

# East Riding Local Offer



## All Saints' CE Federation

### 1. What are the following contact details for your school?

	Special Educational Needs Coordinator (SENDCO)	Special Educational Needs (DSEN) Governor	Who should parents/ carers contact if they have a compliment, concern or complaint about your school?
Name	Mr J Rennardson	Mrs K Fisher	Miss K Wood/Mr J Rennardson for complaints Miss K Wood (Headteacher)
Contact number	01482 648082	Contact through school: 01482 648082	01482 648082
Contact email	<a href="mailto:allsaintsce.inclusion.federation@eastriding.gov.uk">allsaintsce.inclusion.federation@eastriding.gov.uk</a>	Contact through school: <a href="mailto:allsaintsce.federation@eastriding.gov.uk">allsaintsce.federation@eastriding.gov.uk</a>	<a href="mailto:allsaintsce.federation@eastriding.gov.uk">allsaintsce.federation@eastriding.gov.uk</a>
Address	Northholme Road, Hessle, HU13 9JD	Contact through school: Northholme Road, Hessle, HU13 9JD	Northholme Road, Hessle, HU13 9JD

### 2. What is the ETHOS of the school regarding Children and Young People with Disability and Special Educational Needs (DSEN)?

All Saints' CE Federation is a mainstream setting, catering for children from 3-7 as we do have Nursery provision. We value diversity and extend a warm welcome to all children, recognising that they present a wide range of strengths and needs which are recognised and regarded positively.

We believe that all children should be respected and valued as set out in our Christian Values. We try hard to make sure that all children:

- Have a broad and balanced curriculum which is differentiated to meet their needs
- Learn and make progress according to their own individual abilities/potential, to achieve the best possible educational and other outcomes
- Have equal access to opportunities, resources, provision and interventions as required
- Enjoy their learning, grow in their confidence and in their ability to communicate their own needs

Special educational provision is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within our setting or require involvement of specialist staff or support services.

All teachers are teachers of pupils with DSEN and as such provide high quality teaching which takes account of the particular individual needs of pupils with DSEN within the classroom.

### 3. Provide the link to the following policies on the website of the school.

DSEN Policy  
Anti-bullying Policy  
Health and Safety Policy  
Safeguarding Policy

#### **4. What is the standard admissions number?**

How many Children and Young People do you have on roll? **750**

How many Children and Young People have DSEN? **378**

How many Children and Young People have a statement or Education, Health & Care Plan? **9**

#### **5. How does the school:**

- **Identify and assess Children and Young People with DSEN?**

Children may be identified as having additional needs through a variety of ways, including the following:

- Concerns raised by a parent/carer and/or teacher
- A child frequently asking for help or becoming particularly frustrated, for example
- Information from previous settings (Nurseries, Playgroups, other Infant or Primary Schools etc)
- Information from other agencies e.g. Portage, Health Visitor
- Health diagnosis from a doctor or paediatrician
- A child working below age-related expectations

The class teacher continually assesses each child and notes areas where they are improving and where they need further support, so children who are not making expected progress are quickly identified.

Support will be given to any child with additional needs; however, if a child is still not making expected progress, further assessments will be undertaken to see if there is a particular barrier to that child's progress and a special educational need may then be identified. Of course, there are times when we know straight away, from information given to us by other professionals and parents, that a child has a special educational need.

- **Assess and review progress of Children and Young People with DSEN?**

Children's progress in learning is measured against age-related, national expectations on a regular basis. The targets in plan are reviewed termly (although of course teachers are constantly assessing progress on a daily/weekly basis). We can see if a child is making expected or better progress towards the outcomes which were identified: there should be evidence that the level and type of support is working. Targets are then updated and new targets are set. If a child has not met the targets set or made better or expected progress, different approaches or strategies would be put in place. Further assessments will be undertaken and we may at this point discuss with parents requesting advice from a specialist. Our cycle is 'Assess, Plan, Do, Review'.

- **Evaluate the effectiveness of provision for Children and Young People with DSEN?**

When we review children's progress, we evaluate how effective the additional provision has been and whether it has provided the best possible outcomes for the children. We then plan our next cycle of provision accordingly, to meet the needs of identified children. We are always seeking to improve our practice and ensure that children with SEND have the best possible support to meet

#### **6. Who are the best people to talk to in your school about a Child or Young Persons difficulties with learning/ Disability and/or Special Educational Needs (DSEN)?**

The SENCO, Mr J Rennardson, is usually the best person to talk to about a child's difficulties with learning/DSEN. However, parents may want to discuss a concern with the class teacher initially.

**7. What are the different types of support available for Children and Young People with DSEN in school?**

In the new Code of Practice for SEND, four areas of need are identified:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

If a child has been identified as having special educational needs in any of these areas, there will be a discussion with parents and the child and a Termly Support Plan (TSP) will be drawn up. This will have clear outcomes, next steps and the type of support required to meet the child's specific needs. The class teacher oversees, plans and works with each child with SEND in the class to ensure progress is made. Advice and support from other professionals (for example Speech and Language Therapists) will be requested where there is a need for specialist input and after discussion with parents. The nature of the support will vary according to a child's needs; it may be that there is an intensive, additional phonics programme to help a child with reading or perhaps a programme of exercises to help a child with physical needs. The support may be given 1:1 (by a classroom TA, a TA assigned to a child with high level needs, or by the school's SEN TA) or in a group, where children have similar needs. The school has a Higher Level Teaching Assistant who has trained as an ELSA – Emotional Literacy Support Assistant. She works under the direction of the SENDCo to support children who may have social, emotional or behavioural needs.

**8. How will the school ensure ALL staff are aware and understand a Child or Young Person's DSEN?**

Information is shared to key members of staff in detail. In addition, profiles are completed for children with DSEN; these include a summary of the child's particular needs and a photograph. These are shared with all staff within school and are then available if we have supply teachers, visiting sports coaches etc.

**9. How will the school let a parent/ carer know if they have any concerns about their Child or Young Person's learning?**

We will contact you to arrange a meeting to share information and discuss our concerns. We will then talk about the outcomes we would all want for that particular child and ways he or she could be supported to achieve those outcomes. This will form the basis of a Termly Support Plan.

**10. How is support allocated to Children and Young People?**

We ensure that the special educational needs of children are met to the best of the school's ability with the funds available. Children with Statements of SEN (Education, Health and Care Plans since September 2014) may receive some 'protected' funding from the Local Authority and then the school supports the Statement or EHC from the school's DSEN budget. We will often allocate teaching assistants, funded from this part of the budget, to support individual children's needs and help them achieve the outcomes set out in their Termly Support Plans; this may include delivering intervention programmes to small groups.

School budgets are closely monitored to ensure the resources are allocated appropriately to match and cater for the needs of all our children with DSEN.

**11. How does support move between the key stages?**

When a child moves from Foundation Stage to Key Stage 1 and to Key Stage 2, there will be a review of the Termly Support Plan with parents/carers when progress and future needs will be assessed. Support will be provided to meet agreed outcomes. If a child has a Statement of SEN or an Education, Health and Care Plans and has some 1:1 support, TAs working with that child will continue to do so as far as possible. When transferring to KS2, this is not always possible, but there is good liaison and many opportunities for a child and parents/carers to meet with new support staff to develop relationships. Currently we contribute to the Termly Support Plans for any Y2 children who will still need SEN Support for their first term in All Saints' Juniors, and for Y6 children who will still need SEN Support for their first term in Secondary Education. This ensures that there is continuity of support.

## **12. Which other people and organisations provide services to Children and Young People with DSEN in your school?**

When required, we draw upon a wide range of specialist expertise and work closely with many external agencies including:

- Health Visitors and our allocated School Nurse
- NHS Speech and Language Service
- Education Inclusion Service – for Educational Psychologist and Behaviour Support
- Children’s Centres
- NHS Physiotherapy Service
- NHS Occupational Therapy Service
- CAMHS (Child and Adolescent Mental Health Service)
- SaPTS (Sensory and Physical Teaching Service). This service offers support for children with hearing or visual impairments and also for children with physical difficulties.
- Early Support
- Portage (a service that works with pre-school children)
- Social Care

## **13. What training have staff received to support Children and Young People with SEND?**

Staff have had training in Intensive Interaction, supporting children with Autistic Spectrum Conditions.

Two members of staff have had PECS training (Picture Exchange Communication System). The majority of teaching assistants and teachers have also had signing training and some have had additional Speech and Language training. Four Teaching Assistants have had training in leading Social Communication groups. Six teaching assistants have had Team Teach training. Staff have also had additional phonics training, guided reading and writing training with particular reference to supporting children with learning difficulties. They have also been part of Talk4Writing training.

Our SENCO has Certificates in Advanced Educational Studies in the Teaching of Pupils with Special Educational Needs (SN1 and SN2) from the University of York St John and also has a Certificate in Specific Learning Difficulties (Approved Teacher Status). National Award for special education needs coordinator and a trained reading recovery teacher.

Our HLTA is trained as an Emotional Literacy Support Assistant and our SEN TA has studied (very successfully!) for three diplomas in SEN.

Other future training will include:

- Further Numicon training to support children with mathematics
- PECS training (Picture Exchange Communication System) for children identified as needing this
- Precision teaching
- The SENCO is responsible for ensuring staff in the school have the relevant training to support particular children with whom they are working.

## **14. How will teaching be adapted for a Child or Young Person with SEND?**

All children are entitled to high quality teaching adapted to children’s needs to enable them to access the curriculum. Work within class is differentiated so that all children are able to access the curriculum according to their specific needs; all children are set appropriately challenging targets as we have high – but realistic – expectations! Class teachers and/or teaching assistants may be allocated to work 1:1 with a child with DSEN or in a small group to target more specific needs. If appropriate, specialist equipment may be provided for a child e.g. writing slopes, pen/pencil grips or ‘easy-grip’ scissors.

## **15. What support is available for parents/ carers of a Child or Young Person with SEND?**

The School welcomes working in partnership with parents/carers; we have an open door policy and parents/carers are welcome to come and discuss their child's needs at any time. We involve parents in school life in many ways e.g.

- home activities, parent helpers in school, a Parents' and Friends' Association, annual questionnaires and curriculum meetings. We also have two Parent/Carer Evenings (Autumn Term and Spring Term) which are opportunities to share information about your child and give updates on progress. Suggestions for supporting children at home will also be discussed.
- Children with DSEN will have Termly Support Plans, which will be discussed with parents to gain their views and input into the outcomes agreed upon.

In addition, our SENCO is always happy to meet with parents/carers and offer advice and support. We advise parents/carers about other services that can also offer support e.g. The Children's Centre, FISH (Families Information Service Hub) and the School Nurse or Health Visitor. Courses that might interest or be useful to parents/carers are also signposted.

**16. How is the school's physical environment accessible to Children and Young People with DSEN?**

As a school we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs. The Infant school is on one level and is accessible to wheelchair users.

The Junior School is dual sited with two levels.

We also have three disabled toilets and three disabled parking bays. The school has an up to date Accessibility Plan and we have plans to make the school even more accessible e.g. displaying signs at different levels for wheelchair users.

**17. What facilities are available for Children and Young People with DSEN on the school site e.g. special quiet room, lunchtime club?**

There are various smaller rooms within school that can be used for working with individuals or small groups of children with SEND

These rooms may also be used for other groupings/activities but they provide a quiet, calm atmosphere where additional provision for children with DSEN can take place. All rooms are well equipped with a wide range of resources for supporting children with DSEN. Additional equipment is provided where necessary, ranging for example from free-standing toilet frame to special pencil grips.

We are in the process of creating a sensory garden area in the near future and have a sensory tent.

Support is available at lunchtime for children with social and emotional needs and there is a Playground Games club once a week.

School trips are an important part of our broad curriculum and we make sure that they are suitable for all children. A risk assessment is carried out well before we go to ensure everyone's health and safety.

**18. How will Children and Young People be supported during transitions? (when moving to or from another setting/ school/ or between classes/ groups in school)**

Home visits are made when children join our Nursery (Foundation Stage 1) or Reception (Foundation Stage 2). These visits are really important so that we obtain vital information from parents and also can answer any questions. If other agencies or settings are involved, we make contact with them and both gather and exchange information. There may be Early Support meetings, where everyone involved with a child with additional needs comes together to plan next steps.

For children joining in KS1 or KS2, we encourage visits to the school prior to starting so that they can be shown round and again information can be shared. Again, there will be liaison with the child's existing setting; termly support plans will be shared and provision will be put in place to ensure a smooth transition.

When children move from one year group to another, or when they move to our Junior School or another school after Y2, the following takes place for children with high levels of need:

- Extra class visits
- Transition books with photographs of new staff, the new classroom etc
- Transition meetings with parents, staff and the child
- A summary of key information is provided (as well as more detailed records) so all staff can be quickly made aware of a child's needs

There are, of course, transition meetings between teachers to share key information for all children when moving to another class.