

All Saints' First School



SEN Information Report

September 2014

Special Educational Needs and Disabilities
(SEND) - Local Offer

Welcome to our SEN Information Report, which is part of the Staffordshire Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information is updated annually.

Executive Head Teacher - Miss S. Robson

Special Educational Needs Coordinator - Mrs Y. Ashley

Special Educational Needs Governor - Mrs N. Turner

Our approach to teaching all learners including those with SEND.

At All Saints' we ensure that all pupils in our school are valued by having equal access to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.

- We have effective management systems and procedures for SEND taking into account the Code of Practice (2014)
- We have successful communication between teachers, teaching assistants, children with SEND, parents of children with SEND and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- Pupils are encouraged to take an active role in their review cycle.
- We are committed to developing the knowledge and skills of staff to manage the challenges of the range of needs in the school, and to ensure that all support is of a high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

How is SEN identified?

Identifying the Special Educational Needs of pupils.

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory age or a young person has a learning difficulty or disability if he or she:

- a) **Has a significantly greater difficulty in learning than the majority of others of the same age, or**
- b) **Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.**

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking views of parents and the pupils as well as from teachers and assessments.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different school, difficulties with speaking English or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable. This does *not* mean that *all* vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

How are pupils with SEND assessed?

All children's progress throughout the school is constantly monitored and recorded. Children with SEND are assessed in several ways, assessment may include some or all of the following:

- 1) Work is marked and progress measured against Year group objectives set out in the National Curriculum 2014 and Early Years Curriculum.
- 2) Evaluation and observation of progress in classroom activities, which is measured by class teachers and teaching assistants.
- 3) Expressions of concerns by parents are reflected on within learning outcomes.
- 4) Specific screening skills and assessment tools are used to identify specific learning needs.
- 5) Attainment levels identified in standardised tests are used to further support a child's need.

How are pupils with SEND taught?

Throughout the whole school our teaching is differentiated in a variety of ways to meet the needs of the children. If a child is identified as having SEND, support is provided that is appropriate and 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of our high quality, personalised teaching. This support is set out in our whole school provision map.

When providing SEND support, we engage in a four step cycle as identified in the New Code of Practice 2014. The cycle is **Assess, Plan, Do** and **Review**.

Assess - this stage involves the class teacher, SENCO, parents or carers and the child. It aims to provide a clear analysis of the pupil's needs. This stage will draw on the teacher's assessment and knowledge of the child, the pupil's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Plan – this stage involves the teacher and SENCO in consultation with the parent and pupil agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. This will be recorded on the pupil's School Support programme along with a clear date for review.

Do – this stage is the implementation of interventions and support as identified in the pupil's School Support programme. It is the class teacher's responsibility to work closely with any teaching assistants or specialist staff to ensure one-to-one support or small group work is reinforced during whole class work.

Review – this stage is to review the effectiveness of the support and interventions put in place. The impact and quality of the support will be evaluated by the class teacher and SENCO, along with the views of the pupil and their parents or carers. All of this information is then used to inform and plan the next steps of support, or intervention for the pupil and inform the next cycle, if necessary. Whilst the majority of learners with SEND will have their needs met in this way, some may require an EHC assessment (Educational Health Care)

Where the child has an EHCP (Educational Health Care Plan), the local authority must review the plan at least once every twelve months and schools must co-operate with the local authority in the review process.

Assessing the impact of Intervention

What additional support is provided for pupils with SEND

We aim to ensure all children at our school are appropriately supported throughout all aspects of their work. Children identified as having SEND may receive additional support within the classroom, they may take part in focused activities on a 1 to 1 basis or in small groups and additional support will be recorded on the child's School support plan and shared with parents and careers. Depending on the nature of need the child may receive support from the local educational authority SENS Specialist support service this support will be included in the child's School Support plan.

What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Ashley (SENCO) to discuss your concerns. You can make an appointment through the school office or by ringing 01889 590418 or emailing office@allsaints-denstone.staffs.sch.uk and we will aim to arrange a convenient appointment as soon as possible.

What expertise and training have the school staff received to support pupils with SEN?

At All Saints' First School we feel that staff training is crucial in ensuring we can deliver an exciting and accessible education for all. The SENCO attends termly update meetings run by the LEA on current issues, changes and new techniques to support children with SEND; this information is shared with all teaching and support staff during regular staff meetings. Training is also undertaken by outside agencies to help ensure the whole school staff have a good understanding of different approaches to help support children's learning. Training over the last 12 months has included strategies to support pupils with Dyslexia, Dyspraxia, Poor working memory and poor spelling.

Equipment and resources for pupils with SEND

It is the role of the SENCO to ensure the staff have the resources required to help support and develop the children's learning to their maximum potential. Resources are reviewed annually, they are discussed with the SEN Governor, Mrs Turner, and when required requests are put forward to the Head teacher to up date and replenish equipment and resources needed.

How do we consult with pupils and parents of children with SEN?

At All Saints' First school we believe that communication between the pupil, parents and staff is paramount in supporting all pupils including those with SEND. Pupils and parents are involved in each part of the 4 step cycle of Assess, Plan, Do and Review and we have an open door policy for parents to liaise with the class teacher as and when appropriate. Information shared from the pupil and parent is a valuable part of our programme in supporting a child with SEND.

How the Governing Body addresses complaints around SEN provision

The Governing Body takes an active role in the life of the School and Mrs Turner (SEND link Governor) meets termly with the SENCO to discuss the progress of SEND pupils, the impact of SEND provision within the school and the views of parents. Should you have any concerns which are not addressed by speaking to the class teacher or SENCO please contact the school office and an appointment will be made for you to discuss your concerns with the SEND Governor. Your concerns will be noted and taken to the full Governors attention at the next planned meeting. The Governors will aim to resolve your concerns and feedback to you as quickly as possible.

What Arrangements are in place for supporting pupils with SEND when transferring to their next phase of education?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. We work closely with parents, children and staff to ensure these transitions run as smoothly as possible and where appropriate arrange for extra transition times to be made available for the child.

Planning for transitions within the school takes place mainly in the summer term. Arrangements for transition to Middle school starts in the September of Year 4, all Year 4 pupils attend Ryecroft Middle School for one morning a week each week with their current Year 4 teacher and teaching assistant to help prepare them for the physical changes of the school. Transition work and extra visits are undertaken in the Summer Term, however arrangements for pupils with SEND will be planned according to individual needs.

For any child transferring to a new school, information - previously agreed with parents- will be shared with the SENCO at their next school. The information will outline the child's needs, support that has been provided and the current School Support programme will be discussed. Where possible and appropriate, children will visit their new school on several occasions and, in some cases, staff

from the new school will visit the child at All Saints' and/or staff from All Saints' will accompany the child on visits to their new school.

Information regarding the Local Authorities Local Offer.

Staffordshire market place.

At All Saints' First School we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors and members of staff. We welcome your comments on our offer, these can be discussed with the SENCO or forwarded to the school office.

Reported prepared by

Mrs Y Ashley SENCO December 2014

Review of report due December 2015