

Devon LAP Academies

SEN Information Local Offer

All Saints' Marsh C of E Academy, All Saints Thurlestone C of E Academy, West Alvington C of E Academy and West Charleton C of E Academy

Person with overall responsibility for SEN within the academies	Mrs J Higginson
Contact details	admin@lapsw.org
Web address of SEND Policy:	http://www.lapsw.co.uk
Name of Education Provider: Learning Academy Partnership Southwest	
1. What special education provision is available at our setting?	
What do we do here to meet your needs?	
<p>Within the Learning Academy Partnership, all teachers are accountable for the progress and development of all children in their class, including those identified with Special Educational Needs & Disabilities (SEND). All staff track those at risk of underachievement or slow progress so that rapid appropriate intervention can be put in place.</p> <p>Additional structured and tailored intervention is provided by trained members of staff in addition to high quality teaching. Specialist teaching assistants, within the LAP, deliver interventions to accelerate progress in targeted areas of need.</p> <p>Such interventions include:</p> <ul style="list-style-type: none"> ● Staff trained in the delivery of THRIVE ● Staff trained in the delivery of Counting to Calculating ● Designated TAs with responsibility for the delivery of Speech and Language Therapy (SALT) targets which are set by specialist Speech and Language Therapists linked to the Academies. ● Designated staff deliver social skill support groups ● Specialised interventions, devised to suit individual needs ● Access to a range of agencies and support services, when required, such as: <ul style="list-style-type: none"> ○ Educational Psychologist ○ Speech & Language Therapists ○ Early Years Advisory Support ○ Portage Workers (home-visiting educational service for pre-school children with additional support needs and their families) ○ EMTAS - Ethnic Minority and Traveller Achievement Service ○ Deaf and Hearing Impairment ○ Sensory Impairment ○ Visual Impairment ○ ICT & Physical Needs ○ CAMHS – Child & Adolescent Mental Health Service ○ Communication and Interaction Team ○ Social, Emotional & Mental Health Needs 	

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Furthermore, members of staff may receive additional training to enable them to support specific pupils with additional needs, for example, PECS training to support children with communication needs.

2. What criteria must be satisfied before children and young people can access this provision/service?

What sort of needs would you have for us to be able to help you?

We are an inclusive partnership and consider placements for any child in our Multi Academy Partnership. We adhere to the guidance laid out in the Equalities Act 2010. Children with SEND are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage.

For us to provide a successful provision for children with additional needs, we ensure we work in partnership with families and that families sign up to this agreement of building a team of support around the child. This may involve other outside agencies.

We have clear induction meetings to ensure a child makes a successful start to our learning environments.

Through the Academy's regular monitoring of attainment and progress, children who may require additional support have their needs identified and become part of our Assess, Plan, Do, Review process. Parents are consulted and encouraged to participate in partnership with the Academy.

3. How do we identify the particular special educational needs of a child or young person?

How do we work out what your needs are and how we can help?

We have a clear system in place across the Learning Academy Partnership to identify potential special educational needs for a child. We consider early identification of SEN to be vital.

- We follow the SEND Code of Practice (2014 – updated January 2015)
- All class teachers track and monitor the data of children's progress and attainment. Where a child is making limited progress, or achieving below age related expectations, we will monitor to ensure this is not due to any underlying special educational need.
- Classroom observations and learning walks by school leaders are standard practice to ensure that children's barriers to learning are not an issue that can be dealt with through the development of teaching strategies. Any concerns will be shared with the SENDCo.
- The SENDCo will subsequently use appropriate assessment tools to further investigate concerns raised through the observation and monitoring processes.
- Where needed, we will refer to outside agencies to provide support in the identification and assessment of any barriers to learning.
- We may support parents in liaising with medical professionals where an underlying medical condition is causing barriers to learning to aid the process of identification.

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- Where behaviour is causing barriers to learning, we will work closely with families to identify what the cause might be, such as parenting support, housing, bereavement or friendship issues.

4. How do we consult with parents and/or children and young people about their needs?

How do we find out about you and what you and your parents think you need to help you?

The academies and nurseries recognise that it is essential we work in partnership with parents. We do this in many ways:

- Individualised processes in place between nurseries and academies to ensure smooth transition.
- Individualised transition processes in place between the Academies and Secondary schools.
- Home Visits on entry for children transferring from nursery
- Open days
- Tours of the school by senior leadership team
- Staff visible and present on the playground at the beginning and the end of the day to communicate with parents and carers
- Termly parent consultations
- EHCP (Educational Health Care Plan) Annual Reviews
- Termly Individual Support Plan reviews
- Early Intervention – Parent Support Advisor
- Home/school communication books, where required
- Regular 'check in, check-ups and check outs' (opportunities for teacher/pupil communication)
- Subject leaders provide parent advisory/information sessions for key areas of children's learning e.g. approaches to calculation or reading development.
- SEN Clinic where parents get opportunity to talk to the SENDCo about any concerns they may have

5. What is our approach to teaching children and young people with special educational needs?

How will we teach you?

Our academies are inclusive learning environments and we value each child as an individual. All children are treated equally, and we ensure that, when additional needs are identified, a team is built around the child. This team is inclusive of the parents/carers who know the child best, the class teacher and SENDCo and any additional outside agencies who may be involved in providing specific objectives and supportive advice (including health and social care).

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The information from the team provides a clear identification of the child's needs. Teachers then use this information to ensure child's needs are recognised and planned for within the classroom environment. Teachers are responsible for ensuring quality first teaching is differentiated to meet the needs of the SEND children.

Some pupils may require individual assessment by the SENDCo. The assessment will determine whether the pupil requires a bespoke programme of support. The programmes are devised to suit individual needs of the child. These may be delivered one-to-one with a designated TA or within small group on a regular basis. Children identified with a higher level of need will also have an ISP (Individual Support Plan) with individualised targets

6. How can we adapt our curriculum for children and young people with special educational needs?

What sort of things will you learn here?

We adapt the curriculum by:

- Differentiation in class teaching – quality first teaching – ensuring access for all learners
- SENDCo identifies children who need tailored intervention, in liaison with class teachers and parents.
- Individual Support Plans provide key targets
- Engaging parents to support home learning
- Resources and specialist equipment provided and tailored to support children with special educational needs to progress within the classroom.
- Work covered in 1:1/group sessions is reinforced and consolidated in the classroom.

7. How will we ensure we get the services, provision and equipment that children and young people need?

How will we make sure that you get all of the help that you need from different people?

At times we need to call on the advice of professionals to ensure that we have identified and provided for a child's needs effectively, this might include:

Gaining support from the Communication & Interaction Team for expert guidance on the best ways to support a pupil with autism.

There may be times when we may not always have the resources and facilities to meet the specific needs of an individual child. Where this occurs, although we make every reasonable effort to do so, we would take advice from the Special Educational Needs Team and signpost parents/carers for advice.

- Educational Psychology Service
- Speech and Language Therapy Service
- Hearing Impairment Service
- Visual Impairment Service
- Communication & Interaction Team

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- School Nurse
- Paediatrics
- CAMHS
- Social Care

8. How is this provision funded? Who pays for this?

At the Learning Academy Partnership, provision for meeting the needs of pupils with special educational needs is funded by the academies' notional SEN budgets. Some pupils with special educational needs may also be eligible for Pupil Premium funding if they are in receipt of Free School Meals, are Looked After by the Local Authority or if their parents work in the Armed Forces.

Pupils with complex special educational needs and/or a disability who have an Education, Health and Care (EHC) plan may also receive additional Element 3 funding from the Local Authority according to the complexity of the child's needs.

9. What additional learning support is available for children and young people with special educational needs and how do they access it? What else will we do to help you learn and how will this happen?

As outlined in section 12 we may need to draw on support from outside agencies.

The SENDCo will be able to sign post parents and carers to appropriate agencies and Early Intervention Parent Support can offer to support parents through the referral process.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?

How can we help you learn about your feelings and relationships?

- A member of our staff is trained in the delivery of Thrive
- A range of pastoral interventions based on the identification of need e.g. building positive relationships, mentoring
- Professional Development for all staff focusing on behaviour management.
- Meal Time Assistants training and support for lunchtime behaviour management
- The academy has a Positive Behaviour Policy which is the backbone for all our behaviour management.
- Guidance for parents in the emotional and social development of children (which may manifest as behavioural difficulties) with signposting to appropriate support through Early Intervention Parents Support.
- Where social care is supporting a family, designated members of staff will liaise with the case workers.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?

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How can we help you to get ready to change to a different place or to leave here?

Nursery to KS1

- Open day for potential parents
- Home visits from teachers
- SENCo liaison with children who may require extended transition
- Opportunities for nursery children to spend time at the setting 'Stay and Play' sessions
- School Entry Plans will be implemented with children already identified with a high level of SEND need. These plans will be reviewed following entry to the Academy

Key Stage 1 to Key Stage 2

- Transition day for children to spend the day with their next teacher prior to moving year group.
- Extended transition plans for children who may require additional transition days
- Class teacher handover to include sharing of SEND information

● Key Stage 2 to Key Stage 3

- Open day for parents and children
- Assisted transition for vulnerable pupils
- Year 5 opportunities to visit local secondary schools
- Assisted transition for vulnerable children or those who would benefit from additional transition
- Transition meetings between SEND Leads in both settings

12. What other support is available for children and young people with special educational needs and how can they access it?

What other help can we give you or help you to get?

When a need is identified the SENCo will liaise with parents and class teachers:

- The SENCo can aid parents and children in accessing the following (which is not an exhaustive list):
- Social, Emotional and Mental Health:
 - Designated Safeguarding Lead will liaise with Social Care and oversee Child Protection, Child In Need & Early Help
 - Pastoral interventions – identified by need
 - Thrive
 - Liaison with outside agencies for advice and support – Educational Psychologist, Child Adult Mental Health Service (CAMHS),
 - Implementation of the Academy's behaviour policy

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- Behaviour concern may be referred to SENCo which may result in referral to Behaviour Support Team
- Communication and Interaction
 - Speech & Language concern may result in referral for Speech and Language Therapy
 - Liaison with Speech and Language Therapist. Recommendations implemented by allocated member of staff.
 - Use of resources such as: Talking Tins and Talking Postcards, Colourful Semantics
 - Request to outside agencies for advice such as Advisory Teacher from the Communication and Interaction Team (CIT)
- Cognition and Learning
 - Concern forms may be referred to SENCo from staff with concerns regarding progress or achievement.
 - Specific tailored 1:1 interventions
 - Battery of 1:1 assessment may be undertaken by SENCo to determine barriers to learning followed by the implementation of appropriate bespoke intervention
- Physical and Sensory
 - Outside agencies for advice such as Visual and Hearing Impairment Advisory Teachers
 - Implementation of recommendations by Occupational Therapist or Physiotherapist by an allocated member of staff
 - Outside agency referral to Occupational Therapist for assessment and intervention
 - Provision of support resources as advised (wedges, specialised equipment)
- Medical
 - Regular meetings with School Nurse
 - Liaison with medical professionals for children with ongoing treatment
 - Implementation of medical plans as advised by medical professionals

13. What extra-curricular activities are available for children and young people with special educational needs?

What other activities can you do here?

The Learning Academy Partnership (South Hams Hub) has extra-curricular activities available to all pupils, such as:

- A range of After School Clubs – including sports, board games, art and drama
- Regular school visits that are fully inclusive – we complete full risk assessments where children with specific difficulties may require additional support.
- Residential Visits for Y5 and Y6. Y4 pupils have an overnight residential stay.
- Breakfast Club (fees apply)
- Peripatetic teacher offers music tuition

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14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?

How do we know that the help we are giving you is working? How can you and your family tell us what you think?

A graduated approach to SEND is used across the Partnership, following the Assess, Plan, Do, Review process.

As soon as an SEND concern is raised, the academies will seek the viewpoint of parents and children involved. Your voice as a family is extremely important in ensuring we have a full and broad picture of your child and that we have all relevant information to support the assessment and support process. We may use the advice of professionals such as Educational Psychologists and/or Speech and Language Therapists, to agree desired intervention that is recorded as part of either a child's Individual Support Plan or on a Provision Map. If your child has an Individual Support Plan (ISP), Parents/carers will be invited to a review meeting at least 3 times a year and your views (Child and Parents) taken into consideration in planning next steps. Parents will be aware of outside agency involvement with their child and will be provided with relevant reports detailing intervention and progress.

Termly tracking of data and other evidence of progress is recorded on children's records to ensure we can monitor the impact of additional support and intervention.

An Education Health and Care Plan (EHCP) is reviewed annually, twice if the recipient is under five years of age. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be made. Parents and pupils are consulted and encouraged to give their views as part of this review process.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?

How do we make sure that we are being the best that we can be? How can you and your family tell us what you think?

All intervention and provision implemented across the LAP is regularly reviewed to measure impact. If the intervention hasn't been effective in ensuring progress within the targeted area of need, the child's needs will be reassessed, and interventions modified accordingly. The review process varies depending on the area of need: Cognition and Learning, Communication and Interaction, Physical/Sensory and Social, Emotional and Mental Health. This may be in conjunction with outside agencies, for example, occupational therapy reviewing impact of a support plan they have provided, and the Academy has implemented.

As part of our practice, we collect information and feedback from parents and pupils using parental and pupil termly reviews.

Expertise is shared across the Academies. We carry out cross Academy moderation, which ensures that we have secure assessments of all children in the Partnership.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?

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How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

Quality First Teaching, is the key to ensuring the best progress for all children. We invest in our staff to provide a learning environment where high quality interventions are run by trained staff, rather than deploying a Teaching Assistant in each class room.

- Staff trained in the delivery of Thrive
- SENCo attends regular SENCo Forums where there are opportunities to network and share good practice with local SENCos in Devon and beyond
- SENCo has additional qualifications in SEN
- Termly SEND Clinics/Inclusion Meetings held with class teachers and SENCo to share expertise.

SENCo consults with professionals from a range of services where required to ensure children with additional needs are best supported with recommendations from all professionals involved with the child

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?

How do we make sure that your parents know how we can help them?

Pupils with more complex and significant needs will have Individual Support Plans (including those with an EHCP). These documents are produced in consultation with parents and the pupil. A summary of the SEND need is recorded, and targets set. A review meeting is held to measure the impact of the support provided and to consider whether changes to that support need to be made. These meetings are held termly and the pupil, their parents, the class teacher and the SENCo can all contribute to the review.

Where staff are concerned about a potential Special Educational Need, parents will be involved fully in the process of assessments and any outside agency involvement.

Once a barrier has been identified through liaison with teaching staff and other professionals (such as Speech and Language Therapists or Educational Psychology) an Individual Support Plan may be put in place. We recognise that families hold a wealth of information and it is essential we work as a team to ensure best outcomes for children.

Teachers are on the playground in the mornings and afternoons for direct contact to support home/school communication

Parent Consultations are held termly, where progress and concerns are shared.

Other communication documents may be used, based on the child's individual needs, such as: home/school reward or behaviour chart and medical care plans.

18. How can parents, children and young people make a complaint about our provision?

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What can you do if you are not happy about something that has happened here?

We endeavour to work with parents at every opportunity, with staff available to speak to before and after school, a visible presence on the playground to build a collaborative relationship.

However, at times a complaint may be raised. If this is the case, there are many ways of gaining a positive resolution.

- Initially parents/carers should seek a consultation with the class teacher and see if matters can be resolved
- If the concern persists or is unresolved an appointment to see the SENCo can be arranged through the school office in the individual Academy

19. How can parents, children and young people get more information about the setting?

How can you find out more about us?

If you would like to gain more information about the Learning Academy Partnership (South West) and what we can offer children and families, please:

- Contact the Academies directly via phone or email:
- We welcome parent tours, please contact the Academies for information.
- Our websites provide up to date newsletters and information: <http://www.lapsw.co.uk>

20. 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?

How do we work with everyone else to help you?

The Academies can arrange visits from the School Nurse Team to discuss pupils' medical needs. If a pupil has been referred to the Paediatric team the Academy will be contacted for information and consultation.

The Designated Safeguarding Lead has access to Multi Agency Safeguarding Hub (MASH).

The Academies have access to additional support through Devon Integrated Services. We have access to the Babcock Educational Psychology Service. Planning and review meetings are held during the year to discuss pupils with SEND prior to engaging their involvement or to discuss progress.

Devon Information Advice and Support for SEND (DIAS) offer support for children and young people with SEND and their parents and carers. - www.devonias@devon.gov.uk

21. Arrangements for supporting children who are looked after by the local authority and have SEN

How do we help children who are looked after by Devon Council?

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The Looked After Children Coordinator will liaise with the SEND Team with regards to accessing appropriate support and provision for identified SEND children. This will follow the Assess, Plan, Do, Review model.