



All Saints Church of England Primary School

Children and Families Act 2014

Special Educational Needs and Disability – The Local Offer

The Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website, and also be available through the local authority's published Local Offer. This document taken from Bury Council, Children Services framework and sets out the Local Offer at All Saints C.E. Primary School

How does the school know if a child or young person needs extra help?
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<i>How do you identify children/young people with special educational needs?</i>
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Information about children is gathered in a wide variety of different methods including:
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| <ul style="list-style-type: none">• Information from your child's pre-school setting.• Discussions from home visits prior to admission into school.• Early Years Foundation Stage data which is collected during classrooms observations as the children complete activities.• In school assessments. At All Saints the children are assessed termly. The data is used to identify attainment and progress. These measures can be used to show whether a child is falling behind their peers and/or whether the child is not progressing as expected.• Educational psychologist reports.• Social Services/TAF meetings. |
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What is the schools approach to teaching children and young people with special educational needs?

<i>How are the school's resources allocated and matched to children's special educational needs?</i>
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<i>How will school staff support a child/young person?</i>
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<i>Who will oversee and plan the education programme.</i>

Who will be working with my child/young person, and how often?
What will be their role?
Who will explain this to me?
How are School Governors involved and what are their responsibilities?

The resources needed to support your child will be outlined in the Education and Health Care Plan (EHC Plan) and teaching depends on this plan. The teacher and the teaching assistant will work with your child as will any other member of staff identified in the EHC Plan. This may be someone from an outside agency, such as the Visual Impaired Service.

The class teacher and the Special Educational Needs Co-ordinator (SENCO), {who is also the Deputy Head Teacher}, will be happy to speak to you and explain the approach we are taking with your child.

Parents are informed of any support that their child is given and they are given regular feedback as to the progress their child has made. The programme their child is taking is explained to them, the benefits of taking part and their participation in the programme is discussed with parental permission and support essential for success. Parents have the opportunity to meet with members of staff and discuss the progress and attainment their child is making.

The school's Governors are aware of the SEND regulations and there is a dedicated Governor for Special Educational Needs, who has had additional Governor training as well as a special interest in SEND

How will the school adapt the curriculum and learning environment for children and young people with special educational needs?

How will the curriculum be matched to my child's needs?
What are the school's approaches to differentiation? How will that help my child?

The Education and Health Care Plan will outline in part the provision needed for your child including suggested support from school staff. Differentiation is where the class teacher prepares different activities for different abilities. This happens as a matter of course and is evident in planning. For a child with an EHC Plan, lessons will probably need to be adapted further depending on their needs. This will be outlined and explored in the EHC Plan.

Differentiation will help your child because his/individual needs will be taken into account.

Every child's needs are different and teachers are very experienced in meeting them as far as possible.

Strategies to support/develop literacy/numeracy:

- Small group support in class through guided teaching
- Withdrawal in small group for planned interventions
- Withdrawal for 1:1 teaching of planned programmes by TA or teacher
- Use of specialist equipment such as seating, sound systems, personal screen for visually impaired
- Use of personalised curriculum
- Use of visual timetables and checklists
- Access to personal ICT
- Use of individualised success criteria

Strategies/programmes to support speech/language

- Interventions from a Speech and Language Specialist
- Delivery of a speech and language programme by a TA
- Talk partners
- Pre-learning vocabulary
- Use of visual strategies to support language

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs

- Intervention from an Occupational Therapist/Physiotherapist
- Delivery of planned programmes by TA
- Provision of equipment advised by specialist

How is expertise secured for teaching staff and others working with children and young people with special educational needs?

Are there specialist staff working at the school and what are their qualifications?

What training do the staff who support children/young people with SEND undertake?

What other services does the school access including health, therapy and social care services?

Liaison with Children's Disability Team (social care)

Referrals to and service level agreement with CAMHS

Referrals to and service level agreement with Educational Psychologists

School has access to a range of services. These include health, the school nurse, speech therapy, the visual impairment service, the hearing impaired service, social care and CAMHS.

Additional training for staff is secured where necessary. This might be delivered in school by external training sources using specialist teachers/health care professionals.

We are part of the Bury Primary Learning Collaborative and have regular access to specialist SEN training delivered by Bury Additional Needs Team.

What additional learning support will be available to children and young people with special educational needs?

How is a decision made about what type and how much support a child/young person will receive?

Describe the decision making process?

Who will make the decision and on what basis?

Who else will be involved?

How will parents be involved?

How does the school judge whether the support has had an impact?

The school will review progress made towards the EHC Plan recommendations every term. Parents will be invited to these meetings. All support programmes are reviewed and the impact they have had on student progress. All programmes are assessed on narrowing the gap in attainment for the individual student and ensuring that they begin to make expected progress. If this is not the case an alternative route is looked for unless the programme is working but needs more time to allow this type of progress to be made. If the support is for a behavioural issue the success criteria will be based around a reduction of negative incidents that impact on the progress of the student. As with academic interventions the key focus is if a programme has led to student making at least expected progress following the programme or are now beginning to narrow the gap.

How will the emotional and social development of children and young people with special educational needs be supported and improved?

What support will there be for a child's overall well being?

What is the pastoral, medical and social support available in the school for a child with SEND?

*How does the school manage the administration of medicines and provide personal care?
What support is there for behaviour, avoiding exclusions and increasing attendance?
How will a child be able to contribute his/her views? How will school support a child to do this?*

Use of the school's Behaviour Policy {available on school website}
Social skills/behavior modification groups
Referral to Behaviour Support Team
Support/supervision at unstructured times of the day including personal care

- Named TA at playtime
- Named midday supervisor at lunchtime
- Lunch time clubs, jobs and responsibilities

Planned programme of support from SENCO/TA
Regular parental contact sessions/ home school link book
Work with Family Support Workers
The school follows the **LA medicines policy**.

- Access to Medical interventions
- Strategies for the use of personal medication
- Individual protocols for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to school nurse
- Individual support plans for pupils with short term medical needs
- 1:1 support for life saving interventions

Pupils' views are sought and they are regularly given the opportunity to voice their opinions on both an informal basis and on a formal basis in review meetings.
Sex and Relationships policy
Anti-bullying policy

How will progress of children and young people with special educational needs be assessed and reviewed?

How will those children and their parents take part in any assessment or review? <i>In addition to normal reporting arrangements what opportunities will there be for parents to discuss progress with school staff?</i> <i>How does the school know how well a child is doing?</i> <i>How will parents know what progress their child should be making?</i> <i>What opportunities will there be for regular parental contact about things that have happened at school?</i> <i>How will school explain to parents how their child's learning is planned, and how a parent can support learning outside of school?</i> <i>How and when will a parent be involved in planning for their child's education?</i>
Individual Education Plan and Provision Maps Individual targets Regular review of targets with parents and child. Home school link book Mini prospectus of curriculum sent to parents each term {Available on website} Students are regularly assessed and these are feedback to parents formally twice per year. There is also an annual report for all students that reviews progress and attainment and sets goals for students. All support programmes are regularly reviewed throughout the year and students and parents receive feedback about progress and attainment during this period. All pupils have Parents' Evening where staff, students and parents can meet to review how progress and attainment are made. Parents are welcome to meet with members of staff to review any issues that there may be with the progress and attainment of their child. Meetings with parents often happen on an ad hoc needs basis in addition to the formal arrangements.
How will the effectiveness of the schools special educational provision be assessed and evaluated? How will children and their parents take part in any assessment or review? <i>How does the school know how effective its arrangements for children/young people with special educational needs is?</i>
All pupils are monitored through the progress tracking system. These are reviewed by members of the Senior Leadership Team at termly pupil progress meetings with teachers and TAs to ensure that progress is made by SEND students. If adequate progress is not being made then interventions are put in place.

Any interventions undertaken are regularly monitored with feedback given to both pupils and parents on attainment and progress.

School Improvement Plans

Progress and achievement of Vulnerable Children data in summer term

P-level and NC level data on attainment (current)

New progress/attainment data against year group expectations

Curriculum reports from all curriculum leaders for autumn term GB report

Termly Governing body meetings

Termly attendance report for GB report

Lesson observations of all teachers and HLTAs and feedback

Termly monitoring of all planning by senior management team

Annual appraisal meetings in the autumn term

Annual interim appraisal meetings in spring or summer terms

How can children and young people with special educational needs access the schools facilities?

How accessible is the school environment?

Is the building fully wheelchair accessible?

Have there been improvements in the auditory and visual environment?

Are there accessible changing and toilet facilities?

How does the school communicate with parents whose first language is not English?

How will equipment and facilities to support children/young people with special educational needs be secured?

All Saints has excellent safeguarding procedures embedded to ensure that all pupils, staff and visitors have a safe environment. The school does have wheelchair access but the school would need to review any application on a case by case basis to determine whether we could accommodate a child's needs even after reasonable adjustments. There are three disabled access toilets on site.

The school has all classrooms fitted with interactive whiteboards. There are information screens around the school in key areas that give information to students, staff and visitors. Students with both audial and visual impairment are taught at the school and their needs are met on an individual needs basis in liaison with the Bury Sensory Needs Team.

Laptops are available for students with SEND as appropriate and a wide range of subject specific aids are used including but not exclusively visualizers in English, different size and coloured balls in Physical Education, different fonts, overlays and larger print/worksheets and books. We work closely with Bury Council CLAS team to ensure that parents can have a translator and that letters are translated if required and information is available in different languages. CLAS work with students in school to help them develop their communication skills and there are extra-curricular clubs aimed at supporting these students, as well as support for teachers to develop inclusive practices.

What activities are available for children and young people with special educational needs in addition to the curriculum?

*How will a child /young person with SEND be included in activities outside the classroom, including school trips?
Will the child be able to access all of the activities of the school, and how will school assist them to do so?
How will school involve parents in planning activities and trips?*

All Saints has a fully inclusive policy and pupils with any form of Special Education Need are fully integrated in all aspects of school life. Pupils will be supported on a needs basis which may be one to one support with a teacher or TA, specific programme or teaching, small group work, lunchtime support etc.

Pupils requiring financial assistance are supported on educational trips and visits. We try to ensure that no child should be excluded for issues relating to SEN.

Parents are invited in to discuss prospective trips and visits and their feedback is welcomed through individual contact and through parent voice.

Transition

*How will the school prepare and support a child/young person to join the school, transfer to a new school, or the next stage of education and life?
What preparation will there be for both the school and a child before he/she joins the school?
How will a child be prepared to move onto the next stage?
What information will be provided to his/her new school?*

All Saints has an extensive transition programme for students. The school holds an Open Evening and Open Days and encourages visits for prospective pupils and parents. There is a programme of home visits before the pupil begins at All Saints.

We regularly have events and taster sessions with partner high schools to familiarise students with the school site in Years 5 and 6. We have established a local Cluster Group to establish closer links with high school colleagues.

Once students have been accepted at their High school the transition visits to occur. At these meetings a member of staff meets with high school staff and provides assessment and progress data, attendance information, behaviour information and any other information with regards concerns about the pupil and friendship groups. The SENCO will attend the annual review for EHC Plan students.

The high schools have transition days where students go to meet classmates and experience a day in their new school. Pupils that have been highlighted as vulnerable, have a statement or additional needs usually go for a further visit or visits to help them become more familiar and confident with the transition to high school. Pupils that have been identified in this group, are invited to a Summer School to further develop their confidence around the high school of their choice.

Who can parents contact for further information?

Who would be the first point of contact if a parent wanted to discuss something about a child?

Who else has a role in a child's education?

Who can parents talk to if they are worried?

Who should a parent contact if they are considering their child joining the school?

Who is the SEN co-ordinator and how can they be contacted?

Parents can contact any member of staff to discuss any concerns or issues they have. The School Office will be able to help any parent with their enquiries and get them the relevant support or contact they require.

If a parent is considering joining the school they should contact Mrs Bailey, (Business Manager) who will arrange for them to visit school. The SENCO is Mrs Farrell, who is also our Deputy Head Teacher. Either can be contacted by phoning school on 0161-796-3392.

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