



# School SEN Information Report

All Saints C of E (VC) First School

# Introduction

## **What is the Local Offer?**

- Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The information on the Local Offer can be found on the school website <http://allsaints-standon.staffs.sch.uk> and also at [www.staffordshiremarketplace.co.uk](http://www.staffordshiremarketplace.co.uk)

## **What are special educational needs?**

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

**Code of Practice 2014**

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

## **What should I do if I think my child may have special educational needs?**

If you have concerns that your child may have a special educational need then please firstly discuss this with your child's class teacher. This may then result in a referral to the school's SENCo (Special Educational Needs Coordinator).

## **School SENCo**

Our school SENCo is **Mrs Devenport**.

Should you wish to contact her please email [office@allsaints-standon.staffs.sch.uk](mailto:office@allsaints-standon.staffs.sch.uk)

<b>Your Questions answered:</b>	<b>Our setting will:</b>
<i>How is SEN identified and how are pupils with SEN assessed?</i>	<p>Carry out thorough, individualised assessment of children throughout their time at school. This can involve: observation, half-termly and termly class-based assessment, diagnostic assessment, summative and formative assessments. Children who are considered to be making less than expected progress over a period of time will be identified as having SEN.</p> <p>Pupil observation will indicate that they have additional needs in one of the four areas:</p> <ol style="list-style-type: none"> <li>1. Communication and interaction</li> <li>2. Cognition and learning</li> <li>3. Social, emotional and mental health difficulties</li> <li>4. Sensory and physical needs</li> </ol>
<i>What arrangements have been made for consulting parents of children with SEN?</i>	<p>Work closely with parents to obtain their views and help shape provision for children in the following ways:</p> <ul style="list-style-type: none"> <li>● Offer termly Parents Evening meetings with the class teacher</li> <li>● Invite parents to be involved in the termly review of individual targets</li> <li>● Offer parent consultations for children identified as having a SEN</li> <li>● Operate an 'Open-door' policy with class teacher, SENCo and teaching assistants</li> <li>● Provide relevant information about how parents can support their child at home</li> <li>● Provide Annual reports to parents</li> <li>● Parents' and Pupils' views are sought verbally and through surveys</li> </ul>
<i>How are equipment and/or facilities secured for pupils with SEN?</i>	<p>Ensure that equipment specific to need is provided for children in a number of ways:</p> <ul style="list-style-type: none"> <li>● Through liaison with relevant agencies to arrange the loan of specialised equipment</li> <li>● Advice sought for environmental adaptations e.g. displays, sensory stimulation</li> </ul>
<i>What arrangements are In place for supporting pupils with SEN when transferring between phases of education in preparing for adulthood?</i>	<ul style="list-style-type: none"> <li>● Offer SEAL interventions for children who need additional support for transition</li> <li>● Liaise with the local Middle schools and offer additional meetings, visits and preparation for children who find transition more difficult</li> <li>● Enable children to take part in the 'move up' day, with additional support as necessary</li> <li>● Incorporate the teaching of basic key skills necessary for a successful educational career and future adult life</li> </ul>

<p><i>How are pupils with SEN taught?</i></p>	<ul style="list-style-type: none"> <li>● Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives</li> <li>● Classroom and table-top displays support children's independence</li> <li>● If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided at a time to suit need</li> <li>● Support is personalised and targeted</li> <li>● Adults working with a child with SEN communicate regularly to ensure a consistent approach to teaching and learning</li> </ul>
<p><i>What additional support is provided for pupils with SEN?</i></p>	<ul style="list-style-type: none"> <li>● Class work is differentiated in small groups and individually when required</li> <li>● Differentiated resources to support children with SEN's independence</li> <li>● Class-based TAs work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN</li> <li>● Links are forged between classroom and intervention to ensure continuity, through verbal communication</li> <li>● Provision and targets are discussed termly and recorded</li> <li>● Access to evidence based SEN interventions in very small groups or 1-1</li> <li>● Specialist staff in school: SENCo and SEN TAs,</li> <li>● All provision is reviewed regularly</li> <li>● We offer a range of after school activities carefully matched to the needs or interests of the children. Clubs range from I-pads and sports, to crafts and gardening. Places at the clubs have to be limited for health and safety reasons but we endeavour to meet as many requests for clubs as possible.</li> </ul>
<p><i>How is SEN provision reviewed and evaluated for effectiveness?</i></p>	<ul style="list-style-type: none"> <li>● We use appropriate, intervention-specific assessment tools when children have taken part in an evidence-based intervention</li> <li>● We hold termly Pupil Progress Meetings, involving the Class Teacher, Head Teacher and SENCo, during which we review the progress of children with SEN</li> <li>● Termly meetings are held with staff and parents, we work closely with parents to obtain their views and help shape provision for children</li> <li>● SEN intervention staff review progress with children and seek their views</li> <li>● We hold multi-agency meetings as required</li> </ul>

<p><i>What support is available for children and young people with special educational needs;</i></p>	<ul style="list-style-type: none"> <li>● TAs – classroom based and specialist to work on specific learning/social development interventions</li> <li>● Adapted resources e.g. practical resources, displays, table top reminders, visual timetables</li> <li>● Support from Outside Agencies (direct working and advice for staff)</li> <li>● Peer support e.g. Play leaders</li> <li>● Personalised support, based on an Individual Education Plan or Provision Map</li> </ul>
<p><i>What expertise and training have the school staff had to support pupils with SEN</i></p>	<ul style="list-style-type: none"> <li>● Regular training, which is disseminated amongst staff</li> <li>● Support from Outside Agencies to deliver whole staff training e.g. SENSS</li> <li>● Liaison with SENCo, Headteacher, class teachers and TAs.</li> <li>● Specific training to meet individual needs is obtained and is also part of the school's anticipatory duty towards meeting the needs of every child</li> </ul>
<p><i>How the emotional and social development of children and young people with special educational needs will be supported and improved.</i></p>	<ul style="list-style-type: none"> <li>● Teaching assistants work with children 1-1 and in groups to develop social and emotional skills</li> <li>● Extra-curricular activities</li> <li>● Specific interventions, such as the 'Learning to become Socially Talented Children' programme</li> <li>● In-class PHSE / SEAL lessons and personalised small-group SEAL, which is responsive to need</li> <li>● SENCo facilitates communication to ensure all those working with the child, including the child themselves and the family, are aware of the support being implemented</li> </ul>
<p><i>How has the Governing Body included other services such as health/social service/LA Support Services/voluntary organisations to support pupils with SEN?</i></p>	<ul style="list-style-type: none"> <li>● We meet the requirements of the Disability Discrimination Act (DDA), 1995</li> <li>● Resources and teaching are differentiated according to the child's individual needs</li> <li>● We access support from outside agencies, such as CAMHS, Educational Psychologist, Speech and Language</li> <li>● Our teaching assistants work with parents and other staff to ensure that the child's needs are met – we have a holistic approach</li> <li>● Appropriate members of staff regularly take part in training and disseminate this as required</li> </ul>