



Name of school	All Saints Carshalton, Church of England Primary School
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Contact	Mrs L. Callaghan
Telephone	020 8401 0075
email	office@allsaintscarshalton.sutton.sch.uk
website	http://www.allsaintscarshalton.sutton.sch.uk
Contact to discuss child needs	<p>The Key Stage Leaders are: Miss T. Brown – Foundation Stage; Mrs V. Williams – Key Stage 1 Mr A. Musson – Key Stage 2. Head Teacher – Mrs E. Hart Dyke is the head teacher at All Saints Carshalton, Church of England Primary School. Mrs Hart Dyke is the designated staff member for Looked After Children and for Safeguarding issues. SEN Governors - Mrs J. Morrissey and Dr C. Ekhaton are the school's SEN Governors. They have an overview of SEN matters across the school. The Inclusion Manager is Mrs L. Callaghan. Her role is to plan provision for children with special educational needs and disabilities, track progress of pupils with special educational needs, perform diagnostic assessments for individual children and refer children to outside agencies as appropriate.</p>
Assessing children	<ul style="list-style-type: none"> • Class teachers undertake regular monitoring of children's progress. In conjunction with Key Stage Leaders and the Inclusion Manager they identify pupils not making expected progress and plan appropriate provision for them • School uses the London Borough of Sutton's Graduated Support for Special Educational Needs to determine the type of support appropriate for individual children, according to the severity of their need.
Informing parents and carers	<ul style="list-style-type: none"> • Parents are invited to regular review meetings to track progress and evaluate interventions • Additional support and resources are provided after discussions with key staff, parents/carers, the pupil and where relevant, external agencies • Additional support is documented on an Individual Education Plan and parents receive a copy of each one. They are updated termly with class teacher and parental input.

Updates on progress	<ul style="list-style-type: none"> • Parent consultation evenings are held in the Autumn and Spring Term and an Open Afternoon in the Summer Term • An annual progress report is sent home at the end of the Summer Term • IEPs are reviewed termly and parents receive copies • Education Health and Care Plans are reviewed either every six months or annually according to the child's age.
If a child is not making progress	<ul style="list-style-type: none"> • If a child is not making progress the class teacher will discuss concerns with parents. The class teacher may feel that a child has special educational needs and will discuss this with parents and with the Inclusion Manager • The Inclusion Manager may observe and assess the child and recommend the type of support that will meet that child's needs • School may seek external support for children continuing to experience significant difficulties over time and having already received additional interventions from within the school • For a small number of children an application for an Education Health and Care Plan assessment may be appropriate.
Curriculum	<ul style="list-style-type: none"> • School follows the National Curriculum for all subject areas • The curriculum is taught through learning objectives and tasks are set that enable children to meet these learning objectives • Children have individual Maths and English targets which are reviewed termly.
Adapting for child needs	<ul style="list-style-type: none"> • Class teachers differentiate the curriculum according to the learning needs of their class. Planning takes account of individual pupil needs and different learning styles • Grouping arrangements are organised carefully to maximise learning opportunities for all.
Teacher flexibility on child needs	<p>Teaching assistants work in classes across the school under the teacher's direction. The class teacher and teaching assistant work with small groups and individual children during lessons. The aim is to offer support while maintaining independence, so adults will be deployed to work with children at all levels of ability in each class through the course of the week.</p>
Additional support	<p>Some children with special educational needs will undertake interventions. These will be run by class teaching assistants, the special educational needs teaching assistant or the Inclusion Manager as organised by school.</p>
Learning strategies	<ul style="list-style-type: none"> • Some pupils with Education Health Care Plans may be allocated support staff • Some children identified by school as having additional learning needs may take part in intervention groups designed to target their learning difficulties • Some children will have differentiated learning in class and some children may have physical aids to support them with their class learning • School uses a range of strategies to support and develop

	<p>literacy including reading. For example, according to need we run phonics groups, guided reading sessions, reading buddies, writing workshops and small group or 1:1 reading intervention groups</p> <ul style="list-style-type: none"> • School uses a range of strategies to support and develop numeracy such as Numicon.
Meeting child needs	<ul style="list-style-type: none"> • School uses practical classroom aids to support children in class according to their special educational need such as coloured reading overlays, wobble cushions and pencil grips • Children are encouraged to develop independence with their learning. For example they are given differentiated learning in their classrooms and if needed learning is chunked into small achievable steps as appropriate <p>Teachers plan carefully so that through the week all children receive time for targeted learning with an adult at their table as well as time for independent learning as well</p> <ul style="list-style-type: none"> • Children may be referred to specific outside agencies according to their special educational need • Diagnostic testing and assessment may be undertaken by the Inclusion Manager and/or external agencies if appropriate.
Access to exams	<ul style="list-style-type: none"> • A number of access arrangements are available to support children during Key Stage Two SATs. These are allocated if a child meets the government's criteria for access arrangements • Access arrangements may include additional time, large printed text and/or use of a scribe, depending on the needs of the child • Access Arrangements assessments are carried out by the Inclusion Manager in accordance with government criteria.
Additional support or time for exams	<p>Parents will be informed by school if their child meets the criteria for Access Arrangements.</p>
Comfort, safety and socialising	<ul style="list-style-type: none"> • School has an open door policy and teachers are available in the playground after school. For longer meetings it is possible to make appointments with class teachers and members of the senior leadership team • School uses Visual timetables and cues for children so that they have a visual as well as verbal reminder of classroom routines and expectations. This is a useful support both for children with social communication difficulties and other learning needs • School ensures that there is regular liaison between home and school. Communications include: weekly information sheets for the year group about learning for the following week, monthly newsletters from the head teacher, termly newsletters from class teachers explaining the class work that will be undertaken by the children, setting weekly homework, having termly parents evening where progress and targets are set and individual annual progress reports. Information is also regularly published on the school website and via letters for individual classes.
Developing social &	<ul style="list-style-type: none"> • School runs many lunchtime, before and after school clubs

emotional skills	<p>to develop children's interests outside the curriculum and these clubs enable children to enhance their self-esteem and social skills in a less formal setting. The full list of clubs is published on the school website</p> <ul style="list-style-type: none"> • Access to specialist support from external agencies can be sought if a child meets their criteria for referral • School has a strong ethos of pastoral care based on its Christian values and PSHE and RE lessons focus on developing children's spiritual, moral and social awareness. ELSA sessions are available for individual children who meet the criteria for referral • School helps pupils in their preparation for secondary school by encouraging secondary school teachers and past pupils to visit so that pupils can ask questions. Pupils have an induction day where they visit secondary schools and extra induction days can be arranged according to individual need.
Early Help Support in the Community (Tier 2)	There is an ELSA who works across the school offering 1:1 support for children to support their self-esteem, cope with bereavement and to develop social skills.
Bullying	School has a Behaviour Policy and an Anti-Bullying Policy and all staff work hard to ensure that it is consistently adhered to. It is available to view on the school website. There is always a staff presence in the playground at break and lunchtime and after school and children know that they can approach any adult to seek support if needed.
Disability support	A lift is available in the newly built section of the school. Wheelchair access is available for some areas of the school. Reasonable adjustments can be made according to individual need. Classroom aids include: wobble cushions, coloured reading overlays and pencil grips.
Accessing lessons	School has a Single Equality Policy that is available to view on the school website.
Who we work with	<p>School works with a wide range of outside agencies including:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Sensory Impairment Service • Speech Language Communication Service • Autism Spectrum Disorder Service Special Educational Needs Team • Occupational Therapy School Nurse • Child and Adolescent Mental Health Service • Social Care • Voluntary sector
Working with other agencies	Referrals are made if a child meets the threshold for referral to a particular outside agency.
Informing parents and carers	Referrals are made in liaison with parents and they have the opportunity to include their concerns within the referral process. In addition, parents are given the opportunity to meet with members of staff from the outside agency and receive copies of any reports written by staff from an outside agency.

<p>Helping your child settle with confidence</p>	<ul style="list-style-type: none"> • There are annual Reception induction meetings for parents and children. Parents and children visit the school and meet their teachers and peers in their classrooms. Parents are given information by the head teacher and an information pack is handed to all new parents • School holds an annual Year 5 transition to Secondary school meeting for parents so that they are clear about the procedures for applying to high school • Secondary schools hold open evenings for Year 5/6 pupils and parents to visit schools • Information is passed between class teachers at the end of every school year so that their next teacher is aware of any additional needs for pupils within their class • Pupil progress is tracked on a termly basis and available for new class teachers when they receive their new class • Pupils visit their new class in July, in preparation for the September transition • Transition booklets are made by the school ELSA for targeted children with additional needs who would benefit from a visual reminder of their new classroom and teacher over the summer holidays.
<p>Extended School Day</p>	<p>There is a daily breakfast club and after school club run by Jancett on the school premises.</p>
<p>Policies</p>	<p>The following policies can be viewed on the school website: http://allsaintscarshalton.sutton.sch.uk/infonews/policies.php Administering Medicines Policy, Adult Volunteer Helpers Policy, Attendance Policy, Anti-Bullying Policy, Behaviour and Discipline Policy, Foundation Stage Behaviour Journey, KS1 Behaviour Journey, KS2 Behaviour Journey, Charging and Remissions Policy, Collective Worship Policy, Complaints Policy, Educational Visits Policy, Emotional Health and Wellbeing Policy, E-Safety Policy, Governor Visits Policy, Home Learning Policy, More Able and Talented Policy, Health and Safety Policy, Healthy Eating Policy, Home Learning Policy, Non Smoking Policy, Parental Involvement Policy, Safeguarding Policy and Procedures, School Uniform Policy, Security Policy, SEND Policy, Single Equality Policy, SMCS Policy</p>
<p>Updated</p>	<p>October 2016</p>