



All Saints Carshalton Church of England Local Offer 2017-18

The school aims to provide for the special educational needs of all our pupils as they are defined in our SEN Policy.

Class Teacher – Your child's class teacher is your first point of contact. They have responsibility for monitoring your child's progress and for liaising with key staff about interventions needed.

Key Stage Leader – Each Key Stage Leader has an overview of all the classes in their Key Stage and have responsibility for the progress of each year group within their Key Stage.

Contact to discuss child needs

The Key Stage Leaders are:

Miss T. Brown – Foundation Stage;

Mrs V. Williams – Key Stage 1

Mr A. Musson – Key Stage 2.

Head Teacher – Mrs E. Hart Dyke is the head teacher at All Saints Carshalton, Church of England Primary School

Deputy Head Teacher – Mr C. Marston is the deputy head teacher at All Saints Carshalton, Church of England Primary School

Mrs Hart Dyke and Mr Marston are the designated staff member for Looked After Children and for Safeguarding issues

SEN Governors - Mrs J. Morrissey is the school's SEN Governors. She has an overview of SEN matters across the school.

The Inclusion Manager is Mrs L. Callaghan. Her role is to plan provision for children with special educational needs and disabilities, track progress of pupils with special educational needs, perform diagnostic assessments for individual children and refer children to outside agencies as appropriate.

Assessing children

Class teachers undertake regular monitoring of children's progress. In conjunction with Key Stage Leaders and the Inclusion Manager they identify pupils not making expected progress and plan appropriate provision for them

School uses the London Borough of Sutton's Graduated Support for Special Educational Needs to determine the type of support appropriate for individual children, according to the severity of their need.

Informing parents and carers

Parents are invited to regular review meetings to track progress and evaluate interventions

Additional support and resources are provided after discussions with key staff, parents/carers, the pupil and where relevant, external agencies

Additional support is documented on an Individual Education Plan and parents receive a copy of each one. They are updated termly with class teacher and parental input

Updates on progress

Parent consultation evenings are held in the Autumn and Spring Term and an Open Afternoon in the Summer Term

An annual progress report is sent home at the end of the Summer Term

IEPs are reviewed termly and parents receive copies

Education Health and Care Plans are reviewed either every six months or annually according to the child's age

If a child is not making progress

If a child is not making progress the class teacher will discuss concerns with parents

The class teacher may feel that a child has special educational needs and will discuss this with parents and with the Inclusion Manager

The Inclusion Manager may observe and assess the child and recommend the type of support that will meet that child's needs

School may seek external support for children continuing to experience significant difficulties over time

For a small number of children an application for an Education Health and Care Plan assessment will be appropriate

Curriculum

School follows the National Curriculum for all subject areas

The curriculum is taught through learning objectives and tasks are set that enable children to meet these learning objectives

Children have individual Maths and English targets which are reviewed termly

Adapting for child needs

Class teachers differentiate the curriculum according to the learning needs of their class. Planning takes account of individual pupil needs and different learning styles

Grouping arrangements are organised carefully to maximise learning opportunities for all

Teacher flexibility on child needs

Teaching assistants work in classes across the school under the teacher's direction. The class teacher and teaching assistant work with small groups and individual children during lessons. The aim is to offer support while maintaining independence, so adults will be deployed to work with children at all levels of ability in each class through the course of the week

Additional support

Some children with special educational needs will undertake interventions. These will be run by class teaching assistants, the special educational needs teaching assistant or the Inclusion Manager as organised by school

Some pupils with Education Health Care Plans may be allocated support staff

Some children identified by school as having additional learning needs may take part in intervention groups designed to target their learning difficulties

Learning strategies

Some children will have differentiated learning in class and some children may have physical aids to support them with their class learning

School uses a range of strategies to support and develop literacy including reading.

For example, according to need we run phonics groups, guided reading sessions, reading buddies, writing workshops and small group or 1:1 reading intervention groups

School uses a range of strategies to support and develop numeracy such as Numicon and Springboard Maths

Meeting child needs

School uses practical classroom aids to support children in class according to their special educational need such as coloured reading overlays, wobble cushions and pencil grips

Children are encouraged to develop independence with their learning. For example they are given differentiated learning in their classrooms and if needed learning is chunked into small achievable steps as appropriate. Teachers plan carefully so that through the week all children receive time for targeted learning with an adult at their table as well as time for independent learning as well.

Children may be referred to specific outside agencies according to their special educational need

Diagnostic testing and assessment may be undertaken by the Inclusion Manager and/or external agencies if appropriate

Access to exams

A number of access arrangements are available to support children during Key Stage Two SATs. These are allocated if a child meets the government's criteria for access arrangements

Access arrangements may include additional time, large printed text and/or use of a

scribe depending on the needs of the child

Access Arrangements assessments are carried out by the Inclusion Manager in accordance with government criteria

Additional support or time for exams

Parents will be informed by school if their child meets the criteria for Access Arrangements

Comfort, safety and socialising

School has an open door policy and teachers are available in the playground for a quick chat before and after school. For longer meetings it is possible to make appointments with class teachers and members of the senior leadership team. School uses Visual timetables and cues for children so that they have a visual as well as verbal reminder of classroom routines and expectations. This is a useful support both for children with social communication difficulties and other learning needs.

School ensures that there is regular liaison between home and school.

Communications include monthly newsletters from the head teacher, termly letters from class teachers explaining the class work that will be undertaken by the children, setting weekly homework, having termly parents evening where progress and targets are set and individual annual progress reports. Information is also regularly published on the school website and via letters for individual classes.

Developing social & emotional skills

School runs many lunchtime & after-school clubs to develop children's interests outside the curriculum and these clubs enable children to enhance their self-esteem and social skills in a less formal setting than in the classroom. The full list of clubs is published on the school website.

Access to specialist support from external agencies can be sought if a child meets their criteria for referral.

School has a strong ethos of pastoral care based on its Christian values and PSHE and RE lessons focus on developing children's spiritual, moral and social awareness. ELSA sessions are available for individual children who meet the criteria for referral.

School helps pupils in their preparation for secondary school by encouraging secondary school teachers to visit so that pupils can ask questions. Pupils have an induction day where they visit secondary schools and extra induction days can be arranged according to individual need.

Early Help Support in the Community (Tier 2)

There is an ELSA who works across the school who offers 1:1 support for children to support their self-esteem and to develop social skills.

Bullying

School has a Behaviour Policy and an Anti-Bullying Policy and all staff work hard to

ensure that it is upheld. It is available to view on the school website. There is always a staff presence in the playground at break and lunchtime and before and after school and children know that they can approach any adult to seek support if needed

Disability support

A lift is available in the newly built section of the school. Wheelchair access is available for some areas of the school. Reasonable adjustments can be made according to individual need e.g. classroom aids such as wobble cushions, coloured reading overlays and pencil grips

Accessing lessons

School has a Single Equality Policy that is available to view on the school website

Who we work with

School works with a wide range of outside agencies including:

- Educational Psychology Service
- Sensory Impairment Service
- Speech Language Communication Service
- Autism Spectrum Disorder Service Special Educational Needs Team
- Occupational Therapy School Nurse
- Child and Adolescent Mental Health Service
- Social Care
- Voluntary

Working with other agencies

Referrals are made if a child meets the threshold for referral to a particular outside agency

Informing parents and carers

Referrals are made in liaison with parents and they have the opportunity to include their concerns within the referral process. In addition, parents are given the opportunity to meet with members of staff from the outside agency and receive copies of any reports written by staff from an outside agency

Helping your child settle with confidence

There are annual Reception induction meetings for parents and children. Parents and children visit the school and meet their teachers and peers in their classrooms. Parents are given information by the head teacher and an information pack is handed to all new parents

School holds an annual Year 5 transition to Secondary school meeting for parents so that they are clear about the procedures for applying to high school

Secondary schools hold open evenings for Year 5/6 pupils and parents to visit schools

Information is passed between class teachers at the end of every school year so that their next teacher is aware of any additional needs for pupils within their class
Pupil progress is tracked on a termly basis and available for new class teachers when they receive their new class

Pupils visit their new class in July, in preparation for the September transition
Transition booklets are made by the school ELSAs for targeted children with additional needs who would benefit from a visual reminder of their new classroom and teacher over the summer holidays

Extended School Day

There is a daily breakfast club and after school club run by Jancett on the school premises.

Policies

Please see the school website, <http://allsaintscarshalton.sutton.sch.uk/> for access to the following policies: Administering Medicines Policy, Adult Volunteer Helpers Policy, Attendance Policy, Anti-Bullying Policy, Behaviour and Discipline Policy, the Key Stage Behaviour Procedures, Charging Policy, Child Protection Policy, Collective Worship Policy, Complaints Policy, E-Safety Policy, Most Able and Talented Policy, Health and Safety Policy, Healthy Eating Policy, Home Learning Policy, Non Smoking Policy, Single Equality Policy, SMSC Policy