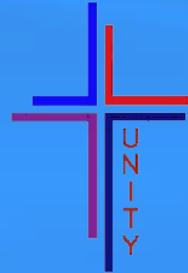




All Souls School SEN Information Report

We believe every child is entitled to receive the opportunity to achieve their desired outcomes. We aim to work with parents and celebrate achievements. In order to do this we take many steps to support them on their journey. This report sets out to inform you how we do this. It may not list every skill, resource and technique we employ, as these are continually developed and modified, so that our provision meets the changing requirements of individual children.



Our schools in Unity are a privileged means of promoting the formation of the whole person. The Gospel of life and the dignity of the human person is promoted through the pastoral care, support and guidance given by our schools to our children.

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Who should I contact if I want to find out about how the school supports my child?

In my previous role, I worked as a Nursery Nurse supporting children with SEND in a variety of schools and nurseries. I have been working at All Souls, as the Class Teacher in the Reception or Nursery, for the past ten years.

Working as part of the Senior Leadership team I work closely with staff in school, parents, outside agencies and colleagues throughout the city. I have the responsibility of co-ordinating the provision for children with SEND to support them in overcoming any difficulties that are getting in the way of their development and learning.

I meet with parents to discuss any concerns they may have about their child's development or learning difficulties and make referrals to a range of professionals such as Speech and Language or Educational Psychologists.



Name: Mrs Jilks

Position: SENCo/Foundation Stage Manager

Class: Nursery



What do you do for children with SEND at All Souls'?

At All Souls we understand that every child is different. This means that the provision we provide is tailored to the individual child. We have specific plans that set out targets to help support your child's development. Having a plan will mean that your child is included on our Special Educational Needs register. We will meet with you termly to discuss progress and adapt targets. Your child will also have a 'My Profile' sheet that will follow them through school advising staff of their needs and what they can do to help. The class teacher will work with the SENCO to ensure that the plan is working or to adapt it if more work is required. The time your child is included on the register will depend on how they respond to the extra support. Once it is decided that they have made the progress they required your child will then come off the register. You will be kept informed by the class teacher and the SENCO.

Children with SEND in our school mainly have difficulties with Speaking and Listening, Social or Emotional development or General learning difficulties (typically reading and/or writing or mathematics).

“

I have been involved in planning and strategies have been put in place both at school and at home.

Year R parent

”



How do you know if a child has SEND?/How will I know if my child is receiving SEND support?

Our teachers monitor and assess progress regularly. They put into place small group work and one to one intervention support for any children they are concerned about. Your child would have their own plan with targets and you will be informed of their targets and the support they are offered. If this does not work for your child, the class teacher would seek advice from the SENCo, who might be able to offer other support programmes of work or suggest specialist support from one of the many outside agencies we work with. If your child is identified by an outside agency with a particular SEND you will be contacted and invited into school to discuss how your child is going to be supported in order that they reach their desired outcomes.





Where can I find information about the school SEND policy?

Our SEND policy will give you the information you need about how we make provision for all pupils with SEND.

[Click here to view our SEND policy.](#)

A copy can also be found within the [policy](#) section of this website.

A hard copy of the SEND policy is available from the school admin office.



How will I know that my child is making progress?

You will be able to discuss your child's progress at Parents Evening twice a year and you will receive an end of year report. You will also be invited to review your child's progress towards their IEP targets termly.

Your child's teacher will be available at the end of the school day for you to answer any questions or raise any concerns you may have. Appointments can be made via the school office if you wish to speak in more detail to a teacher or the SENCo.

How do your teachers help my child to learn?

Our teachers have high expectations of all children in the school. They build on what children know, can do and their level of understanding. They will have monitored and assessed your child and from this put into place the strategies, activities and resources tailored to meet your child's needs and fill in any gaps in learning.



Is there extra support available to help children with SEND with their learning?

Children are supported in their learning and social and emotional needs by a variety of different forms. This can include children being supported by older children using a Buddy system during playtimes and lunchtimes. In class they can be supported by a Teaching Assistant (T.A.) on a one to one basis or in a small group situation.

They can also access support from a specific agency such as Learning and Behavioural Support (LABSS) or Speech and Language service or from a resource. All this support will be targeted to meet the needs of your child and can be used alongside each other.

We also use the expertise and knowledge of colleagues in the Unity Cluster.

“

The provision of a T.A (especially when they are experienced T.A.s) and small group work helped to make a difference.

Parent Year 3 child.

”





How have you made the school building and site safe and welcoming for children with SEND?

The building is accessible via a gradient pathway. The ground floor internal doors comply with disability regulations to enable wheelchair access. We have purchased net books, kindles and tablets to support classroom learning for pupils. We have a range of classroom resources e.g. reading slopes, coloured acetates, loop scissors and pencils, which have been purchased following the recommendations of professionals such as occupational therapy. This is not a comprehensive list, but the school is committed, to sourcing any resources required by a child at any particular time.





Can my child attend social, before and after school activities?

We offer an extensive list of extra-curricular activities including Art Club, Football, Cooking Club, Netball, School Choir and Gardening Club. A list of these activities is available from the school office and is sent to parents every half term. We do not offer extra-curricular activities specially targeted for children with SEND but try to ensure that all children in our school can access a wide range of activities and residential visits.





How does your school support a child's emotional and social development ?

Support for emotional and social development starts in Reception when the children are paired with a Year 6 Prayer friend. The Prayer friends are there to support and care for the Reception children during lunch time and break time, helping them to feel safe and secure in the environment. We also operate a Buddy system so that children have a familiar, friendly face who can help them feel more confident and included during break times and lunch time. We have implemented 'Circle of friends' and massage intervention groups to support children's emotional and social development, when needed. We use time out cards which are issued to children to support them in managing their feelings and behaviour. We operate a positive behaviour policy, which is followed by all staff across all key stages. This means that all children understand that they will be treated consistently by any member of the staff team.

For children with specific social, mental or emotional health difficulties we work closely with the Educational Psychology Service, CAMHS and REACH.





How are the adults in school helped to work with children with a SEND and what training do they receive?

The training needs of all staff are identified by the school development plan. There is an on going programme of training to ensure staff have the skills and knowledge to support children with SEND.

The staff training is delivered by offering whole school training days, small group sessions or personalised training.

Training has covered support for pupils on the autistic spectrum, support for speech and language difficulties and physical and co-ordination needs.

Whole staff training covers sharing knowledge, strategies and experiences to ensure a consistent approach for children with a SEND.

The training being offered to staff will reflect the particular needs of the children in our school.

“

Adults who work with SEND pupils know how to enable them to develop specific skills. In some lessons, progress for these children is outstanding.

Ofsted November 2013

”



What happens if my child needs specialist equipment or other facilities?

The school is committed to sourcing specialist equipment. In doing this we liaise with other schools within our Unity cluster/City, Occupational Therapy, Sensory Support and other specialist agencies.

Children are supported through the use of I.C.T equipment such as Laptops, Netbooks and tablets.

The school acknowledges its duty to provide auxiliary aids and services.





How will I be involved with planning for and supporting my child's learning?

All parents are encouraged to be involved in discussions about their child's education through :

- discussions with the class teacher
- parents evenings
- discussions with the school SENCo
- review meetings
- suggestions that can be incorporated on their child's IEP
- by completing the recommendations made by any outside agencies such as LABSS or Speech and Language.

How is my child involved in his/her learning and decisions made about their education?

Children will be asked to comment on their progress, they will (age appropriate) be involved in reviews. They will take part in pupil voice activities.



Who should I contact if I am not happy with my child's learning and/or progress?

We like to think we are approachable and would suggest you follow the pattern below:

The first contact should be to your child's class teacher who will try their best to resolve your problem or complaint.

If your problem/complaint cannot be resolved by the teacher ask to meet with the school SENCo.

If you are still not happy then arrange an appointment to meet with the Headteacher.

If you feel we have still not been able to resolved your problem/complaint then please [click here](#) to see our complaints procedure.



Which outside agencies provide services or expertise in school for children with SEND?

We access the specialised support from:

- CAMHS (Child and Adolescent Mental Health Service)
- Educational Psychologist
- PASS (Physical and Sensory Support Service)
- School Nurse
- LABSS (Learning and Behavioural Support Services)
- Speech and Language
- Occupational Therapy Service
- Physiotherapy Service
- Reach
- Technology Support Service
- The school is happy to work with any agency that enhances provision and support for a SEND child.



Are there any support groups nationally or locally to support parents and families with SEND?

Some of the most useful addresses are listed below:

- Council for Disabled Children www.councilfordisabledchildren.org.uk
- Nasen www.nasen.org.uk
- Autism Education Trust www.autismeducationtrust.org.uk
- Communication Trust www.thecommunicationtrust.org.uk
- Dyslexia/SPLD Trust www.thedyslexia-spldtrust.org.uk
- The Coventry Local Offer website has information about other services that are available
- SEND IASS (Information, Advice and Support Service) www.coventry.gov.uk/IASS

Additional Information

- [Useful Organisations/Information](#)

How will you help my child's transition processes?



Children starting All Souls Nursery or Reception will have a home visit in the beginning of the Autumn term before they start. Information will be gathered at this meeting regarding any SEND so that the necessary support can be put in place. Meetings will take place between ourselves and PSES (Pre School Education Services) to make sure any support already in place continues.

We encourage all new children to visit the school prior to starting, to assist with the acclimatisation of the new environment. We will contact their previous school and if possible, visit them in their current school.

Children will be supported at the end of every school year to make the transition between year groups as smooth as possible. For children with ASD, booklets are made with pictures of the new staff and the classroom environment in order to prepare them for the new year.

When children leave to go to secondary school, meetings are arranged between the schools to discuss the needs of the children with SEND. Our feeder secondary school is also a member of our Unity group so we have a particularly strong link and can make sure that your child's needs are met. Children will spend a day at their new school to aid transition.

If your child has complex needs then an Statement review will be used as a transition meeting during which we will invite staff from both schools to attend.



To finish we have included what we feel is a very useful glossary of the most used SEND terms.

ADHD	Attention Deficit and Hyperactivity Disorder
ADD	Attention Deficit Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free Schools Meals
HI	Hearing Impairment

LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs or Disability
SpLD	Specific Learning Difficulty
VI	Visual Impairment
SENCo	Special Educational Needs Co-ord
IASS	Information, Advice and Support Service