



ALL SAINTS NATIONAL ACADEMY

SEND School Information

Local Offer Report

September 2023

Review September 2024

WELCOME TO OUR SCHOOL

Welcome to our SEND information report. All Saints Academy values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible environment for learning.

We want all children to reach for the Stars!

S- Supportive
T- Team
A -Aspirational
R- Resilient
S -Successful

We believe our school is:

A safe, **supportive**, stimulating learning environment

A **team of respectful**, tolerant, open minded citizens

A community where everyone **aspires** to be the very best they can be

A community of **resilient** lifelong learners

A centre of excellence where all achieve **success**

WHAT IS THE LOCAL OFFER?

Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

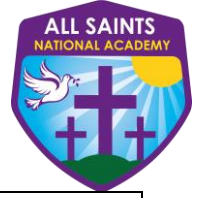
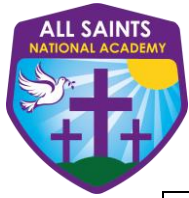
Walsall Council Local Offer - Walsall Council is also asked to publish information about services they provide for children with disabilities and Special Educational Needs. Walsall Council's local offer can be found at:

<https://www.mywalsall.org/fis/walsall-send-local-offer>



THE SEND AIMS OF OUR ACADEMY

- * To ensure that all pupils have access to a broad and balanced curriculum.
- * To provide a differentiated curriculum appropriate to the individual's needs and ability.
- * To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.



- * To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- * To create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- * To ensure that all pupils have access to a broad and balanced curriculum, including extra curriculum activities. Pupils with SEND are actively encouraged to participate in a number of activities aimed to improve gross motor, physical and social development alongside extra learning opportunities.

WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS ARE PROVIDED FOR AT ALL SAINTS NATIONAL ACADEMY?

Definitions of special education needs taken from section 20 of the Children and Families Act 2014.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

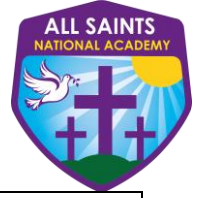
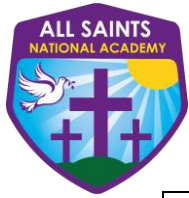
- * Has a significantly greater difficulty in learning than the majority of children of the same age.
- * Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special education provision means:

- * Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.
- * Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.
- * All Saints National Academy will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.
- * Walsall 'Getting it right' banding document will be used to identify level of need and when to make appropriate referrals to external agencies.

At our school we provide support for children with a range of special educational needs. Special educational needs could mean that a child has difficulties in:

- **Communication and interaction** - This includes children who have speech, language and communication needs which result in them having difficulty communicating with others, as well as children who have an Autistic Spectrum Condition and are likely to have difficulties with social interaction.
- **Cognition and learning** - This includes children whose learning difficulty could result in them learning at a slower pace than their peers. For example, children who have moderate learning difficulties (MLD) and children who have a specific learning difficulty (SpLD) such as Dyslexia or Developmental Coordination Disorder. These children may need support in some areas of the curriculum.



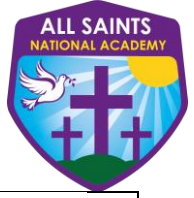
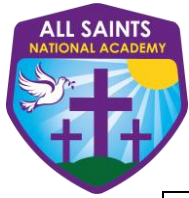
- **Social, emotional and mental health** -Children and young people may experience a wide range of social and emotional difficulties, which can manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, 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
- **Sensory and/or physical** - Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed

HOW DO WE KNOW IF PUPILS NEED EXTRA HELP AT ALL SAINTS NATIONAL ACADEMY?

At All Saints Academy, great care is taken to identify additional needs as early as possible and support children who have a significantly greater difficulty in learning than the majority of others the same age, or who have a disability which prevents them from making use of educational facilities.

Class teachers make regular assessments of progress for all pupils. From this, the school is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium. All pupils are discussed regularly at pupil progress meetings and class teachers meet with the SENCo termly in order to establish what levels of intervention are required to support each individual. When there is an identified concern, class teachers follow the flow chart for making SEND referrals and use Walsall 'getting it right' banding document to identify level of need.



ALL SAINTS NATIONAL ACADEMY

Teacher worried about pupil

STAGE ONE

Teacher considers how QFT is currently meeting needs and the type of differentiation being applied to allow the pupil make progress.

Teacher completes Early Concerns form - forward to the SEND team.

SEND Team to meet with class teacher - SEND Team provides advice and support to ensure needs are being met.

Pupils may then be placed on monitoring support and STAGE ONE intervention may be applied this could be:

- Intervention programme
 - 1:1 Support
 - Small group work

This programme will run for a six week period - at the end of the six weeks, progress will be discussed with the SEND team and class teacher,.

Dependent on outcomes another six week programme may commence..

Following this 12 week monitoring process progress will be discussed and next steps will be agreed.

Parents will be consulted about this process - contacted by Send Team

Advice from outside agencies may be sought

STAGE TWO

If concerns still continue further discussions will take place and child will be given an I.E.P (Assess, plan, do and review document) and placed on our SEND register.

Parental permission will be required, I.E.P shared and discussed with parent/carer. Parents/carer **MUST** sign the document and given a copy.

This is then used as a working document and kept with supporting evidence in the child's red SEND file. A signed copy of the I.E.P needs to be given to the SEND team.

I.E.P's are to be reviewed - shared and signed by Parent/carers - Signed copies given to SEND team

* December

*April

*July - Ready to move into new class in September

Refer to SEND planner

STAGE THREE

If concerns continue, further discussions with SEND team to take place, this may lead to:

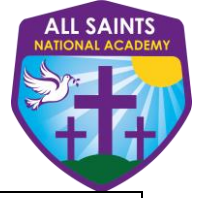
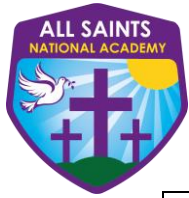
- Outside agency involvement

- Educational Psychologist Support
- Internal/external specialist support

POSSIBLE OUTCOMES FOLLOWING STAGE THREE

Pupil may continue with I.E.P or SEND TEAM may seek to apply for external assessment leading to an EHCP or high need funding.

It is therefore it is important evidence is collated from the start of this process



The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. Where it is determined that a pupil does have SEND, parents will be formally advised of this through a parental consultation meeting. Children identified as having a special educational need will be placed on the SEN register as a K code on our database. An individual Plan, Do, Review for the child will be written, including detailed targets to be worked on, the additional support to be provided and when and how this will be delivered. These are reviewed at least once a term, with specific interventions being reviewed every week by the class teacher and SENDco.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

An individual plan consists of a four part process.

Assess: An analysis of pupil need will be carried out by the class teacher & SENCo. Outside agencies may also be involved. Children are assessed through observations, discussions between parents, class teachers, outside agencies and SENCo and through formal assessments termly (RWI phonics assessed every 6 weeks).

Plan: If the school decides to provide the pupil with SEN support, parents/carers will be notified. Staff will meet to decide a SEND pupils' primary area of need (PAN) and create up to 3 targets recorded on an Individual Education Plan (IEP) based on their PAN for the child to work on. Interventions will be planned by class teachers and put in place to address targets.

Do: Interventions/support will be delivered.

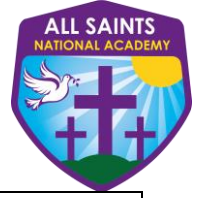
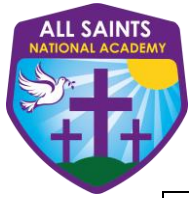
Review: The effectiveness of the intervention/support will be reviewed regularly through termly meetings which class teacher, pupils and parents attend. All interventions will have a pre and post assessment completed which will be discussed at the termly review meeting. Decisions will be made about future provision and whether an Education, Health Care plan needs to be requested.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables identification of those interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes. SENCO's meet with each class teacher at least once a term to review this process. Information will be shared with parents/carers at parents' evenings, daily updates from class teacher, Class Dojo and APDR meetings.

Looked after children who are identified with SEND will follow the procedure as above, social care and foster carers will be invited to the meeting.

If progress has been made then the child will be reviewed and a decision made as to whether that child needs continued support and what that support will be. If, over several cycles, progress has not been made or is significantly slower than would be expected then after consultation with parents/carer other specialists will be invited into school to carry out assessments and give advice.

If serious issues and concerns remain then an EHCP (Education, Health and Care Plan) may be applied for. Appropriate advice from professionals will be sought and acted upon at each stage.



WHAT SHOULD I DO AND WHO SHOULD I SEE IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS OR A DISABILITY?

If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's teacher.

If you feel you need more support, you should contact the SENCo.

SENCo: Miss. Clarke

Contact number: 01922 710210

Email address jclarke@asna.walsall.sch.uk

SEND Local Academy committee member : Mrs. H Hastings

HOW IS SEND SUPPORT ALLOCATED TO PUPILS IN OUR SCHOOL?

At All Saints National Academy support is allocated to:

- Pupils who are underachieving and failing to meet targets.
- Pupils who are still not making expected progress and not meeting personalised targets, despite catch up interventions.
- Pupils who are not making progress in more than one curriculum area may follow the graduated approach for an extended period.
- Targeted support is the first level of support and the adaptations and additions that are made as internal to the school.

The school curriculum is also matched to your child's specific needs by:

-We follow a creative curriculum that celebrates the different learning styles of all our pupils and supports inclusion and differentiation to address their needs.

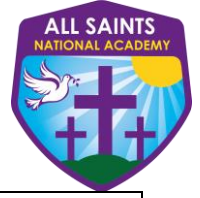
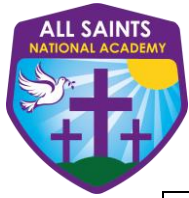
- We work hard to create an environment to develop all children's speaking and listening skills - one way we do this is by having a role play area in Early Years classrooms.

- Class teachers differentiate the curriculum to enable all children to access it successfully, this will enable your child to experience an exciting learning environment alongside their peers.

-Specialist equipment may be used e.g. coloured overlays, concentration cushions, pen and pencil grips, special scissors and timers. Across school we have a wide variety of resources including iPads, talking buttons, laptop computers, Lego and others. Staff have also made and personalised equipment to cater for individual child's needs.

- All Saints Academy aims to be a dyslexia friendly school and a variety of strategies are used daily in the classrooms that support the learning of children who experience difficulties with words.

-Carefully planned interventions to ensure pupils receive targeted support



Pupils with more complex needs who may also require support from outside agencies receiving specialist SEND support. Allocation of SEND provision is reviewed regularly by SLT, our business manager and SENCo, where they will discuss termly:

- Pupils already receiving extra support
- School will make every effort fund extra provision and necessary equipment through the national SEN budget. If further funding is needed to meet a child's needs the school will use their best endeavours to secure funding from the local authority, from higher needs funding or budgets associated with an Education, Care and Health plan.

Who else supports your child with SEND? - All directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Family support/inclusion officer

Collaboration between education, health and social care services is important to us. These include, but are not limited to:

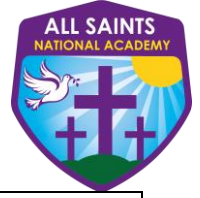
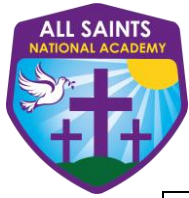
Speech and Language Therapy
Occupational Therapy
Behaviour Support Service
Multi-agency team
Support Services for the Hearing, Physically & Visually impaired
Community Learning Disabilities Team
Child and Adolescent Mental Health Service (CAMHS)
Social Care
School Nurse
Physiotherapy Service
Bereavement services
North Star Inclusion
CADMUS
Bridge Psychology

Voluntary Sector:

Walsall SENDIAS

SUPPORTING CHILDREN WITH MEDICAL OR PHYSICAL NEEDS

- If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive Epipen training when required
- Where necessary and in agreement with parents/ carers, prescribed medicines can be administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Staff have training for all identified medical conditions updated yearly.
- Identified staff are paediatric first aid trained and some staff has full first aid training.



- Specialist services and expertise are available at or are accessed by the school to support your child.
- We are always happy to discuss individual access requirements.
- We are a disability enhanced school.
- Toilet adaptations including a hygiene suite and disabled toilets are available.
- Wide doors or double doors in the building.
- A lift is available to our upper level.
- Disabled parking.
- All staff regularly access expertise and up to date training to ensure that your children receives the best support possible for all specific needs.

How is our school accessible to pupils with SEND?

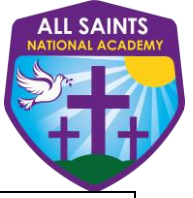
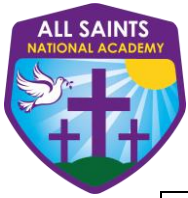
- All Saints Academy is fully accessible for all pupils including those pupils with physical disabilities. All classrooms and learning areas allow for the learning needs of all pupils and where necessary, adaptations have been made. We have specially adapted SEN toilets. Corridors and doors allow access for wheelchair users and ramps and handrails are in place as an alternative to steps. Staff provide intimate care for pupils. After school and extra-curricular provision is accessible to all pupils including those with SEND. All pupils have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity. Please see our Disability Access Plan policy which can be found on our website.

TRANSITION ARRANGMENTS

All transitions are well planned for throughout the academy as children move from class to class. Reception parents/carers always have the opportunity to meet the new teachers at transition meetings and transition afternoons. The Early Years teaching staff will meet with staff from the local setting to ensure any concerns or strategies are passed through to our setting. The move between year groups is supported by a transition afternoon where pupils move to their new classes. The transition to secondary school is supported by visits from staff from the secondary school to meet the pupils and also to discuss them with staff. Additional transition days/sessions are arranged for pupils where we consider this will aid transition. Any opportunity is also taken up to facilitate extra visits to secondary school.

For further information please refer or contact:

- Speak to SENCO – Miss Clarke or Family Support – Mr. Norton
- School Policies - available on our school website
<https://www.asna.walsall.sch.uk/>
- Walsall Getting it “Right For SEND” Guidance and Banding 2021
<https://cmispublic.walsall.gov.uk/>
- SEND Code of Practice 2015



<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>