



Inspired by Christ - Reaching out to all - Being the best we can be.

ALL SAINTS' C of E PRIMARY SCHOOL (N20)

As Christ the Sower offered his love freely and for all, so at All Saints' we seek to nurture Christ's love and his image in all of our children. Working in partnership with each student, their families and carers, we pledge to help them grow into happy, confident, and independent young people, whose enquiring minds will flourish in the world, seek after the truth, and serve others.

SENDCo: Mrs Ella Gaehl

SEND Link Governor: Mrs Elaine French

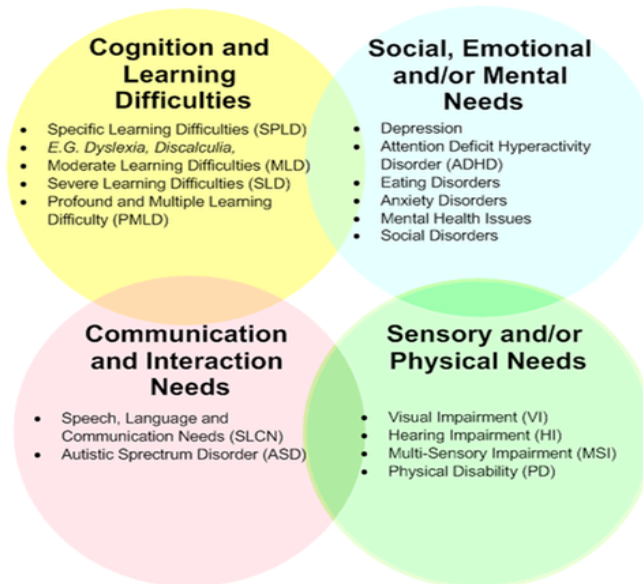
Date: February 2025

Our Christian values of friendship, respect, perseverance, forgiveness, honesty and fairness are at the heart of everything we do.

All Saints' C of E Primary School is a voluntary aided one form entry primary school with 8 classes, including a 52 place nursery. We are an inclusive Church of England school within the London Borough of Barnet.

What kinds of SEND do we provide for?

At All Saints', we make provision for children with Special Educational Needs and /or disabilities (SEND) within the four categories identified in the Code of Practice (2015).



Cognition and Learning

At All Saints', we support children with Cognition and Learning Difficulties through Quality First Teaching and differentiation within the classroom. This includes children who have Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate and multiple learning difficulties.

Children are supported in and out of class by a variety of teachers, specialist tutors, teaching assistants and volunteers. Children are assisted in class by adults breaking down activities into smaller, more manageable and achievable pieces of work, providing additional resources including the use of technology or multisensory activities and through small group work. We have established a number of interventions and 'boosters' to further support learners outside of the classroom, either within a small group or on an individual basis, depending on need. These include: Phonics groups, comprehension and reading boosters, maths lessons, additional tutoring and touch typing practice to name a few.

Communication and Interaction

Children who have difficulties with communication and interaction can find it difficult to understand what others are saying or have difficulties with fluency, forming sounds, words or sentences. We have a range of resources and strategies which are used within school to support children's Speech and Language development and we have teaching assistants who've been given guidance in supporting children with Speech and Language Difficulties. We use the advice provided by Speech & Language therapists and specialists based in clinic to support these children in school. More recently, parents are having to employ private speech and language therapists who will work with children during school time. Private therapists liaise with the parents, class teacher and/or SENDCo.

We make provision for children with social communication difficulties. These children may have difficulties with social interaction, communication or imagination and can find it hard to make sense of the world. We use the Speech and Language Toolkit and various other programmes and strategies in and out of class to enable them to succeed within their classrooms and with their peers. We have support groups (including Talk Boost in Early Years), running across the school to assist children and help them develop their communication skills. The Autism Advisory team support our children with Autism as well as guidance from Barnet Early Autism Model (BEAM) for our Nursery pupils with a confirmed diagnosis of Autism. The Inclusion Advisory Team (IAT) can also support us with children without a diagnosis.

Social, Mental and Emotional Health

For some of our children, difficulties in their social and emotional development can mean that they need support and provision which is additional to, or different from, what is usually available in the classroom setting. We support these children through a variety of ways, both in class (through PSHE lessons and Circle Time) and in targeted groups with the support of external agencies. (See section 12 for further details.) We have Terapia therapists working in a designated therapy space providing a child-centred therapy focusing on prevention, early intervention and recovery of mental health issues. Our whole school approach to wellbeing supports staff, parents and pupils to recognise their own mental wellbeing needs and be confident to access information to support themselves and other, de-stigmatise mental health in schools and intervene early to prevent escalation of mental health problems.

Sensory and/or Physical

At All Saints, we work closely with outside agencies (Educational Psychologists, Speech and Language Therapy, Occupational Therapy & Physiotherapy – see section 12 for further details) to provide support for children in our school who have sensory or physical difficulties. With guidance from these agencies, we provide and implement essential resources to support children within our care. Where necessary, we adapt the curriculum or environment in order to make lessons and learning opportunities accessible to children with additional needs. We hold formal and informal meetings with agencies and parents to review the equipment and approaches that are in place. We have a small sensory room where children can go for quiet time or take part in activities catered to their sensory needs.

How do we identify children with SEND and assess their needs?

At All Saints', the attainment and progress of all children is monitored and tracked regularly throughout the academic year by teachers and the Leadership Team through informal discussions and in formal Pupil Progress meetings. Through the week, teachers evaluate their lessons and consider whether individual children are making the expected levels of progress within their lessons. If teachers have any concerns regarding a child in their class, whether the concern is academic or emotional, they share these concerns with Ella Gaehl, Special Educational Needs and Disability Coordinator (SENDCo), or a member of the Leadership Team who can provide advice and support.

Children identified as requiring additional support are recorded on our school's Graduated Approach to SEND, which details pupils who receive support in school or who are provided with support by outside agencies. Children on three layers of the graduated approach document (EHCP pupils, SEND Support and Targeted Interventions). Pupils on the EHCP and SEND Support layers of support have an additional SEND Support Plan.

Graduated approach to SEND at All Saints'.



If there continues to be concerns raised, then more formal assessments may be carried out to identify key areas requiring additional support. Outside agencies may be contacted for involvement after a discussion with parents / carers to ensure that they understand the referral process and possible outcomes.

This is a list of outside agencies that we work with:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- The School Nurse
- Barnet's SEN Advisory Team
- CAMHS [Child and Adolescent Mental Health Services] / Counselling services / bereavement charities
- BICS - Barnet Integrated Clinical Services
- Autism Advisory Teachers
- IAT (Inclusion Advisory Team)
- BEAM- Support for pre-school children with confirmed diagnosis of Autism.
- Terapia

How are parents consulted and involved in their child's education?

We really value the importance of working in partnership with parents/ carers of children with SEND at All Saints' in order to achieve the best outcomes for them. As a school, we make every effort to ensure a good level of communication with parents / carers so that they feel informed and knowledgeable about what is happening in school and how their child is progressing.

We do this through:

- Individual meetings with teachers, the SENDCo and parents/ carers for children with Education, Health & Care Plans (EHCPs)
- Parents' Evenings at least twice a year where outcomes and progress can be discussed
- Annual reports
- Home-School diaries for some children, mainly those with EHCPs
- Children with EHCPs have an Annual Review meeting in which children's progress against their individual outcomes is looked at in detail and decisions about future provision is jointly agreed.
- Open door policy and direct communication between the SENDCo and parents.

We also inform parents of school events via a weekly newsletter, termly diary dates newsletter and through our texting / email system. Parents are informed about events taking place in Barnet for children and families with SEND.



**Barnet
Local Offer**

This information can also be found at:

<https://www.barnetlocaloffer.org.uk/>

How are young people with SEND consulted and involved in their education?

We value the opinions and views of all children regardless of age, need or ability. When supporting children with SEND, we talk to them and involve them in the outcomes setting process. We discuss their outcomes and progress with them and make sure that their achievements are celebrated, whether it is in class, through assemblies, a letter home or by sending them to see a member of the Leadership Team.

Children with EHCPs can also attend part of the Annual Review meeting (if appropriate) and are invited to give their advice via a child friendly questionnaire using the 'Talking Mats' strategy or they may wish to share videos and photos.

What systems are in place to assess and review children's progress towards outcomes?

Assessment and review processes of pupils with SEND are carried out in the following ways:

- Regular Leadership Team meetings to review data and progress
- Termly Pupil Progress meetings with a member of the Leadership Team and teachers
- Through teacher observations, book and planning monitoring and performance management
- Annual Reviews (for children with EHCPs)
- Planning meetings with the Educational Psychologist (annually)
- Regular meetings and conversations with other professionals who work with specific children in and out of school
- Planning meetings with IAT (annually)
- Using SCERTS criteria for children with Autism Spectrum Condition.

What arrangements are in place to support children in moving between phases of education and to / from other settings?

Change can be challenging for all children, particularly children with SEND, therefore at All Saints', we have a range of procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to new schools.

Joining our school in Nursery – home visits are carried out for all children and parents are provided with a pack of information when they attend the 'New to Nursery' meetings. During home visits at the beginning of term, any concerns are discussed and information gathered. Children and their parents are encouraged to visit the school before joining Nursery and the settling in process is tailored to

support the needs of individual children. The SENDCo may also visit another nursery where children have been identified with SEND prior to joining us at All Saints.

Joining our school in Reception – any children joining us in Reception go through the same induction process as the new to Nursery children. We work closely with other pre-school settings to support the successful transition of children with SEND as they begin their school journey with us. Our Reception teachers, Foundation Stage Coordinator or SENDCo visit the children in their pre-school setting. We also provide children with a transition book so that they can get to know us and our school before they start school. In order to support children with SEND and their families, we endeavour to attend meetings to ensure that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school.

Joining our school in other year groups – If a child with SEND is joining All Saints' part-way through their school career, we will arrange for parents / carers and children to meet with the SENDCo to discuss the child's needs and to show them around school. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we will arrange extra visits to support the child's transition to All Saints'.

Moving classes – as we are a one form entry school, children get to know adults around school very quickly through assemblies, playground duties and joint working. However, we do have a set transition programme for children moving from Reception to Year 1 while other classes meet their new teacher towards the end of the academic year. For pupils with SEND or for those pupils who can become anxious, we make individual provision for them to ensure that the move to their new class is as smooth as possible. Old and new class teachers meet for handover and parents / carers are invited in to meet the child's class teacher to discuss any concerns that they may have. We provide transition books for more anxious children or those that find change a particular challenge. In the summer term teachers 'teach' their new class for occasional lessons and they spend time in their new classrooms.

Transferring to a new school – moving on to secondary school can be an exciting but daunting time for all children so we make sure that all children are well-prepared for the transition. We have good links with secondary schools within the area and we meet with them between May and July to ensure they have all the relevant information they require about their new starters. For children with SEND or those who have other difficulties, we run specific transition sessions to support them as well as in-class lessons focusing on moving on.

For children with EHCPs, a representative from the secondary school, often the SENDCo will be invited to the Year 6 Annual Review. This forum gives parents / carers the opportunity to find out how their child's new school will be able to provide support through the transition and beyond. Extra visits can be set up and this is done on an individual basis in conjunction with the relevant secondary school.

Whenever a child with SEND moves on to a new school, we ensure that all relevant paperwork is forwarded to the new school and the SENDCo will ensure that they are well informed of each child's individual needs.

How do we teach children with SEND and how is the curriculum and the learning environment adapted for them?

At All Saints', all staff share responsibility for teaching children with SEND. We ensure that every child, including those with SEND receive Quality First Teaching within all their lessons. Classes and individual lessons are stimulating and offer exciting learning experiences that are differentiated and this is shown on all planning and monitored by coordinators and the Leadership Team. Delivery of lessons and resources used are tailored to the needs and learning styles of pupils, particularly those who have SEND. In addition to Quality First Teaching and clear differentiation in class, we also have support in place for all year groups. This support is targeted at the needs of the cohort and may include:

- Talk Boost.
- Phonics booster
- Everyday readers
- Targeted groups for reading comprehension, writing and maths
- 1:1 Tuition from a literacy specialist
- Sensory circuits
- Attention Autism group
- Speech and Language targeted support
- Terapia
- The SENDCo and other teachers also provide support in and out of class to those children who require it and this support is reviewed and adapted regularly

We adapt and review the curriculum and learning environment for pupils with SEND according to the needs of each child. We provide ideas recommended by professionals as well as providing different resources to those children who require them. Evidence of adaptations is referred to in Annual Review documents, the SEND policy and the Equalities Policy.

How do we evaluate the effectiveness of the provision made for children with SEND?

We have a rigorous system of self-evaluation which regularly evaluates a range of areas including: pupil progress, achievement, quality of teaching and learning, effectiveness of interventions and the curriculum. As part of this process, we evaluate the effectiveness of the provision for pupils with SEND.

Each term, the performance data of all children, including those with SEND is analysed by the Leadership Team and areas of need are identified. In addition, all interventions that are taking place are regularly reviewed and monitored to ensure that the impact is effective.

The evaluation of the effectiveness of provision made for pupils with SEND are carried out in several ways including:

- Regular Leadership Team meetings to review data and progress
- Termly Pupil Progress meetings with a member of the Leadership Team, the SENDCo and teachers
- Through teacher observations, book and planning monitoring and performance management
- Support Plan meetings
- Annual Reviews (for children with EHCPs)
- Planning meetings with the Educational Psychologist (annually)
- Termly review meetings with the Mainstream Speech Therapists
- Regular meetings and conversations with other professionals who work with specific children in and out of school
- Planning meetings with IAT (annually)

How are children with SEND able to engage in activities available to children in school who do not have SEND?

At All Saints', we pride ourselves on providing an inclusive learning environment where all children, including those with SEND are treated equally and have access to all of the opportunities that we provide. Children with SEND are fully included in activities throughout the school day and if (and when) necessary, we provide additional support to enable this to happen.

Teachers adapt learning to meet a variety of different needs within the classroom and children are regularly encouraged to reflect upon their own progress and are fully involved in the process of self-assessment.

Our aim is to provide exciting and stimulating learning experiences that every child can access at their individual level. The high expectations and aspirations that we have for all children in the school includes children with SEND.

On occasions additional support is provided for pupils with SEND to attend and access after school clubs.

What is the expertise and training of staff to support children and young people with SEND?

All teaching staff and teaching assistants have ongoing training and development through the academic year, according to their requirements and the needs of the children they are working with. Staff attend courses through Barnet Partnership for School Improvement (BPSI) in-school INSET from the SENDCo or outside agencies and through partnership schools.

The SENDCo attends regular SENDCo meetings through IAT as well as a range of courses through the academic year to ensure that she is aware of any developments within the SEND framework.

What support is in place for improving emotional and social development?

Here at All Saints', we believe that pupils achieve best when they are happy and stimulated. Children's successes are celebrated and shared in a weekly 'Celebration assembly' and we provide them with inclusive and positive learning experiences. Children also share positive learning with the Headteacher or Deputy Headteacher as well as other adults that they might like to share with. Sometimes children can experience some setbacks or challenges along the way and we are committed to supporting them through these difficult periods through our inclusive Christian environment. At All Saints' we are committed to developing our Growth Mindset.

Social development within the classroom

We have many strategies included within our everyday classroom practices to support children in becoming aware of how they are feeling and how their choices impact on the emotional wellbeing of others. For example, we use the 'Zones of Regulation' curriculum throughout the school to support all children in their emotional literacy and coping strategies, children take part in Circle Times and PSHE lessons to promote social skills, social development, resilience and tolerance. Our many reward systems that we use consistently across the school, promote and celebrate social development as well as academic and sporting achievements. We are part of a Restorative Practice project which ensures that there are expectations around learning and behaviour for all pupils along with equal measure of support.

Social Skills groups

For children who need some extra support, we run a variety of social skills groups where we model and teach social skills such as turn-taking and sharing. These groups can also include supporting children to recognise and manage their emotions, to talk about how they are feeling, or to cope with difficult events in their lives. The groups can also be used to help children to improve their peer relationships and to learn to resolve conflicts effectively, although this mainly happens within the classroom with a child's teacher.

We have been given clear guidance on how to support the social development of children with Autism and social communication difficulties. This includes strategies on using individual visual timetables, task planners, specific support with recognising emotions and providing visual cues.

Terapia

We have trained therapists that support some of our pupils who may need additional support with their social, emotional and mental health. Terapia offer our pupils; a timely access to onsite counselling and psychotherapy, improved well-being and self-confidence, reduction of anger and reactivity, enhanced capacity to study and learn and an increase in positive peer relationships. Terapia also offer our staff and parents support when needed.

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

At All Saints', all staff work together to support children with SEND, mental health difficulties, social difficulties and a range of other learning needs within the school.

External Agencies

We have good links with a range of Education, Health and Social Care professionals who can support the process of assessment, target-setting and ensuring that the needs of children with SEND are appropriately met.

Educational Psychologists: Our link Educational Psychologist, works with children who have EHCPs as well as assessing and supporting other children with SEND, and advising and training staff.

Child and Adolescent Mental Health Services (CAMHS), we work with a range of clinical psychologists and therapists to facilitate the support of children with a social / emotional needs

Speech and Language Therapists: Speech and Language Therapists develop Speech and Language targets for children and provide guidance and training for staff delivering set targets.

Physiotherapists: Children with physical needs are currently supported by therapists based at Oak Lane Clinic. They provide programmes of exercises that are carried out at home and school where possible.

Occupational Therapists: Children who need support with movement and motor skills are supported by Occupational Therapists from the Oak Lane Clinic.

Advisory Teachers from Barnet's SEND Service provide support and recommendations for children and their families, including those with Autism, hearing impairment and mental health difficulties.

Inclusion Advisory Team has a team of advisory teachers who specialise in supporting schools to enable the successful inclusion of children and young people with speech, language and communication needs; social, emotional and behavioural needs and specific literacy difficulties.

BEAM, provide support for pupils in our Nursery class with a confirmed diagnosis of ASC

Pre-school teaching team early intervention service for children with complex special educational needs and disabilities.

Medical practitioners: Paediatricians at both Edgware and Barnet Hospitals

Early Help/Family Support Services from Barnet

School Nurse, provides training and supports children's health.

Barnet's **SENDIASS** Team provides support for parents and carers who have children with SEND.

How do we address concerns and handle complaints from parents of children with SEND about provision made at the school?

At All Saints', we are committed to working in partnership with parents and carers to meet the needs of the children in our school. If a parent has a concern or question about provision for their child with SEND, they should contact their child's class teacher in the first instance. If a parent wishes to discuss their concerns further, they can contact the SENDCo- Ella Gaehl, Deputy head-Rachel Adams-Constantine or the Head teacher, Jane Corkill.

In the unlikely event that the concern is not resolved, then the parent may contact (in writing) our Chair of Governors, Mrs Elaine French.

How are children who are looked after by the local authority and have SEND supported?

Children who are looked after and have SEND will have both a support plan and an electronic personal education plan (ePEP) in liaison with the Virtual School. The impact will be monitored by an allocated social worker or family liaison officer from Barnet Children and Families as well as the SENDCo.

Is there any additional information that could be useful for parents?

More detailed information regarding Special Educational Needs and Disabilities can be found in our SEND policy on our website www.allsaintsn20.barnet.sch.uk

Barnet's local offer can be accessed through this link:

https://www.barnetlocaloffer.org.uk/parent_zone

This sets out all the provisions that are ordinarily available at all schools within the borough.

Parents can also contact SENDIASS (formerly parent partnership) who can give additional advice and support specifically to parents of children with additional needs.

<https://www.barnet.gov.uk/children-and-families/barnet-send-information-advice-and-support-service-sendiass>

