



All Saints First School's Local Offer 2016 - 17

What is the Local Offer

All Saints First School's Local Offer is information for parents / carers of children who have Special Educational Needs (SEN) and for all those who support children with additional needs or disabilities. This information outlines the support and provision they can expect to receive if they choose All Saints First School for their children.

Our Commitment

All Saint First School is committed to the concept of a comprehensive, inclusive education which offers all children the chance to succeed. Children with SEN work in a positive and supportive atmosphere. There is a commitment to providing the best possible universal provision for all starting with quality, dyslexia friendly teaching in every classroom. This encourages pupils to have a greater sense of commitment to the school and their education and has a positive impact on raising achievement. Additional support is available, when required, for children of any year group and of any ability. When provided it is with the intention of increasing access, raising attainment, encouraging ambition and improving attitudes. Rather than modifying expectations for children we believe in providing differentiated and individualised support where necessary, whether that be within class, in small groups or one-to-one. In this way all children are able to reach their full potential in terms of learning and extra-curricular participation.

How does All Saints know if children need extra help and what should I do if I think my child may have special educational needs?

A child may be identified as having a Special Educational Need at any stage during his / her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention. At All Saints we might identify that a child requires additional assessment and targeted support through the following initial processes:

- Early Years liaison for Year N children transferring into Year R
- Phonic & numeracy assessments for all children in EY's and KS1
- Identified limited progress being made across subject areas
- Teacher concerns leading to referral to SEN department
- Parental concerns

- If you feel that your child may have Special Educational Needs then you should contact the SENCo Miss Fitzgerald. Once a child has been referred they will undergo a more detailed assessment.

How will All Saints staff support my child?

All Saints are committed to quality teaching for all. Teaching staff will support individuals at a level appropriate to their needs through effective differentiation and resource adaptation in the classroom. We are a Level 1 Dyslexia Friendly School and all lessons and resources will be presented in dyslexia friendly formats. Teaching staff are expected to take full responsibility for the progress and achievement of all learners in their classroom including those with SEN.

Additional support may be provided based on an up to date assessment of the student’s needs. This support will follow the process of Plan, Assess, Do, Review and will work towards clear outcomes which are listed on the child’s individual education plan.

Additional support includes:

In the classroom	Small groups	One to one
Dyslexia Friendly strategies Teaching Assistant support Resources – reading rulers, pen grips, stress balls Study techniques e.g. mind mapping	Additional Phonics Support (Literacy) Talking Partners (Literacy) Support Early Literacy Support (ELS) Mini-DEMS support in EY’s Reading Buddies (Physical – large & fine motor skills) Nurture Groups (Self Esteem & Confidence)	FFT Literacy Intervention (literacy) Precision teaching (literacy & numeracy) Reading Support Pandora’s Box (Physical – large & fine motor skills) Speech, Language & Communication Programmes 1 st Class Numeracy Intervention

How will the curriculum be matched to my child’s needs?

When a child has been identified with Special Educational Needs their work will be differentiated by the class teacher to enable them to enjoy equal access to the curriculum.

Where appropriate a Teaching Assistant will be allocated to support children either within the classroom or to deliver an appropriate intervention. In all cases clear objectives will be set and progress monitored. In no way will a Teaching Assistant replace the role of a teacher. Their aim will be to facilitate learning and to support the children in developing independent learning skills.

If a child has been identified as having Special Educational Needs they will devise in collaboration with their teacher, SENCo and their parents an Individual Educational Plan (IEP). This will be used to inform staff of their preferred working styles and also to monitor progress against the objectives identified for them.

A termly review meeting will take place for all children on the SEN register. This will be to review their IEP and the progress made towards the objectives for the child. The child, their parents, the class teacher and the SENCo will all attend. During each review a decision will be made as to whether the child's needs have been met, in which case they will move off the SEN register or whether further interventions are required.

How will school and I know how my child is doing?

As part of the termly review of the IEP data will be collected about your child. This will include target and actual levels of attainment.

Any other information will be communicated with you on an individual basis by your child's teacher or SENCo. This will include any issues with attendance or behaviour.

How will school support me to support my child's learning?

There is an annual programme of events for all parents of children on the SEN register. For the next academic year these include:

Tues 18 th October 2016	4pm – 7pm	Parent's Evening
Tues 1 st November 2016	3.30pm – 5pm	SEN Parent's Evening
Tues 7 th March 2017	4pm – 7pm	Parent's Evening
Tues 14 th March 2017	3.30pm – 5pm	Parent's Evening
Tues 13 th June 2017	3.30pm – 5pm	SEN Parent's Evening

These events provide an opportunity for you to meet the SENCos, talk with your child's teacher and teaching assistant, collect resources and speak with other parents.

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

Every half term the progress of SEND learners will be reviewed. This will include looking at attendance, exclusions, bullying incidents and credits received. Where there are

differences between the data for SEN students and that for the whole school the SENCos will investigate further and put appropriate steps in place to close the gap.

Within All Saints we have strong pastoral care. Each SEND child will have an assigned teaching assistant who will work together with the class teacher and SENCo to meet the pastoral needs of each child.

Where pastoral needs are identified we have a range of interventions to support students. These include lunchtime support, buddying systems and nurture programmes.

The Headteacher is responsible for the upkeep of the Medical Needs Policy as well as overseeing the Medical Care Plans for all children with medical needs.

What specialist services and expertise are available at or accessed by All Saints?

Some staff at All Saints have areas of specialism in which they are trained and/or experienced.

Mrs Kenny	Visual and hearing impairment
Miss Fitzgerald	Dyslexia
Mrs Wragg	Autism
Miss Thompson-Smith	Behaviour
Miss Bronya	1 st Class Maths Intervention
Mrs Wheawall	FFT Intervention

Outside Agency support includes:

- School nurses
- School Doctor
- Speech & Language Service
- Ethnic Minorities Assessment Team (EMA)
- Child and Adolescent Mental Health Service (CAMHS)
- Physical Disability Outreach Team
- Autism Outreach
- Visual Impairment Support Service
- Hearing Impairment Support Service
- Staffordshire Parent Partnership
- Educational Psychologist
- Entrust – special needs support service

At the termly review of the IEP it may be agreed that a referral to one of these agencies is required.

Work with these agencies regularly includes staff training, advice to the SENCos, meetings with students, interventions for children and parent talks at review meetings

What training are the staff supporting young people with SEND having?

Every teacher is a teacher of children with SEND and it is important that they receive regular training to provide effective classrooms. All teachers have a training update at the beginning of each academic year. In 2014 – 2015 the programme includes:

- September: The New Code of Practice: "Quality teaching for all" – ensuring the needs of SEN learners are met in every classroom
- February: supporting children who experience challenge in numeracy

Specific training for the staff team in 2014 - 2015 includes:

- Delivering effective interventions for numeracy and literacy

In addition all trainee teachers and new Teaching Assistants receive a training package on arrival.

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

Children with additional needs are encouraged to be fully involved in all areas of school life. All clubs and trips are open to them and individual arrangements are planned in advance to ensure they are able to participate.

For children with medical and physical needs any issues around trips and activities will have been discussed and addressed with parents in their care plan. It may be necessary for staff to receive additional training.

How accessible is the All Saints environment?

Measures in place to enable access to school for pupils and parents include:

- Ground level provision only
- Access to the main entrance is level
- Clear signage around school and on all classroom doors following Dyslexia Friendly guidance

Our school building is very mixed with old and new buildings. All of these are accessible to wheelchair users. If a child has physical or sensory needs these will be audited on arrival and reasonable adjustments made to ensure they enjoy the best access possible.

How will All Saints prepare and support my child to join the school and also later to transfer to middle school or the next stage of education and life?

We have an established programme to support Year N children in the transition into Year R. This includes:

- A number of planned transition days during the summer term
- Parents of Year N & R children are invited to an Open after-noon in the summer term to meet the staff and learn about school life.
- A highly successful intensive transfer process is available for children with SEN. This is individual to the child and planned around their needs. It may include several visits to school, the production of a photo book and completion of “getting to know you” paperwork.

We have close links to all three local middle schools and school SENCo’s meet termly. Additional transition days are planned for children with SEN in all three of the middle schools. In addition an individual transition plan will be discussed with the child, SENCo, middle school SENCo and parents to ensure a smooth and seamless transition.

How are All Saints resources allocated and matched to young people’s special educational needs?

The Headteacher and SENCo are responsible for the allocation of the SEN budget. They use the recommendations of the EHC plans as well as the identified needs of the School Intervention children based on the data analysis each half term to make decisions.

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

All decisions regarding the support and resources allocated to each child are made based on the most recent data. This includes target levels, estimated levels, teacher comments, attendance figures, behavioural statistics. The termly IEP review meetings will be an opportunity for the student, parent and SENCo to review the current support package, to determine whether it is working and to make changes if necessary.

How are parents involved in All Saints? How can I be involved?

In addition to the parent sessions listed above we are committed to the inclusion of parents at a strategic level. We have an SEN Steering Group which meets on a termly basis to discuss SEN policies, events and progress. This consists of the SENCos, SEN governor and parent representatives. The meetings for the coming year are:

Tues 8 th November 2016	3.30 – 4.30pm
Tues 21 st March 2017	3.30 – 4.30pm
Tues 20 th June 2017	3.30 – 4.30pm

If you wish to join the group you can register your interest by seeing Miss Fitzgerald or informing the school office.

Who can I contact for more information?

If you require more information about SEND at All Saints please phone school (01889 502289) or speak to Miss Fitzgerald.