

# **‘Building the bridge to success together’**

## **All Saints’ CE Federation**

### ***Disabilities and Special Educational Needs (DSEN)***

### ***Information Report***

#### **Our ethos for children with DSEN:**

**All Saints’ C of E Federation is a mainstream setting, catering for children from 3-11 as we do have a Junior site and an Infant site, with Nursery provision as part of this. 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.**

#### **VISION**

As part of the Christian ethos of All Saints’ CE Federation our vision is that every child is  
Respectful, Independent, **C**onfident, **H**appy, **E**nthusiastic and **R**esilient – **RICHER!**

#### **Aims**

All Saints’ CE Federation aims to:

- Unlock the potential in every child
- Develop children with lively enquiring minds
- Develop children’s perseverance and their capacity and passion for learning
- Develop children’s ability to communicate and form positive relationships
- Encourage children to value diversity
- Provide rich and varied experiences within an exciting and challenging curriculum
- Support children to develop healthy lifestyles
- Encourage children to become active, responsible citizens in a rapidly changing world

#### **Core Values**

At All Saints’ we believe that it is important to develop core values by which to live and cultivate moral standards that support and form character, spiritual awareness and self-esteem. We feel a deep responsibility to nurture core values that can be shared and

expressed by all. We will seek to explore the meanings of our core values and their significance in Christianity, other religions and secular teachings.

As a federation we advocate four key values that we believe are the most important for our children. The gifts of **Thankfulness, Forgiveness, Courage** and **Community** are the key values we want our children to leave with. These four key values underpin everything we do in our schools.

**‘Building the bridge to success together with God’**

**“The leader has a good knowledge of the individual needs of these pupils and is ambitious for them.” Ofsted 2018**

## **Some frequently asked questions...**

### **What do we mean by a disability or special educational need?**

The new Code of Practice for DSEN (which came into force in September 2014) states that: A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 a mainstream school.

It goes on to identify four broad areas of need:

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

### **How we know if children have additional or special needs and require extra help to break down barriers to learning?**

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
- Information from previous settings (Nurseries, Playgroups, other Infant or Primary Schools etc)
- Information from other agencies e.g. Educational Psychologist, Speech and Language Therapist and Health Visitor etc
- Health diagnosis from a doctor or paediatrician
- A child working below age-related expectations and not making progress.

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.

**“...needs are identified early through the school’s effective assessment systems and appropriate work and support enable them to make good progress.” Ofsted 2014**

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.

**What should I do if I think my child may have special educational needs?**

Talk to us – firstly contact your child's class teacher. If you need more information, please contact our Inclusion Lead. We believe that positive relationships between parents and school are so important.

**What will we do if we think a child may have special educational needs?**

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.

**How will staff support my child?**

Our Inclusion Lead closely monitors all provision and progress of any child who needs additional support across the school. If a child has been identified as having special educational needs, there will be a discussion with parents and the child and a Learning Passport and Support Plan 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 DSEN 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.

**How will teaching and the curriculum be matched to my child's needs?**

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.

**How do we know if the support or strategies used have had an impact?**

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 based on the 'Assess, Plan, Do, Review' model.

**How will I know how my child is doing and how will you help me to support my child's learning?**

The class teacher will meet with parents at least twice a year (this could be as part of Parents'/Carers' Evening) to discuss your child's needs, support and progress, including the Termly Support Plan (TSP). The Inclusion Lead will meet with parents/carers three times a

year to review progress and set new targets. He will also be available on Parent' Evening if anyone wants to drop in or make an appointment. We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or Inclusion Lead to discuss how your child is progressing. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between home and school and we aim to communicate regularly, appreciation your views and input.

If a child has more complex DSEN and has an Education, Health and Care Plan (this replaced Statements of Special Educational Need from September 2014), a formal Annual Review will take place to discuss your child's progress and a report will be written. There will still be termly meetings to discuss Learning Passports and Support Plans.

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

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council where issues or viewpoints can be raised and these are then discussed in each class.

Children who have Support Plans discuss their targets with their class teacher and/or the Inclusion Lead. There is an annual pupil questionnaire where we actively seek the viewpoints of children. If a child has a Statement or, after September 2014, an Education, Health and Care Plan, we ask for their views before any meeting or they attend the meeting themselves.

### **What support will there be for my child's overall well-being?**

We are an inclusive school: we welcome and celebrate diversity. All staff appreciate that children need to feel secure, confident and have high self-esteem in order to achieve positive well-being. Through regular Circle Times and our daily Worships, we ensure that the school develops children's personal, social, spiritual and moral education as well as their academic education.

The class teacher has the primary responsibility for the well-being of every child in the class. However, the class teacher can liaise with the Inclusion Lead for further advice and support if this is required. We have members of staff who have trained as an ELSA – Emotional Literacy Support Assistant. They work under the direction of the Inclusion Lead to support children who may have emotional or social needs.

### **How does the school manage the administration of medicine?**

- The school has a policy regarding the administration and managing of medicines on the school site. (There are links to relevant policies at the end of this document)
- Parents need to contact the office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Admin Staff oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

### **What specialist services and expertise are available at or accessed by ASF?**

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

### **What training have staff had or are going to have?**

- All staff have had updates on the new Code of Practice, including the Education Health and Care Plans. They have also had training in supporting children with Autistic Spectrum Conditions and Strategies for supporting children with a range of Special Educational Needs. Teaching Assistants and teachers have also had training related to Speech and Language and many have now had signing training. 6 Teaching Assistants have had training in leading Social Communication groups and 16 had a session on ‘Intensive Interaction’ led by an Inclusion Practitioner. 8 TAs have had training for using PECS (Picture Exchange Communication System) – usually for children with autism. All TAs have had training on Precision Teaching and 20 have had training on Sensory Processing.

Staff have also had additional phonics training, guided reading and writing training with particular reference to supporting children with learning difficulties.

Future training will include:

- Additional training in the use of Numicon to support maths
- Further training on supporting children with emotional needs
- The Inclusion Lead is responsible for ensuring staff in the school have the relevant training to support particular children with whom they are working

### **How accessible is the school environment?**

As a federation 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 on two levels but we ensure that any children with mobility difficulties will be based on the ground floor. We also have disabled toilets and two disabled parking bays at each site. The federation has an up to date Accessibility Plan and we have plans to make the sites even more accessible.

### **What facilities are there for children with DSEN?**

There are several smaller rooms within each school site that can be used for working with individuals or small groups of children with DSEN. 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 these rooms are well equipped but the Quiet Room at the Infant site and the SEN room at the Juniors have a particularly 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 now have a sensory rooms in both the infants and the juniors.

### **How will my child be included in activities outside the school classroom, including school trips?**

A range of clubs will be offered to children during the year, some only in one term (either at lunchtime or after school):

Choir; Gardening; Dance; Drama; Art Club; Board Games; Games; Reading; Computing; Singing and Signing; Football; Rugby; Maths; Colouring; Dodge Ball. These clubs will be available to all children in a specified year group, although there will be limits on the numbers for some clubs. Children with DSEN are actively encouraged to participate. 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.

### **How is support allocated and matched to children's special educational needs?**

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 Education, Health and Care Plans (formerly statements of special educational need) may receive some 'protected' funding from the Local Authority and then the school supports the 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.

## **How will All Saints' C of E Federation prepare and support children to join the school, transfer to a new setting or the next stage of education?**

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 other years, 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; 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 transfer to secondary school, 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

## **How are parents/carers involved in school?**

The School welcomes working in partnership with parents at all stages of their child's education. We have an open door policy and parents are welcome to come and discuss their child's needs at any time. These are some of the ways we involve parents in school:

- Home activities, parent helpers in school, annual questionnaires and curriculum meetings. We are really grateful for all the help we receive from parents and would love to have more volunteers.
- We also have two Parent/Carer Consultation evenings (one in the Autumn Term and one in the Spring Term) which are opportunities to share information about your child and give updates on progress.
- Children with DSEN will have Support Plans, which will be discussed with parents to gain their views and input into the outcomes agreed upon.

## **Who should we contact if we have a compliment or concern about DSEN in All Saints' C of E Federation?**

We are always pleased to receive feedback from parents; it is lovely to know when we are 'getting it right' but if there are concerns, we would like to know about them as soon as possible so we can address these quickly. Mr Rennardson is the person to contact first with compliments or concerns.

### **What is the Local Offer?**

Local Authorities have to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Disabilities and Special Educational Needs (DSEN). The purpose of a local offer is to enable parents and carers to see more clearly what services are available in their area for children with DSEN and how to access them. As part of this Local Offer, we have completed a proforma, requested by the Local Authority; this is also on our website and includes very similar information to this report. FISH (Families Information Service Hub) already provide information, advice and support to all parents: fish@eastriding.gov.uk. FISH can be contacted by telephone (01482 396469) or by email – www.fish.eastriding.gov.uk. The Local Authority's Local Offer can be accessed at [www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)

### **Other policies which relate to DSEN**

- DSEN policy
- Inclusion Policy
- Anti- Bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Medical Needs Policy
- Intimate Care Policy

Reviewed: November 18