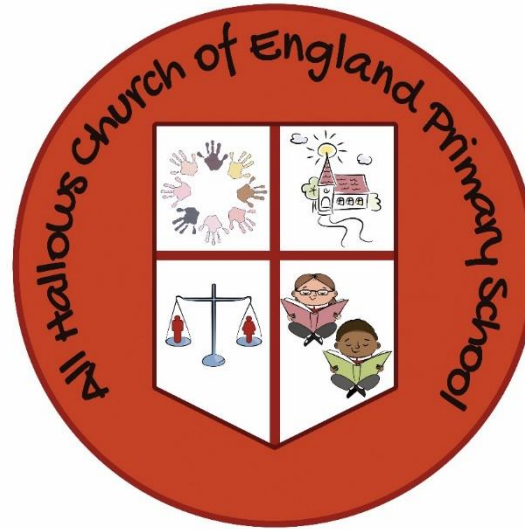


# All Hallows C of E Primary School Special Educational Needs and Disability Information Report



<b>Updated by:</b>	<b>Belinda Clark</b>
<b>Date:</b>	<b>November 2025</b>
<b>Next Review:</b>	<b>September 2026</b>

## All Hallows C of E Primary School Special Educational Needs and Disability Information Report

How we support children with special educational needs or disabilities.

### **Our vision**

**We aim to inspire happy, well-rounded individuals who respect each other and strive to become the best versions of themselves. We care for each other, celebrate our individuality and uniqueness, and nurture a sense of belonging and connection, so that all members of our community flourish, feeling safe, valued and accepted. We do this by living out our values which are rooted in the Christian narrative.**

**At the heart of the community, with the children at the heart of the school.**

*At All Hallows School we are committed to meeting the needs - academic, social, emotional and behavioural needs of all our pupils and ensuring that all pupils including those with Special Educational Needs or Disabilities (SEND) pupils have the opportunity to reach their full potential and make good progress within a positive and stimulating environment.*

*We provide a high quality, flexible curriculum for all children through an inclusive approach which meets individual needs, enabling all pupils to be included fully in the life of our school and its community.*

### **Our Aims**

All Nottinghamshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

### **How does school ensure that children who need extra help are identified early?**

Children are identified as having special educational needs through a variety of ways including the following: -

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable.

### **What should I do if I think my child may have special educational needs or I am concerned about their progress?**

Talk to us – in the first instance contact your child’s class teacher

If you’re still concerned or not happy about your child’s support and/or progress you should speak to either the SENCO (Belinda Clark) or Head Teacher (Heather Gabb).

If you are still not happy you can arrange to speak to the S.E.N.D Governor team– Margaret Hicking & Jo Dagnall

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **How will the school let me know if they have any concerns about my child’s learning at school?**

If your child is identified as not making enough progress or showing other signs of difficulty in school then the class teacher or support staff will discuss this with you. This may initially take place during parent’s evening, with a longer meeting being set up at a later date to discuss concerns in more detail and to:

- Listen to any concerns you may have too
- Plan any additional support your child may receive

### **Who will explain my child's needs and progress to me?**

The class teacher will meet parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.

For further information the SENCO (Special Needs Co-ordinator) is available to discuss support in more detail.

### **How will school support my child?**

- Our SENCO and the Head Teacher oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.

There may be a teaching assistant working with child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

- Some of the teaching assistants in school specialise in a specific area; these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- Specialist staff include those who specifically support pupils with social, emotional and mental health needs.

### **How do teachers match the curriculum to an individual child's needs?**

#### **Class teacher input, via excellent targeted teaching (Quality First Teaching)**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.

- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like more practical learning.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked your child's progress and will have gained an understanding as to what possible gap or gaps in their understanding/learning and needs to provide them with any extra support to help make the best progress possible.

### **Specific Group Learning**

#### **Intervention which may be:**

- Run in the classroom or group room.
- Run by a teacher or teaching assistant (TA)

### **Specialist groups run by outside agencies e.g. Speech & Language Therapy, Physiotherapist.**

This means a pupil has been identified by the SENCO team/class teaching team as needing some extra specialist support in school from a professional outside the school.

This may be from:

- SEND Inclusion Service
- Outside Agencies such as the Educational Psychology Services (EPS)
- Behaviour Support Services (G.A.P.S)
- MHST – Mental Health Support Team

### **What could happen?**

You will be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech & Language Therapist (SALT), Child and Adolescent Mental Health, Educational Psychologist. Community paediatricians. This referral will also require forms to be completed by both home and school in most cases. This will help the school and you to understand your child's particular needs better and to be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. This may lead to specific group or individual learning being carried out.

### **How are the school's resources allocated and matched to children's special educational needs?**

We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

We have a team of teaching assistants and part of their responsibility is to deliver programs designed to meet individual or groups of children's needs.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

### **How is the decision made about what type and how much support my child will receive?**

The class teacher, teaching assistant and the SENCO will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to help them make progress and achieve their potential.

They may need more specific support for a short period of time (Half term/6 weeks) or longer periods of support (full year or Key Stage.)

### **How does the school judge whether the support has had an impact?**

- By reviewing children's targets termly on personal plans and ensuring the targets are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent as part of the assess, plan, do and review paperwork.
- B squared and or the AET framework may be used to set targets and measure progress.
- The child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by Class Teachers and any other staff that support the child.
- Verbal or written feedback from the teacher, parent and pupil.

**Children may be taken off the Special Educational Needs list when they have made sufficient progress. You will be informed about this if this happens.**

### **What opportunities will there be for me to discuss my child's progress?**

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.
- We will arrange a review meeting at least once every term.
- You will be able to discuss your child's progress at parent's evenings.

You are also welcome to make an appointment at any time to meet with either the class teacher or the SENCO to discuss how your child is getting on.

### **How will you help me to support my child's learning?**

- The class teacher or SENCO can offer advice and practical ways that you can help your child at home.
- If your child is on the special needs register they will have a personal plan which will have individual / group targets. This will be discussed with you on a termly basis and you will be given a copy of this personal plan. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have a Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.

- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- Home learning will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.

### **How do you measure my child's progress?**

- As a school we measure children's progress in learning against national age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including National Curriculum Assessments, standardised tests and smaller steps assessments (B Squared) as appropriate.
- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's personal plan is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

- The school's playgrounds are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- The school also has a qualified ELSA (Emotional Literacy Support Assistant) who staff can refer pupils to if they feel they require more individual support.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food.

**How does the school manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines on the school site. (See medication policy.)
- Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day.
- The head teacher/office manager administers medicines. If a child requires medication in school, this will be managed through an agree plan with the office staff/head teacher and parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan agreed between school staff and parents.

### **How will my child be able to contribute their views?**

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Parliament. We also have an annual pupil questionnaire which is completed and reviewed by staff and governors. In our Foundation Unit they use a pupil led approach which enables pupils to choose some of what is taught and how it is delivered, thus children take some responsibility for their own learning.

- Children who have Assess, Plan, Do Review (Personal Plan) meetings will discuss their targets with their class teacher/teaching assistant where appropriate.
- If your child has an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

### **What specialist services and expertise are available at or accessed by the school?**

Directly involved in the school:

- A team of highly trained Teaching Assistants (currently 5 T.As working across the school)

The SENCO will seek advice, as appropriate, around individual pupils, from external support services through the termly Springboard meetings:

Early Help Unit and the Multi-Agency Safeguarding Hub  
SEND Inclusion Hub  
Speech and Language Therapy Service  
Community Pediatrician  
Sensory team for hearing and sight  
Occupational Therapist  
Physical Disability Support Service

### **What training have the staff supporting children with special educational needs, had or are currently having?**

The SENCO may support the class teacher in planning for children with SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. We are currently part of the PINS (Partnership In Neurodiversity in School) project which is providing lots of training to the SENCO in regards to Communication and Interaction Needs.

### **How will my child be included in activities outside the classroom including day and residential trips?**

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

### **How accessible is the school environment?**

The main building is accessible to children with physical disability via the main entrance, which has push-pad opening on both doors. There is also a disabled toilet. The Victorian building is accessible to those with minor physical disabilities with support bars on all steps. We ensure that equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children including those with SEND. Extra-curricular activities are accessible for children with SEND.

For more detail see the Access Plan available on the school website.

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All provision maps/plans will be shared with the new teacher, along with all other relevant paperwork.
  - If your child would be helped by a book to support them understand moving on then it will be made with them.
- In Year 6:
  - The SENCO will contact the Secondary School SENCO to advise them of your child's SEND.
  - Where it is felt necessary, your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

### **How are parents involved in school life?**

- Parents are welcome to help out as volunteers, for example, listening to readers.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip.
- Parents are also invited to weekly whole school assemblies and any concerts/celebration events.
- Termly meetings as part of the PINs project to gain parent voice. The SENCo will then take the lead for these meetings once the project has finished.
- Parent notice board detailing courses that parents may find useful

### **How are the Governors involved and what are their responsibilities?**

The SENCO reports to the Governors to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times. A team of the Governors, Jo Dagnall & Margaret Hicking, are responsible for special educational needs and meets regularly with the SENCO. They also report to the Governors to keep them informed.

The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

**Where can I access further information?**

A policy about SEN support at All Hallows is available on the school website via the link below:

<http://www.allhallowsprimary.co.uk/policies/>

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the Government's reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

You can also seek advice from Ask Us (formally the Parent Partnership) which you can access from the link below:

<http://www.ppsnotts.org.uk/>

[enquiries@askusnotts.org.uk](mailto:enquiries@askusnotts.org.uk) Contact

number: 01158041740

**Our offer to children with special educational needs and disabilities was originally prepared in July 2014.**

**It has been reviewed annually and most recently in November 2025.**

**A big thank you to all the stakeholders who helped us to co-produce this document.**