

## East Allington Local Offer

### 1. Contact details

	Special Educational Needs & Disabilities Coordinator (SENDCo)	SEND Governor	Who to contact if you have a complaint about your school
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Address	East Allington Primary School Church hill East Allington TQ9 7RE	East Allington Primary School Church hill East Allington TQ9 7RE	East Allington Primary School Church hill East Allington TQ9 7RE

### 2. The ethos of East Allington regarding children with Special Educational Needs and Disabilities (SEND)

- High quality first-class teaching, providing a broad and balanced curriculum for all children
- Staff are committed to providing for each pupil the best possible environment for learning
- Teachers set suitable learning challenges and respond to children’s diverse learning needs
- Children with SEND are inclusively educated where appropriate with their peer group
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve the objectives
- Classroom and table top displays support children’s independence
- If additional support is identified as necessary, children take part in planned, evidence-based interventions with teaching and support staff
- Support is personalised and targeted

Any child may have special educational needs either throughout or at any time during their school career. East Allington ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## Our definition of SEND

Special educational needs' and disabilities (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Children have special educational needs if they have a learning or social & emotional difficulty which calls for special educational needs provision to be made for them.

### Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

### How your child might be identified and put on the SEND register:

- The teacher identifies a concern with a child. This can be due to a lack of progress, poor levels, lack of performance, behaviour concerns etc. These can be in one area or several. Parents and SENDCo are informed and the Graduated response tool is used to create the initial concerns plan of support.
- A child may come from a previous school with identified SEND and a certain level of support. After a couple of weeks to settle, these children are observed and tested to ensure the appropriate provision is in place and that they are at the correct level of action.
- School has a graduated response to dealing with identified needs. Some children will require a referral to an external agency with recommendations made. However, some children may not be deemed as needing their involvement but require further support in school. These children will have a SEND plan in place with individual targets. Other children at lower level of need may be placed 'on watch' and supported by whole-school provision. Pupils will attend intervention groups provided on the whole-school provision map. After half a term, progress is reviewed and the pupil is either taken off watch, put on a SEND plan or they may continue 'on watch' for a further half a term. Pupils will not spend longer than a complete term on watch.
- Early intervention is vital so in the Early Years Foundation stage we look at pupils on an individual basis and make learning personalised for progress to take place. Sometimes a referral to outside agencies such as Speech and Language is required to allow the pupils to get the best possible education and achieve well.
- Children with a recognised difficulty will be put on a personalized SEND learning plan. Pupils will work on individual targets and these will

be reviewed termly and a new set provided – if needed. If progress is not made then these children may require more, additional support. Where interventions have been successful, children will then be moved off the register as they close the gap with their expected attainment.

- Children are not automatically put on SEND action if they are involved with agencies such as EWO, nurse, social services, home-school liaison worker; there has to be a recognised special educational need.

### 3. Links to school

#### policies:

To be found on the SEND website page.

### 4. What is the standard admissions numbers (as of

Sept 2021) Number of children on the school roll:

1 1 5

Number of children with SEND at support level: 9

inc pre-school

Number of children with EHCPs: 2 inc pre-school

### 5. How Stoke Fleming:

#### a. Identifies and assesses children with SEND

Identification of SEND is made by thorough and individualised assessment through observation, ongoing classroom assessment and diagnostic assessment. Consultations in progress meetings, parents' meetings and intervention reviews contribute to identifying children needing assessment.

#### Codes of learning difficulties:

- Cognitive and learning **CL** (this includes: *Dyslexia*, *Dyscalculia*, *MLD*, poor processing skills, poor auditory or visual memory, low *cognitive ability*)
- Communication and interaction **CI** (*speech & lang*, *ASD*)
- Social, emotional and mental health **SEMH** (*beh*, *ADHD*)
- Sensory and Physical **SP** (*HI*, *VI*, *physical*, *Dyspraxia*, *medical*)

Evidence is needed of the specific areas of need, in the form of Standardised Scores/ percentile ranks obtained from recognised, published tests. Some tests we refer to are:

- Boxall Profile testing

- Dyslexia screening
- Accelerated reader assessments
- Working memory assessments

Other tests may be used by the Educational Psychologist to add as evidence for their special need. Those who are on the register must have a termly support plan.

b. Evaluates the effectiveness of provision for children with SEND

- Regular meetings with the teachers to discuss the effectiveness of the provision.
- Termly learning walks/observations to review effectiveness of provision where monitoring of planning and differentiation are done.
- Progress meetings to review and adapt interventions
- SEND plan monitoring to review SMART target appropriateness

c. Assesses and reviews the progress of children with SEND

- Progress meetings are held every term with class teachers where the Curriculum progress through objectives of the whole class are reviewed. Within this, specific groups, such as SEN children, are looked at.
- Every term the SENDCo analyses progress and reviews the provision in place for children not progressing.
- SEND interventions are reviewed by staff weekly.

6. The best people to talk to at East Allington about your child's difficulties with learning/SEND

1. The class teacher
2. The SENDCo
3. The Head of School

7. Types of support available for children with SEND at East Allington

- High quality differentiated class teaching
- Class-based TAs work alongside the class teacher to support children in Small group work or 1:1 support and facilitate the class teacher working with SEND
- Adapted and differentiated resources e.g. visual timetables, learning walls, table displays
- Support from outside agencies
- Intervention team provision (1:1 or very small groups). Specialist staff deliver specific interventions/programmes e.g. speech therapy

8. How we make sure ALL staff are aware and understand the needs of a child with SEND

- Class Inclusion folders and Medical Needs folders have all the relevant information about the children with SEND in that class.
- A copy of Medical Needs Plans kept in the office
- Changes in need are communicated to staff
- SEND staff meetings are held termly to ensure all staff are updated and have chance to reflect on the children with SEND's needs
- Regular CPD sessions are held for all staff pertinent to specific childrens needs in school

9. How will school let you, the carer/parent, know if they have any concerns about your child's learning

- Your class teacher will meet with you to discuss concerns and put in place an initial concerns plan.
- Your class teacher will contact you to suggest a meeting with the SENDCo if progress hasn't been made through the initial concerns plan.
- The SENDCo may phone or send a letter to ask to speak to you regarding any concerns
- The SENDCo is available to meet/attend SEND plan meetings, team around the child (TAC) or team around the family (TAF) meetings
- All SEND plans are discussed with class teachers and a copy is given to parents to take home so parents know their child's targets and how best to support them

10. How support is allocated to children

- Once a specific need is identified then provision is planned to meet their need.
- Interventions are set up and monitored.
- Termly reviews of interventions ensure high quality teaching in class, appropriate interventions and access to external agencies.
- Advice from our external agencies inform support.
- Intervention groups are facilitated by specialist trained TAs whose training is regularly updated.

### 11. How does support move between the key stages

Arrangements are made to ensure appropriate support is carried on between key stages:

Transition phase	Arrangements
Nursery to EYFS	<p>Multi-agency meetings are held to pass on information that will help support the pupil.</p> <p>EYFS staff visit all feeder settings to meet with staff to discuss SEN pupils</p> <p>Parent/carer meetings are arranged to share information</p> <p>Half day taster day sessions are offered</p> <p>Support is put in place and reviewed continually during the pupil's first year at school</p>
EYFS to Year 1	<p>Move up, stay up takes place – all pupils moving classes have a taster day/week in class</p> <p>High needs SEND pupils may have a meeting with the Class teachers and SENDCo</p> <p>Individual SEND plans are written, giving the new teacher detailed information about strategies and triggers to ensure successful transition</p>
Year 2 to Y3	<p>Multi-agency meetings for high need children are held to review and plan for the next year</p>
Year 6 to secondary	<p>Y6 teachers have a meeting with Y7 staff to discuss every child</p> <p>SENDCo has a meeting with the secondary SENDCo, SEND team and/or Head of Y7 to discuss in detail and hand over files of the children with SEN. Detailed information is passed on to ensure effective transfer to set up appropriate provision.</p> <p>High needs pupils will have extra visits to Feeder schools prior to the transition days</p> <p>2 transition days spent at secondary school</p> <p>Y7 SEN staff come into the primary class room to observe and work with specific high need children and prepare them for transfer.</p> <p>TA and home-school support are provided for some children dependent on circumstances</p> <p>Transition meetings multi-agency meetings for children with EHC plans</p>

12. Which other people and organisations provide services to children with SEND at Stoke Fleming

External agencies	Key person of contact
School nurse	No specific name
Educational Psychologist	Simon Higley
Behaviour support	No specific name
Nursery Plus	Sarah Mckinlay
Speech therapist	Vanessa Harvey
Sensory and Physical Teaching service (SAPTs) (Visual impairment & hearing impairment)	No specific name
Social services	No specific name
Children's Centre	No specific name
0 – 25 Disabilities Team	No specific name
Play therapist	Sarah Mckinlay

13. What training have staff received to support children with SEND

- Specialised training from specialists e.g. community nurse, OT etc...
- Regular staff meetings dedicated to SEN. Recent training:
  - Dyslexia, Speech and language, autism and lego therapy programmes
  - Adverse Childhood Experiences
  - Acquired brain injury
  - Autism training
  - Inclusion training

#### 14. How will teaching be adapted for a child with SEND

- Class work is differentiated in small groups and individually when required
- Class based TAs work alongside the class teacher to support children on an individual and small group basis and to facilitate the teacher to work with children with SEND
- Interventions and targets are evaluated and adapted termly
- Accessing different appropriate programmes of studies
- Specialised resources
- Liaison between the class teacher and the intervention team ensure continuity

#### 15. What support is available for children with SEND

- Differentiated work
- TA group support
- Specialised programmes
  - Emotional Literacy programmes
  - Speech therapy programmes
  - Fine and gross motor skills programmes
  - Sensory integration programmes
  - Communication and interaction programmes
- Termly support plans to focus learning
- Nursery +

#### 16. What facilities are available for children with SEND at East Allington

- Differentiated and specialist resources
- Timid to Tiger parental support programme (planned as part of post COVID plan)
- Access to support from outside agencies e.g. CAMHs, Educational Psychologist, behavioural support, home-school support, OT, physiotherapy, speech therapy
- Intervention rooms for small group work
- Adapted toilet for needs when identified
- Steps and rails on some toilets
- Ramps to main building
- Specialised equipment ordered on advice