



All Souls CE Primary School

Foley Street, London, W1W 7JJ • Tel: 0207 186 0151 • www.allsoulsprimary.co.uk

Experiencing life in all its fullness, we grow to be the best that we can be.

(Based on Biblical Reference John 10:10)

School Information Report 2025/26

Date of Policy: January 2026

Review Date: January 2027

Lead Person: Alix Ascough (Executive Head Teacher) and Eirini Lymperi (interim SENCO)

Committee: Full Governing Body

At All Souls we believe that every child has the ability to achieve and find success during their time with us. We aim to establish pupils' strengths and educational needs as soon as they start school and, in this way, develop programmes of support that will help all our pupils achieve their full potential in order to live life in all its fullness and grow to be the best that they can be.

What is SEND (Special Educational Needs and Disability)?

If a child has particular needs that require the school to make additional provision to meet their needs, this could mean that the pupil has SEND. This includes children who:

- Have a significantly greater difficulty in learning than others of the same age;
- Have significantly greater difficulty regulating their emotions and behaviour than others of the same age;
- Have significantly greater difficulty in interacting with their peers than others of the same age;
- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Special Educational Provision means different or additional support to that which is generally made for children of the same age. Whilst every class teacher adapts their teaching to meet the individual needs of children in their class, some children will require more specialised support, in class adjustments or interventions on top of this in order for them to achieve their full potential.

Under the SEND Code of Practice (2015), SEN is broken into 4 areas, children may have needs in more than one of these areas.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional or Mental Health Difficulties

- Sensory and/or Physical Needs

For more information, please refer to the SEND Code of Practice (2015) and the school's Special Educational Needs Policy.

Who are the best people to talk to if I have concerns around my child's learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns first. The teacher may seek advice from the SENCO (Special Educational Needs Coordinator).
- If you continue to have concerns, you can arrange a meeting with the SENCO, Kate McCarter. Her All Souls SENCO days are Mondays and Thursdays. You can approach her informally in the playground to arrange a meeting or contact her through the school office on 0207 186 0151.

How will I know if my child is having difficulties or SEND?

- Your child's teacher may arrange a time to discuss concerns or they may talk to you about any difficulties with you during a parent/teacher evening.
- The SENCO may contact you to arrange a meeting to discuss your child's difficulties and any possible support strategies the school may consider appropriate.
- The class team, alongside the SENCO, will put together a learning support profile detailing your child's strengths, needs, planned outcomes and provision. These will be shared with you and an opportunity will be provided for you to meet with the SENCO to contribute to these. These are reviewed three times a year (termly).
- Where appropriate, assessments and advice may be sought from outside agencies to gain a clearer picture of your child's needs and how best to support them. Parental permission will always be gained for this input and you will be involved in any work with outside agencies.

How will All Souls consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disabilities?

At All Souls Primary we encourage parents to be involved in all aspects of their children's learning and development – you know your child best! We also think it is helpful to hear your child's views about their experiences with learning.

- You can share your views at regular meetings with the class teacher, during which you will be informed about strategies designed to support your child's individual needs.
- If your child has an identified special educational need or disability, you will be informed termly of their progress with their individual targets in writing and given an updated learning support profile detailing any changes to their provision. You

will also be invited to a termly meeting with the SENCO to discuss current progress, support strategies being used and expected outcomes.

- The views of your child are also very important and will be taken into consideration when planning support for individuals. These views are taken through the use of a one page profile as well as any other means appropriate to the individual child.
- If your child has an Education, Health and Care Plan (EHCP), you and your child will be able to share your views at the Annual Review meeting.
- If your child is Looked After (LAC) and also has an SEND, they can speak to the designated officer for LAC (Kate McCarter) and/or give their views with education, health and social care providers.

How does All Souls Primary School ensure that teaching and support staff are adequately trained to support my child's special educational needs or disability?

Staff at All Souls are trained to support all children. We believe that your child's learning needs will first be met through high quality, inclusive teaching delivered by his/her class teacher.

We regularly review the school training schedule and professional development for all teaching and support staff to ensure that there is appropriate expertise to support children with special educational needs.

The school is able to access training programmes from different organisations including the Bi-borough Inclusion Service based at Queen Elizabeth 2 Jubilee School, Educational Psychology Service and from Speech and Language therapists who work within the school.

Individual training can also be arranged where necessary.

The school works continually alongside all professionals involved to maintain consistency and good practice around your child's learning.

How will the curriculum and the school environment be matched to my child's needs?

- At All Souls we believe that your child's learning needs will first be met through the high quality teaching delivered by his/her class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- We regularly review the learning relating to individual children and groups to ensure that the curriculum and teaching strategies are meeting the needs of all children.

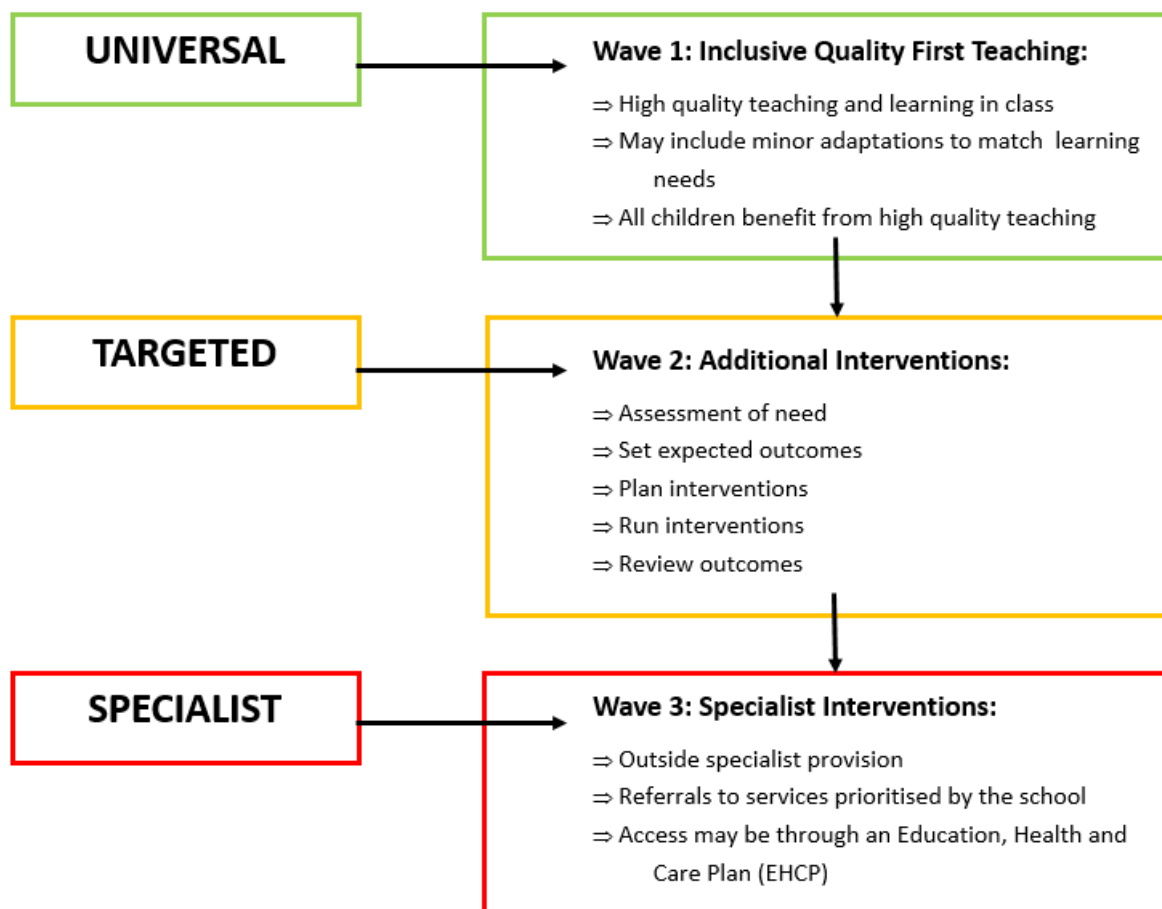
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- All Souls regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- Other adults, including support staff and volunteers, are carefully deployed to provide targeted support. This includes, but is not limited to, in-class support, small group interventions and one-to-one interventions.

What types of support may be suitable and available for my child?

This depends on the nature of your child's needs and difficulties. Our practice matches what is expected in the current SEND Code of Practice (2015) and will match the needs of the 4 broad areas of SEN:

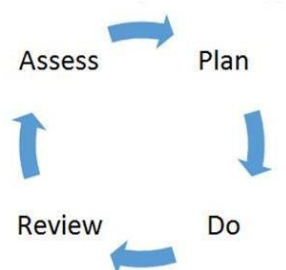
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At All Souls, we have a 3 tiered philosophy to supporting a child's learning and as such, the support is broken down into the following three waves as detailed below:



Targeted/ Wave 2 Interventions:

These are short term educational provisions that are put in place to remove or reduce any barriers to your child's learning and development. These interventions take the form of the graduated four part approach: assessing your child's needs, planning the most effective, appropriate intervention, providing this intervention and then reviewing the impact on your child's progress towards individual learning outcomes.



Specialist/Wave 3 Interventions:

It may be necessary to seek specialist advice or regular long term support from a specialist outside the school. This may include, but is not limited to:

- Educational Psychology
- Speech and Language therapy
- The bi-borough Inclusion Service (previously known as The Westminster Outreach team)
- Creative Arts therapy
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health services (CAMHS)
- MIND
- Social Communication Assessment Service
- Autism Advisory Team
- SEND Inclusion and Education
- Outreach Autism Team

The school may need to prioritise referrals to these services.

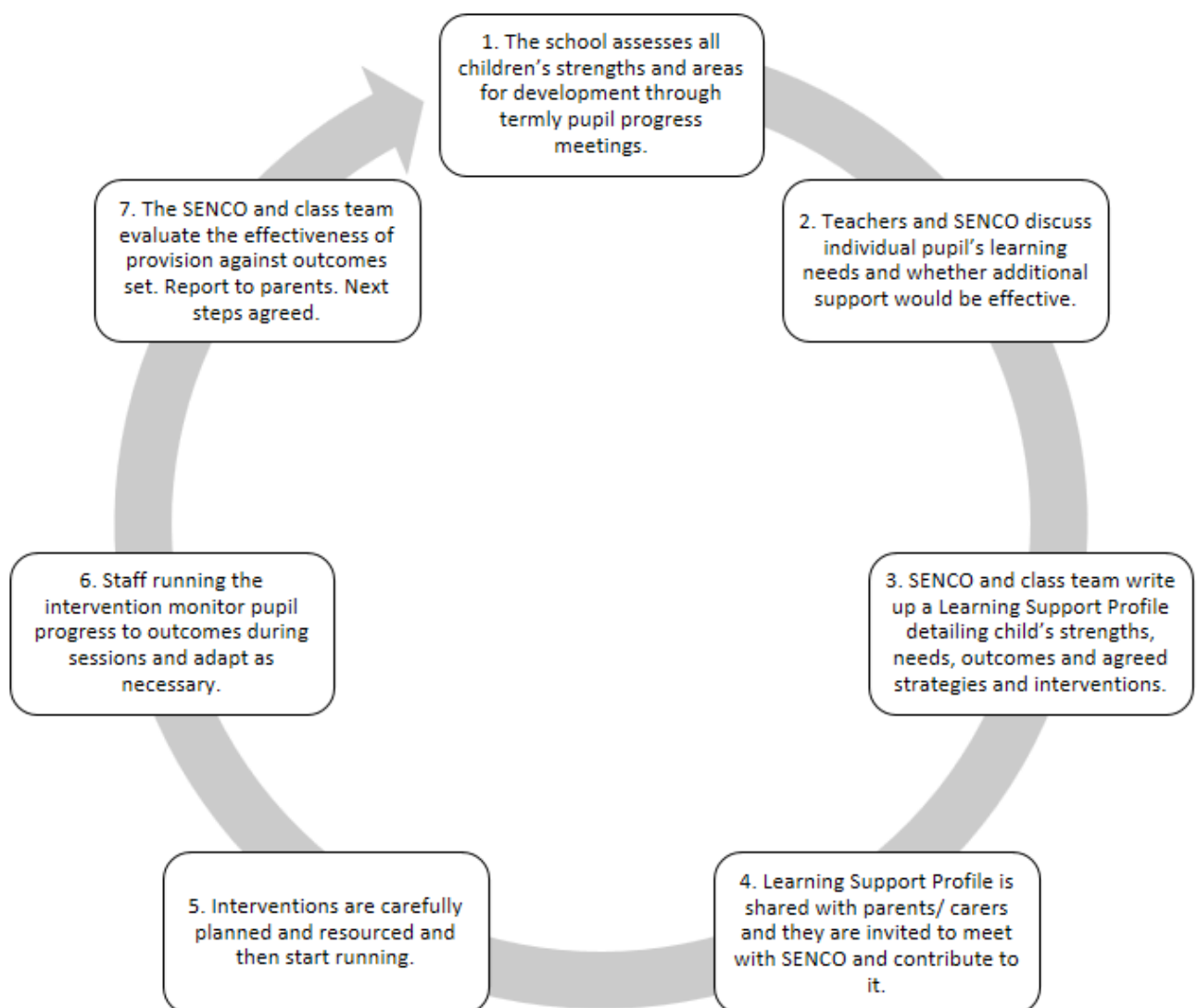
For a very small number of children, access to these specialists may be through an Education, Health and Care Plan (EHCP).

How will you support my child to reach his/her learning outcomes?

- Planning meetings are held with the SENCO and class team three times a year to assess where your child's strengths and difficulties lie, assess previous outcomes, set new targets for the term ahead and plan strategies and interventions to be used to support your child. These are then put together in the form of a Learning Support Profile.

- The reviewed targets as well as the updated Learning Support Profile is then shared with parents and opportunity is provided through SENCO/parent meetings to contribute to the Learning Support Profile.
- Your child’s views are gained through the use of their “One Page Profile”.
- The class teacher and other staff working with your child ensure that your child receives the appropriate teaching and support to meet their outcomes.
- External agencies and specialists may also review your child’s progress and adapt their planning accordingly. This will also be shared with you.
- In addition to this, there will be yearly Annual Review meetings for children with EHCPs. The SENCO, class team, parents and other professionals involved with the child are all invited to contribute and to attend. The child’s views are gained through the use of their “One Page Profile”.

The diagram below shows how support is planned, put into action and reviewed:



What is an Education, Health and Care Plan (EHCP) and who can request one for my child?

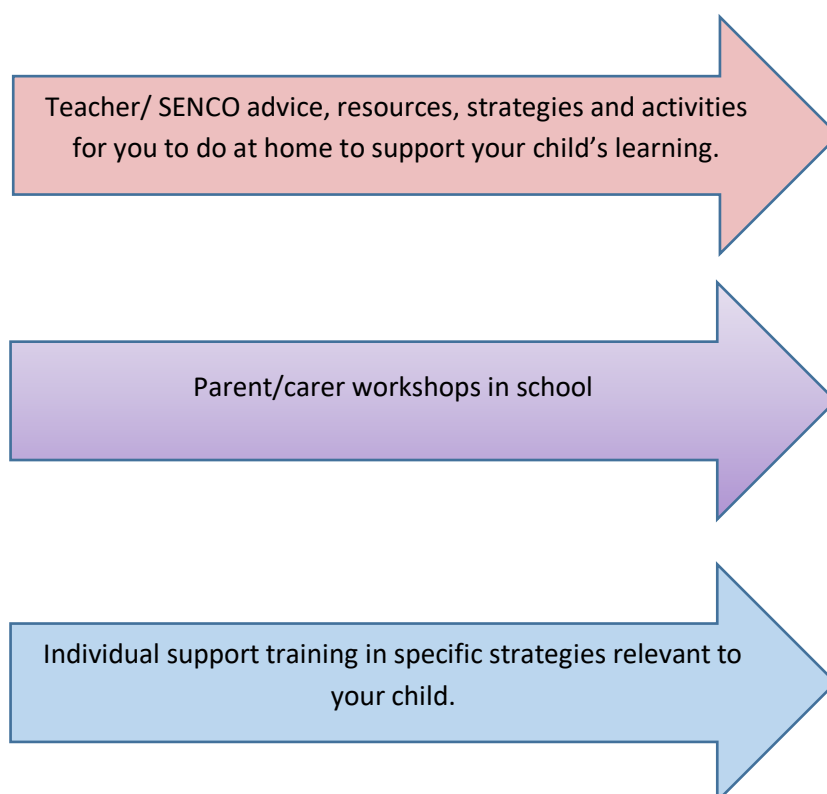
The purpose of an EHC Plan is to provide special provision to meet the special educational needs of a child or young person, to secure improved outcomes across education, health and social care and, as he/she gets older, prepare them for adulthood. An EHC Plan will contain:

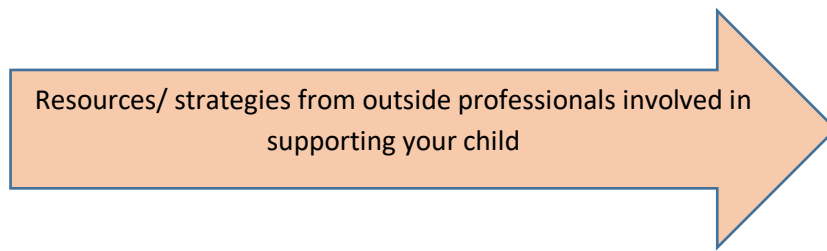
- the views and aspirations of you and your child;
- a full description of your child's special educational needs and any health and social care needs;
- outcomes for your child's progress;
- the specified provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

A child's parents, the young person themselves (if they are over the age of 16) and a person acting on behalf of a school (usually the SENCO) can request that the local authority in which you live conducts an assessment of your child's needs. This may, or may not, lead to an EHC Plan. (The school will only make an EHC needs assessment request with the knowledge and agreement of the parents and, where possible, the young person themselves.)

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

At All Souls we believe that working with parents is essential in securing the best possible outcomes for pupils. We can help you support your child's learning in a variety of ways:





If you have any particular challenges, please speak to your child's class teacher or the SENCO to see how we can support you to better support your child's learning.

How is support allocated to children and how do they move between the different levels of support in school?

All Souls Primary School receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities. The Executive Head Teacher and Head of School, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.

- Teachers (with advice from the SENCo) support pupils to overcome barriers to learning.
- The Head of School, SENCo and other members of the Senior Leadership Team, in consultation with class teachers, prioritise pupils for interventions each term as part of pupil progress meetings. If necessary, additional interventions may be added if there is an urgent need for them mid-term.
- The SENCo and teacher share the outcomes of this planning with you, as it relates to your child. Support may take the form of specified in-class (universal/wave 1) support, a period of additional interventions or specific resources. The support provided to your child is shared with you through the Learning Support Profile which will be sent home termly. A formal opportunity will always be given for you to discuss this document and the support being provided with the SENCo.
- If a child has reached their targets, the support may no longer be necessary and may then be stopped.
- The Executive Head Teacher, Head of School and SENCo meet regularly to discuss the effectiveness of the school's current SEN/D provision and interventions and to prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.

How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress is assessed regularly (at least three times a year) both in terms of his/her regular learning within class and with regards to specific intervention programmes.
- Children on the SEN/D register also have individual outcomes related to their identified needs. Long term outcomes are set at the beginning of the academic year with termly, short term outcomes set to support them in achieving these. Appropriate provision and any additional interventions to support them to meet these outcomes is also decided.
- Individual short term outcomes are reviewed termly in Learning Support Profile meetings with the SENCo and the class team (teacher, teaching assistants and learning support assistants) and where achieved, new short term outcomes are set.
- In these meetings, the impact and effectiveness of the interventions and provision provided is also reviewed to ensure that it is supporting your child to achieve their outcomes. Where it is not supporting your child effectively, adaptations to the provision will be made. It may be decided that a further period of support would be beneficial for your child.
- The reviewed short term targets, new targets and the provision/interventions put in place are shared with you through the Learning Support Profile which will be sent home termly.
- All Souls Primary values parental and child input into the Learning Support Profile and a formal opportunity will always be given for you and your child to add to this document and discuss your child's outcomes, progress and the support being provided with the SENCo.
- Through all stages of this support, you and your child will be kept informed and encouraged to be actively involved both formally and informally.

What support will there be for my child's happiness and well-being at school?

At All Souls Primary we believe that the happiness, health and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously. You can be confident that in particular your child's class teacher, the teaching assistants and the SENCo are available to provide support to match your child's needs. If you have any concerns about your child, please feel free to speak to your child's class teacher.

We have clear strategies for teaching:

- Behaviour
- Personal, Social, Health and Citizenship Education
- Anti-Bullying
- Keeping safe (including e-safety)

Our reward systems are effective with all children given an opportunity to be celebrated and our curriculum is exciting.

In addition to a whole school approach to mental health and wellbeing, we also have additional support available through MIND for children, both those with identified SEND and those without, who are experiencing challenges. The vast majority of this support is provided through work directly with the parent, rather than with the child themselves.

How is my child included in all the same activities as his/her peers at school?

- All Souls is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher or the school SENCo if you have any concerns.

How will All Souls Primary support my child in transition stages?

At All Souls Primary School we understand the need for a smooth transition between year groups and particularly when starting a new Key Stage or new school. We also understand that this smooth transition is particularly essential for children with special educational needs and /or disabilities.

Transitions within All Souls Primary School (i.e. between year groups and Key Stages)

- Every year group has specifically planned transition lessons as part of the school's PSHE curriculum offer.
- All children have the opportunity to take part in transition visits where they see their new classrooms and meet their new teachers and support staff in July.
- The Reception to Year 1 transition is carefully planned and communicated to parents. This transition includes various mornings spent in the Year 1 setting to prepare children for the different expectations.
- The Year 2 to Year 3 transition is also carefully planned to support children to adjust to the different toilets and playground. Children are supported by their Year 2 teacher to get used to these differences.
- Time is also allocated for the current teacher to share key information about the class with the new teacher to ensure that all staff are aware of individual pupils' needs, learning progress and the best support strategies. The SENCo ensures that all staff have the opportunity to look at children's EHC Plans and/or Learning Support Profiles.

- Where necessary, a transition book/social stories are written to support individual children manage the transition between year groups/ key stages. These are shared with parents to be read at home.

Transitions between schools:

- Where a child is joining us or leaving us, we liaise with your child's previous or future school to discuss any individual needs and how best to support your child in school. Any useful resources or information are shared with the new school.

All Souls Primary makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice.

- All Souls liaises closely with secondary schools, supporting their transition plans and accommodating visits from key staff to All Souls or children's visit to their secondary school of choice.
- Where required for Year 6 transition, All Souls communicates individuals' needs with key staff at a child's new school and supports in arranging extra transition support, for example additional transition days to support with developing friendships before beginning in September.
- Whole class activities and circle times are delivered to eliminate and minimise any anxieties and concerns about moving from Primary to Secondary education.
- Specific groups are also organised for individual children if it is felt that it will be beneficial.
- A transition book/ social stories may be used to prepare children for a change in schools.
- If your child has an EHC Plan, we will participate in and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. Relevant staff from the secondary school will be invited to attend this review. You will be kept informed of these arrangements and asked to attend the review.
- (From Year 9, all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.)

What is The Village at All Souls?

The Village is an Autism Resource Provision (ARP) within All Souls Primary School for children with a diagnosis of Autism and an Education, Health and Care Plan (EHCP). It consists of two small classes. Admissions to The Village are made through the local authority and the decision to name The Village in a child's EHCP will ultimately be the decision of the local authority. Children already attending All Souls Primary School are not given preference for a place within The Village provision. For more information on The Village, please refer to the website.

Who can I contact if I have a complaint about the SEN provision made for my child?

- Initially speak with your child's teacher and/or the SENCo. Hopefully they will be able to address your concerns.
- You can then contact the Head of School, who may direct you to the School's Complaints Policy and Procedures which is on the school's website - <http://www.allsoulsprimary.co.uk/parents/school-policies>

If I have any other questions about my child at All Souls Primary, who can I ask?

At All Souls we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

1. The class teacher
2. The interim SENCo (Mrs Eirini Lymperi)
3. The Head of School (Mrs Plesniak)

What is the Local Offer for pupils with SEND and where can I find it?

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of school and will include services and support provided by the private and voluntary sectors as well as the Council and National Health Service. It will also include information about the arrangements for identifying and assessing children and young people's special educational needs and for requesting an Education, Health and Care (EHC) assessment. In addition, there will be information on how to raise concerns about services.

Please click here to be taken to Westminster's SEND Local Offer:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

As we are aware that many of our families reside in Camden, please click here to be taken to Camden's SEND Local Offer:

<https://www.camden.gov.uk/ccm/content/education/schools/special-educational-needs/send-reforms-and-camdens-local-offer/>

Current School SEND Provision includes:

- Flexible teaching strategies
- Differentiated learning
- Use of visuals
- Use of ICT resources
- Visual timetables
- Movement breaks and thinking time

- Personal rewards/behaviour charts
- Resources such as wobble cushions, pencil grips and sand timers
- Sensory room and sensory resources
- Specific Numeracy interventions – such as 5-minute box
- Specific phonics interventions – such Little Wandle “Keep Up” and Little Wandle “Rapid Catch Up”
- Specific speech and language interventions - such as Well Comm targeted groups, colourful semantics and shape coding
- Social skills groups (including TalkAbout groups, Cooking Club and Lego club)
- Mentoring programmes (both group and individual)
- Creative Arts therapy
- 1:1 Reading volunteers
- Speech and Language therapy
- Educational Psychologist involvement