on creating a nurturing, supportive and safe environment. As a one-form entry school, strong relationships are built that help all staff to respond to the needs of the children. To encourage a love for learning, we celebrate perseverance and resilience, ensuring children are not frightened to make mistakes. Children are praised for hard work, determination and having a positive attitude.

More specifically, children are supported with their social and emotional development through the curriculum and extra-curricular activities. Life skills and social and emotional aspects of learning are an integral part of our curriculum and are also taught explicitly in class. Children also practice mindfulness regularly as part of their class activities. Where there is deemed to be a higher level of need, specific tailored interventions may be put in place.

The well-being of your child is extremely important to us. Mrs Victoria Moore (SENCO) is the named Senior Mental Health Lead within the school. Please speak to your child's class teacher in the first instance and then Mrs Victoria Moore if you need further assistance.

What measures are in place in our school to prevent bullying?

We are particularly vigilant when it comes to the bullying or victimisation of our vulnerable learners. Please view the school's Anti-bullying and Anti-racist Policy for a detailed overview of our approach to bullying at All Saints.

We promote inclusion for our SEND learners and at All Saints, through our school values, we actively teach all children to be inclusive and acceptant.

How will my child be included in all aspects of school life including activities outside the classroom including school trips?

Our Equalities Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Should there be any concerns for safety and access, a risk assessment is carried out to consider where reasonable adjustments can be made to meet any additional needs your child has. If appropriate, parents/carers are consulted in planning. For some children, social stories and / or visual timetables are used to prepare pupils for school trips and events.

How we evaluate the effectiveness of SEND provision?

We continuously ensure the provision has a positive impact on the outcomes for all of our children. Children's academic progress is monitored termly. The progress of children with SEND is monitored by the

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class teacher and SENCO. In addition, we evaluate the effectiveness of support and interventions against baseline assessments completed at the beginning of an intervention.

How accessible is the school environment?

All Saints Primary School complies with the Equality Act 2010. This means that we will make reasonable adjustments to the school environment (including, but not exclusively, the school building, classrooms, furniture, shared and play space) to enable pupils with specific needs to be included in the school community. For more information, please read the Accessibility Plan policy. The school has a safe space with sensory equipment that is used for nurture interventions and also used as a regulating area.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

We have access to a range of professionals and outside agencies which we can consult regarding meeting children's needs and supporting families. If we feel that referral to an outside agency would be beneficial for your child, we shall contact you to discuss this.

We can help parents to obtain independent advice and assistance from the SEND Information, Advice and Support Service (SENDIASS). SENDIASS provides confidential and impartial information, advice and support to parents and carers of children who have special educational needs, learning difficulties or disabilities.

How does the school support children who are looked after by the local authority and have SEN?

We have a particular duty in ensuring that Children Looked After are given the appropriate support and care to help support their progress and engagement with learning. When Children Looked after attend our school, we do our utmost to ensure they fulfil their potential. We seek support from the virtual school and attend review meetings with Children's Services.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

All Saints actively responds to feedback requests and surveys from Hertfordshire designed to improve the Local Offer. A link to the Hertfordshire's Local Offer can be found on our Special Educational Needs and Disability page. Alternatively, it can be reached by clicking below:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

How can I make a complaint about the SEND provision made for my child?

In the first instance please speak to Mrs Victoria Moore (SENCO). We know that it can feel uncomfortable to question or challenge something, but we welcome the opportunity to resolve any problems. If the SENCO is unable to resolve the matter, you should make an appointment with the Headteacher. This

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should deal with most concerns, but if not there is a formal process that you can follow. Please see the website for the Complaints Policy. http://www.allsaints.herts.sch.uk/website/school_policies/148594

What are the arrangements for the admission of disabled pupils?

The Local Authority or LA, (Hertfordshire CC) operates an agreed co-ordinated admissions scheme in line with government legislation. The LA will coordinate the process on behalf of the school according to the scheme published each year. Please see All Saints Admissions Policy.

If I have any other questions about my child and his/her learning at All Saints School, who can I ask?

You can speak to:

- Your child's class teacher
- The SENCO (Mrs Victoria Moore)
- The Headteacher (Mr Philip Asher)

Contact Details:

Mrs Victoria Moore, SENCO

Email: senco@allsaints.herts.sch.uk

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