



All Saints CE VC Primary School

Nurturing hearts, Inspiring Minds

Written by: Lisa Regan

Date: 6.6.2025

Due for review: Summer 2026

School Name:	All Saints CE VC Primary School Giles Lane, Bishops Caundle, Dorset, DT95NQ
Type of School:	Mainstream Primary phase (Reception – Year 6) Joined Pickwick Academy Trust in April 2025.
Contact Details: Contact number: 0196323450 Contact email: SEN@bishopscaundle.dorset.sch.uk	<p>Special Educational Needs and Disabilities (SEND) Leader - Mrs Lisa Regan. Lisa is Head teacher on a Monday, a teaching deputy head teacher (Tues-Thurs) and is the school's full time SEND lead in addition to TA appraisal lead. She is available for SEND support throughout the week. Lisa is a trained pupil centred review facilitator, therapeutic thinking lead and has completed her SEN accreditation course (September 2021).</p> <p>Mental Health and Well-being Lead – Ms Sarah Barnes. Sarah is available Tues-Fri to support families and children with their social, emotional and mental health needs. This year she has led TAF (team around the family) meetings, liaised with professionals including Doctors and Family Workers as well as led Storm break across the school. She is our lead within school for Young Carers and completed her SEN accreditation course (September 2024).</p> <p>Head Teacher – Mr Nigel Roberts. Nigel is a 0.8 Head Teacher (Tues-Fri). He is available for any SEND enquiries at any time. Mr Nigel Roberts has supported the SEND and Mental Health Lead to ensure all children, including those with SEND make at least expected progress. At All Saints, ALL staff are committed to the early identification, support and assessment of children with SEND.</p> <p>SEND Link Governor – Mrs Sarah Wicks Sarah is a retired head teacher who has been our SEND link Governor since September 2021. Her role is to monitor and evaluate all SEND provision throughout the school, providing both challenge and support to staff. She has championed SEND at each Full Governing Body meeting and in her committee meetings. She has remained as our Governor Link after the school transferred to Pickwick Academy and keeps informed through NGA training on SEND Governance and EDI.</p>
Statistics:	<p>15.4% of pupils are identified as having SEND. 19 pupils out of 123 pupils are identified as having SEND, with a further 51 pupils being closely monitored on our vulnerability register.</p> <p>4 pupils (3.3%) have an EHCP.</p> <p>There are 9 pupils identified as SEND and pupil premium.</p> <p>Our highest primary need across the school is communication and interaction difficulties as well as social, emotional and health needs (42% of our SEND population).</p> <p>26.3% have cognition and learning needs.</p> <p>21% have medical needs and/or an EHCP.</p>

	<p><u>Our attendance:</u> 94.2% attendance for children with an EHCP. 96.7% attendance for children with SEND (including children with EHCP) Current whole school attendance, for those without SEND is 96%. Current whole school attendance is 96.2% (national average is 94.5%)</p> <p>The school currently has 2.4% of pupils who are EAL (English as an additional language). These children are fully integrated within our school and accessing all of our curriculum.</p> <p>There have been no permanent or fixed-term exclusions this year.</p>	
Accessibility:	<p>Our school is all on one level. It is fully wheelchair accessible. We also have auditory enhancements as we have soundboards in three classrooms as well as a moveable changing bench that select staff are trained annually to use.</p>	
Local Offer:	<p>Our Local Offer is available on our school's website https://www.bishopscaundle.dorset.sch.uk/web/send_/63649 The school's core information for all parents is on the Family Information Service www.dorsetcouncil.gov.uk/fis</p>	
Policies:	<p>Please see our school website for SEND policies: http://www.bishopscaundle.dorset.sch.uk</p> <p>Please also find on our school website, our 'child friendly' SEND Policy which was written by our SEND lead and some of our children on our SEND register in Autumn 2022.</p>	<p>Policies available include: SEND Child protection Discipline and Behaviour Accessibility Single equality Exclusion from school Supporting children with medical conditions and managing medicines Health and safety Mental health in schools</p>
Special Education Needs in All Saints:	<p>Here at All Saints a love of learning is promoted within a safe and happy environment in which EVERY person matters. Christian values, mental health and well-being, spirituality and an inclusive ethos are all at the heart of every aspect of our school life where we enable all children to 'let their light shine' through a therapeutic thinking approach. A family atmosphere is fostered within which children feel confident to express their individuality, their talents and know that success in any aspect of their lives will be rewarded and celebrated.</p> <p>The school had an ungraded Ofsted inspection in May 2023, and the school are proud that the lead HMI recognised:</p> <ul style="list-style-type: none"> - 'Each pupil is valued as a unique individual'. - 'Leaders have established a values-led culture where care and support sits at the heart of the schools' work'. - 'Pupils feel happy and safe because everyone treats each other with compassion and respect'. - 'The curriculum is broad and balanced'. <p>100% of our SEND families have reported during SEN profile meetings that they are happy with the support their child is receiving. This again was verified by parent survey during the Ofsted inspection.</p> <p>We have a range of children with special educational needs within our school, including:</p> <p>ADHD (Attention Deficit Hyperactivity Disorder) ADD (Attention Deficit Disorder)</p>	

	<p> ASC (Autism Spectrum Condition) S&L (Speech and Language) Dyslexia Learning difficulties Fine and gross motor difficulties Visual Perceptual challenges Vision impaired Hearing impaired Medical needs </p> <p> We ensure that all our children make at least good progress, as supported by our recent Ofsted inspection (May 2023): - 'Leaders are ambitious for what all pupils, including those with SEND, can achieve'. - 'Leaders ensure that staff know the needs of special educational needs and disabilities well. Teachers skilfully adapt learning to enable these pupils to access the full curriculum alongside their peers'. </p> <p> Our performance data can also be found on our school website, which again highlights that the school are attaining above national averages and indeed are in the top 5% of schools across the country. At All Saints, children are making at least good progress. </p>
Range of Provision:	<p>Breakfast and after school care:</p> <p>This year we have been able to provide breakfast club at 7:45 – 8:45am and after school clubs from 3:30 – 4:30pm onsite daily for ALL children. Families can request an optional extended wrap around care of 4:30-5pm.</p> <p>Outside agencies:</p> <p>This year we have benefitted from using many professionals, including:</p> <ul style="list-style-type: none"> - Speech and Language specialist (Hannah Beckett) - Therapeutic Thinking Lead (Aisla Maclean-Wood) - Educational Psychologist (Emma Cook) for children's assessments and supporting applications for EHCP as well as termly SEN planning meetings and ELSA supervisions. - Kay Lock and Sharon Cade (Advisory Teachers for Vision) - Michele Rozycki - our north locality family worker. - Deborah Makepeace – our SEN provision lead for EHCPs. Our new provision lead is Claire Hughes. - Play Therapist (Lisa Bridger) - My Time (Young Carers) - Dorset Music Therapy <p>Other support agencies are:</p> <ul style="list-style-type: none"> -School Nurse – Shelley Shepherd -Child and Adolescent Mental Health Services (CAMHS) -The Dorset Family Partnership Zone -My Time <p>Staff:</p> <p>We employ highly effective teaching assistants within our school. This year we have provided specialist teaching assistants who deliver the following interventions:</p> <ul style="list-style-type: none"> • The 'Learn 2 Move, Move 2 Learn' programme • ELSA (Emotional Literacy Support Assistant) • Speech and Language • Precision Teaching • Social Stories expert

	<ul style="list-style-type: none"> • Lego therapist • Code X (reading scheme) • SENSS programmes • Speed Write (fine and gross motor) • Toe-by-Toe • Power of two • EBSA (emotional based school avoidance) <p>We also have two teaching assistants and class teachers who have received training to support children at playtimes, including change4life training and sports ambassadors training. In addition to this, we have two staff members trained as Stormbreak champions.</p> <p>Our SEND Leader and Head Teacher ensure TA's receive up to date training and all staff receive national college training termly. All staff have actively sought advice when needed and implemented changes to their provision to ensure all children are progressing as effectively as possible. As recognised by Ofsted (May 2023): "The 'training is extensive' and SEN has been prioritised and had a positive impact on the children and their needs as well as staff knowledge."</p> <p>Our two SEND Leaders lead: therapeutic thinking, young carers, mental health and EBSA across the whole school.</p>
Equipment and Facilities:	<p>We are very lucky with the equipment we have at All Saints, including chrome books for each child from year 2 onwards and access to chrome books and i-pads for year 1 and EYFS. Some children have had resources this year that they use on a regular basis, which are stored carefully within their classrooms to ensure they are easily accessible to them. SEN learning resources have also been stored within the Emerald room this year, which is a small room used predominately for ELSA time. All SEND profiles and reports have remained in a secure environment, within a locked cupboard. When specialist equipment has been required, staff have followed specialist advice.</p>
Identifying and assessing pupils with special educational needs:	<p>The school adopts a highly proactive approach in identifying any difficulties, which may impact a child's learning and rate of progress. We continually monitor our children's progress and attainment to ensure maximum support is given, when required. We are flexible in our approaches, to ensure children receive the best support possible, when they need it. We believe that early identification and intervention are key and parents/carers are informed of any concerns immediately. If a parent/carer has any concerns about their child, they raise these with the child's class teacher. The class teacher will be able to discuss the child's progress and performance, offering a valuable insight into the child's individual needs. Ofsted (7/12/17) recognised our 'well-established' and 'strong systems', stating 'the deputy headteacher has an exceptional knowledge of pupils. As leaders you do an increasing amount of checks on pupils' outcomes'. Although an ungraded inspection, the schools SEN documentation was analysed by an Ofsted Inspector and it was verified that "paperwork is extremely detailed and the SENCO's expertise is a strength" (May 2023).</p> <p>The SEND process can be explained by the class teacher, but in some cases the SEND Leader and/or Head teacher may become involved.</p> <p>Children on the school's SEND register are assessed half termly with their core areas of learning broken down into objectives as well as across non-core subjects. Reading and spelling age assessments will be completed termly (from year 2 onwards) as well as intervention assessments, to enable all parties to discuss the child's progress from the beginning of any intervention to the end. The progress of pupils with SEND is analysed half-termly to ensure the school's leadership team are fully aware of each child's needs and progress towards narrowing any gaps in</p>

	learning as a result of intervention. The school also uses outside agencies to support assessments, such as specialist teachers.
Special Educational Needs Profiles and EHCP review meetings:	<p>Children with special educational needs within our school are fully involved with their education. Each year they take part in a ‘pupil voice’ survey, which is led by our SEND leader and SEND Governor. Biennially, children also take part in reviewing the school’s ‘child friendly’ SEND policy. They are invited to their SEN profile meeting, where they have the opportunity to discuss their progress as well as next steps. They also update their SEN profile termly to ensure it is relevant and up to date. This details the child’s strengths, needs and aspirations for the future. It also has key information such as their date of birth, SEN need and an up-to-date photo. Children with an EHCP are invited to take part fully in their annual review. The SEND lead supports them in accessing the review and monitors how they feel, ensuring their views are heard and documented.</p> <p>An example from the parent view (Ofsted May ’23) with regards to SEN provision within the school: ‘we have been so thoroughly supported and we are on a journey together. The school go above and beyond and as a result we as a whole family feel supported.’</p>
Arrangements for supporting pupils with SEN in transferring phases of education: provide ELSA programmes for children who need support when transferring schools. Concerns	<p>As a small primary school, transition between year groups and key stages is highly effective. The whole team knows each child well and individuals’ progress is regularly updated at staff meetings and termly pupil progress meetings. Children take part in a transition afternoon to meet their new teacher and experience their new class during the summer term. Families are invited to discuss their child’s transition with class teachers or SLT. Those who require additional transition support are given an adaptive, personalised approach.</p> <p>Transition for reception children from pre-school settings is extensive. Home visits and pre-school setting visits are offered along with transfer visits to the school to prepare the children for their primary experience. An open evening for parents/carers begins the process, which includes time for parents/carers to produce a ‘surprise’ card for their child to receive on their first day at school.</p> <p>Transition for Year 6 children is also well-established. All children visit their chosen secondary school for at least one induction visit. This year, we have transitioned with 3 secondary schools. However, the majority of our pupils’ transition to Gryphon School, and for these pupils, there are usually additional opportunities that take place. The Headteacher/SENDCo and a member from the SEND department meet separately to discuss individual children to ensure smooth transition for children with SEN. The Year 6 teacher, SENDCo and/or Headteacher may also recommend that a child goes for a further visit, again this is all in discussion with the child and family member.</p> <p>In the interests of learning and sharing good practice, staff members from All Saints also visit other settings and we welcome visits from other schools. Transfer of documentation relating to SEND and any other pertinent information ensures that the next teacher and school are well-informed of a child’s specific needs. We also provide ELSA programmes for children who need support when transferring schools.</p>
Arrangements for consulting parents of children with special educational needs:	Parents are always fully involved with their child’s learning and provision at All Saints, including: open days, emails, phone calls, open door arrangement, always having a class teacher or member of the leadership team at the child’s entrance in the morning, handing out questionnaires, celebration workshops, newsletters, weekly ‘what’s on’, annual reviews, SEN meetings and parent consultations to name a few!
Concerns and Complaints:	If parents or carers would like to raise concerns or make a complaint about SEND provision, they:

	<p>Initially discuss any concerns with the child's class teacher.</p> <p>If they still have concerns, they will arrange to have a meeting with the SEND Leader.</p> <p>If an issue has still not been resolved, then they will arrange to meet with the Head Teacher.</p> <p>Finally, if all three attempts have not ensured that an issue has been resolved, then the parent/carer would arrange a meeting with the SEND Link Governor.</p>
Additional contact details:	<p>Below are the contact details of support services for the parents of pupils with SEN (including Looked After Children):</p> <p>Sherborne Children's Centre 01305 224310</p> <p>Dorset Family Partnership Zones – northfamilypartnershipzone@dorsetcc.gov.uk 01305 224310</p> <p>Dorset Parent Carer Council - http://www.dorsetparentcarercouncil.co.uk/ 07827 793 244</p> <p>Dorset SEN Team senteam@dorsetcouncil.gov.uk Tel 01305 224895</p> <p>Virtual School for Children in Care David Alderson d.alderson@dorsetcc.gov.uk 01305 228350</p>