

All Saints Academy SEND Offer and Information Report

How does the school identify children/ young people with special educational needs and disabilities?

All teachers are responsible for ensuring any potential SEND is identified as rapidly as possible. Once concerns are raised, the SENCO will ensure that learners are assessed using a variety of methods and assessments and seek advice from relevant professionals.

The results, which are accessible to all staff will be used as evidence for exam concessions in public examinations and to target provision and differentiation to meet pupils' needs.

Across the school, learners are referred for assessment, support and monitoring through a 4 -stage model of assess, plan, do, review.

How does the school support my child/ young person?

The school provides special educational provision for pupils who require

"special educational provision, that is provision different from or additional to that normally available to pupils of the same age." (6.12)

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At All Saints we have a wide variety of strategies and mechanisms for meeting a range of special educational needs. The school provides SEND support via high quality teaching and the highest expectations for all in class and where appropriate there will be specialist Learning Support Assistant support in class. We also have small group intervention classes.

AT KS3 we have intensive Literacy programmes delivered by both SEND staff and qualified English and Mathematics staff. We also offer a social skills programme and lunch time social clubs.

<p>How will the curriculum be matched to my child/ young person's needs?</p>	<p>As an inclusive school we are fully committed to ensuring that all learners have access to the mainstream curriculum and extensive work takes place to ensure the organisation of our curriculum offer ensures that no learner is excluded or disadvantaged owing to special educational needs.</p> <p>Where possible, learners are supported in class to provide greatest access to the curriculum. Some learners may be withdrawn from class so that targeted teaching can take place. These arrangements are usually short term, flexible and monitored, so those learners do not lose their entitlement to the curriculum. Learners who have EHCPs may be withdrawn from lessons on a more regular basis, to follow specific individual programmes.</p> <p>All learners on the SEND register have a learner passport which includes student voice, strategies to help the learner access the curriculum and support offered. Parents have received a copy of their child's learner passport and have consulted with us. Teachers will read and print out for all of the learners that they teach and use to plan to challenge SEND learners using the strategies and pupil voice.</p> <p>The learning support assistants will liaise closely with subject staff to ensure learners secure vital areas of the curriculum and identify barriers to learning.</p> <p>At KS3 identified learners have the option of literacy interventions.</p> <p>We offer social skills classes for targeted learners.</p>
<p>How will the school and the parents/ carers know that my child/ young person is doing well?</p>	<p>Your child's progress will be assessed both in terms of his/her regular learning within class and with regard to specific intervention programmes.</p> <p>The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.</p> <p>You and your child will be encouraged to be actively involved at all stages of this support. The effectiveness of interventions can be discussed with the SENCo, Assistant SENCo and Inclusion team each term.</p>

<p>What support will my child receive to help support their well-being?</p>	<p>All learners on the SEND register have access to a Learning Support Assistant and / or the full range of Pastoral staff e.g. tutors, Heads of House and Student Support Officers. This care and support is coordinated with regular information sharing meetings.</p> <p>We have a zero tolerance approach to bullying. For more information, please see our Behaviour Policy.</p>
<p>Are there any specialist staff available at the school? What training have the staff supporting children/ young people with SEND had?</p>	<p>We take the training of all our staff very seriously. In addition to the full induction of new staff, current staff receive regular training on the best practice for meeting the needs of learners with SEND. We offer additional SEND sessions for both teachers and LSAs in our internal SEND clinic sessions. Where appropriate, external expertise can lead training sessions.</p> <p>The SENCO has completed the National Award for SENCO qualification.</p>
<p>How will my child/ young person be included in activities outside the classroom, including school trips?</p>	<p>We at All Saints School Academy aim to be a fully inclusive school who ensure every student is well-educated, prepared for the future and is able to live life to the full. In undertaking our statutory equalities duties, we apply the reasonable adjustment duty so that reasonable steps are taken to ensure that every student is included in every aspect of school life.</p>
<p>How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school environment?</p>	<p>Equipment for particular or complex needs are considered and catered for on an individual basis.</p> <p>All Saints School has lifts. The school has disabled toilets and changing areas. We have disabled parking bays.</p>
<p>How will the school prepare and support my child/ young person to join the school and transferring to a new school or next stage of education?</p>	<p>We have a Transition team who plan a coherent and comprehensive transition programme for entry into Year 7. Transition activities include:</p> <ul style="list-style-type: none"> • Year 6 into 7 Enhanced Transition Programme for students with SEND and Intake meetings in primary schools to gather SEND information • Year 6 into 7 Induction day • Attendance at Annual review / transfer meetings for year 6 and year 11 • Full impartial careers guidance • Help filling out college application forms • Some learners will attend college tours with LSA's.

<p>How are the school resources allocated and matched to children's/ young people's special education needs and disabilities?</p>	<p>The school receives funding in response to the needs of pupils with SEND from a number of sources that includes:</p> <ol style="list-style-type: none"> 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit. 2. The Notional SEND budget. This is funding devolved to schools to support them to meet the needs of pupils with SEND. 3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority.
<p>How are the parents/ carers involved in the school?</p>	<p>We have a wide variety of methods for engaging with parents / carers. These include:</p> <ul style="list-style-type: none"> • A regular cycle of parent's evenings to report on student progress • A regular cycle of reports on progress in all subjects • Annual Review meetings for those learners with an EHCP • Regular updates from Tutor, Subject teachers, Head of Year, Assistant Head of Year and / or Learning support assistant and SENCO <p>All year 6 admissions have an in depth induction interview with the head of year and a student Induction Day. Learners with SEND transitioning from Year 6 have additional transition days in the summer term.</p> <p>All learners with an EHCP will have a nominated Learning support assistant who will be the main point of contact for parents / carers to discuss any issues or concerns. The SENCO will also be available to discuss more serious concerns / issues and offer advice.</p> <p>All form tutors and subject teachers will be fully aware of learners on the SEND register and can offer support as per the school systems.</p>
<p>What arrangements does All Saints School make for consulting young people</p>	<p>The school takes student voice very seriously. We have a full and active student council of elected representatives, including learners with SEND. All learners on the inclusion register have a learning</p>

<p>with special educational needs and disabilities and involving them in their education?</p>	<p>passport, which includes 'Learner Voice' in order to help teachers understand their learning needs from the aspect of the pupil.</p>
<p>How do I make a complaint?</p>	<p>Should a parent/s or guardian/s wish to raise concerns in respect to the provision made for their child they should, in the first instance, contact the Form Tutor or Assistant SENCo. Every effort will be made to understand the nature of the complaint and measures taken, where necessary, to consider adopting alternative working practises.</p> <p>Where parent/s or guardian/s believe that their complaint has not been satisfactory resolved by the Assistant SENCo complaints should be addressed to Ms Sykes, Associate Assistant Head Teacher- Inclusion.</p> <p>For complaints related to meeting the pupil's SEND, reference should be made to All Saints School's Complaints Policy even whilst following the above stages. Please see our Complaints Policy http://www.asap.org.uk/wp-content/uploads/2019/06/Complaints-Policy.pdf</p> <p>Plymouth information Advice and Support for SEND (PIASS) can also advise parent/s or guardian/s in respect to the provision and assessment for meeting their child's SEND.</p> <p>Also see the 0-25 SEND Code of Practice.</p>
<p>How does All Saints School involve other bodies in meeting the needs of children/ young people?</p>	<p>The school participates fully with all external agencies to ensure learners' needs are best met. Below is list of such agencies:</p> <ul style="list-style-type: none"> • Plymouth Educational Psychology service • CAMHS • Speech and Language Therapist • Visual Impairment Team • Hearing Impairment Team • Communication and Interaction Team • PIASS

Who can I contact for more information?	Associate Assistant Head Teacher Inclusion- Ms Sykes Assistant SENCO- Mrs Turner Deputy Headteacher (Line Manager for SEND) – Mr Buchanan
Where can I find information on where the local authority's local offer is published?	Please click on this link: https://www.plymouthonlinedirectory.com/