

Samuel Allsopp Primary and Nursery School

SEND Information Report 2024-2025

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

About our school

At Samuel Allsopp Primary and Nursery School, we recognise that all children have a right to a broad, balanced, relevant and **adjusted** curriculum. We aim to create a happy, educationally exciting, inclusive and positive environment in which all our pupils can develop to their full potential. We recognise that children are individuals and that each one has needs special to them.

We will:

- ensure that our curriculum is responsive to all children whatever their individual need;
- promote positive attitudes and individual confidence, ensuring all children experience success;
- identify, assess, record and regularly review pupils' special educational needs;
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development;
- make effective use of support services and external agencies;
- develop children's social, emotional and mental health needs in order for them to be ready to learn and access all elements of the curriculum.

Samuel Allsopp Primary and Nursery School provides an enriching curriculum for children and young people with a wide range of special educational needs. This includes those with:

- Communication and interaction needs: this includes children who have speech, language and communication difficulties including Autistic spectrum conditions;
- Cognition and Learning needs: this includes children who have learning difficulties and specific learning difficulties like Dyslexia, Developmental co-ordination disorder (also known as Dyspraxia) and Dyscalculia;
- Social, Emotional and Mental Health needs: this includes difficulties relating to problems of mood (anxiety or depression), problems of conduct (oppositional defiance and aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have recognised disorders such as Attention Deficit Disorder (ADD), Attention Deficit

Hyperactivity Disorder (ADHD), attachment disorder, pervasive development disorder or an anxiety disorder;

- Sensory and/or Physical needs: this includes children who have visual or hearing needs, or a physical disability that affects their learning.

Information and Guidance/Points of Contact

Who should I contact to discuss the concerns or needs of my child?

Samuel Allsopp Primary and Nursery School is committed to working in partnership with parents/guardians and will listen to any concerns parents may wish to raise. Please contact the school to arrange a meeting.

The Class Teacher is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.

Our Special Educational Needs and Disability Co-ordinator (SENDCo) is: Fiona Buglass

Our Assistant SENDCo is: Donna Stubbs.

They can be contacted on: 01283 247420 to arrange a meeting or phone call. Our governor with responsibility for SEND is Kieron Samways

Our SEND policy can be found on our website.

The school uses Staffordshire County Council's guidance

[Staffordshire's Special Educational Needs and Disabilities Strategy - Staffordshire County Council](#)

The guidance sets out:

How we identify if a child or young person has a special educational need; How we assess children and plan for their special educational needs, and how we adapt our teaching;

Ways in which we can adapt our school environment to meet each child's needs;

How we review progress, agree targets/outcomes and involve you and your child in this.

Click here to read it:

[Graduated response toolkit - Staffordshire County Council](#)

How do we identify and give extra help to children and young people with SEN?

How do we work with parents and children/young people?

We will always contact parents/guardians if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then review progress. We do this by: *termly meetings, in line with parent evening meetings, using home/school diary, scheduled phone calls/emails and requested meetings etc.*

Adapting the curriculum

We offer a broad and balanced curriculum for all our children including those with SEND. Details are published on the school website.

Curriculum and Teaching Methods (including groupings / interventions)

What is the curriculum and how is it taught? How will the curriculum be adjusted to meet the needs of my child? How flexible can teachers be in meeting the needs of my child? Is there any additional support available to help my child reach his/her expected outcomes?

The National Curriculum is an entitlement for all children.

Class teachers are responsible for the learning of all children in their class and they ensure all children receive 'Quality First Teaching'.

Teachers are skilled at **adapting, adjusting** and differentiating the curriculum to take account of individual children's needs.

Teachers are able to take into account different learning styles and use them to ensure they meet the needs of all the children in their class.

First hand experiences (through visits and ignition days) are explored when topics are planned. Grouping arrangements are organised carefully to maximise learning opportunities for all.

Additional adults may be used to support individuals and groups; however, developing independence skills is our children's key to success.

Children may be identified as benefitting from intervention programmes. Progress within these programmes is carefully monitored.

A range of intervention and programmes are available to support individuals and groups. There are a range of staff trained to deliver high quality interventions. The use of intervention programmes complements the Quality First Teaching that all children receive.

The effectiveness of the intervention programmes is monitored by assessing their impact. Intervention programmes are continually under review. Advice and support from educational agencies such as Educational Psychology, Attendance and Behaviour Support and health agencies such as Community Paediatrics, Occupational Therapy and Children and Adolescent Mental Health Services (CAMHS) may be sought at any time throughout the year.

Assessment, Planning and Review/Partnerships for Progress

How does the school know how well my child is doing? How will I be kept informed about how well my child is doing? How regularly will I be updated on my child's progress?

Will I know if my child is not making progress and what will happen?

Class teachers attend a pupil progress meeting each term with the Senior Leadership Team (SLT) to discuss the progress of each pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. Strategies will be put in place in order for the identified pupils to reach their expected outcomes.

On-going teacher assessment strategies are used to determine progress and attainment. Regular review meetings (called SEND Surgeries) are held with the class teacher and SENDCo to track progress towards outcomes and evaluate interventions throughout the year.

Diagnostic feedback is used across the curriculum and provides feedback to pupils. Parents are invited to parents' evenings to discuss progress, attainment levels and expected outcomes, with the class teacher and SENDCo if appropriate.

Parents are kept informed about their child's progress at the twice-yearly parents' evenings. Children with EHC Plans have an annual review, where progress is discussed and outcomes shared. Written reports are provided and sent out in advance. Children are invited to contribute to this review in a variety of forms.

The targets of children with EHC Plans are reviewed termly on their Pupil Profiles and sent to parents.

An annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas.

Additional support may be provided after discussions with key staff, parents/carers, children and where relevant, with external agencies.

The school identifies the needs of SEND children through provision mapping. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. Pupil Learning Profiles (PLPs) are shared with parents both in printed form.

The school will seek external support/advice for children continuing to experience significant difficulty – this may involve the Educational Psychologist, an application for an Education Health and Care Plan assessment or through Additional Funding.

School staff may informally discuss progress with parents/carers as needed. Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further.

Access to Learning and the Curriculum

Are there any special features or strategies to help children learn? How do I know my child's particular needs will be met?

Children are involved in their own learning and are able to contribute to the curriculum areas.

All SEND pupils have their own one-page-profile, which identifies ways in which staff can help them learn.

Children are aware of their targets and next steps. They receive feedback on progress towards targets through discussions with teachers and diagnostic marking. Self-evaluation is also encouraged.

Differentiated daily phonics lessons take place across the Early Years Foundation Stage, Key Stage 1 and in KS2 for those that need this. The most highly skilled practitioner will teach phonics to your child.

Lessons are **adjusted** to meet the needs of all learners.

Learning walls in classrooms support the learning and progress of all pupils.

In some classes, identified pupils may be allocated 1:1 support for specific needs, as well as having access to guided group work.

External agencies can provide advice and may offer individual or group tuition depending on a pupil's individual need.

All classes have a visual timetable on display which details the daily planned activities. Some pupils have their own visual timetable.

The school's physical environment is accessible to all learners, including those with disabilities.

Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as chrome books, visual writing symbols, pencils grips, sound amplification systems, sloped writing desks, ear defenders, fiddle toys, now/next boards and weighted blankets.

Children may be identified as benefiting from social, emotional and mental health skills/support groups and 1:1 sessions.

Tests and Assessments: Access Arrangements

What arrangements are available for pupils to access tests and assessments? How will I know if my child qualifies for additional support or time to access tests?

Year 6 pupils may be assessed to determine whether individuals may qualify for additional time in National Tests. Some pupils will be given the opportunity to access statutory tests in a smaller environment and support for reading tests, maths tests or writing for pupils may be requested, as appropriate and to comply with test guidelines. School adheres to current access arrangements for Key Stage 1 and 2 statutory tests.

Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.

Social, emotional and mental health support

How does the school help my child to feel comfortable and safe and manage social situations?

How does the school help develop my child's social and emotional skills? What is the school's policy on bullying?

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum. Teachers identify children who would benefit from small/group interventions to develop their social, emotional and mental health skills. We have a whole school ethos of pastoral care. Each site has a specific Pastoral Lead who work alongside 'Hope' trained mentors to deliver bespoke pastoral interventions such as;

Nurture Group- this is a short-term, focused intervention administered by trained adults for children with social, emotional and behavioural difficulties which impact on their learning. The Boxall Profile tool is used alongside this, to assess and support and track their emotional and behavioural development.

Our school has an Anti-Bullying Policy, which clearly sets out the procedures we follow to tackle bullying. E-safety and cyber bullying is addressed at an age appropriate level in line with the curriculum and we take bullying very seriously. We help to prevent bullying of children with SEND by action planning and supporting those involved, to tackle the problem and ensure the wellbeing of all children. All children have access to a site-specific pastoral member of staff. See our Anti-Bullying Policy on the school website

Transition

Our school considers the needs of all our children at all transition points (e.g. in house, secondary school, new setting) so that they are fully prepared for the journey to their next stage of learning.

We offer enhanced transitions for vulnerable children with SEND or otherwise so that they can receive additional support to facilitate our intended outcome for a positive, smooth transition for all involved.

What expertise can we offer?

Our SENDCo holds a 2:1 degree in Initial Teacher Training and is currently completing her NPQ SENDCo qualification. She is also the Assistant Headteacher for Samuel Allsopp Primary and Nursery School. She has worked in 5 different primary schools across the country and has held roles of either Deputy Headteacher or Assistant Headteacher for the past 6 years.

Our assistant SENDCo has substantial experience in working within SEND and inclusion and is trained and qualified in a range of skills, including: Specific Learning difficulties, Emotion coaching, Executive Functioning, Makaton, Sensory Processing, Educational Psychology, Literacy Approach.

All staff have basic awareness level training in classroom SEND, specific SEND needs and generalist safeguarding training.

We have staff who have received enhanced training in Communication and Interaction needs, SEMH needs, attachment issues, behavioural needs, positive handling.

Teaching assistants are trained to support the particular needs of the children they work with.

Working with others

Who does the school work with? How does the school work with other agencies? How will I be informed?

As already mentioned, we also have access to a range of specialist support services including:

- Assist
- Educational Psychology Service
- ESAS
- Speech and Language Therapist
- Deaf/Hearing Inclusion Team
- Visual Inclusion Team
- SENDIASS
- Occupational Therapy
- School Nurse
- Local Authority -SEND Caseworkers
- Send and Inclusion Hub
- Burton Speech and Language Centre
- Community Paediatrician
- Autism Inclusion Team
- EY SENIS Team
- Mental Health and Support Team
- Early Help
- Harvey Girls
- Dads4Dads

The SENDCo liaises with class teachers, support staff, leadership team, Pastoral and attendance team and parents to prioritise referrals to these services. Referrals to services may also come about following pupil review meetings.

Staff (usually the SENDCo or class teacher) discusses the referral to a service with parents/carers.

Parent's views will be sought and they may be invited, or can request, to meet with the service.

Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

Information about these services and what they offer can be found on the Staffordshire Connects website: [Staffordshire Connects | Listings in Education specialist services](#)

We always discuss the involvement of specialist SEND services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

The progress of all children is tracked throughout the school using the online tracking system, *ELPS and* using both formative and summative assessments.

In addition, for children with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run intervention programmes for groups of children, we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluates the success of the education that is provided for pupils with SEND is contained in the Governors' annual report.

Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities move around the building and take part in lessons? How do I know my child will be able to access all lessons?

- The buildings and playgrounds are accessible to wheelchair users.
- Disabled toilet facilities.
- Classrooms accessible to all.
- Awareness of sensory issues.
- **Reasonable adjustments** are made by staff to ensure children with disabilities can access all lessons.

- Trips will be planned considering the needs of children with disabilities.
- Transition preparation.

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and children when planning trips so that everyone is clear about what will happen.

There is information about SEND, activities and events for disabled children and those with SEND on

Staffordshire SENDIASS family Partnership [SENDIASS SEND IASS - Staffordshire Family Partnership](#)

Staffordshire Parents Carers Forum [Home - Staffordshire Parent Carer Forum](#)

What do we do to support the wellbeing of children/young people with SEN?

All children have the opportunity to share their views through their Smart Council representatives, at their 1:1 Pupil Passport meetings twice a year and throughout the day with the emotions 'check-in' boards. We always listen to and support the views of children with SEND throughout their learning journey at Glory Farm Primary School.

Joining the school and moving on

Transition

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Early Years Transition

- Early Years Lead / SENDCo and/or class teacher attend transition meetings for pupils with SEND making the transition from pre-school or Nursery or Reception. Class teacher or Early Years Lead will visit the child in the setting.
- Parents are invited to a pre-admission meeting.
- Multi-disciplinary transition planning is in place to support children with any additional needs, supported by the SENDCo and EYFS Lead.
- Stay and Play sessions

Moving on at Year 6

- Key staff visit to speak to the Year 6 pupils transferring to their school.
- All pupils in Year 6 are invited to a transition day at their secondary school. Children are prepared for the visit and given information in advance as necessary.

- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews. Secondary schools are invited to attend.
- SENDCo and class teachers attend transfer meetings
- Use of social stories/transition books and photos.
- A planned programme of transition, which may include mentoring to help

prepare children as needed.

- Class teacher/ SENDCo meets with key staff from the new school.
- Pupil profiles/communication passports for identified pupils are written for

pupils to share with secondary schools.

- Information transferred in advance of move.
- Use of SENSS team for high need children.

Moving Schools

If your child is moving to another school we will:

- contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

• Make sure that all records about your child are passed on as soon as possible.

• Make a transition book/social story for them if we feel it will help, along with passing their Pupil Profile to the new school. If your child joins us from another school we will:

- Contact the school's SENDCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns, assess the child, plan any support and write a Pupil Profile for them.

Moving Classes

- A hand over meeting will take place between the present and the new teacher.

- Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class.
- Social stories and transition books compiled for children who would benefit.
- ‘Meet the teacher’ meetings take place early in the autumn term which give a chance for parents to find out about arrangements for such things as homework, the curriculum topics and reading/spelling expectations.
- Pupil Profiles shared and updated 3 times a year.

Who to contact

If you are concerned about your child, please discuss this with your class teacher in the first instance.

If you’d like to give feedback, including compliments and complaints about SEND provision, please make contact through the school office on 01283 247420.

If you’d like impartial advice from Staffordshire’s SENDIASS- independent Advisory Service contact: [SENDIASS SEND IASS - Staffordshire Family Partnership](#)

Staffordshire’s Local Offer contains lots of information for parents of children with Special Educational Needs and Disabilities: [Local Offer - Staffordshire County Council](#)

A copy of all our Samuel Allsopp Primary School policies, including the:

- Child Protection and Safeguarding policy
- SEND policy
- Behaviour policy
- Anti-bullying policy
- Equality Policy and
- Access plan

can be viewed in detail on our school website.

Our mission statement at Samuel Allsopp Primary School is:

‘A place where children CAN.’

“A place where children CAN”