

# All Saints' Primary C of E Primary School

## Special Educational Needs Information Report

All Saints' C of E Primary School and Nursery Unit is part of the Yarrow Learning Alliance



How we support children with special educational needs or disabilities.

### Our vision

By working in partnership through innovation, creativity and challenge our children will become successful motivated citizens who are equipped to face the challenges of the future.



We are a primary school and nursery unit and we admit pupils from age 3 to 11. All Saints' Primary School also has additional provision for children with complex special needs, eg. ASD (autism, global developmental delay and mild learning difficulties).

Our Ofsted rating is 'Good'. Our most recent inspection was in November 2011. The full report can be downloaded from Ofsted's website, please click the following link for further information.

<http://allsaintscofe.lancs.sch.uk/ofsted/>

### **How does your school ensure that children who need extra help are identified early?**

Children are identified as having special educational needs through a variety of ways including the following:-

- Concerns raised by parents.
- Concern raised by teacher, for example for behaviour or if self-esteem is affecting performance.
- Consultations between class teacher and member of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service, Speech and Language Specialists
- Health diagnosis through a paediatrician.
- Liaison with previous school or setting, if applicable.

### **What should a parent do if they think their child may have special educational needs?**

Talk to us - in the first instance contact your child's class teacher; if you still have concerns contact, Joanne Platt Special Educational Needs Co-ordinator (SENCO), Sarah Partington (Headteacher) or Charlotte Chadwick (Deputy Headteacher).

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **Who will explain my child's needs and progress to me?**

- The class teacher will meet parents at least on a termly basis (this could be as part of Parent's Evening) to discuss your child's need, support and progress.
- For further information or to discuss support in more detail please contact Joanne Platt (SENCO).

### **How will school support my child?**

- Our SENCO oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher will provide individual targets for your child to aim for. These will be evaluated regularly alongside teaching assistants to ascertain the success of any interventions and adapted as and when required.

There will be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.



- Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- We have teaching assistants that are trained for speech, language and communication. Some of our children with language difficulties use symbols, picture exchange communication (PECs) or ipads to help them communicate their needs.

### **How are the Governors involved and what are their responsibilities?**

- The Headteacher reports to the Governors every term to inform them about the progress of the children with educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for special educational needs and meets regularly with the Headteacher. They also report to the Governors to keep them informed.

### **How do teachers match the curriculum to an individual child's needs?**

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there will be a varying amount of different levels of work and activities set. This includes on occasions, individual work differentiated for a specific child.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

### **How are the school's resources allocated and matched to children's special educational needs?**

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of dedicated teaching assistants and part of their responsibility is to deliver interventions designed to meet individual children's needs.
- The budget is allocated on a needs basis. The children who have the most complex need are given the most support.

### **How is the decision made about what type and how much support my child will receive?**

The class teacher and SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

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

- By reviewing children's targets regularly and at least termly and ensuring they are met. A copy of the targets will be given to the parent.
- The child is making progress academically against national/age expected levels, discussed at Progress Meetings attended by the Class Teacher, a member of the Senior Leadership team and the SENCO.
- Verbal or written feedback from the teacher, pupil and parent.
- Children may be taken off the Special Educational Needs register when they have made sufficient progress.

### What opportunities will there be for me to discuss my child's progress?



- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at parents' evenings or drop in sessions after school.
- You are also welcome to discuss your child's progress at any time by arranging a time to meet with either the class teacher or SENCO

### **How will you help me to support my child's learning?**

- The class teacher or SENCO can offer advice and practical ways of how you can help your child at home.
- The class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have individual targets for their specific learning need.
- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Need or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- Recommendations from external agencies eg. A speech and language therapist will be shared with you so that strategies can be implemented at home and school.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- There is a homework club after school, and support club sessions at lunch times to support any pupils who have been unable to complete their home learning.

### **How do you measure my child's progress?**

- As a school we measure children's progress against national age related expectations.
- The class teacher continually assesses each child and they are given targets in numeracy, literacy and reading they work towards.
- Children that do not make expected progress are identified at half-termly Pupil Progress meetings. Their targets will be reviewed to ensure that they are achievable. These may then be adapted into smaller steps or a different approach may be tried

## **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.

- Every child is offered a free breakfast in school to help children socialise, develop life skills and independence. It also helps children start the day in a positive way.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class therefore this should be your first point of contact. If further support is required the class teacher liaises with the Learning Mentor or Senior Leadership Team.



## **How does the school manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the office if medication is recommended by a Health Professional to be taken during the school day. The Senior Leadership Team have responsibility for administering this.
- The school has a number of staff who are fully First Aid trained, including some who are trained in paediatric First Aid. All staff are kept up to date with relevant medical training. Epipen and epilepsy

training are provided by NHS professionals as appropriate

- If the child requires personal hygiene care this will be managed through an individual care plan. Care plans are devised by the relevant health professionals, using a school nurse, and are passed to the relevant class teacher. A master copy is kept in SEN records.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a positive approach to behaviour management with a clear Behaviour policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions within their class. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded.
- After any 'red card' incidents we will inform you about what happened.

### **How will my child be able to contribute their views?**

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council or conversations with class teachers/learning mentor/subject leader.
- Children who are placed on the SEN register will complete an 'All about Me' profile. This will be reviewed with the child with their teacher and teaching assistant at least termly.
- If your child has a Statement of Special Educational Needs or an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

**What specialist services and expertise are available at or accessed by the school?**

- The Headteacher has a Diploma in Special Educational Needs and the Deputy Headteacher has a BA hons in Psychology.
- We have a Speech and Language Specialist that comes into school and works with children with Speech, Language and Communication Difficulties on a regular basis.
- We will work closely with any agencies that we feel are relevant to individual children's needs within our school. These may include GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Child and Adolescent mental Health Service (CAMHS) and Child Services.
- The 'Lancashire Local Offer' is available at: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

**What training have staff supporting children with educational needs, had or are currently having?**

- All our teaching assistants have had phonics training and some have had other training in reading, spelling and multi-sensory programmes such as Better Readers.
- We have a number of members of staff who are ELKAN trained plus have received training in delivering Speech and Language programmes planned by a Speech and Language Therapist.
- We also have numerous teacher and teaching assistants that are trained in delivering Welcomms and Talk Boost aimed at Speech, Language and Communication Difficulties.
- A small number of teachers and teaching assistants have had training in Dough Disco and Funky Fingers, an intervention to help develop fine motor skills.
- We also have staff who are trained in ASD (Autism Spectrum disorder).

## How will my child be included in activities outside the classroom including day and residential trips?

We aim for all children to be included on school day trips and residential stays. We will provide necessary adaptation, having consulted with you, to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, than alternative activities, which will cover the same curriculum areas will be provided in school.



## How accessible is the school environment?

- The school, including the early year's area, is wheelchair accessible.
- There is a disabled toilet, which is large enough to accommodate changing and personal hygiene care.
- Our classrooms environment and corridors are low sensory so that they are 'autism friendly'.
- The school also has 20 ipads, each with Internet and e-mail access which are regularly used to support the needs of SEN children. The school has a range of ICT programmes and apps for children with SEN in addition to headphones and radio microphones.

**How will the school prepare and support mybchild when joining the school or transferring to a new school?**

- The Pupil Support Mentor runs a series of 6 transition sessions with Year 6 children. Teachers from the local high schools visit the school in the Summer term to ease transition and on a specified date, the children all have the opportunity to visit their new school
- For children with special educational needs or disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings
- If your child has a Statement or an Educaton, Health Care Plan and is changing to a new school we will whenever possible, arrange a review meeting with relevant staff from the receiving school.

**How are parents involved in school life?**

- We have 'Parent Workshop' Days which give parents the opportunity to see and participate in their children's learning and offer their views on day to day school life.
- Parents are also welcome to help out as volunteers, for example, listening to readers.
- Parents are also invited to class assemblies.

**Who can I contact for further information or to discuss a concern?**

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the Special Educational Needs Coordinator (SENCO).
- Look at our Special Educational Needs policy in our website.

**Who should I contact if I am considering whether my child should join the school?**

- Contact Joanna Walters (School Bursar), to arrange a meeting and tour of the school.
- If your child has a special educational need or disability you could contact the Special Educational Needs Coordinator (SENCO) who will discuss how the school could meet your child's needs.