



SEN Information Report / Local Offer Submission 2018/2019 (all schools)

Please submit your responses to localoffer@reading.gov.uk

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: All Saints Infant School

Address: All Saints Infant School

Brownlow Road

Reading

RG1 6NP

Telephone: 01189 015413

Email: admin@allsaints.reading.sch.uk

Website: <http://www.allsaints.reading.sch.uk>

Ofsted link: <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109945>

Head teacher: Mrs Susannah Daniel

SENCo: Miss Jade Lowe

Contact: jlowe@allsaintsjuniorsschoolreading.co.uk

Date of latest Accessibility Plan: November 2017

Date completed: 17.4.18



By whom:

Name: Jade Lowe

Role: SENCO

Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children's Act). This report is co-produced by the Headteacher, Governor's and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

***School to provide a general statement about what the school provides in box below**

General Statement -

At All Saints Infant School (ASIS) we take pride in ensuring that all the children in our care are offered equal access to a broad and balanced curriculum. The staff, governors, children and families work together to make ASIS a happy, welcoming place where everyone can develop into confident and successful learners who are ready to meet the challenges of the future.

By consistently focusing on the quality of teaching and learning at ASIS, all children are given the opportunity to develop and meet their potential including those who have been identified as having additional needs. We are committed to narrowing the attainment and progress gaps between SEND and non-SEND children.

All children, including those who have identified special educational needs, are entitled to access a high quality of teaching and learning within the classroom. It is the responsibility of the class teacher to enable all children to learn in a supportive, enriching environment.

Through consistent assessment and monitoring of progress, children who are failing to match the rate of progress expected receive targeted intervention in order to narrow the gap in attainment. At ASIS, we offer a range of short term interventions that are 'additional to and different from' the general teaching programme.

At ASIS, we will use observations and information gathered from families, class teacher, SENDCo and external agencies to build up a holistic profile of pupil needs. This is supported by a variety of assessments and tracking procedures. These are in line with the SEND Code of Practice 2014.

The information is used to adapt the curriculum to support children with long term SEND needs to access the learning effectively. Specialist advice can be sought and support may be offered through on-going targeted interventions or personalised curriculum activities. The impact of provision is reviewed regularly and support will

be allocated flexibly to meet individual needs.

Regulations		School Response	
1	The kinds of special educational needs for which provision is made at the school	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	Yes, the school currently have pupils with a range of SEN including speech and language and learning needs.
2	Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	We track the progress of all of our learners and, as professionals, we regularly discuss any concerns we have as well as celebrate achievement. Families are notified if their child is receiving additional support.
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	<p>Where can I find information about the school SEN Policy?</p>	The SEN policy can be found on the school website or on request.
3a.	How the school evaluates the effectiveness of its provision for such schools	<p>How do you make sure that the SEN provision is helping pupils make better progress?</p> <p>How do you check other outcomes for children with SEND, such as independence and well-being?</p>	Having identified needs, we seek to match provision individually. We monitor the impact of interventions through regular meetings and tracking of pupil's progress. The head teacher shares this information with governors and trustees.

			<p>Staff care about all children in our setting. Our policies define our expectations regarding behaviour and attendance.</p>
3b.	<p>The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I find out about the progress my child is making?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p>We check and review through regular tracking of pupil's progress.</p> <p>Families of children with SEN are invited to a termly School Support Plan meeting with the class teacher and SENCO.</p>
3c	<p>The school's approach to teaching pupils with SEND</p>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p>Working with the learner, their families and other staff, the class teacher and SENCO consider a variety of options before deciding on a course of action.</p> <p>Learner feedback is part of our established learning culture. Families are notified half termly about the up-coming curriculum coverage.</p>
3d	<p>How the school adapts the curriculum and learning environment for pupils with SEND</p>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p> <p>How will the curriculum be matched to my child's needs?</p>	<p>The junior school is fitted with a lift and infant school is all on one level. Please see our Accessibility Plan.</p> <p>All children cover the National Curriculum and differentiation is embedded in our curriculum and practice.</p>
3e	<p>Additional support for</p>	<p>Is there additional support available to help pupils with SEND with</p>	<p>Some of our staff are trained in specialist areas</p>

	learning that is available to pupils with SEND	<p>their learning?</p> <p>How are the school's resources allocated and matched to children's special educational needs?</p> <p>How will I know if my child is getting extra support?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>to support special educational needs and we work collaboratively with external partners.</p> <p>Budgets are closely monitored and aligned to the school improvement plan.</p> <p>Working closely with the learner, their families and other staff, the class teacher and SENCO consider a variety of options for suitable provision before deciding on a course of action.</p>
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<p>What social and extra-curricular activities are available for students with SEND?</p> <p>How can my child and I find out about these activities?</p> <p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>The school run a number of after-school clubs available to everyone-information available on request.</p> <p>Our Behaviour Policy promotes involvement of all learners in all aspects of the curriculum including activities outside of the classroom. Where there are concerns of safety and access, further thought and consideration is put into place to ensure needs are met; families are always consulted and involved in planning.</p>
3g	Support that is available for improving the emotional and social development of pupils with SEND	<p>What support will there be for my child's overall well-being?</p>	<p>Every PSHE lesson covers at least one aspect of the children's Spiritual, Moral, Social and Cultural (SMSC) development. Alongside this, within the staff team, we have ELSA trained staff who run groups to support Emotional Literacy.</p>

4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	<p>Who should I contact if I want to find out more about how the school supports students with SEND?</p> <p>What should I do if I think my child may have a special educational need or disability?</p>	<p>In the first instance, families are encouraged to speak to their child's class teacher. Further information is readily available from the school SENCO.</p>
5.	Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	<p>What training have the teachers and other staff who support children and young people with SEND had?</p>	<p>Our SENCO is a qualified teacher and accredited SENCO. Other staff members are qualified Emotional Literacy Support Assistants.</p>
6.	Information about how equipment and facilities to support children with SEND will be secured	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>Both our Behaviour Policy and Accessibility plan promote involvement of all learners in all aspects of their life at the school.</p>
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	<p>How will I be involved in discussions about and planning for my child's education?</p> <p>How will you help me to support my child's learning?</p>	<p>Families are invited to attend and engage with termly School Support Plan meetings.</p> <p>Families will be a part of the child's next steps in learning and are advised about how they can support their child's learning.</p>
8.	The arrangements for consulting young people	<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<p>Children are involved in their target setting and are present at the School Support Plan meeting.</p>

	with SEN about, and involving them in their education		
9.	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	<p>Who can I contact for further information?</p> <p>Who can I contact if I am not happy about the SEN provision made for my child?</p>	Please see our Complaints Policy- available on our website or on request.
10.	How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils	<p>Who else provides services in school for children with SEN or disabilities?</p> <p>How can my family get support from these services?</p>	<p>We have a number of links with external services.</p> <p>Referrals to such services are made after discussion with families.</p>
11.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>Reading Information and Support Service (RIASS) is a resource for signposting families to for support, advice and information.</p> <p>http://www.readingiass.org</p>

12.	<p>The school's arrangements for supporting pupils with SEND in transferring between phases of education</p>	<p>How will you help my child make a successful move into the next class or secondary school or other move or transition?</p>	<p>Induction and transition is important to us and we invest time in welcoming our learners in a way that makes them feel a part of a setting and family. Similarly, we have close links with partner schools.</p>
13.	<p>Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>This report can be found on the school website.</p> <p>The SENCO can make referrals and write reports for professionals. The SENCO can provide contact details for organisations such as the Children's Action Team. School can arrange and host meetings to help families access other service. School provides a setting for outside organisations to come in and work with children, e.g., Primary Mental Health Worker.</p>
14.	<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?</p> <p>How often will these reviews happen?</p>	<p>We check and review through regular tracking of pupil's progress. Parents of children with SEN are invited to a termly School Support Plan meeting with the class teacher and SENCO.</p>

15	Who can I contact for further information?	In the first instance, families are encouraged to talk to their child’s class teacher. Further information is available from the school SENCO.
What is the complaints procedure?		Please see our Complaints Procedure- available on request or on the school website.

Our external partners are	
Educational Psychologist: Keith Willsher	
Speech & Language Therapist: Joe Spackman	

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?	Not applicable
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Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School’s own website?	http://www.reading.gov.uk/servicesguide http://www.allsaints.reading.sch.uk/policies/
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