



**Allhallows
Primary Academy**



**Stoke
Primary Academy**

Allhallows and Stoke Primary Academies

SEN Local Offer 2020-2021

Reporting Period 2020-2021	Date 02.09.20
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ALLHALLOWS AND STOKE PRIMARY ACADEMIES

A member of The Leigh Academies Trust

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families within an individual school setting and is law from 1st September 2014.

The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regards to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

Allhallows and Stoke Primary Academies SEN Local Offer

The Academies aim to give every pupil the opportunity to develop his/her full potential. It recognises that all pupils have their own particular needs and seeks to ensure that each pupil is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.

The Academies are committed to ensuring all pupils receive their full entitlement to a whole-school curriculum.

What kinds of special educational needs might the children at the Academy have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

How are children with Special Educational Needs identified and assessed?

At Allhallows and Stoke Primary Academies, all our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs

- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- Pupil progress is assessed and discussed within Pupil Progress Meetings.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

'Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap'*

What are the different types of support available for children with SEND in the Academies?

Class teacher input, through targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching builds on what your child already knows, can do and can understand
- That different ways of teaching are in place, so that your child is fully involved in learning in class; this may involve things like using more practical learning
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress

Specific group work

Intervention programmes for pupils receiving SEN Support, which may be:

- Run in the classroom or a group room/ area
- Run by a teacher or a teaching assistant (TA)

Specific Intervention

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- Phonics support in Year R and KS1
- Mathematics support in small groups
- Booster groups for both Literacy and Mathematics
- Teacher Assistant support within class, alongside focus teacher support
- Support for emotional wellbeing – Dog Therapy and Play Therapy

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Allhallows and Stoke Primary Academies we are experienced in using the following assessment tools:

- Dyslexia Screening
- Speech Link
- Language Link

We are also able to access specialist assessment tools, if we deem this necessary:

- Dyslexia screener (this will provide an indication of the child's risk of dyslexia)
- Colour screening

Specified Individual support

This type of support is available for children whose learning needs are more severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible
- The EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long-term and short-term goals for your child and the school will meet with you annually to review these goals and to update the plan
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Bradfields Outreach / Marlborough Outreach
- Early Help
- CAST (Child & Adolescent Support Team)
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- PAT (Physical Advisory Teachers) to support the disabled pupils in school
- Inclusion Team
- Social Services
- Children's Therapy Team (Occupational Therapy)
- Snapdragons (Paediatricians)
- School Nurse
- Educational Psychologist employed by The Leigh Academies Trust
- The Owl Centre (Speech and Language Therapy)

This involvement is generally planned at the ISR (In School Review). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

How the Academies evaluate the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

The Academies arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the Academies have their progress tracked at least six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

What training have the staff supporting young people had?

- Special Educational Needs Co-ordinator:: Mrs Butler is the named SENCO for Allhallows and Stoke Primary Academies. She holds the Postgraduate Certificate in Special

Educational Needs; National Award for Special Educational Needs and is a Specialist Teacher for Specific Learning Difficulties including Dyslexia. The SENCo, as part of her role, is required to support the leadership team, class teachers and support staff in planning for children with SEN.

- The Academies provide training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- SEN TAs receive a range of training as part of their on-going CPD and to respond to the needs of the individual children they are working with. Many members of staff have basic training in Autistic Spectrums Conditions, or Specific Learning Difficulties. Other training includes making and using symbolised resources, systems to encourage independent learning, social stories, supporting transition and social skills.

How will I be involved in discussions about and planning for my child's education?

- All parents/carers are encouraged to contribute to their child's education.
- All parents/carers are invited to attend a parents' evening for their child.
- Parents/carers are invited to attend meetings held in school regarding concerns about the progress of a pupil with SEN status.
- Any changes to the provision in place for a SEN status pupil are discussed with parents /carers.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

How will the school prepare and support my child when transferring to a new school or next stage of education?

- At Allhallows and Stoke Primary Academies we work closely with the educational settings used by the pupils, before they transfer to us, in order to seek the information that will make the transfer as seamless as possible. Communication between the Academies and pre-school settings ensure that we have background knowledge of the children before they join us. There are transition times where the children join us for a range of different activities and where the parents can meet the teacher. SEN needs and provision is discussed with the parents and the pre-school setting before the child joins the school and with any other professionals who may be working with the child. These meetings will continue to ensure that the needs of the child are being met.
- We also contribute information to a pupils' onward destination by providing information to the next setting. For a pupil with SEN arrangements to support transition, at the end of each Key Stage, is considered and planned. Transition arrangements at the end of KS2 will begin in Year 5 and the SENCO from the secondary setting will liaise directly with Allhallows and Stoke Primary Academies. This may mean that the pupil will visit the

secondary school for more occasions than a pupil without SEN. Parents will also be involved in this transition process and will be invited to the secondary school to view their provision. Where other professionals are involved with the pupil, they will also be involved in the transition process.

How are the Academies resources allocated and matched to children's special educational needs?

- The Principal and the Special Educational Needs Co-ordinator control a designated budget of resource provision (physical and human) for special educational needs students.
- The individual needs of each pupil on the SEN register once established are reviewed at least six times a year at Pupil Progress Meetings and where appropriate interventions are adapted to better meet the changing needs of each pupil.
- The Principal and the SENCO are responsible for overseeing and assessing the successful impact of resources deployed for each pupil with SEN.

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

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age
- Once needs have been identified, the School will use the model of SEN provision as identified in the Department for Education and Skills Code of Practice for special educational needs 2014.
- The school has a system of provision mapping to document the range of support available to pupils with SEN.
- All pupils with SEN status will have their provision and support reviewed regularly. Where appropriate, some may be removed from the register, others added or the level of support adjusted.
- All decisions regarding the provision in place for a pupil with SEN status or EHCP are done in consultation with parents and carers and pupils.
- All pupils with SEN status may be considered at the In School Reviews which are held 3 times a year to consider the pupils' needs. In addition, pupils with EHCPs have an Annual Review to which parents and any relevant agencies are invited; this discusses the more complex needs of these students.

Who can I contact for further information?

- Mrs L Rimmer – Principal
- Mrs V Butler – SENCo
- The Principal and/or SENCO can be contacted throughout the academy day by telephoning the academy directly.

Glossary of frequently used SEN terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
ISR	In School Review
KS	Key Stage
LEA	Local Education Authority
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment