

# All Saints' Cof E First School updated—March 2019 Special Educational Needs and Disability (SEND) Information Report

(inc local offer found at <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>)

## What are special educational needs (SEN)?

*A child or young person has SEN if he /she has a learning difficulty or disability which calls for special educational provision to be made for him /her.*

*A learning difficulty or disability is a **significantly greater** difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is **additional to, or different from** that made generally for others of the same age in a mainstream setting in England.*

*Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.*

## SEND at All Saints' CE (VA) First School

The aims of our Special Educational Need and Disability (SEND) policy and practice in this school are:

To make reasonable adjustments for those with a disability by ensuring access to the curriculum, and environment.

To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.

To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum in response to the **four areas of need**:

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory/physical**

To request, monitor and respond to parent/carers' and pupils' views.

To ensure a high level of staff expertise to meet pupil need.

To support and ensure full inclusion of pupils with medical conditions in all school activities.

To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.



### **What should I do if I think my child may have SEN?**

If you have concerns then please firstly discuss these with your child's teacher.

This then may result in a referral to the school SENDCo, Mrs Leanda Mullen who can be contacted via the office, [office@allsaints-leek.staffs.sch.uk](mailto:office@allsaints-leek.staffs.sch.uk) or 01538 714915

### **How does the school know if children need extra help?**

We know when pupils need help if:

Concerns are raised by parents/carers, teachers, or the pupil's previous school. Assessment tracking indicates a lack of progress or low attainment despite focused support.

Pupil observation indicates that they have additional needs in one of the four areas.

A pupil asks for help.

### **How will I know how my child is doing?**

Attainment towards relevant assessment learning outcomes will be shared with parents termly through Parent's Evenings and Personal Plan reviews.

At other times, where appropriate, parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo. or a member of the senior leadership team.

Please contact the school office who will arrange one for you.

### **How will the curriculum be matched to my child's needs?**

Teachers plan using assessment skills ladders, differentiating work to match and challenge ability for all pupils in the classroom.

When a pupil has been identified as having SEND their work will be further differentiated to enable them to access the curriculum and provide support in the areas of difficulty, maintaining high expectations to challenge learning appropriately.

At times specialised equipment or resources, ICT and/or additional adult help may be necessary.

### **What support will there be for my child's overall well-being?**

Our vision and values are at the heart of all learning in our school and are used to offer a wide variety of pastoral support for pupils including:

Opportunities to build relationships, work with buddies and develop interpersonal skills in class.

Personal, Social, Health and Economic (PSHE) curriculum learning.

Online safety learning completed each year.

Pupil and Parent voice mechanisms eg open door policy, questionnaires or surveys and school council.

Nurture group interventions to support pupil's wellbeing, delivered to target pupils and groups.

Health and safety audits, e safety training and Educational welfare audits are completed.

Close working with other local support agencies/early help to support pupils with social care needs.

Looked after children are supported through multi-agency meetings to support their social care, including working with the Virtual school.

### **How will the school support my child's medical needs?**

Pupils with medical needs will be provided with a Health Care Plan, compiled by the school in partnership with parents and other agencies as required.

Staff who administer medicine complete training and medicine administration procedures adhere to the school policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2017**

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

Details of how to support at home are included on the Personal Plan. In addition to this, homework tasks are set weekly that are appropriate at individual level.

Please talk to the class teacher if you have any concerns or queries.

The school website <https://asf.ttlit.org.uk> has links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The class teacher or SENDCo may also suggest additional ways of supporting your child's learning in addition to expectations made clear in the Home School agreement.

## **Information for Parents**

# Action Flowchart

Quality First teaching for all pupils, differentiated to meet individual needs. All pupils have individual curriculum targets in line with National Curriculum outcomes that challenge performance. Pupil attainments are tracked termly using the assessment tracking system.

Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum and learning environment,

Pupils who are not making expected progress are identified quickly and are discussed at least termly in meetings between the class teacher and a member of the Senior Leadership team.

Where action is required to increase rates of progress, this follows an assess, plan, do and review model. Individual assessments of the pupil are undertaken in order to make an accurate assessment of needs and plan suitable interventions.  
**Identified needs and subsequent actions are discussed with parents and the child is at 'Cause for concern' level.**

Additional action for intervention to increase the rate of progress is identified and recorded. Targets are set along with a review date where impact is measured. At the review point, new targets may be set at the 'Cause for Concern level'. Strategies to support the success of the pupil and monitoring systems in place are shown on Appendix 1

If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved; parents and pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented on advice from the SENDCo  
**A discussion with parents, where they will be informed that the school considers that their child requires SEN support takes place and permission sought.**

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, including stretching and relevant targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate, despite high quality interventions, **advice will be sought from external agencies or specialist services** to best meet the specific needs of the pupil. This will only be undertaken after parent permission has been obtained. Appendix 2 shows appropriate agencies.

**In a small percentage of cases pupils have needs that are significant and complex** and the special educational provision required to meet their needs is greater. At this point a request will be made to the local authority to **conduct an assessment of education, health and care needs**. This may result in an Education, Health and Care Plan (EHCP being provided.)  
In addition to this for pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

**What training do the staff supporting children and young people with SEND undertake?**

In the last three years school staff have received a range of training at three levels; **awareness, enhanced and specialist.**

**Awareness** training has been provided to all staff on:  
Blank levels training from Speech and Language therapist. ( 2018)  
All staff and some governors of the school have completed Dyslexia IDP training  
All staff have completed hearing impairment training. (2018/19)  
All staff have had CPD on SEN support level planning and the graduated response. (Jan 2019)

**Enhanced** training has been provided on Bespoke Speech and Language training including Blank Levels. Hearing impairment.  
Speech and Language clinic support -cued articulation and training 2018( and one teacher)  
Attendance/training at Speech and language clinic (March 2019)  
Dyslexia outreach, Understanding Autism level 2, working alongside AOT and delivering Music interaction, working alongside Enhanced AOT provision. (2017/18)  
Working alongside specialist outreach support -social and emotional development. (2018/19)

**Specialist** training has been provided to the SENDCo on:  
SENDCo conference—including mental health and wellbeing (2018)  
Enhanced AOT support (2018)  
Visual impairment and hearing impairment training ( 2018/19)  
Attendance at the termly SENDCo Update  
SENDCo worked alongside specialist support for behaviour, Enhanced AOT, SEMH outreach. ( 2018/19)  
Understanding Autism level 2 course completed (2017)  
ELSA training programme—one TA (2018/19)

**How accessible is the school environment?**

In the last three years the following adaptations have been made to the school environment:

Dyslexia friendly status achieved and actions to support access to printed/ presented information are in use.

All steps edged with yellow to ensure that they are easier for those with visual impairments to negotiate.

One toilet adapted to ensure accessibility for pupils with a disability.

School messaging app—to support parents/carers with additional needs

Our Accessibility Plan, describing the actions taken to increase access to the environment, the curriculum and to printed information is available on the school website.

**How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

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

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

A proportion of the funds allocated per pupil to the school to provide for their education- all pupils:

The Notional SEN budget:

The Pupil Premium funding for vulnerable pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may apply for Additional Educational Needs funding or EHC Plan.

Funding is used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class and small group or 1:1 support from teaching assistants
- Eg nurture or social groups, literacy and numeracy support, support to access the curriculum or engagement.
- Specialist support e.g. 1:1 tuition
- Bought in support from external agencies e.g. speech and language, Educational Psychologists, specific assessments
- provision of specialist resources e.g. specific materials, assessment software or CPD (staff development) relating to SEND for staff

**How is the decision made about how much support my child will receive?**

For pupils at SEN support level the decision regarding the level and types of support required will be taken at joint meetings with the class teacher and parents along with the SENDCo when necessary.

For pupils with an Education, Health, Care (EHC) plan, this decision will be reached when the plan is being produced and at Annual Review discussions, with parents, pupils ( as appropriate), school, other agencies ( as appropriate) and LA SEND team.

**Ensuring quality of provision**

## **Transition into and from All Saints' CE (VA) First School**

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

A number of strategies are in place to enable effective pupil's transition.

#### **On entry:-**

A planned programme of visits are provided in the Summer term for pupils starting in September.

Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

The SENDCo and class teachers meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.

If pupils are transferring from another school, the previous school records are requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

### **Transition to the next school**

The transition programme in place for pupils in Y4 provides opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND or pupils with additional needs.

The annual review in Y3/4 for pupils with an EHCP begins the process where parents are supported to make decisions regarding the school for the next phase of education.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is clear.

Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at

<http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,

Accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

Your child's class teacher

The SENDCo, Leanda Mullen

The Headteacher, Liz Allbutt

For complaints please contact the school for the complaints policy and address to the Chair of Governors, Keith Hoptroff

#### **Support services for parents of pupils with SEN include:**

Staffordshire SEND Family Partnership access website via <https://www.staffs-iass.org/home.aspx>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please

telephone **01785 356921** Alternatively email [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)

(leaflets outlining advice are also available -Please enquire with school office or SENDCO)

## Appendix 1

The quality of teaching and provision for individual pupils in school is monitored through a number of processes that include:

- classroom observation by the senior leadership team, the SENDCo and external verifiers
- ongoing assessment and analysis of progress of all pupils
- ongoing assessment of pupils in specific intervention groups
- teacher meetings with the SENDCo
- pupil and parent feedback when reviewing Personal plans or concern targets
- whole school pupil progress tracking inc statutory assessments
- attendance and behaviour records

Information on the quality of teaching and learning is collated in the Headteacher's report to governors.

## Appendix 2

Where advice is sought from external agencies and specialist services, regarding strategies to best meet the specific needs of a pupil, these may include referral to:

- Entrust (Staffordshire) SEN and Inclusion services (inc physical and disability support) 0333 300 1900
- Inclusion service MEAS( Minority ethnic Achievement support) as above
- Behaviour Support Service via specific referral from school
- Speech and Language Therapy via Bentilee neighbourhood centre Office: (01782) 234484/5
- Educational Psychologist Service (Head of service Julia Anderson) 01785 278964,
- Autism Outreach Team (Head of service Julia Birchall) 01785 356830
- Hearing Impairment team and Vision Impairment Team (Head of service Elaine Harlin) 01785 356830
- Social Services/Safeguarding 01538 483129
- School Nurse via West Hub (covering Moorlands, Newcastle-under-Lyme, Stafford surrounds and Seisdon)

FHWS.west@mpft.nhs.uk or FHWS.west@nhs.net

To speak to a member of staff contact details 0300 303 3923 Parent/carer contact details for the text messaging service 075206157

- CAMHS (Child & Adolescent Mental Health Service) 01782 408354

Information is available on Staffordshire connects Local offer—

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

