

All Saints CE (VC) First School, Busy Bees & Kingfisher

# SEN Information Report

## **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 'SEND 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 SEND Local Offer can be found on the school website <http://allsaints-standon.staffs.sch.uk> and also at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

### **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**

### **What kinds of special educational needs are provided for at All Saints C of E First School?**

At All Saints, we pride ourselves on being a fully inclusive school and we cater for all special educational needs. The Special Educational Needs and Disability Code of Practice (DFE, 2015) outlines four main categories of Special Educational Need which are:

- **Communication and Interaction:** Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use the social rules of communication.
- **Cognition and Learning:** Children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** children may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Physical and/or sensory needs:** some children may require special educational provision because they have a disability which

prevents or hinders them from making use of the educational resources generally provided. Many children with vision impairment(VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) may require additional ongoing support and equipment to access

**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 SENDCo (Special Educational Needs and/or disabilities Coordinator).

**School SENDCo**

Our school SENDCo is **Mrs Norton** (overseen by Mrs Devenport in school).

Should you wish to contact her please email [office@allsaints-standon.staffs.sch.uk](mailto:office@allsaints-standon.staffs.sch.uk) or telephone the school office on [01782 791234](tel:01782791234).


The School Information Report complies with Section 69(2) of the Children and Families Act 2014

<b>Your Questions answered:</b>	<b>Our setting will:</b>
How is SEND identified and how are pupils with SEND assessed?	<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’s attainment and progress will be tracked in detail each half term. Sometimes assessments will be carried out by outside agencies, when consent is given by parents. We recognise that a child needs additional support when they are making less than expected progress given their age and individual circumstances. This may mean that:</p> <ul style="list-style-type: none"> <li>• The child’s progress is slower than that of their peers</li> <li>• The child’s rate of progress has slowed down</li> <li>• There is a gap between the child’s attainment and that of their peers</li> <li>• The gap in attainment widens over time</li> <li>• Additional adult support and/or resources are required to access the curriculum</li> </ul> <p>If your child is not meeting age-related expectations and/or progress is a concern then your child’s class teacher, with support from the SENDCo, will identify any potential barriers to learning and plan strategies</p>
What arrangements have been made for consulting	<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> </ul>

<p>parents of children with SEND?</p>	<ul style="list-style-type: none"> <li>● Invite parents to be involved in the termly review of individual targets</li> <li>● Offer parent consultations for children identified as having a SEND</li> <li>● Operate an 'Open-door' policy with class teacher, SENDCo 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>
<p>How is my child involved in decisions?</p>	<p>Pupils with SEND are encouraged to take an active role in reviewing their progress towards meeting their individual learning targets and to be part of deciding upon their next steps in consultation with their teacher, teaching assistant and SENDCo. If they have an Education Health Care Plan (EHCP) they will be part of the annual review process.</p>
<p>How are the school's resources allocated and matched to the children's special educational needs?</p>	<p>The allocation of resources is dependent upon need within the school. We use our budget to help raise the attainment and achievement of all of our pupils, including those with SEND through:</p> <ul style="list-style-type: none"> <li>● Teaching assistant hours are used to run intervention programmes and support in class</li> <li>● Teaching assistants run personalised one-to-one intervention programmes</li> <li>● Providing training on intervention programmes for TAs (and associated costs)</li> <li>● Ensuring that pupils have equal access to the curriculum</li> <li>● Liaising with relevant agencies to arrange the loan of specialised equipment</li> <li>● Seeking advice for environmental adaptations e.g. displays, sensory stimulation etc when necessary</li> </ul>
<p>What arrangements are in place for supporting pupils with SEN when transferring between phases of education in preparing for adulthood?</p>	<p><u>On Entry</u></p> <ul style="list-style-type: none"> <li>● When joining at the start of Reception, an induction evening for parents will be offered so that they can gain all the necessary information to facilitate a smooth transition.</li> <li>● A series of induction visits whenever possible.</li> <li>● ☒A meeting with any new parents of children already known to have SEND.</li> <li>● ☒If your child joins us from another setting in Years 1 to 4 then they too will be offered some taster sessions and we will liaise closely with the school from which they are transferring to ensure a smooth transition and transfer of all necessary information.</li> </ul> <p><u>Transfer to a New Setting:</u> If your child transfers to another school, we will liaise closely with the new school to ensure all information and any relevant records and/or documentation is passed on.</p>

	<p><u>Moving up to the Next Class:</u></p> <ul style="list-style-type: none"> <li>• Teachers will hold a handover meeting in advance of the child moving up, where information regarding children’s individual needs and the nature of SEND support they have received will be discussed.</li> </ul> <p><u>Transition to Middle School:</u></p> <ul style="list-style-type: none"> <li>• During Year 4 the children attend some transition visits and for pupils with SEND we often arrange further additional visits if we feel that this would be beneficial to the child.</li> <li>• For schools in the local area, the staff from both schools liaise to discuss the children who have SEND and all necessary information, reports and documentation will be passed on to the new school.</li> </ul> <ul style="list-style-type: none"> <li>• Offer SEAL interventions for children who need additional support for transition</li> <li>• Incorporate the teaching of basic key skills necessary for a successful educational career and future adult life</li> </ul>
<p>How is the decision made about the type of support and how much support my child will receive?</p>	<p>The type of support that your child will receive will be dependent upon their individual needs. If external agencies are involved then we will follow recommendations made. For children receiving SEND support in school then the level of support will be determined by the nature of the interventions and/or precision teaching that they will receive and we will decide upon the necessary level of support to enable pupils to successfully meet their learning targets.</p> <p>For children who have an Education, Health and Care Plan (EHCP) the support will be determined in the Plan and will be reviewed annually.</p>
<p>What additional support is provided for pupils with SEN?</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 SEND’s independence</li> <li>• Class-based TAs work alongside the class teacher to support children with SEND individually/in small groups and to facilitate the class teacher working with children with SEND</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 SEND interventions in very small groups or 1-1</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 Mathematics and sports, to crafts and gardening.</li> </ul>

<p>How is SEN provision reviewed and evaluated for effectiveness?</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 SENDCo, 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>● SEND intervention staff review progress with children and seek their views</li> <li>● We hold multi-agency meetings as required</li> </ul>
<p>What support is available for pupils with special educational needs and or disabilities?</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>☒ Special Educational Needs and Inclusion Service (SENIS)</li> <li>☒ Behaviour Support Service</li> <li>☒ Autism Outreach Team (AOT)</li> <li>☒ Hearing Impairment (HI) and Visual Impairment (VI) Team</li> <li>☒ Minority Ethnic Achievement Service (MEAS Team)</li> <li>☒ Educational Psychologist (EP) Service</li> <li>☒ Speech and Language Therapy (SLT) Service</li> <li>☒ Child and Adolescent Mental Health Service (CAMHS)</li> <li>☒ School Nurse</li> <li>Occupational Therapy (OT)</li> <li>Physiotherapy</li> <li>● Peer support e.g. Play leaders</li> <li>● Personalised support, based on an Individual Provision Map</li> </ul>
<p>How are pupils with medical needs supported?</p>	<p>All children who have a medical condition will have an individual care plan, which will have been written by parents and the relevant healthcare professionals where applicable. Staff who are required to administer medicines are trained by the necessary health care professionals and are certified as competent. Risk assessments will also be in place for some, more serious medical conditions such as epilepsy. At all times we adhere to the government guidelines in ‘Supporting pupils with medical conditions in school’ (DfE, 2014)</p>
<p>What expertise and training have the school staff had to</p>	<ul style="list-style-type: none"> <li>● The SENDCo has achieved the National Award for Special Educational Needs Coordination</li> <li>● Staff have received Tier 1 training from the Autism Outreach team</li> </ul>

support pupils with SEND?	<ul style="list-style-type: none"> <li>● Staff completed the Speech, Language and Communication Needs strand of the Inclusion Development Programme</li> <li>● Support from SENSS to deliver whole staff training e.g. spelling strategies, working memory and using I-Pads to support children with SEN</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> <li>● Attachment training</li> </ul>
How will the emotional and social development of children with special educational needs and/or disabilities be supported and improved?	<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>● SENDCo 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>
How accessible is the school both indoors and outdoors?	<p>Please refer to our accessibility plan for full details. This is available on the school website <a href="http://allsaints-standon.staffs.sch.uk">http://allsaints-standon.staffs.sch.uk</a></p> <p>The school is all on one level and have a fully accessible toilet.</p>
Who can I contact for further information or if I have concerns?	<p>You can contact:</p> <ul style="list-style-type: none"> <li>● Your child’s class teacher, either by speaking to them at the start or end of the school day, or by phoning the school office, to arrange a meeting</li> <li>● Mrs Norton, the SENDCo, either by phoning the school office or by emailing her at <a href="mailto:office@allsaints-standon.staffs.sch.uk">office@allsaints-standon.staffs.sch.uk</a></li> <li>● Mrs Bradley, the Headteacher, who can be contacted by phoning the school office</li> <li>● The SEND Governor, Mrs Wain who can also be contacted via the school office.</li> </ul> <p>Support services for parents of pupils with SEND include:</p> <p><b> SENDIASS Staffordshire Family Partnership</b></p>

	<p><a href="http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx">http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx</a></p> <p>If you have a general enquiry, would like to speak to one of SEND Family Partnership team or to request information and support please telephone <b>01785 356921</b> during office hours. Alternatively, you can send an email to: <a href="mailto:sfps@staffordshire.gov.uk">sfps@staffordshire.gov.uk</a></p> <p><b><u>Staffordshire Marketplace</u></b></p> <p>Information on the Staffordshire market place can be found at the following website or by using the link on the school website.</p> <p><a href="http://www.staffordshireconnects.info">www.staffordshireconnects.info</a></p> <p>This website contains Staffordshire’s Local Offer, which describes the provision that is available for children and young people with Special Educational Needs and Disabilities (SEND) and their families.</p>
<p>Who should I contact if I have a complaint regarding the provision made by All Saints C of E First School?</p>	<p>In the event that you would wish to make a formal complaint then you should contact the Headteacher, Mrs Bradley by telephoning the school office on <a href="tel:01782791234">01782 791234</a>.</p>
<p>When will the SEN Information Report be reviewed?</p>	<p>This report will be reviewed at the end of each academic year. The next review will be in February 2020.</p>