

SEN Link to Local Offer

The kinds of special educational needs that are provided for in school
<p>Rossington All Saints Academy provides support for the following special educational needs;</p> <ul style="list-style-type: none"> ASD Asperger's ADHD Attachment Disorder SEMH Dyslexia Dyspraxia Literacy Numeracy
The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns
<p>Miss Kimberley Wainwright SENCO Rossington All Saints Academy 01302 868414 Ext: wainwrightk@theallsaints.net Mrs Nicola Walker Assistant Principal Inclusion and Sport Rossington All Saints Academy 01302 868414 Ext: walkern@theallsaints.net</p>
Policies for identifying children and young people with SEN and assessing their needs (list all relevant policies)
<p>There are a number of assessment methods utilised by the academy to accurately identify and assess student's needs. During the Y6 transition process the academy's SENCO meets with the SENCO from the feeder schools and attends review meetings in Y6 to gather information and meet the student and parents/carers.</p> <p>In addition the academy carries out the following assessments; dyslexia screening tests as well as reading and spelling tests. The reading and spelling tests take place in Y6 prior to the students entering the academy to identify those students who may require additional literacy support. If teaching staff have concerns regarding a student, they inform the SENCO immediately to initiate further action.</p> <p>The academy also regularly utilises services provided by outside agencies such as CAMHS, educational psychologists, ASCETS as well as the hearing and visual impairment teams. As a result student needs are identified accurately and are continually assessed to ensure support is specific.</p>
Arrangements for consulting parents of children with SEN and involving them in their child's education
<p>Clear systems are in place to ensure that the parents/carers of children with SEND are regularly consulted and therefore actively involved in their child's education. Review meetings are held in response to statutory requirements, which include the student, parents/carers, academy staff and</p>

outside agencies where appropriate. Parents/carers are encouraged to complete a questionnaire prior to attending the meeting to outline their views. Parents/carers are encouraged to contribute towards the decision making processes at each meeting. In addition regular letters and phone calls home are made when necessary to ensure parents/carers are fully aware of what is happening in school regarding intervention strategies, support and student progress.

Regular parent evenings are held across the academy for students in all year groups. They either have a pastoral or subject specific focus. Parents/carers are encouraged to attend in order to review current attainment and progress and be involved in target setting for further development with members of staff. This information is also presented and discussed at SEND review meetings.

Arrangements for consulting young people with SEN and involving them in their education

Students with SEND have a number of opportunities to be involved in their education. They are encouraged to attend review meetings and they also complete a student friendly questionnaire prior to the meeting to gather their thoughts and opinions. Students are encouraged to have an input into their statutory review meetings through identifying their strengths, areas for development and suggesting how improvements can be implemented. This can either be from a pastoral or academic point of view. They are also encouraged to have a similar input into parents evening when discussing attainment and progress with subject staff as well as pastoral support.

Arrangements for assessing and reviewing children and young people’s progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Regular review meetings are held in line with statutory requirements where appropriate. Both parents/carers and students are encouraged to contribute to the review meetings. Review meetings are informed and supported by the following pieces of information; whole school data capture which happens once per half term and feedback from academy staff/LF’s with regard to attitude/behaviour/attendance. In addition, where necessary outside agencies such as the educational psychology team, ASCETS and CAMHs are involved in the process of assess, plan, do and review. Furthermore, within the academy students who are accessing additional support for literacy or dyslexia, complete re - testing procedures in order to track progress and decide on alternative provision if necessary. This information is then shared with students, parents/carers and academy staff through either review meetings, parent’s evenings or through using the VLE. In addition access arrangements are organised for students in consultation with outside agencies for those students who require additional support for examinations.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

The academy provides ‘step up’ days which focus on CEIAG that deliver overarching support for all students. All students will receive information, advice and guidance to support their transition through the academy and into further education, training or employment. The days have been designed so that students can focus, plan and reflect on their own personal career pathway. In addition, the academy has an extensive system for supporting students in Key Stage 4 and 5 with their career choices. This involves regular appointments with the careers advisor and the head of 6th form. Outside agencies such as medical/health/psychology professionals and pastoral mentors are also involved in the process where appropriate. Parents are welcome to attend this meeting to help inform future choices. Students are also encouraged to attend open days/evenings as well as taster days/tours prior to starting further education, again accompanied by parents/carers to ensure they are moving on to a suitable pathway. This aspect is also discussed with parents/carers, academy staff and outside agencies at review meetings where appropriate. Once a decision has been made a transition plan is designed and put into place as soon as possible.

Approach to teaching children and young people with SEN.

An inclusive approach to teaching and learning is promoted across the academy through a variety of different methods. Staff at the academy, regularly take part in CPD sessions which focus on different aspects of teaching and learning such as differentiation and assessment for learning as well as sharing good practice to ensure students receive high quality provision. The SENCO ensures that all staff have the relevant information with regard to SEND students, including practical classroom strategies. This information is presented in the form of an accurate SEND register which includes information regarding each student's SEND status alongside PEN portraits. PEN portraits include information from the student, learning facilitator (LF), teachers and parents/carers to ensure that each student is appropriately supported in their learning through focused classroom strategies. This information is stored centrally and is regularly updated when appropriate, usually after review meetings. In addition SEND students receive effective LF support in lessons, in conjunction with their allocated hours of provision.

The SEND department also deliver effective interventions for students diagnosed with dyslexia through the Nessy programme and literacy through a number of different strategies such as corrective reading and successmaker spelling. Data such as students spelling and reading ages are also shared with the whole staff, to facilitate appropriate provision in lessons. This delivery is focused on developing student's skills as well as linking those skills with other subjects on the curriculum. The success of these interventions relies on a collaborative approach between the members of staff delivering the interventions, subject staff across the academy and parents/carers.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN.

Numerous strategies are utilised by the academy to ensure students with SEND can access a broad and balanced curriculum. As previously outlined each member of staff has access to accurate resources such as the SEND register and PEN portraits as well as information gathered from CPD sessions to inform their planning. The academy is also a cream paper school, to help students read the information from worksheets with greater efficiency. Some students also require 'fiddle objects' or 'movement breaks' and this is supported by academy staff. Effective LF support is also in place to support students across the curriculum.

SEND students also have access to the Stephen Wiltshire room at break and lunchtimes, where LF's plan and deliver a programme of activities. The activities are student focused and include work around developing social skills such as communication and collaboration and how students can apply these skills into different subject areas. This work is reviewed by the SEND department at SEND department meetings. Furthermore the academy also provides disabled access via lifts, ramps and specialised toilet facilities.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

Staff at the academy regularly take part in CPD sessions which focus on different aspects of teaching and learning such as differentiation, assessment for learning, effective use of LF'S as well as sharing good practice to ensure students receive high quality provision. The SENCO also ensures specific training in regards to SEND is delivered. Previous CPD sessions have focused on areas such as ADHD, Autism, Attachment Disorder and Epilepsy. This has previously been delivered by professionals from outside agencies.

The SENCO also ensures that all staff have the relevant information with regard to SEND students, including practical classroom strategies. This information is presented in the form of an accurate SEND register which includes information regarding each students SEND status alongside PEN portraits. PEN portraits include information from the student, LF, teachers and parents/carers to ensure that each student is appropriately supported in their learning through focused classroom

strategies. This information is stored centrally and is regularly updated when appropriate, for example after review meetings. Furthermore, students form tutors and house directors are invited to attend annual review meetings.

Evaluating the effectiveness of the provision made for children and young people with SEN.

Regular evaluation of provision takes place in a number of different forms. Firstly, attainment data generated through the academies data capture every half term is analysed by the SENCO and used to identify areas of strength and development for SEND students across the curriculum areas. Secondly, attendance and behaviour data is also tracked, analysed and used to identify areas for further support and intervention. Thirdly, student voice is also utilised to evaluate the effectiveness of the provision. Finally, this information is used to facilitate focused discussions at not only parent's evenings but also SEND review meetings, which involve students, parents/carers, LFs as well as teacher input. This information allows for a detailed review of student's progress as well as designing appropriate actions for development.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.

The academy utilises a range of teaching and learning strategies to ensure an inclusive curriculum is adopted for all students, for example regular focused staff training, the use of PEN portraits and clear strategies for differentiation to provide for all students learning needs. Additionally, extensive pastoral support is provided for each student within the academy, through the house system. Students are placed in vertical tutor groups which provide ideal opportunities for social interaction between students. Furthermore, the academy has a very clear climate for learning which staff, students and parents/carers are fully aware of. The climate for learning is used to promote positive behaviour. The academy provides an extensive extra-curricular timetable as well as opportunities for students to attend trips and visits, some of which are overseas.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Rossington All Saints Academy provides holistic care and guidance and social development through the pastoral system as well as teaching and learning. Each student within the academy is assigned a form tutor and each tutor group belongs to a house, which a house director oversees. Each tutor group within the house is vertical and therefore contains students from each year group, to develop social interactions. Additional pastoral support is provided for SEND students through the Stephen Wiltshire room and extra-curricular provision. The Stephen Wiltshire room is a quiet space, supported by the LFs where students can take part in a number of activities, which will enhance their social development such as taking part in board games in order to facilitate communication and collaborative work. Students also have access to a learning mentor if required. There is also a clear climate for learning which includes both rewards and sanctions. All students and staff at the academy are fully aware of the climate for learning and it is used to promote positive behaviour and interactions. Also, within the academy there is a peer support system in place where students are encouraged to work with different year groups to form a student council, there are also student beat bullying mentors. Additionally, a number of Key Stage 4 and 5 students work with year 7 and 8 students to develop their literacy skills, through the paired reading initiative.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

The SENCO holds regular statutory review meetings in line with each SEND students review meeting schedule. Students, parents/carers, LFs as well as professionals from outside agencies are invited and encouraged to attend the meetings. The meetings focus on each student's strengths and areas for development as well as discussing appropriate plans for further intervention and support.

Outside agencies such as the Educational Psychology Team, School nurse; ASCETS, CAMHS, Social care, IFSS (Integrated Family Support Services) and the hearing and visual impairment team are contacted where appropriate for specific students, based on their area of need. At each stage parents/carers and students are consulted.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

There is an overarching policy for handling complaints available on the Rossington All Saints Academy website. However, we do strongly encourage parents/carers to either speak to or meet with the SENCO prior to this happening in order to work together to resolve issues if they arise.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published.

Information with regard to the local offer is available on the DMBC website
www.doncasterchildrenandfamilies.info