



Special Educational Needs and Disability

Information Report (SIR)

Provision for pupils with Special Educational Needs and Disabilities (SEND) at All Faiths Children's Academy.

We strive to support every pupil, including those who are Local Authority Care, to achieve well throughout their time with us.

Here at All Faiths we endeavour to meet the needs of all pupils including, amongst others, those with Speech and Language Difficulties, Hearing Impairment, Specific Learning Difficulties, and Social, Emotional and Mental Health problems.

Quality teaching is vital, however, for some pupils, there are occasions when further additional support may be needed.

Our Special Educational Needs and Disabilities (SEND) Team have contact with a wide range of professionals as well as their own expertise.

The SEND Team:

Mrs Barbara Langiano – Special Educational Needs Coordinator (SenCo)

Mrs Beth Welstead – Lead Teacher for the Deaf Provision. Co-ordinates the provision for pupils for whom All Faiths is the named provision on an Education and Health Care plan.

Mrs Kelly Kelsey – Designated Safeguarding Lead for Children and Families (DSLCF) provides a link between home and school.

We have a team of Specialist Teaching Assistants to support our deaf pupils as well as Teaching Assistants in every classroom.

Roles & Responsibilities of the SEND Team

Mrs Barbara Langiano – Special Educational Needs Coordinator (SenCo)

As a qualified Special Educational Needs Coordinator, I am responsible for the implementation of the Special Educational Needs Policy (<https://www.allfaithschildrensacademy.org.uk/wp-content/uploads/2019/04/New-SEND-Policy-January-2019.docx>)

and co-ordination of specific provision to support pupils who have special educational needs and/or disabilities.

I liaise closely with teachers to monitor pupils' progress and plan interventions to accelerate progress when necessary. I carry out a range of assessments in order to identify any potential difficulties or barriers to learning. In addition to the provision already available I teach pupils in small groups or in a 1:1 situation, when it is appropriate.

I have regular contact with a wide range of external agencies that are able to give specialised advice.

Other SenCo responsibilities are detailed in the Special Educational Needs Code of Practice.

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

If you have any concerns regarding SEND matters, please do not hesitate to contact me.

Mrs Beth Welstead - Lead Teacher for Deaf Provision

As Lead Teacher of our Specialist Provision for the Deaf, I am responsible for the progress and inclusion of all pupils who have an Education, Health and Care Plan with deafness named as their main disability and All Faiths Children's Academy as their named provision. Currently, there are 3 qualified Teachers of the Deaf at the school who provide specialist teaching.

Deaf Awareness is a priority in our school and I provide training for all staff. I liaise with mainstream class teachers to ensure the inclusion of our deaf pupils with their hearing peers, in all aspects of school life.

Kelly Kelsey – Designated Safeguarding Lead for Children and Families and Home School Support Worker

I am the Designated Safeguarding Lead for Children and Families and Home School Support Worker at All Faiths Children's Academy. I provide links between school staff, families, pupils and external services in a supportive and professional manner, to enrich the partnership between home and school.

I support pupils by helping them to overcome specific barriers to learning. These may involve friendship difficulties, attendance, self-esteem issues and/or family concerns, such as bereavement or relationship changes.

Please feel free to contact me with any concerns you may have.

There are many Special Educational and Disability terms that are abbreviated, these include:

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
DSLFCF	Designated Safeguarding Lead For Children and Families
EAL	English as an Additional Language
EHCP	Education and Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
HSSW	Home School Worker
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
PSW	Pastoral Support Worker
SaLT	Speech & Language Therapy
SEMH	Social Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SENSA	Special Educational Needs Support Agreement
SENSP	Special Educational Needs Support Plan
SLT	Senior Leadership Team
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
VI	Visual Impairment

Children and Families Bill 2013

The Children and Families Bill underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill seeks to

reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with SEND, so that services consistently support the best outcomes for them. The Bill extends the SEND system from birth to 25; giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It aims to do this by:

- replacing Statements of Special Educational Needs and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

- The local Offer was first introduced in a Green Paper (March 2011) - “a local offer to all services available to support disabled children and children with SEN and their families. The information will set out what is normally available in schools to help children with lower-level SEN, as well as the options available to support families who need additional help to care for their child.”

What does it do?

- The Medway Local Offer provides parents/carers with information about how to access services in the area and what they can expect from those services. With regard to education, it informs parents/carers and young people about how school and colleges will support them and what they can expect across local settings. The Medway Local offer can be found at <https://www.medway.gov.uk/localoffer>
- The Local Offer for All Faiths Children's Academy has been framed around 14 questions, below are All Faiths Children's Academy's responses to these questions.

1. How does All Faiths Children's Academy know if children need extra help?

All staff are trained to recognise pupils who may have special educational needs or disabilities. Careful observation, over time, is vital to identify pupils who need support.

At All Faiths, we consider the following:

- concern raised by parents/carers, teachers, teaching assistants, or a pupil's previous school;
- progress is less than expected;
- a change in a pupil's behaviour;
- lack of confidence to take risks in learning;
- information and assessment from other professionals;
- the provision in Education and Health Care Plans;
- signs of emotional distress;
- physical or medical conditions.

What should I do if I think my child may have special educational needs?

In the first instance if you have concerns about your child's progress, please contact your child's class teacher via their Contact Book.

2. How will I know how All Faiths Children's Academy is supporting my child?

- Each pupil's education programme is planned by their class teacher. It will be differentiated to suit the pupil's individual level of development. This may include additional support by the teacher or teaching assistant.
- If a pupil has needs related to more specific areas of their learning, such as spelling, handwriting, numeracy or literacy, s/he will receive small group or individual support. This is provided by the teacher, or teaching assistant usually for a set amount of time, after which impact will be reviewed.
- Interventions are recorded on an individual Pupil Provision Map. If you have any queries relating to any interventions provided for your child, please contact the class teacher or SenCo, via your child's Contact Book.
- Pupil Progress Meetings are held regularly. This is a meeting where each class teacher and senior staff meet, to discuss pupil's progress. This shared discussion may highlight any potential difficulties so support can be planned.
- Occasionally, a pupil may need expert support from an outside agency such as, the Children's Therapy Team, Speech and Language Therapy

Team or Paediatrician. A referral form is completed with parents/carers and forwarded to the appropriate agency. After assessment, a programme of support may be provided to the school and/or parents/carers.

- The Governors of All Faiths Children's Academy are responsible for entrusting a named person, (Mrs Kirstie Jones– Headteacher) to monitor Safeguarding and Child Protection procedures. He is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central Record. In a "support and challenge" role, the Governors ensure that the school is as inclusive as possible and treats all pupils and staff in an equitable way. They monitor and review the Accessibility Plan and all other statutory policies, as defined by the Department for Education.
- We provide support for pupils with social, emotional and mental health needs in a variety of ways including an external Play Therapist, a 'Positive Play' lunchtime group, an Emotional Literacy Support Assistant (ELSA) and other appropriate programmes as needs emerge and we also have access to other resources available locally.
- We hold 3 In School Reviews a year with school staff and other professionals. If we are discussing your child, you will be informed beforehand and receive a letter informing you of the outcome.

3. How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special educational needs, their work will be differentiated and scaffolded by the class teacher to enable them to access the curriculum.
- A variety of teaching styles will be used which are specifically tailored to each child's need.
- Teaching assistants may be allocated to work with a pupil on 1:1 basis or in a small focus group, to target specific needs.
- If appropriate, specialist equipment may be provided e.g.: a writing slope, a concentration cushion or "easy to use" scissors.
- The school's pastoral team, may also support pupils in accessing the curriculum.

4. How will I know how my child is doing?

- Each pupil has a Contact Book in which messages can be exchanged daily between home and school.

- Appointments can be made to meet with your child's class teacher via your child's contact book.
- You will be able to discuss your child's progress at Parent/Carer Consultations which are held 3 times a year.
- All pupils receive an annual report in July.
- SEN Support Agreements or SEN Support Plans are written or updated 3 times a year. Targets are set by the class teacher with advice from our SenCo or outside agencies, when appropriate. Parents/carers are invited to school to share the Support Agreement and are encouraged to contribute to it. Ideas are also included to use at home to support your child.
- EHCP's are reviewed annually and parents/carers are encouraged to attend this meeting.

How will you help me to support my child's learning?

- The class teacher will suggest ways of supporting your child's learning in informal discussions, meetings, at Parent/Carer Consultations and in regular Curriculum letters.
- Mrs Langiano, our SenCo, may meet with you to discuss how to support your child. This would normally occur when a child has been assessed and strategies or interventions have been suggested.
- Mrs Kelly Kelsey, our DSLCF, may meet with you to discuss strategies, if you would like support with your child's behaviour and/or emotional needs.
- When the Educational Psychologist has become involved with your child, you will be invited in to discuss their assessment.
- Regular "workshops", courses (such as Parenting Support) and Curriculum Days are held to involve you in your child's learning.
- The school produces a range of leaflets to help you support your child and understand how they are learning.

5. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These change according to need and circumstances but usually include:

- members of staff including the class teacher, teaching assistants, SenCo or Designated safeguarding Lead for Children and Families who are readily available for pupils who wish to discuss issues and concerns;

- emotional literacy support is available to support pupils with SEMH difficulties;
- pupils who find less structured parts of the day difficult, such as lunchtimes have access to the Positive Play Group which helps to develop pupils social skills to enable them to form friendships.

Pupils with medical needs

- If a pupil has a serious medical need, a detailed Care Plan is compiled in consultation with parents/carers and the School Nurse, if necessary. These are discussed with all staff who are involved with the pupil. A copy of the Care Plan is kept in the classroom and in the medical room.
- Epipen training is carried out regularly and always updated when a pupil with this need joins our school.
- When necessary and in agreement with the parents/carers, prescribed medicines are administered at school. A written agreement is required to ensure the safety of both pupil and staff.

6. What specialist services and expertise are available at, or accessed by the school?

The school has access to many services including:

- AAP – Attendance Advisory Practitioner previously known as Educational Welfare Officers.
- CAMHS – Child & Adolescent Mental Health Service.
- CAST – Child & Adolescent Support Team.
- CPA – Child Protection Advisors.
- CTT – Children’s Therapy Team – Speech and Language/Occupational Therapy Team, Sensory Team.
- EP – Educational Psychologist.
- MAGIC – Medway Autism Group and Information Centre.
- Snapdragons – Paediatricians.
- PASS – Physical and Sensory Service
- School Nurse.
- SC – Social Care.

Educational Psychologist

The school uses Medway’s service and is allocated an Educational Psychologist (EP). EPs normally only work directly with pupils whose needs

are felt to be quite considerable and have not responded to the interventions previously put in place for them.

This involvement is generally planned at the ISR (In School Review). These are meetings held 3 times a year, between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve, a pupil's difficulties.

In order to help understand a pupil's educational needs more fully, our Educational Psychologist will meet with parent/carers and give feedback after any assessment has been completed.

Advice will be provided to the school and parent/carers, about how best to support the pupil in order to take their progress forward.

7. What training are the staff supporting children and young people with SEND had or are having?

All staff receive regular training which includes:

- how to support pupils with dyslexia/dyslexic tendencies;
- how to support pupils on the autistic spectrum;
- how to support pupils with emotional needs;
- DeBono's Thinking Hats, using Ryan's Thinkers Keys and Philosophy for Children;
- deaf awareness;
- specialist Teacher of the Deaf training;
- language and communication skills;
- British Sign Language;
- attachment theories;
- Speechlink/Languagelink;
- Trauma support
- Memory strategies
- how to promote self-esteem and mental health;
- behaviour management.

8. How will my child be included in activities outside the classroom including educational visits?

Activities and educational visits are available to all.

Risk assessments are carried out and procedures are put in place to enable all pupils to participate. If a health and safety risk assessment suggests that an

intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity, in addition to school staff. All pupils are welcome to attend Clubs after school, providing their behaviour is deemed appropriate.

9. How accessible is the school environment?

As a school, we are happy to discuss individual access requirements.

Facilities include:

- translators for sign language as appropriate;
- ramps into school to make the building accessible to all;
- 2 toilets adapted for disabled users;
- wide doors in some parts of the building;
- wide paths around the building;
- a wheelchair lift;
- community translators, are available when necessary.
- a shower.

10. How will the school prepare and support my child when joining All Faiths Children's Academy or transferring to a new school?

We understand that changing school can be a stressful time, therefore, strategies are in place to enable pupil's transition to be as smooth as possible.

These include:

- meeting or discussions between the previous or receiving schools prior to the pupil joining/leaving;
- additional visits are arranged for pupils who need extra time in their new school;
- transition booklets for pupils before they start at our school;
- a member of the School Leadership team will meet parents/carers, prior to their child joining the school;
- secondary school staff visit pupils prior to them starting the next stage of their education;
- Mrs Langiano and the Year 6 teacher meet with the SenCos from the secondary schools to pass on information regarding SEN;

- when a pupil has more specialised needs, a separate meeting may be arranged with the SenCo, the secondary school SenCo, the parents/carers and when appropriate, the pupil;
- Pre - visits and parent/teacher meetings for all the children joining All Faiths' are actively encouraged.

11. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources, dependant on individual need.
- The additional provision may be allocated after discussion with the class teachers.
- If any concerns are raised on completion of assessments, further support or resources may be allocated.
- Pupil Premium funding is used to support all pupils who are entitled to it. [DfE external document template \(allfaithschildrensacademy.org.uk\)](https://www.allfaithschildrensacademy.org.uk)

12. How is the decision made about how much support my child will receive?

- When a child joins our school, support is allocated in response to the information provided by the previous school. Support is allocated based on pupil's need and will be regularly reviewed.
- Interventions will be identified and arranged, based on assessment of need.
- Parent/carers will be able to see the support their child is receiving on a Provision Map, held by the class teacher and the SenCo. A Provision Map is a record of support that the pupil is receiving, including the impact it is having on the pupil's learning.
- Interventions and support are monitored termly, by the SenCo, and necessary alterations are then made to ensure progress is taking place.

13. How will I be involved in discussions about and planning, for my child's education?

All parents/carers are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher;
- during Parent/Carer Consultation evenings;

- during discussions with SenCo, SLT and/or other professionals;
- contributing to your child's Support Plan;
- your child's Contact Book.

How will my child be involved in discussions about their education?

- Pupils with SEN Support Agreements will talk through their strengths, weaknesses and targets with the class teacher and their parent at the signing meeting.
- Pupils with SEN Support Plans will be asked about their likes, dislikes and views on their learning in order to tailor the plan to their individual needs.
- When an application for an Education and Health Care Plan is made the pupils views will be gathered on the relevant forms.
- Pupils with EHCP's will be invited to their Person Centred Annual Review, wherever possible.

All pupils get the opportunity to voice their opinions through pupil voice activities such as School Council and questionnaires.

14. How effective is our provision?

In 2022, pupils with an EHCP or on the school SEN register, made expected progress against their starting points in reading, writing and maths. 29% of pupils with SEND made accelerated progress in reading and writing, 57% of pupils with SEND made accelerated progress in maths.

15. Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact your child's Class Teacher in the first instance. Other staff may well become involved, including:

- Mrs Barbara Langiano – SenCo
- Mrs Kelly Kelsey – DSLCF
- Mrs Kirstie Jones – Headteacher

If you require any further information, or have any queries, please contact Mrs Barbara Langiano, our SenCo.

Parents should follow the school complaints procedure should they have any concerns.