

## Universal Offer for SEND (Wave 1)

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Allerton Church of England Primary School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational resources. We have high expectations of all of our children and put support in place at the earliest possible stage when needed, enabled further by having a 78 place Nursery for 3 year olds, and a 24 place Nursery for 2 year olds.

All SEND provision is overseen and managed by members of the Senior Leadership team and is overseen by the SENCo (Deputy Head Teacher) All provision is monitored, reviewed and evaluated throughout the year, and reports are given to the Children's Welfare Sub Committee, as well as the whole governing body. Explanations are given, as to how needs are being met and how SEN funding is being spent.

### ***SEND funding for April 2016-April 2017 (Funding For Inclusion)***

***Total notional SEND budget - £175,348***

***Level 2 pupils - £41,667***

***FFI Total budget - £217,015***

All children are treated as individuals, and class teachers, alongside other support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources. Formative and summative assessments ensure children are on track to meet targets and that planning accurately addresses need. Progress and plans are regularly reviewed and evaluated to inform next steps.

The school staffing structure reflects our emphasis on the individual needs of our children, as we have, in addition to Learning Support Assistants, one Learning Mentor, a Behaviour Mentor and a Family Support Worker. The latter is a joint appointment with the Alwoodley Cluster.

Where appropriate, children are involved in setting of personal targets and review progress alongside teachers and support staff. Parents are vital partners in a child's learning, and are invited to attend review meetings. They are encouraged to support their children's learning in different ways.

All areas of the school buildings are accessible regardless of physical need. All new builds are specifically designed to support easy access.

Staff in school have ongoing training and work alongside other professionals to develop skills, knowledge and expertise in specific areas of SEN including Speech and Language, autism, behaviour, social and emotional needs.

All staff have been trained to Level 1 Autism Awareness. Individual staff have level 2 and level 3.

EYFS, and other targeted staff, have been trained in the use of Intensive Interaction.

We use a range of interventions, including Numicon, Catch Up Literacy and Numeracy and Speech and Language. Staff are trained to deliver these.

Support is sought from other agencies where necessary in order to maximize learning potential. This includes Speech and Language Therapy, Occupational Therapy, Educational Psychologist, STARS (Autism support). Local authority and cluster services e.g Behaviour support, family outreach, play therapist, counsellor, specialist teachers.

Alwoodley Children's Centre is located on site, enabling us to be aware of the support which is available to our children from birth.

The school's policies are available on the website and reflect our commitment to inclusion, safety and the wellbeing of children.

Inclusion

Behaviour

Teaching and Learning

Safeguarding/child protection

Health and Safety

Accessibility

Looked After Children

*Main contact details*

*Helen Stott (Head Teacher)*

[helen.stott@allertonceprimary.com](mailto:helen.stott@allertonceprimary.com)

*Jo Linsley (DHT) - SENCo*

[jo.linsley@allertonceprimary.com](mailto:jo.linsley@allertonceprimary.com)

*Elaine Standing – Inclusion Team (SALT)*

[elaine.standing@allertonceprimary.com](mailto:elaine.standing@allertonceprimary.com)

*Eileen Taylor – Learning Mentor*

[eileen.taylor@allertonceprimary.com](mailto:eileen.taylor@allertonceprimary.com)

*Sarah Cattrall – Behaviour Mentor*

[sarah.cattrall@allertonceprimary.com](mailto:sarah.cattrall@allertonceprimary.com)

*Emma Brown – Family Support Worker*

[emma.brown@allertonceprimary.com](mailto:emma.brown@allertonceprimary.com)

*Liz Willis (AHT), Sara Arthur – Safeguarding*

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[sara.arthur@allertonceprimary.com](mailto:sara.arthur@allertonceprimary.com)

## Frequently Asked Questions from parents/carers

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### **What do I do if I think my child may have Special Educational Needs?**

Firstly make an appointment to speak to the class teacher. This can be via the front desk or by emailing the teacher directly. They will have immediate information as to how your child is performing at school in all areas. They will be able to put your mind at rest, or set up a meeting with a member of the inclusion team if appropriate. Other professionals may be included in this, or a later, meeting. Remember, children may have additional needs at any part of their time in school, it is always best to discuss with staff so we can work together to support them.

### **How will school support my child?**

The class teachers and classroom support will plan the interventions as they have the best knowledge of your child. This will then be discussed with a member of the inclusion team. The majority of the targeted work will be differentiated from the whole class, based on assessments. It will probably be carried out within the classroom and may require some additional support from a teaching assistant. At times, your child may be withdrawn from the classroom to a suitable space, either individually or in a small group, for some targeted intervention. Your child's class teacher or a member of the inclusion team will explain this to you. Interventions are time limited and we measure how effective they have been by comparing how the child functions before and at the end of it.

### **How will the curriculum be matched to my child's needs?**

Work in the classroom will be differentiated to ensure it is at the correct level for your child to make progress. Groups may be set up in the class or across cohorts in order to maximize the support available.

All classes in school have access to at least one Teaching Assistant for part, or all of the school day. The amount of support available is dependent on a number of aspects such as SEND funding and Pupil Premium in the class.

Appropriate resources will be used to ensure your child makes the optimum progress.

The curriculum is designed with the needs of all children in mind.

### **How will I know how well my child is doing and how will you help me support my child's learning?**

In addition to normal reporting arrangements, staff are always keen to discuss the progress of your child with you. Parents and carers are encouraged to make appointments to discuss any concerns with teaching and support staff. The Senior Leadership team, including Key Stage Leaders, is also available to enhance these discussions. It is very important to us to have positive dialogue with families to ensure the best possible experience for your child.

If your child has additional top-up funding or an Education Health and Care Plan, termly reviews are arranged so all key staff can discuss your child's progress. Parents have input into these and are given suggestions as to the support which they can give their child. Parents are sent curriculum newsletters for each topic and further suggestions of how your child can be helped at home are always included.

School holds parent training sessions. These may either be open to all parents or targeted at specific groups e.g. a year group or parents of children with similar needs.

Class teachers send a weekly email to parents to keep them informed of up to date news. The class blogs also show what the children have been doing.

### **What support will there be for my child's overall wellbeing?**

As part of the school staffing structure we have both Learning and Behaviour Mentors who will be available to support your child to help them overcome any barriers to learning.

We have 17 staff throughout school who are trained in paediatric first aid, including TAs, Lunchtime Supervisors and teaching staff. We also have staff trained in Administering Medicine.

We have a jointly appointed Family Support Worker in order to help address any issues which could have a detrimental impact on a child's progress, including punctuality and attendance, setting up Early Help Plan meetings and liaising with parents and carers.

From 8.35am, members of staff are available in the playground to answer queries; this always includes one of the Senior Leadership Team who are generally on the entrance gate.

5 members of staff including the Head, Deputy, Assistant Head, Learning Mentor and a member of the admin team, are all fully trained in Child Protection and Safeguarding.

### **What specialist services and expertise are available and accessed by the school?**

Within our staff, we have a qualified SALT teaching assistant. We also have had recent training on supporting memory problems and Irlen Syndrome (eye problems based on visual perception). We have members of staff who are trained to support children on the Autistic Spectrum.

We have staff who speak a number of languages, including Cantonese, Mandarin, Spanish, Punjabi, French and Farsi. If a child comes new to English into school we have a phased, targeted EAL induction. We ensure if possible they have access to one of these support staff who speak their language, and also to a "buddy" if there is another child who can translate for them.

We use Universal Services including the educational psychology team, SEND support teams and school nurses. Through the cluster we access to adult and child counselors, (TAMHS) Attendance Plus, play therapists, multi-agency group, cluster family support and Intensive family support.

In specialist cases we have also accessed STARS (for autistic pupils) occupational health workers, Deaf and Hearing Impaired team, visual Impaired Team and physiotherapists.

We also ensure that, where possible, staff are trained to fully support a child's needs. We have staff who have undertaken nurture training, led by the LA Psychology Team. Generic training is also put in place where appropriate, and has in the past included Downs' Syndrome, Autism, supporting children with mathematical and English needs, behavioural support and medical needs.

We work alongside specialist teachers when a child with specific needs is identified – they will train staff who work most closely with the child.

We have a very strong working relationship with the Alwoodley Children's Centre which is based in the site and supports children up to the age of 5 years.

### **How will my child be included in activities outside the classroom?**

As a fully inclusive school, all our trips, visits and activities are tailored to meet the needs of all the children. Where a child requires support in the classroom, this will be continued into out of school activities. Parents or carers may be invited if we feel that is the most positive way to ensure a child has the most successful experience. This is always discussed in individual cases.

### **How accessible is the school?**

Our school is fully accessible throughout. There is disabled access to all areas of the site, including the new and older buildings. We have changing facilities in the Foundation area, and there are washing facilities and disabled toilets in the main building. If a child needs additional equipment or facilities, this is looked at as an individual case and fully discussed with parents and carers.

### **How will the school help my child on transfer to the next phase of education?**

There are strong links with the local high schools and a number of initiatives ensure that even our most vulnerable children have the best possible transition between Y6 and Y7. All children attend "taster days" but those who are more vulnerable can visit and meet staff as often as necessary.

Parents are expected to make requests for the high school places but we will support you if you wish, in finding out which school will be the best for your child.

If it is thought necessary for a child to access a specialist provision during their time in school, this will be done with ongoing discussion with parents and carers, and educational support services.

## **How are the schools resources allocated and matched to children's SEN?**

The school is funded on a national formula per pupil, schools are expected to find the first £6000 from within the budget to support children with SEND who are on the inclusion register. We are able to apply for "Top Up" funding based on strict criteria if it is felt that a child's needs are above those which can be supported through the £6000. The school uses the funds to put appropriate support in place to meet the specific needs of an individual child. The SENCo, inclusion, teaching and support staff are included along with parents to decide what is to be put in place to ensure all individual needs are met.

## **How are parents involved in the school and how can I be involved?**

Many of our parents and carers come into school regularly, we encourage this. This may include helping in classrooms, outside in the grounds, sports and reading with the children. We have a member of staff who coordinates all helpers in school. Some choose to come in alongside their own child, whereas others prefer to support in a different class.

We have parents on the Governing body, all of whom are allocated a specific class to be involved with.

We also have a parents association "The Friends" who work throughout the year with the summer and Christmas Fayres, discos and other activities to directly benefit the children.

## **Who can I contact for further information?**

### **If I am considering applying for a place?**

The school Bursar, Mrs Denise Glazer will arrange a visit and answer initial questions.

Email her at [denise.glazer@allertonceprimary.com](mailto:denise.glazer@allertonceprimary.com) tel 01132930699

### **If I wish to discuss something about my child?**

For any SEN related issues speak to

Jo Linsley (DHT) SENCo or Elaine Standing (Inclusion Team) [jo.linsley@allertonceprimary.com](mailto:jo.linsley@allertonceprimary.com)  
[elainestanding@allertonceprimary.com](mailto:elainestanding@allertonceprimary.com)

For any class based queries speak directly to the class teachers. Appointments can be made via Mrs Sarah Clark, [sarah.clark@allertonceprimary.com](mailto:sarah.clark@allertonceprimary.com) or on the school direct line 01132930699

Appointments to speak to Mrs Helen Stott, the Head Teacher, can also be booked in this way or she can be emailed on [helen.stott@allertonceprimary.com](mailto:helen.stott@allertonceprimary.com)

For key stage related issues, the leaders are

Foundation Stage – Mrs Liz Willis – [elizabeth.willis@allertonceprimary.com](mailto:elizabeth.willis@allertonceprimary.com)

KS1 (Y1 and 2) – Mr Michael Spink – [michael.spink@allertonceprimary.com](mailto:michael.spink@allertonceprimary.com)

KS2 (Y3,4,5,6) – Miss Miranda Judge – [miranda.judge@allertonceprimary.com](mailto:miranda.judge@allertonceprimary.com)