

ALL SAINTS CE JUNIOR ACADEMY



A member of the Diocese of Chichester Academy Trust



SEND Information Report 2016-2017

Inclusion Lead: Janet Barnard

SEND Governor: Alison Early

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Inclusion Lead time: Monday to Thursday

Whole School Approach

Quality First Teaching leads our drive to ensure all our pupils make good progress whatever their starting point. Additional support through interventions specifically targeted towards identified needs are discussed and agreed at our termly Pupil Progress meetings. These discussions help us regularly review and record what we offer every child in our school and the additional support we offer those who need it. The on-going discussions ensure that high expectations are embedded across the school amongst all staff and pupils are aware of and understand their next steps to success.

We use the **graduated approach** for all provision within the school.



All teachers have responsibility for every child in their class, including those with special educational needs and/or disabilities.

Assess: *Children are regularly assessed as part of the whole class and progress carefully tracked and monitored. Where some pupils require smaller steps assessments, we are able to offer specialist literacy support via our own Literacy specialist. Where needed we also use Dyslexia Screening tests, Language Link and Speech Link assessments and Thrive assessments.*

Plan: *Children with an Education, Health and Care Plan have interim targets, which are reviewed throughout the year. These identify the next steps in their learning and ensure the pupil makes good progress. These are discussed with parents and the child. The class teacher takes responsibility for day to day planning and additional resources that any child may need in the class. Advice on planning and resources can be sought from leaders of Learning for Maths and English and from the Inclusion Lead. All interventions are monitored and discussed at Pupil Progress Meetings.*

Do: *Quality teaching is the key to enabling all children with SEND make best progress. Teachers plan for individual pupils as part of the whole class planning, using agreed resources and strategies to ensure the pupils are able to access the curriculum. Teaching assistants are trained to support pupils with SEND and use agreed techniques and resources to support pupils they work with, for example communicate in Print.*

Review: *Pupil progress is reviewed termly and, where a child has an additional Needs Plan, clear outcomes are agreed for **two** terms. In the summer term, the current class teacher, new class teacher and Inclusion Lead meet to agree targets and ensure a smooth transition for that pupil. If a strategy or intervention is not proving effective, alternative provision is discussed and agreed and where need be, external agencies are used to provide advice and/or support.*

We consult with the pupil and their parents to ensure we have an agreed outcomes plan. This plan will usually involve the parent continuing agreed activities at home.

Children's Special Educational Needs and/or Disabilities are grouped under four broad headings of need.

1 Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. (SEND Code of Practice 2015) At All Saints we have a trained teaching assistant who can assess pupils using Speech Link and Language Link programmes and plan and deliver a series of activities to support progress in this area. We can also offer group sessions for pupils who struggle with social interactions, for example those pupils identified as having Autism.

2 Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. At All Saints we work together to ensure pupils' needs are met by careful planning, resourcing and support.

3 Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. At All Saints we have invested in the Thrive programme which supports the development of social and emotional growth.

4 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. At All Saints we enlarge text, discuss seating arrangements, provide sloped desks etc to ensure pupils are able to access the curriculum.

As of September 2016 we had 76 pupils receiving some form of SEND support, be that specialist 1:1 sessions, small group sessions or external agency work. In school our graduated approach to assessment and monitoring includes rigorous lesson observations, scrutiny of pupils' work, diagnostic learning walks, which include discussions with pupils as well as Pupil Progress Meetings and Additional Needs Plans Meetings.

Consulting with children and their parents.

Involving parents and children in the discussion around support is our priority at All Saints. We will be doing this through:

Action/Event	Who	Frequency
SEND parent structured conversations	Parent, pupil, Janet Barnard (Inclusion Lead)	3 times a year
Additional Needs Plan meetings	Parent, Janet Barnard ,class teacher, teaching assistant	3 times a year
Annual reviews	Parent, pupil, Janet Barnard, class teacher, teaching assistant, any other agencies.	Once a year

Staff development

Initials of person	Area of Expertise	Level where applicable
JB	SEND ASD Thrive Dyslexia ADHD MAPA Safeguarding	
SC	Specialist Speech & Language Teaching Assistant Communicate in Print	Level 4

LP	Specialist Individual Needs Assistant ASD PLR Pindora's Box Diabetes	
CD	Individual Needs Assistant Pindora's Box Cognitive processing difficulties MAPA	
ML	Thrive Pindora's Box PLR MAPA	
LF	PLR Talk4Writing Pindora's Box Thrive MAPA	
AH	PLR ASD 1stClass@Number MAPA	
LK	PLR Lexia	
SH	Individual Needs Assistant Behaviour management Sensory Curcuits MAPA	
TB	PLR Science Level 6 Maths ASD	
JB	PLR Pindora's Box 1stClass@Number Lexia Speech and Language Link MAPA	
KS	PLR Pindora's Box Lexia 1 st Class@Number	

This year we have focused on Thrive and training for two members of staff who are now cascading that training to all staff. Thrive is a programme which supports the Social and Emotional development of our pupils.

Staff Deployment

Careful thought goes into the deployment and best use of all our staff. Our highly trained team of teaching assistants are used across the school to support pupils in their academic, social and emotional development and to help them make good progress.

Finance

Our notional SEND budget from September 2015 – August 2016	£91,196
High needs top-up funding for children with statements/EHC plans of	£21,632
	Total £112,828

The breakdown of that expenditure has been:

Salary Costs: Inclusion Lead, Individual Needs Assistants (x3)	£85,412
Other costs, resources, training, percentage of premises costs plus Bought in professional services	£27,416
	Total £112,828

A full list of external agencies we work with can be found in our SEND policy, under Frequently Asked Questions.

School Partnerships and Transitions

Each year we endeavour to work closely with colleagues at our main feeder Infant school, Dudley Infant Academy. As well as all the secondary schools our Year 6 pupils are transitioning to, ensuring a smooth handover. Where needed we organise extra visits to All Saints for pupils who are deemed vulnerable coming into Year 3; we also support vulnerable pupils moving onto year 7 with extra visits to their schools. All parents of new Year 3 SEND pupils are invited to All Saints for a meeting with our Inclusion Lead, to discuss all aspects of their child and the parents own concerns and aspirations.

Complaints

If you do have complaints firstly discuss your concerns with the class teacher or other relevant member of staff. This will usually resolve the issue in an amicable way. If however, after doing this, you feel that the matter was not satisfactorily resolved, you can make a more specific complaint.

Stage 1 - informal Procedure: complaint heard by a staff member (though not the subject of the complaint);

Stage 2 – formal procedure: complaint heard by Head Teacher;

Stage 3 – formal complaint: complaint heard by Chair of Governors;

Stage 4 – formal complaint: complaint heard by an Appeal Panel convened by the D-CAT Trust Board.

For more detailed information on our Complaints Procedure, please ask for a copy of the Parents Guidance leaflet from the office.

Challenges this year

Challenges for our school have included expanding the Thrive approach across the school, ensuring all Statements have been converted into Education, Health and Care Plans and supporting pupils with Significant SEND needs into the appropriate specialist settings.

Further development

Our strategic plans for developing and enhancing SEND provision over the next year include supporting staff development with relevant and up-to-date training focusing on supporting pupils who are currently in school and those who are joining us in September. We will also be researching and evaluating new resources that may enhance our pupils learning experience.

Relevant school policies underpinning the SEND Information report include:

SEND policy

Accessibility policy and Plan

Teaching and Learning Policy

Legislation taken into account when compiling this report includes:

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005