

Name of School: Rossington All Saints Academy

Date of Report: September 2022

**SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER
FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

The information set out below will be added to Doncaster LA's Local Offer site located under 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision'). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school

Rossington All Saints Academy is a mainstream secondary school within Delta Academies Trust, working in partnership with the Diocese of Sheffield and Doncaster Local Authority.

The academy firmly believes in ensuring that all students enjoy their education, achieve to the best of their ability, make a positive contribution to society and become fully prepared for further study and the world of work. Every student is supported to achieve through a wide variety of support networks.

Rossington All Saints Academy has achieved the Autism Charter Award.

Rossington All Saints passed the Inclusion Quality Mark (IQM) Assessment in October 2020.

'In a spirit of hope, we aim above and beyond, experiencing life in all its fullness' John 10:10b

How we identify if your child may need additional help and/or has special educational needs (SEND)

The academy uses a range of methods 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 Y5/Y6 to gather information, meet the student and parents/carers.

In addition, the academy has access to the following assessments: dyslexia screening tests, GL assessments (literacy and numeracy), reading and spelling tests and my star assessments. The tests take place to identify those students who may require additional support. We also have procedures in place to identify those students who may require additional pastoral support through the bridge and PLC provision. If teaching staff have concerns regarding a student, they inform the SENCO immediately to initiate further action.

The academy also regularly utilises services provided by outside agencies such as CAMHS, Educational Psychologists, Autism Specialist Team (ASCETS), School Nurse, Speech and Language, General Development Assessment pathway, Behaviour Outreach Service (BOSS) as well as the hearing and visual impairment teams. As a result, student needs are identified accurately and are continually assessed and reviewed to ensure support and provision is bespoke.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Parents and carers are paramount in the support process. Clear systems are in place to ensure that the parents/carers of children with SEND are regularly consulted and actively involved in their child's education. SEND review meetings are held in response to statutory requirements, which include the student, parents/carers, academy staff, the Local Authority and 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, emails, 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. Parents/Carers are also encouraged to download the school gateway app to ensure effective communication.

Regular parent evenings are held across the academy for students in all year groups. Parents/carers are encouraged to attend to review current attainment and progress as well as general well – being. It is also an opportunity for parents/carers to be involved in

target setting for further development with members of staff. This information is also presented and discussed at SEND review meetings.

If there are any concerns from parents/carers regarding student's specific educational needs, whether they have an EHCP or Support Plan then parents should feel free to contact Miss Wainwright at school as soon as possible.

How we will involve your child in the planning and review of their support

Students with SEND have several 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. Students meet with their key workers termly and can discuss any concerns they may have then. 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.

Students with additional needs are also actively involved when discussing post 16 and careers opportunities. The academy recommends that parents/carers and students begin to consider the next steps and have a meeting with the careers advisor to begin this process. This process is often initiated in SEND review meetings.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

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 student information outlined on the SEND register and student learning passports as well as information gathered from CPD sessions to inform planning.

The academy is also a cream paper school, to help students read with greater efficiency. In addition, the academy supports the use of over lays, pencil grips, bespoke class books as well as the use of ICT where required. Some students also require 'fiddle objects' or 'movement breaks' and this is also supported by academy staff. A structured timetable of teaching assistant (TA) support is also in place to support students across the curriculum.

Furthermore, the academy also provides disabled access via lifts (in the main school building as well as in the PE building), ramps, bespoke tables in areas such as science and catering and specialised toilet facilities. Students also have access to the Stephen Wiltshire room at break and lunchtimes if required.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

The academy uses a graduated approach to support students with additional needs. The format of the SEND support plans reflects the graduated approach, as they are split in to three categories e.g. phase 1 universal support (quality first teaching), phase 2 identified need - bespoke provision, phase 3 students with an education, health and care plan (EHCP). At each phase outcomes are reviewed via the assess, plan, do, review process. This process includes working with students, parents/carers, staff within in school as well as outside agencies where appropriate.

Throughout this process student's needs, provision and outcomes are consistently reviewed. In the first instance students' needs will be identified, this is through student/family voice, staff observations and/or tests/assessments e.g. results from a dyslexia screener test. This will then focus the provision required and could include the following: consultation and support provided by specialist outside agencies such as ASCETs/ school nurse/CAMHS, additional pastoral support, literacy/numeracy intervention amongst other strategies. This will be communicated with teaching and support staff. A review of provision and progress will take place at the SEND support meetings.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has social and communication needs

The academy uses a graduated approach to support students with additional needs. The format of the SEND support plans reflects the graduated approach, as they are split in to three categories e.g. phase 1 universal support (quality first teaching), phase 2 identified need - bespoke provision, phase 3 students with an education, health and care plan (EHCP). At each phase outcomes are reviewed via the assess, plan, do, review process. This process includes working with students, parents/carers, staff within in school as well as agencies where appropriate.

Throughout this process student's needs, provision and outcomes are consistently reviewed. In the first instance students needs will be identified, this is through student/family voice, staff observations and/or test/assessment results. This will then focus the provision required and could include the following: consultation and support provided by specialist outside agencies such as ASCETs, additional pastoral support, completing the 'I am unique' program, attendance at life skills club amongst other strategies. This will be communicated with the student, family, teaching and support staff. A review of provision and progress will take place at the SEND support meetings, where amendments can be made.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

The academy uses a graduated approach to support students with additional needs. The format of the SEND support plans reflects the graduated approach, as they are split in to three categories e.g. phase 1 universal support (quality first teaching), phase 2 identified need - bespoke provision, phase 3 students with an education, health and care plan (EHCP). At each phase outcomes are reviewed via the assess, plan, do, review process. This process includes working with students, parents/carers, staff within in school as well as agencies where appropriate.

Throughout this process students needs, provision and outcomes are consistently reviewed. In the first instance students needs will be identified, this is through student/family voice, staff observations and/or performance in tests/assessments. This will then focus the provision required and could include the following; consultation and support provided by specialist outside agencies such as ASCETs/ school nurse/CAMHS amongst other strategies. This will be communicated with teaching and support staff. A review of provision and progress will take place at the SEND support meetings, where amendments can be made.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

The academy uses a graduated approach to support students with additional needs. The format of the SEND support plans reflects the graduated approach, as they are split in to three categories e.g. phase 1 universal support (quality first teaching), phase 2 identified need - bespoke provision, phase 3 students with an education, health and care plan (EHCP). At each phase outcomes are reviewed via the assess, plan, do, review process. This process includes working with students, parents/carers, staff within in school as well as agencies where appropriate.

Throughout this process students needs, provision and outcomes are consistently reviewed. In the first instance students needs will be identified, this is through student/family voice, staff observations and/or tests/assessments. This will then focus the provision required and could include the following; small group and/or 1:1 bridge support in school, consultation and support provided by specialist outside agencies such as ASCETs/ school nurse/CAMHS amongst other strategies. This will be communicated with the student, family, teaching and support staff. A review of provision and progress will take place at the SEND support meetings, where amendments can be made.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Numerous strategies are utilised by the academy to ensure that our facilities are safe and welcoming to students with SEND. The academy provides disabled access via lifts, ramps, bespoke tables in areas such as science, technology and catering as well as specialised toilet facilities. The academy has clear signage to support students moving around the academy.

The academy is a cream paper school, to help students read with greater efficiency. In addition, the academy supports the use of over lays, pencil grips, bespoke class books as well as the use of ICT. Some students also require 'fiddle objects' or 'movement breaks' and this is supported by academy staff. Structured timetable of teaching assistant (TA) support is also in place to support students across the curriculum.

How we promote developing independence

As early as the transition process developing independence is a key focus. We encourage schools, families and students to begin taking part in tasks which provide opportunities for students to develop not only independence but the increased self-esteem and self-confidence that runs parallel. Such tasks include packing a school bag independently, developing road safety and how to cross different types of roads, as well as following self-care routines such as making a bed, making a hot drink or a snack independently.

The SEND department run an extensive life skills program from Y7 to Y11. This includes the regular provision of extra-curricular opportunities where students can develop skills such as self-care routines, telling the time, tying their shoelaces, handling money, internet safety, road safety, using public transport. This is supplemented by offering a range of trips/visits for each key stage at the end of each term to provide students with the opportunity to put the skills they have learnt e.g. communication, organisation and independence into practice in 'real life' situations.

Throughout the curriculum, in conjunction with outcomes highlighted on students bespoke SEND plans students are encouraged and provided with opportunities to work independently in order to build self-confidence and self-esteem.

How we measure and review your child's progress against their targets and longer term outcomes

Regular evaluation of provision takes place in various forms. Firstly, attainment data generated through the academies data capture 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 tracked, analysed and used to identify areas for further support and intervention. Thirdly, student, parent/carer voice is utilised to evaluate the effectiveness of the provision. Finally, this information is used to facilitate focused discussions at parent's evenings and also SEND review meetings, which involve students, parents/carers, TA's as well as teacher input. This information allows for a detailed review of student's progress as well as designing appropriate outcomes through the assess, plan, do, review process.

How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND and supporting you as their family

As an academy we have a clear understanding of support services that we can access to support the graduated approach and the referral processes. As an inclusion team we discuss support strategies and make decisions regarding the services required to

support students based on need. This is part of the assess, plan, do, review cycle and includes family and student voice.

As an academy we engage in CPD with support services to ensure that we can continue to make appropriate decisions to ensure student's needs are met. We welcome advice and sharing good practice with key stakeholders such as the local authority (LA), support services and education settings.

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

The graduated approach to SEND provision allows the academy to ensure that the SEND notional (element 2) and the element 3 funding is utilised to support need. Outcomes identified on the SEND support plans are bespoke to students needs and therefore the assess, plan, do, review process allows outcomes and provision to be allocated, monitored and evaluated accurately on a regular basis.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

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 teaching assistants (TA's) as well as sharing good practice to ensure students receive high quality provision. The SENCO also ensures specific training in regard to SEND is delivered. Previous CPD sessions have focused on areas such as Attention Deficit Hyperactivity Disorder, Autism, Attachment Disorder (ADHD), Epilepsy and visual impairments. This has previously been delivered by professionals from outside agencies. Both teaching and support staff have also completed online training via educare which focus on developing knowledge of different aspects of SEND for example dyslexia, Autism, ADHD amongst others.

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 learning passports. Learning Passports include information from the student, TA, 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, student's form tutors and learning managers are invited to attend annual review meetings to facilitate collaboration.

How we include children with SEND in the life of our school

Students with SEND are fully integrated in all aspects of academy life. The academy utilises a range of teaching and learning strategies to ensure an inclusive curriculum and extra-curricular offer is adopted for all students, for example regular focused staff training, the use of learning passports 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. Additional pastoral support is provided via the inclusion team.

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.

How we prepare children and young people to join our school

There are a number of strategies in place to prepare students to join our academy. A robust transition program takes place which includes visits to the academy and meeting with key staff. Staff from the academy also visit the feeder schools to work with students and staff to support the transition process. During transition the academy's SENCO meets with the SENCO from the feeder schools and attends review meetings to gather information and meet the student and parents/carers.

There is also a transition page on the academy website which includes a virtual tour, pictures of key places in and around the academy, student voice as well as a copy of our moving up guide. We also encourage families to take part in regular visits to the academy to practice the bus/walking route, directions, crossing roads safely and stranger danger.

How we prepare children and young people to move on from our school

There are various strategies in place to prepare students who are moving on from the academy. This is a focus in SEND review meetings from Y9, where bespoke support, advice and guidance is sought from the career's advisor. Once a decision regarding destinations has been made, a robust transition plan will be put into place to ensure a smooth transition to the chosen provider such as visiting the provision to meet key staff and familiarise with the environment, sharing information as well as collaboration in SEND review meetings.

Contacts for more information

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