

Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help? *(IRR)*

- We identify children with SEND (Special Educational Needs and/or Disability) as early as possible.
- Initial concerns are usually brought by parents, or school staff who are working directly with the child. These concerns may be based on the child's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.
- If your child does not appear to making the same level of progress as other children of their age or has a specific area of need that may need additional support for, we will undertake assessments in school to identify areas of need, strengths and difficulties.
- School staff receive training which helps them with the identification of SEND.
- Staff working in school monitor the children's progress carefully on a half-termly basis through pupil progress meetings which are led by the head teacher.
- Where a class teacher feels that despite Quality First Teaching, their concerns have not been addressed, there would then be a discussion between the class teacher and the SENCO. Following a discussion, it may be decided that specific intervention programmes might be of benefit, or small group work might be appropriate to address a specific learning objective. It may also be necessary for further assessments to be made, either by the SENCO or the class teacher, before a decision as to the next steps is made.
- We may also involve and refer to other professionals to identify possible barriers to their learning.
- Parents and carers will be involved at all stages. We will share with you what we find out and agree next steps with you as to how we can all help your child.
- After identification, we would follow a graduated approach, using the 'Assess, Plan, Do, Review' model. We review progress and impact each term, together with parents/carers.

What should I do if I think my child or young person needs extra help?

- If you think that your child needs extra help or have concerns, you should discuss them with your child's class teacher. Class teachers are usually available at the end of the school day and are happy for you to make an appointment if you require a longer discussion.
- The class teacher may then seek the involvement of the SENCO.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

- Please visit the school website by clicking on the link below. The website will provide you with the relevant policies and documentation that you may need.
<http://www.allsaints-standon.staffs.sch.uk/parents/policies/>

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

- High quality teaching and learning is key to all children's learning and development and it forms the basis for any additional variations to the provision for children with Special Educational Needs and/or disabilities (SEND).
- Class based approaches to support might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Staff have the highest expectations for all children and provision is differentiated for individual children when appropriate to meet their needs.
- We use a range of resources in class to provide both visual and concrete support.
- The school also has a range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these programmes are published packages of support, such as Plus 1, Power of 2 etc. Others are more personalised approaches, based on best practice, such as precision teaching, Fischer Family Trust (FFT), **Staffordshire County Council Literacy Approach**.
- For those children with more significant or complex needs, the school will seek the advice of specialists, for example Autism Outreach, Speech and Language Therapists, Occupational Therapists and Educational Psychologists. When an outside agency becomes involved with the child they might observe the child, assess the child and carry out work in school with the child. School staff might also attend sessions outside of school to discuss how best to support the child and meet their needs.
- When additional levels of support are required, parents will be fully involved in the planning of the support for their child. A personalised learning support plan will be developed for all children with SEND, whether they have an EHC (Education Health Care) Plan or whether they are on SEN Support. It will outline and monitor the support given to each child. Parents/carers will have the opportunity to discuss their child's progress at regular parent-teacher meetings. If an EHCP is in place, regular parent, teacher and SENCO meetings will take place.
- There is also the opportunity to contact the school SENCO to make additional appointments to discuss your child's needs in more detail.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

- Class teachers take responsibility for meeting the needs of all of the children in their class by differentiating the learning.
- Differentiation is used to help children access the lesson at a level that is appropriate for them.
- A multisensory approach is used to make sure that all children can access the curriculum and are engaged.
- Support from external agencies and the use of additional equipment may be required in order to best meet the needs of a child with SEND.
- Class teachers will adapt the curriculum to meet the needs of the child. This can sometimes mean teaching objectives to children, which have been taken from the curriculum for different year groups.
- All children are encouraged to work with increasing independence as they move through school. Children experience working with a partner, in small groups, whole class or independently across all areas of the curriculum.

Teaching, Learning and Support

- Where pupils have SEND, the class teachers are aware of the child's strengths and weaknesses. If a child has an Education Health Care Plans (EHCP), they are shared with the staff working with the child.
- Additional provision for children with SEND, is overseen by the SENCO and the monitoring of these pupils takes place at regular SEN meetings and pupil progress meetings, held by the head teacher.

How resources are allocated to meet children or young people's needs?

- The budget is allocated and managed by the head teacher. In conjunction with the SENCO, regular discussions and monitoring takes places to ensure that resources are allocated appropriately and cost effectively.
- Support is planned and funded relative to level of need, targets set and support and resources planned at each level (Initial Concern. SEN Support. EHCP support).
- In order to ensure that quality first teaching approaches are used in all classes, a proportion of the SEND budget is used towards class based provision. This might mean that additional physical resources may need to be purchased e.g. writing slopes and sensory resources. Funding also facilitates the delivery of intervention programmes for those children who require additional provision.
- In mainstream schools, additional 'Top up' funding is provided for children with an Education, Health and Care (EHC) Plan from the Local Authority's High Needs budget. This funding relates to an individual pupil and the amount allocated is defined by the individual pupil's needs and agreed provision, as described in their EHC Plan.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

- Parents and carers will be involved in the decision making process. They will meet with the class teacher and sometimes the SENCO to discuss the desired outcomes for the child. At this meeting, the desired outcomes for the child will be discussed and the provision needed to support the child will be discussed and agreed.
- School staff are usually best placed to give advice on the nature of the support and provision but sometimes the school will also seek advice from other agencies. Parents and pupils will be fully involved in decisions about support and provision.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- The school has a range of equipment and facilities e.g. writing slopes, to support children with SEND and the school SENCO will make decisions about the allocation of these resources based on the needs of the children.
- Additional resources are purchased as when required and parents will be involved whenever possible in these decisions. Where more specialist equipment is required, the SENCO will seek advice from the relevant external advisory service.

Teaching, Learning and Support

How will you and I know how my child or young person is doing? *(IRR)*

- Monitoring of progress takes place on a daily basis by class teachers.
- Formal monitoring of progress takes place on a half-termly basis. This takes the form of a pupil-progress meeting and is held between the class teacher and the Headteacher.
- Information about pupil progress is shared with parents at termly parent-teacher meetings which are held in the autumn and spring terms and via the annual school report to parents which is sent out during the summer term.
- Class teachers also share comments with parents about how their child is progressing using their child's home-school diary. Parents are also able to add their own comments in here about how their child is progressing at home.
- For children with SEND, parents will be invited to attend termly SEND parent-teacher meetings. For those children with EHC plans, an annual review will also be held.
- Parents are always welcome to seek additional appointments to discuss their child's progress as and when required, and class teachers are usually available for informal discussions at the end of each day.

How will you help me to support their learning? *(IRR)*

- During parent-teacher meetings, teachers will explain to parents about how they can support their child at home.
- When a child has SEND, their Individual Learning Plan will explain what parents can do to help to support their child at home with their targets.
- If a parent is unsure how to support their child with their learning at home, additional meetings with their child's class teacher can be arranged.

How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- We always make sure that we seek the opinions and feelings of pupils, at a level which is appropriate for them. Wherever possible, we try to make sure that they are involved in the plans that are made about their education. This may mean that some pupils may be able to attend meetings when supported by members of staff or they may contribute their thoughts without attending. For example, some children will be given the opportunity to contribute their thoughts in discussions which take place with a familiar adult who can then share their thoughts for them at any meetings.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

- The Headteacher, SENCO and class teachers undertake regular monitoring of pupil progress and the effectiveness of provision.
- Provision mapping is used to monitor the success of interventions, to ensure high quality outcomes for pupils.
- The opinions of pupils and parents are sought using questionnaires and they are collated to inform decisions about future provision.

Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

The safety of all pupils is paramount.

What handover arrangements are offered at the start and end of the school day?

All children are handed over to parents/carers or known adults by their class teacher or teaching assistant at the end of the day. Where it is appropriate, a teaching assistant may escort a child to his/her parent/carer at the end of the day.

What support is offered during breaks and lunchtimes?

Where appropriate, SEND children would have close supervision at play times and lunch breaks. Staffing to accommodate this would be at the discretion of the Head Teacher and funding.

How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)

If appropriate, a risk assessment would be carried by a member of staff. Where risks were identified, appropriate action would be taken to minimise possible risks.

What are the setting/school/college arrangements for undertaking risk assessments?

Prior to all school visits, the Educational Visits Coordinator will complete an online risk assessment. The assessment must be approved by the Headteacher.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

- All pupils can experience a range of social and emotional difficulties. We have a whole-school focus on social and emotional wellbeing through our PSHE (Personal, Social and Health Education) and SMSC (Social, Moral, Spiritual and Cultural) is embedded into our curriculum. We also offer interventions, to address issues as they arise. We realise that for some pupils, social and emotional factors can be very complex, and we seek advice from outside agencies (e.g. Educational Psychologist, Autism Outreach etc) to ensure that the provision we offer is personalised to the pupil.
- Our weekly celebration assemblies put a focus on academic achievements alongside personal achievements in other areas, such as music and sport.
- All children in school are supported to develop good relationships with their peers. For those pupils who find this difficult, we offer personalised support for them, and play skills will be modelled by staff.
- Our Year 3 and 4 children take part in 'Play Leader' training, and this is used to ensure that all pupils have the opportunity to join in and play together during breaks and lunchtimes, when possible.
- It may be sometimes appropriate for us to offer support to peer groups or siblings of pupils with SEND. Sometimes this takes place in an open manner, where the pupils are able to ask questions so that they can learn about the needs of pupils. It can also take place in a more general way, e.g. work on celebrating difference and diversity.

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Keeping students safe and supporting their wellbeing

- The school takes incidents of bullying very seriously and all pupils are taught to distinguish bullying from isolated acts of unkindness. At All Saints, bullying is defined as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to).
- The Anti-bullying policy can be found by clicking on the link below.
<http://www.allsaints-standon.staffs.sch.uk/parents/policies/safeguarding-policies/>

How will you manage my child or young person's medicine or personal care needs?

- Our usual protocol for the administration of medication is for parents/carers to complete a form giving the school permission to administer medication. Medication is only administered if it is prescribed. Medication is stored in the Staffroom or in some instances in a safe place in the classroom (e.g. inhalers).
- Where toileting needs assistance, appropriate staff will oversee this. There is a disabled toilet but no specific changing area.
- We have several staff who have completed Paediatric First Aid training. In an emergency, staff would call an ambulance and then contact Next of Kin to inform them of the incident.
- Where necessary the school would seek out relevant training to address the specific needs of pupils.
- Any child who has a medical condition is listed in the medical file in the office and staff are informed. Parents/carers are supported to complete a care plan where necessary. This is then shared with appropriate staff members.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- The school has a clear positive behaviour policy, which is implemented consistently, and it can be found by clicking on the link below.
<http://www.allsaints-standon.staffs.sch.uk/parents/policies/safeguarding-policies/>
- As a school we have a clear behaviour reward system (Good to be Green) and it is followed by staff and pupils.
- Where pupils are unable to follow this policy, or require additional support with behaviour, several measures are used to support them.
- All staff are responsible for guiding all pupils with regards to their behaviour and lead by example.
- Attendance of every child is monitored on a daily basis by class teachers, the Headteacher and office staff. Lateness and absence are recorded using an electronic registering system. The office staff will contact parents/carers if an absence occurs without notification. The Headteacher will also be informed. Good attendance is actively encouraged, and certificates are given out to celebrate this.

How do you support children who are looked after by the local authority and have SEND?

- Children who are looked after by the local authority will have a termly ePEP (Personal Education Plan) meeting and how best to support the pupil and their special educational needs will be discussed. Wherever possible the views of the pupil will be heard, and everyone involved in supporting the pupil will be invited to attend and share their views. The school will also seek advice and support from the Virtual School when it is needed.

Working Together

Who is involved in my child's education?

- The headteacher oversees the running of the school and the provision that is in place.
- The class teacher has overall responsibility for the pupils learning and their wellbeing during the school day. Class teachers are responsible for providing quality first teaching for all pupils. They plan and deliver appropriate lessons for pupils.
- The SENCO has responsibility for coordinating the provision for pupils with SEND. She may work individually with pupils, small groups or carry out assessments where required. She will usually host formal meetings like annual reviews or make referrals to outside agencies.
- There are also a number of teaching assistants working in our school. Some of the teaching assistants will run intervention programmes under the guidance of the teaching staff or they make support small groups or individuals in the classroom. For pupils with the highest levels of need, an additional adult might be assigned to work with a pupil on an individual basis. Occasionally external agencies, or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent/carer.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- The SENCO will be responsible for ensuring that information about a child's SEND or EHC plan is shared and understood by all relevant staff who work with and support a pupil.
- We use a password protected academic data tracking system, which is visible by all relevant members of staff.
- For children who require additional provision, class provision maps track and monitor additional provision.

What expertise do you have in relation to SEND? *(IRR)*

- The SENCO is a qualified and experienced teacher who holds the National Qualification in Special Educational Needs, as well as receiving ongoing SEN training in specific areas.
- The SENCO regularly attends SENCO Cluster Meetings and updates from the Local Authority.
- Teachers and Teaching Assistants have engaged with training for a range of intervention strategies eg. Autism, Speech and Language, Phonics and Play therapy
- All staff are supported to attend appropriate training courses as part of their Continued Professional Development (CPD), as and when appropriate to meet the needs of individual or groups of children.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

- The SENCO works closely with other agencies and the Educational Psychologist as and when appropriate.
- The Headteacher and SENCO are primarily responsible for liaising with and working closely with other services e.g. Speech and Language, Autism Outreach, CAMHs and Social Services etc, as and when appropriate.

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Working Together

- No health or therapy services are located on the school premises. However, in consultation with the Head Teacher, the SENCO would liaise with the health or therapy services that are thought to be appropriate to meet the needs of an individual child.

Who would be my first point of contact if I want to discuss something?

If you want to discuss something, your first point of contact should be your child's class teacher. The SENCO is also always available to support you with matters relating to SEND. They are usually available at the end of the school day or you can make an appointment if you require a longer discussion. [The SENCO can be contacted on the SENCO email address: \[senco@allsaints-standon.staffs.sch.uk\]\(mailto:senco@allsaints-standon.staffs.sch.uk\)](mailto:senco@allsaints-standon.staffs.sch.uk)

Who is the SEN Coordinator and how can I contact them? *(IRR)*

[The SENCO is Mrs Mather](#) and she can be contacted through the School Office or via [email at \[senco@allsaints-standon.staffs.sch.uk\]\(mailto:senco@allsaints-standon.staffs.sch.uk\)](mailto:senco@allsaints-standon.staffs.sch.uk)

What roles do your governors have? And what does the SEN governor do?

The governors have a responsibility for ensuring the quality of provision across the school. There is also a designated governor for SEND. The SEND governor and the SENCO make sure that all pupils, including those who are looked after, make progress.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- Pupil's opinions are sought at a level which is accessible to the individual. This might be in a formal or informal way e.g. questionnaires, worry boxes, pictorial drawings etc.
- All pupils are supported to contribute their views by members of staff when necessary.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to take an active role in our school. There are opportunities to join the Parent Teacher Association (PTFA) and they organise school events and fundraising activities. Parents can also become a parent governor if they would like to. Parent governors sit on the governing body and when their term of office expires, details of how to stand are sent out to all those eligible.

What help and support is available for my family through the setting? *(IRR)*

The Headteacher and SENCO are aware of the necessary organisations that will be able to support and advise parents and are able to support with any forms and procedures that are needed to access the support that is available to families. This may also include support with travel plans where necessary.

A range of information, advice and support is also available through the Staffordshire Connects Local Offer Website:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- Every child is included in all parts of the school curriculum.
- When there is a school trip, we will provide the necessary support to ensure that all pupils can be included. We will carry out a risk assessment before the trip to make sure that everyone's health and safety will not be compromised. When there is a residential trip, we will meet with parents to discuss the plans for the trip before it takes place.
- We offer before and after school provision each day.

How accessible is the setting's environment?

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes

No

Details (if required)

Are disabled toilet facilities available? Yes

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Inclusion & Accessibility

No

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes

No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes

No

Details (if required)

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Joining and moving on

Who should I contact about my child or young person joining your setting? (IRR)

- Please contact the school office to arrange to meet with the Headteacher, who will show you around the school and discuss how the school could meet your child's needs.
- Please click on the link below to read the admission policy:

<http://www.allsaints-standon.staffs.sch.uk/media/6420501/policy-admission-arrangements-2022-2023-la-staffs-model.pdf>

How can parents arrange a visit to your setting, school or college? What is involved?

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Joining and moving on

- We welcome visits to our school at any time throughout the year. Please contact the school office to arrange to meet with the Headteacher, who will show you around the school and discuss how the school could meet your child's needs.
- We can also arrange for the SENCO to be present at this meeting, please ask when booking the meeting.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? *(IRR)*

- Prior to starting at the school, it is usual for pupils and their families to have an informal tour of the school. For pupils with a higher level of needs it might also be necessary to arrange additional meetings so that families can share information about the pupil and for any actions to be set. Following the meeting, it might be necessary for the school to purchase additional resources.
- A range of transition measures will be put in place before a pupil starts at our school. This might include visits by school staff to the current setting, additional visits to the school, providing a transition pack containing photos of the setting, staff etc.
- Wherever possible we prepare pupils for transition to another setting in a way that is most appropriate for the pupil. For some pupils this may take the form of additional visits to the new setting, for other pupils it might mean working through materials in school which address key aspects of the new setting or how they are feeling about it. We work closely with families at this time to ensure consistency of information.
- The SENCO or Headteacher can provide details of further support for families.
- Staffordshire's Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) will also support families. They can be accessed by following the link below.

<https://www.staffs-iass.org/home.aspx>

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

- SENDIASS (Staffordshire's Special Educational Needs and Disabilities Information, Advice and Support Service - They provide free, impartial, confidential advice and support around Education, Health and Social Care)
- Autism Outreach Service
- Education Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Family Support Workers
- School Nurse
- CAMHS

When was the above information updated, and when will it be reviewed?

We annually review and update the Information Report and the next review is due in **February 2024**.

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at **www.staffordshireconnects.info**

What can I do if I am not happy with a decision or what is happening? *(IRR)*

- If you are unhappy with the provision that your child is receiving, then please discuss this with your child's class teacher or the SENCO in the first instance. If this does not resolve the complaint then a parent should speak to the headteacher, who will advise them of the next steps that they should take. The parent could also contact the school's SEND Governor.
- We also have a complaints policy. Please click on the link below to read it.
<http://www.allsaints-standon.staffs.sch.uk/media/6233238/policy-complaints-procedure.pdf>
- *The school seeks feedback from parents and carers via the parent questionnaire.*
- *If a parent or carer disagrees with the content of an Education, Health Care Plan or with the decision not to issue one, then an appeal can be made to the Local Authority.*

Additional Information

Type of Setting (*tick all that apply*)

- | | | | | |
|--|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input checked="" type="checkbox"/> Early Years | <input type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input checked="" type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input checked="" type="checkbox"/> Other (Please specify below) | | | | |

First School

DFE Number

District

- | | | | |
|------------------------------------|------------------------------------|--|--|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input checked="" type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range

4-9

Number of places

60

Which types of special educational need do you cater for? (*IRR*)

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Additional Information

Other specialist support/equipment:

Specialist technology

Comment:

Rebound trampoline

Accessible swimming pool

Outreach and family support

Bought in support services

Sensory room/garden

Hydrotherapy

Medical

Therapy services

Hearing loop