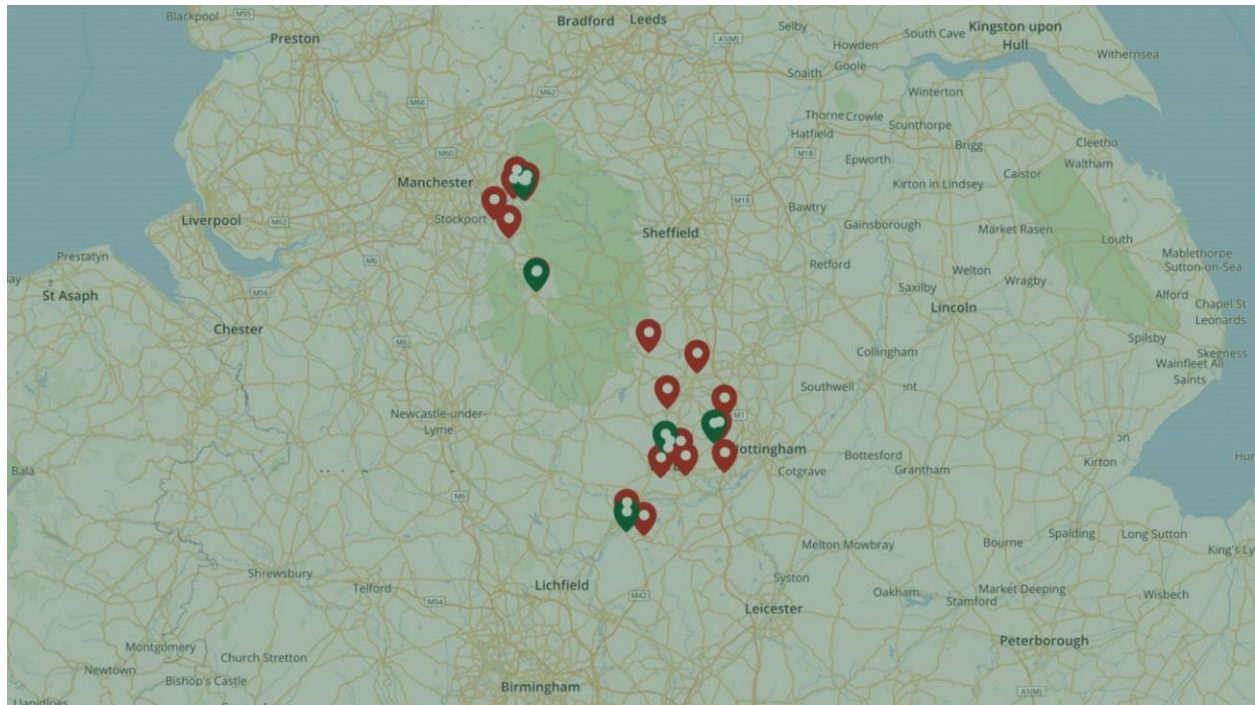




All Saints and St Margaret's SRSCMAT Schools SEND Information Report

Welcome to **All Saints and St Margaret's Catholic Voluntary Academy**, part of the St Ralph Sherwin Catholic Multi Academy Trust. We are a family of 20 primary schools and 5 secondary schools in Derbyshire and the surrounding counties, united by a collective vision to excel.



Everything we do is to better the lives and futures of our children, providing access to first-class teaching, both academically and spiritually. Every child is treated individually, with compassion and respect.

We lead by the example of our namesake, Saint Ralph Sherwin, a martyr who risked all for his faith, seeking to do the Lord's will "today rather than tomorrow".

All schools within The Saint Ralph Sherwin Catholic Multi Academy Trust share the same collective vision:

"A Catholic family of schools providing service and witness to children, their families and communities - stronger together, united in faith and working as one to enrich the learning experience of our young people, so that all can fulfil their God-given potential."

Our values ensure:

-
- *We are United in Faith*
 - *Have Collective Responsibility*
 - *Promote Partnership Working*
 - *We collaborate with others*
 - *Support each other*
-

 **LINK >>** *The Saint Ralph Sherwin Catholic Multi Academy Trust*

All About All Saints and St Margaret's Catholic Voluntary Academy



'In Jesus' way, we live, work and pray'.

The Catholic Federation of All Saints and St Margaret's schools are friendly, welcoming schools located at the edge of the Peak District National Park in Derbyshire, each with their own distinct character. All Saints is one of the oldest in the area, dating from 1843 and St Margaret's was opened in 1968. Our schools benefit from expansive, picturesque grounds and a real sense of community between staff, pupils, and parents.

We are committed to providing a rich environment where pupils can reach their full potential and develop as independent learners for life. At our schools, we believe that every child has God-given gifts which must be nurtured.

Key Roles for SEND at All Saints and St Margaret's Catholic Voluntary Academy



The Head Teacher, Mrs.G Beaumont is ultimately responsible for SEND provision across both schools.

She can be contacted at school on:

01457 852756 (All Saints)

01457 855818 (St Margaret's)

Email:

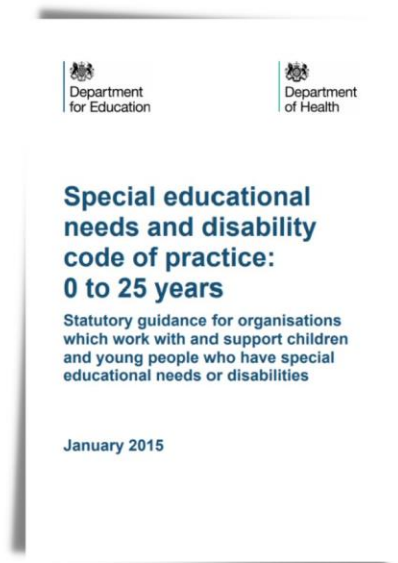
gbeaumont@mar.srscmat.co.uk

The SENCO who is responsible for overseeing and supporting staff and provision for SEND pupils across both schools is Mr. B Steane.

*He is based at All Saints and can be contacted on 01457852756
or by email: bsteane@mar.srscamt.co.uk*

The SEND link governor is Mr Reg Tabb. He can be contacted through school.

How do we know if pupils need extra help?



The new Code of Practice 2015 identifies 4 key areas of SEN:

- Communication and Interaction
- Cognition and Interaction
- Social, Mental, and Emotional Health
- Sensory and /or Physical

As a school we know that a pupil has an SEN in a variety of ways.

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- *Parents may inform the school prior to or during admission*
 - *Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school*
 - *The class teacher may identify concerns re progress or behaviours and the SENCO, class teacher and Teaching Assistants may support pupils in school from normally available resources*
 - *Behaviour monitoring to see if a child is continually struggling with their emotions and concentration*
 - *It may be that we seek additional information and advice from a specialist teacher or outside agency*
-

Educational Psychology, Behaviour Support Service (BSS), Healthy Young Minds (previously CAMHS (Child and Adolescent Mental Health Service), School Health, Paediatricians, Speech, and Language Therapists, SSEN, Visual impairment service.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or*
 - b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided*
-

How will I know that the school will support my child?



We believe that a close partnership between parents and school is the key to success and we are here to work with you to ensure the very best possible experience for your child. Our Mission Statement:

'In Jesus way, we live, learn and pray'

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs to ensure high quality teaching and learning with effective support and resources. Children are supported through a series of interventions. Clear individual education plans are put in place when necessary and reviewed regularly.

A range of carefully tailored interventions are developed, reviewed, and evaluated to ensure maximum progress and impact for our children. Progress, targets, and plans are regularly reviewed with the and evaluated to inform the next steps.

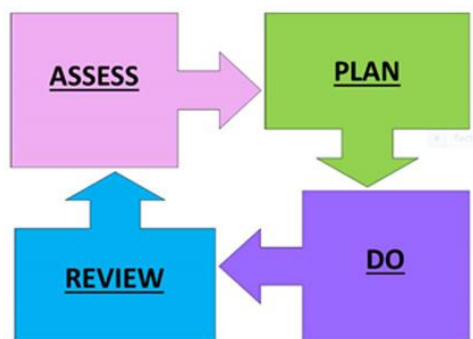
We attempt to provide all children with an ambitious, well sequenced curriculum, which builds upon previous knowledge and skills. It is essential, that all children are given the opportunity to access this curriculum, which require staff members make adaptations for individual children. All children are included within whole class planning, ensuring those children with SEND are exposed to the same high-quality teaching and have every opportunity to achieve.

What are the different types of support available for children with SEND in our school?



Additional support will be offered for children who require around the 4 key areas of SEN:

1. **Communication and Interaction**
2. **Cognition and Interaction**
3. **Social, Mental, and Emotional Health**
4. **Sensory and /or Physical**



1 - In order for all children to access an ambitious curriculum, some children may require differentiated tasks, visual clues, word prompts, direct support from an adult etc. We ensure we follow an Assess, Plan, Review, Do Cycle, continually reflecting on how we could adapt our curriculum accordingly for all students.

Some pupils with SEND access differentiated work in class as part of Quality First Teaching. If they need further support, then an IEP will be drawn up in conjunction between staff, parents and if appropriate, pupils. These are reviewed at least termly.

Once the Assess, Plan, Review, Cycle is completed, the school may feel it would be beneficial for individual children to have further support. This may involve applying for further funding from the Local Authority to support the child. This can be in the form of Pupil Inclusion Funding applications, or application for assessment of the EHCP. Please contact the school's SENCO for further information regarding funding.

Support can include:

ELSA (Emotional Literacy Support) This helps children who need emotional support. Sessions are run by a highly trained ELSA member of staff

SALT (Speech and Language Therapist) offer support to language development

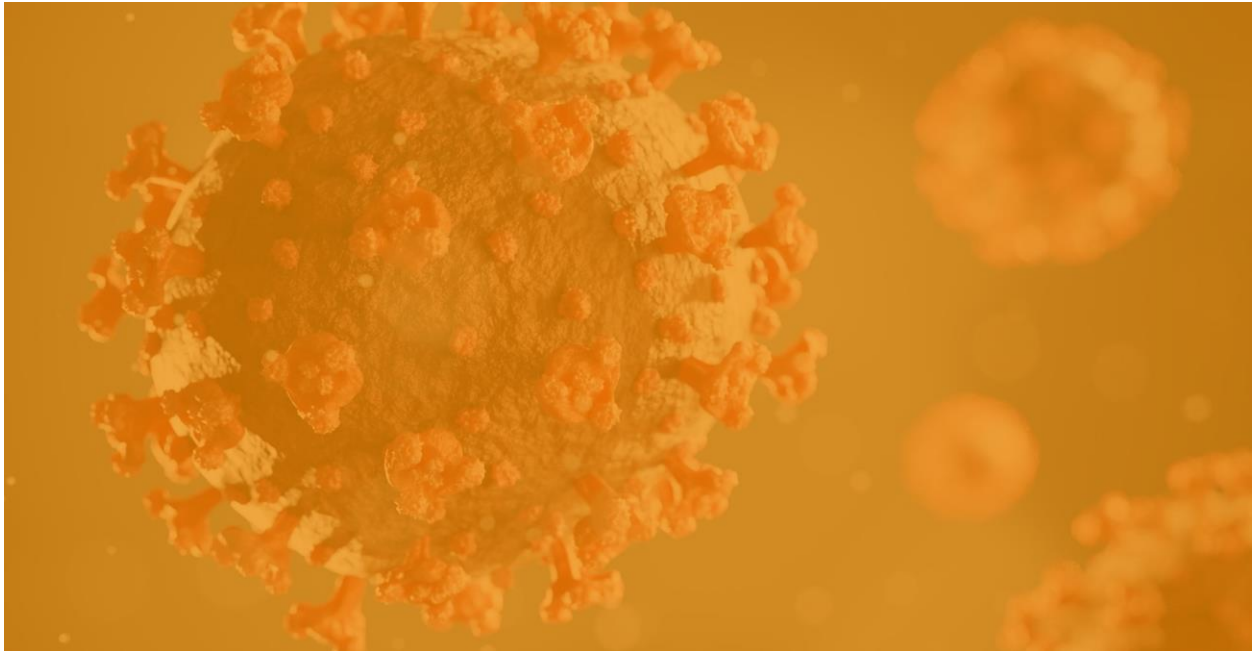
SSSEN Service A specialist service for children with difficulties in reading, writing and maths. Specialist teachers run sessions in school and advise, train and guide staff.

Visual / Hearing Impairment Service: Specialist teachers who support pupils with these difficulties so they can access the curriculum fully

E.P (LA) Educational Psychologist These professionals help with learning and cognition difficulties and offer advice and support to school and parents

BSS (Behaviour Support Service) LA specialists who support pupils and school in managing behaviours.

What support will be available to my child as a result of the National Pandemic?

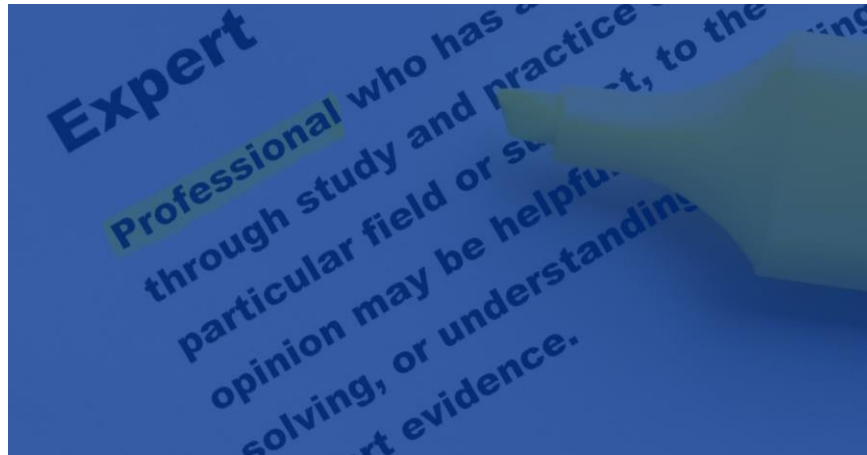


All vulnerable children are invited into school during National Lockdowns. This includes children with EHCP's. This ensures children's support can continue within school.

As a school we also ensure we continue to work with external agencies during the National Pandemic period. This sometimes involves working in new ways. For instance, the Speech and Language Service may continue to support children by completing virtual observations, rather than physically coming into school.

We also use our COVID Catch Up Funding, to address any known gaps in learning for all children.

What specialist services or expertise are available at or accessed by our school?



With your permission, school can refer to services including:

- Educational Psychology
- SALT (Speech and Language Therapy)
- Autism Outreach
- Behaviour Support
- Specialist Teachers for the hearing and visually impaired
- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)
- Family Support Worker (Based at St Philip Howard, supports families and pupils)

By working with other professionals, including health and social care bodies, the LA and support services we aim to meet not only the child's individual needs but also to support their families.

Transition - moving onto the next stage of education



At All Saints and St Margaret's, we pride ourselves on knowing our children very well. When children move into a new year group, information is shared with the new class teacher regarding provision, strategies, and interventions. All paperwork and reports are also given to the next teacher.

When a child transfers to Secondary School, staff liaise with each other and share information, records are transferred, and additional transition visits are set up for individual children if appropriate. Meetings with secondary SENCO's and teacher / parents are sometimes arranged.

Visits to alternative (enhanced provision) settings can also be arranged for parents and /or pupils, if needed.

What CPD and training has occurred for the staff in school related to SEND?



Training taken by the SENCO and staff at the school include:

Safeguarding

Paediatric first aid

Pupil Inclusion Funding roll-out updates

SSSEN provision support

Mental Health First Aid

Graduated response

Training offered by the St Ralph Sherwin Catholic Multi Academy Trust (SRSMCAT)

- Our Multi Academy Trust holds various SEND events throughout the year for staff members to attend.

Who can I contact for more information?



Please contact Mr Steane, SENCo in the first instance for advice and support.

You can also go directly to Derbyshire for some information. 01629680000

The Derbyshire Send Local Offer:

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health, and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary and community sectors.

 **LINK >>** [Follow this link to access the Local Offer](#)

If parents of the school require any further support, please contact the class teacher or Head of School in the first instance.

Other Supporting Policies



*This **SEND Information Report** should be read alongside the SEND Policy, Accessibility Policy, Behaviour Policy, Anti Bullying Policy, and the Covid 19 Policies.*

What do people say about All Saints and St Margaret's?



*In our most recent **OFSTED** report (Oct. 2016), inspectors said:*

[!\[\]\(666e09182d4cd268646ea700ea60dcdf_img.jpg\) LINK >> Please follow this link to access our most recent OFSTED Report](#)

Reviewed: September 2023

Next review due : September 2024