



SEND Information Report

Date: September 2024

Review date: September 2025

Approved by the Advisory Board: September 2024

Linked with other policies:

- Accessibility Plan
- Admissions Policy
- Equality Statement

Signed:

S. Day

Version control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
2	July 2023	P5 bullet point 1 P5 point 6 added	'Plans' replaced by 'targets' Removed: specific information re support, targets and Boxall assessment results 'A daily interventions programme delivering literacy, fine motor, SEMH and social skills interventions'
		P7 para 1	[The curriculum supports social development through] 'PSHE and Social skills sessions' Replaces: assessment using the Boxall.
		P7 para 2	Added re. contact with parents/carers
		P7 para 5	Contact details for further advice and guidance
		P8 para 3	The SENDCo, Jo Paffett, is also the Designated Teacher for Looked After Children.
	October 2023	P3 Who to Contact	Judith Gardiner changed to Rachel Smith
		P6	OT and Counsellor – removed 'twice a week'
		P7 1 st paragraph	Availability of SENDCO amended to x3 days a week.
		P3 intro	'supporting students SEMH' changed to 'with a range of need and specialises in Cognition and Learning'.
3	September 2024	P3 who to contact	Ms Austin added as SENCO
		P5 adapting the curriculum	Added to last bullet: where progress is assessed using our bespoke framework
		P6 [evaluating effectiveness of provision]	Added: Via Parent or Carer Forums/Meetings and Questionnaires
		P6 [additional support for learning]	A school counsellor, 'Nutritional Therapist, Wellbeing Mentor and Speech and Language Therapist are available in school. Referrals can be made through the SENDCo, Operations Manager or Headteacher' added. Also Pets as Therapy dog visits to school.
		P7 [available for emotional and social development]	SENDCos are available on a daily basis.
		P7 parent/carer involvement	Half termly Parent/Carer Online Forums offered, with guest speakers; termly Mental Health Action Group has parent/carer representatives that contribute to developing the Mental Health and Wellbeing support in the school.

This **Special Educational Needs and Disabilities (SEND) Information Report** informs parents and young people about how All Saints School implements its SEN procedures. This report will be reviewed annually.

All Saints School is an Ofsted registered small independent school in an idyllic rural setting in North Norfolk, with a Junior and Senior department welcoming children from the ages 7 to 16. It specialises in supporting students with a range of need and specialises in Cognition and Learning.

Who to Contact

If you have any specific questions about any aspects of this report, please contact any of the individuals named below.

SENDCo:	Miss J Paffett and Ms N Austin
Headteacher:	Ms S Dangerfield
Director	Mrs R Smith

School Contact details: Tel. 01692 582083 Headteacher: Samantha Dangerfield

All Saints School Values and Ethos

All Saints School provides a stimulating and supportive learning environment in which all students, whatever their ability, have the opportunity to excel and develop their talents.

Our school offers a rich, broad and balanced curriculum, with well-planned lessons and focused teaching, to enable all our students to achieve success. The class sizes are small enabling teachers to work individually with students. We have a happy and caring family ethos, where everyone is respected and staff and students have high expectations of themselves and others.

We are committed to ensuring that all students have access to the whole curriculum and are given equal opportunities to develop their full potential in a safe and secure environment.

How does All Saints School support young people with SEND?

Staff develop professional relationships with students which build trust, model appropriate behaviour and provide positive reinforcement. This raises student self-esteem, leading to higher levels of motivation and encourages future aspirations. All Saints School takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school are the same for all students, whatever their abilities.

As an Independent school, we celebrate difference, developing the curriculum to allow students to explore differences, identifying strengths and supporting weaknesses within themselves and others. Our ethos is to empower young people, providing them with the appropriate skills and opportunities to develop.

We aim to create a learning environment that is flexible and creative and meets the individual needs of all of our members of our community. We continually monitor our students progress and formally report on this. Students with EHCP have an annual review meeting with parents / carers and relevant Local Authority representatives as well as any outside agencies working with the students. The students' social, moral, cultural and spiritual needs are at the forefront of the curriculum at All Saints School. This allows the student to explore their identity, rights and responsibilities and, engage in appropriate behaviour. The curriculum is built around individual needs, focusing on individual strengths, adaptation of learning and creative thinking. Many of our students need more support with social and emotional development. They may have had poor school attendance, struggled to build positive friendships or faced challenging circumstances. All Saints School

recognises that students will need support with social and emotional skills in order to be able to achieve academic success.

Recognising the individual needs of each of our students, their learning is recorded and contributes to the Education Health Care Plan (EHCP).

What kinds of learning needs are provided for at All Saints School?

All Saints School is registered with the Department for Education to provide 85 places. Admission criteria is available from the school.

All Saints School is able to support students with a range of needs including:

- Social, emotional and mental health needs
- Sensory and/or communication needs:

A communication and interaction need includes speech, language and communication needs (SLCN) and autism spectrum conditions (ASC). Cognition and learning needs includes moderate learning difficulties, dyslexia, dyspraxia, and dyscalculia.

- Specific Learning Difficulties (SpLD)

SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, more commonly: Dyslexia, Dyspraxia / DCD, Dyscalculia., A.D.D / A.D.H.D.

- Communication and interaction needs;
- Cognition and learning needs;
- Sensory and/or physical needs;
- Physical disabilities and visual impairments.

How are special educational needs identified and assessed?

Norfolk County Council provides advice on its website about the assessment of SEND.

Information from a student's previous school will initially be used to determine whether a student may have existing special educational needs. If required, the school may attempt to assess whether these needs are still valid.

Upon entry, the school will use the student's current EHCP to identify a starting point and set progression targets whilst identifying areas of need. All students undertake a range of assessments - For other types of need, the school makes use of checklists and observation to ensure barriers to learning are accurately identified and addressed.

There are many barriers to learning that all students may face at some point in their time at school. All teachers are expected to consider the individual learning needs of all students and make changes to their approach to ensure that all students achieve. Parents are encouraged to share concerns with the school at their earliest opportunity. This can be done via the school office and the right member of staff will be able to give support.

What is the school's approach to teaching students with learning needs?

All Saints School aims to help all students realise their potential. We endeavour to identify the barriers to learning that may result in underachievement and then co-ordinate additional provision where required. Due to the small size of All Saints School and the high staff to student ratio the school can deliver a timetable meeting students' needs alongside providing the opportunity to work with peers and gain valuable social and emotional skills. The curriculum is broad and covers all

subjects; class sizes are small and supported. Students have the opportunity to participate in areas of individual interest to maximize engagement and progression. The aim is for all students to make progress through a range of well-planned and creative learning opportunities that are structured to challenge and motivate.

Assessment of additional need focuses upon four factors: the student's learning style, the learning environment, the tasks and activities undertaken and the teaching style.

Individual timetables provide a mix of group learning, one to one learning, as well as tailored off site opportunities which all contribute to the All Saints School curriculum.

How does the school adapt the curriculum and environment to meet the needs of the students?

All Saints School is a small school, which is designed with the needs of our students in mind. GCSEs are available for all students but other more vocational options are also available for those who require a differentiated curriculum. There are several classrooms and additional break out spaces to enable smaller group and one to one work to take place effectively. Students and staff eat lunch together, encouraging social interaction and positive behaviour. Students access the local college to gain experience of post 16 provision and to gain recognised qualifications. There is a high staff to student ratio and all staff work to ensure that students are offered full access to a broad, balanced and relevant education in a caring environment. Teaching assistants support teaching staff across the curriculum to plan lessons that are both accessible and lead to academic progress. This takes a number of forms, including:

- Individual Learning targets, discussed and agreed with the form tutor and student
- Observing students in lessons and providing feedback to students and other staff directly after the lesson.
- Use of Earwig Assessment and Progress Tool
- Ensuring strategies identified in the child's EHCP are incorporated into planning
- Use of a SLCN assessment tool to identify communication needs and appropriate classroom strategies
- A daily interventions programme delivering literacy, fine motor, SEMH and social skills interventions where progress is assessed using our bespoke framework

What is the level of training and expertise amongst school staff?

All staff have a high level of knowledge about learning needs and have access to a full programme of Continuous Professional Development (CPD). Regular training opportunities focus on particular learning difficulties and help to keep staff knowledge up to date and relevant.

All Saints School employs staff with a wide range of expertise, experience and qualifications. Specialist topics currently include; Dyslexia, Autistic Spectrum Difficulties and Speech, Language and Communication Needs. Staff with specialist knowledge share regular updates with all staff and will lead in-school training.

The Headteacher has a Master's in Education and Leadership and a degree that specialises in special educational needs. The SENDCos have the nationally recognised SENDCo award and prior to coming into teaching, Jo Paffett was a qualified mental health nurse.

How does the school evaluate the effectiveness of its provision for students?

All Saints School evaluates the effectiveness of its provision in a number of ways, including:

- Comparing the achievement of All Saints School students to those with similar starting points nationally
- Monitoring progress using the Earwig assessment tool
- Lesson observations and discussions with teachers
- Discussions with students and parents/careers
- Intervention analysis
- Guidance from external specialists (e.g. Educational Psychology Service)
- Via Parent or Carer Forums/Meetings and Questionnaires

Local authorities with students placed at the school undertake regular monitoring visits to evaluate the effectiveness of provision. Once a year the school contacts parents / carers to gather their views. Ofsted also regularly monitors All Saints School against the independent school standards.

How does the school monitor the progress of students with learning needs?

The academic progress of all students is monitored in line with the school's assessment policy through weekly and monthly meetings that include feedback on each student, monitor progress against baseline assessment, targets and address any concerns. Relevant staff members plan how to tackle any signs of underachievement. In addition, specialist school staff evaluates the impact of any additional provision put in place against the desired outcomes. Progress is tracked using the Earwig assessment tool. We monitor individual progress in several areas, including academic, social, emotional and progress against EHCP targets.

All Saints School monitors students' progress against targets and challenges students to self-assess and provide evidence of learning.

What activities or additional support for learning is available to students with learning needs?

Students who require additional provision will have this included within their personalised learning journey. Students are given individual timetables that are in line with their specific needs. All Saints School creative lesson planning to maximize engagement and build confidence and motivation for learning.

A daily interventions timetable is in place where students have the opportunity to develop their Speech and Language skills, Fine Motor skills and SEMH skills. All students in KS2 and KS3 receive Fresh Start literacy intervention, depending on their level of need. This is also available for KS4 students who made need further support. Sensory Circuits are also offered twice a day.

We also have an Occupational Therapist who works in the school and can assess students for sensory needs, support our students in developing their independence skills and offer guidance around physical and environmental adjustments to promote learning.

A school counsellor, Nutritional Therapist, Wellbeing Mentor and Speech and Language Therapist are available in school. Referrals can be made through the SENDCo, Operations Manager or Headteacher.

We have a Pets as Therapy (PAT) Dog that visits the school once a week and students can spend time with him reading.

Students have the opportunity for additional provision in line with areas of interests; this helps students' social skills alongside providing creative learning opportunities and promotes future progression.

All Saints School also works in partnership with other professionals such as Child and Adolescent Mental Health Services (CAMHS) and Speech and Language services. Successful implementation of additional provision should lead to the reduction in the need for such provision in the long term.

On site additional provision such as one to one interventions will be built into a student's individual timetable. Consideration will be given to the use of suitable ICT resources and external specialist support such as visiting therapists.

What is available for the emotional and social development of students?

In addition to the extensive social and emotional work outlined previously in this document all students have access to an excellent pastoral support structure within the school. All Saints School contracts independent therapists to work in the school as needed. The school also employs a trained counsellor who offers 1:1 sessions and small group sessions. The Headteacher and a SENDCo are available on a daily basis. The curriculum supports social development through PSHE and Social skills sessions. The Zones of Regulation are used throughout the school to help teach the students to identify their emotions and self-regulate using appropriate strategies.

How are parents / carers involved in the decisions made for their child?

Staff at All Saints School value the important role that parents / carers play in supporting the educational achievement of their children. In addition to all statutory obligations of schools to report to parents, we welcome more regular liaison between home and school to ensure that concerns are identified early and provision for students matches their needs. All students are provided with a form tutor, a member of staff who will support the students EHCP (Education, Health & Care Plan) and annual reviews; they can act as the first point of contact for communication between home and school when needed. Form tutors will make contact with parents/carers at least once a term by telephone. Parents and carers can also request for more frequent email updates if necessary. The Headteacher and a SENDCo are available informally for support and advice, as well as professionally in reviews and EHCP meetings. Alongside the class teacher, they can also provide advice and guidance, or to listen to any concerns that a parent or young person might have. We offer half termly Parent/Carer Online Forums where guest speakers are invited to discuss their role or area of expertise. A termly Mental Health Action Group has parent/carer representatives that contribute to developing the Mental Health and Wellbeing support in the school.

How are students with learning needs involved in the decisions made for them?

Student co-operation and involvement is central to ensuring that any provision put in place is appropriate and effective. Students have an initial planning meeting with a member of staff where a young person's views are sought on what is going well and where support or guidance is required. Whilst all students have their own form tutor as a key contact, students will have their progress monitored by teaching staff who are also available to address any concerns young people or their parents / carers may have.

What additional expertise can be accessed for students with learning needs?

Through working together to fully support the achievement of all students, staff at All Saints School aim to work effectively with all outside agencies. The ability of the school to access the services of outside agencies is subject to change and can be dependent upon both the permission of parents and carers being granted before their involvement can be sought and the referral criteria of the outside agency itself. Such services could include:

- [Norfolk Early Help](#)
- <https://www.justonenorfolk.nhs.uk/mentalhealth>

How can I contact other support services for my child?

Check on [Norfolk SEND Local Offer](#) for the best up to date information about what is available for young people with SEN. For further advice and guidance you can contact SENDIASS (<https://www.norfolksendiass.org.uk/>).

How are students supported for transition during Year 11?

There are a number of additional ways that students with learning needs can be supported to make a successful transition to local colleges. An enhanced transition plan is co-produced by the young person, parent / carer, school staff and the Local Authority which could include:

- formal transition meetings between all relevant parties
- early copies of specialist reports
- EHCP updated to support transition
- Additional visits to familiarise themselves with the environment and key staff
- Additional visits with other students transitioning to the college; observation visits by local college staff
- College rules and expectations
- Buddying with existing students

How are students supported for the transition to Post-16 education?

The school provides comprehensive Post-16 information to all students. Students visit the colleges to meet with representatives. Students visit careers fairs in years 10 and 11 where most local providers of Post-16 education and apprenticeships are present. All students will also have access to one to ones with our independent post 16 advisers. Students will have learning opportunities within their individualised timetable to pursue careers advice and experience during years 9 and 10 and this is further enhanced in year 11.

Looked After Children

Young people who are in care of the Local Authority and who also have a special educational need will receive support appropriate to their specific need. The SENDCo, Jo Paffett, is also the Designated Teacher for Looked After Children. The SENDCo and Headteacher will liaise with carers and social workers. They will attend PEP and LAC review meetings as required.

What is the procedure for registering a complaint with the Directors of the School?

If parents or carers have concerns about the provision available for their child and, after discussions with relevant staff feel the matter to have not fully been addressed, they are encouraged to forward their views to the Headteacher in line with the school's Complaint Procedure policy. If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the Managing Director. The director will be involved after other avenues to resolve the situation have been exhausted. Please see a copy of our Complaints Procedure.