

## School Offer for Clifton All Saints Academy

Under the Children and Families Bill which became law in September 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Education Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for professionals in understanding the range of services and provision in the local area.

Set out below is the provision available at Clifton All Saints Academy: our School Offer.

School Name	Clifton All Saints Academy
Type of School	Mainstream, Academy
Number of Pupils	148
How is Clifton All Saints accessible to children with SEND?	Fully accessible in the building on one level. A wet room. Hearing loops in all classrooms. Ramped access where change of level of flooring. Ramped access points into the building. Additional ramps for classroom doors would be purchased if needed.
What policies can I look at?	Policies available on website: Admissions Anti-bullying Behaviour and exclusions Complaints Safeguarding Teaching and Learning Equal Opportunities Disability
How does Clifton All Saints support accessibility for children with SEND	Disabled toilet /wet room Hearing loops Access to a Speech and Language Therapist. Access to Dyslexia assessment Breakfast and After school Club facility on school grounds, but not under Academy control
How are children with SEND included in all aspects of school at Clifton All Saints Academy?	<ul style="list-style-type: none"> <li>• All children have access to quality first teaching. A range of teaching and learning styles are employed within an engaging and inspiring curriculum, where clear learning objectives and targets, appropriate to need, are set.</li> <li>• All classes are supported by an experienced Teaching Assistant for the morning. Year 1 has a Teaching Assistant all day. Reception have a full-time Nursery Nurse and a Teaching Assistant in the morning.</li> <li>• Teaching Assistants and additional teachers are used to provide additional catch-up and support programmes in small groups or 1:1 as needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• All school trips and visits are fully inclusive. For residential trips, there is close liaison with the venue and preliminary visits are organised if needed.</li> <li>• Children are well-supervised during break and lunchtimes with specific activities and resources provided to support sensible engagement and meaningful activity.</li> </ul>
<p>How does the school financially support SEND?</p>	<p>The school budget includes money for supporting children with SEND. The Head Teacher, SENCo and other staff, supported by the Governors, decide on how resources will be provided and used based on the needs in the school.</p> <p>Class teachers plan carefully according to the specific needs of the groups of children in their class, directing support staff, resources and strategies to support children in small groups and individually</p>
<p>How are children identified as having SEND?</p>	<p>The school would initially be informed as a result of:</p> <ul style="list-style-type: none"> <li>✓ Concerns from parents</li> <li>✓ Concerns from members of staff</li> <li>✓ Liaison with a previous school</li> <li>✓ Liaison with outside agencies</li> <li>✓ Assessment identifying underperformance</li> </ul> <p>If a child is having difficulties after additional support is put in place, then the class teacher and the SENCo will discuss further support/intervention and may identify the child as having Special Educational Needs.</p> <p>As a Local Authority, Central Bedfordshire have adopted a staged response to providing additional support for pupils with SEN or disabilities.</p> <p>Stage 1 – extra or different support is provided to that of most children of their age. This may involve:</p> <ul style="list-style-type: none"> <li>✓ Extra help from a Teaching Assistant</li> <li>✓ Small group or individual support out of class</li> <li>✓ Alternative resources provided</li> </ul> <p>If a child continues to have difficulties even with extra support then they move to Stage 2 when the school will seek support and professional advice from:</p> <ul style="list-style-type: none"> <li>✓ Speech and Language Therapist</li> <li>✓ Visual/hearing impairment advisors</li> <li>✓ Autism Advisory Teacher</li> <li>✓ Health Professionals</li> <li>✓ Educational Psychologist</li> <li>✓ Behaviour professionals</li> </ul> <p>If a child's needs are complex or severe, stage 3 involves an assessment of educational health and care (EHC) by the Local Authority to determine the needs to be met by the Educational, Health and Care plan(EHC)</p>

<p>How does Clifton All Saints measure the progress of children with SEND?</p>	<p>Each child's progress is continually monitored by the class teacher and regular review meetings are held with colleagues, the Head Teacher and the SENCo to ensure that sufficient progress is being made and to discuss ways in which progress could be accelerated.</p> <p>Children are assessed at the end of Foundation Stage against the Early Years Profile statements</p> <p>Children are formally assessed at the end of Year 2 by SATS</p> <p>Assessments are also made at the end of each academic year to give overall progress and attainment levels for each child.</p> <p>A child's Individual Education Plan (IEP) will have SMART targets which progress and achievement will be measured against.</p> <p>The progress and attainment of children with a Statement of SEN or an EHC will be reviewed formally at an Annual Review with all the adults involved in the child's education.</p> <p>Regular monitoring of progress will be made by the Senior Leadership Team and Subject Leaders through Learning Walks, book scrutiny and pupil interviews to ensure that the needs of ALL children are being met through quality teaching.</p>
<p>How are parents of children with SEND supported and involved in the child's provision?</p>	<p>Parents are informed of their children's progress twice yearly through parent's evenings and an annual report. There is also an informal parents evening in October, and work-share afternoons in December and July.</p> <p>Individual Education Plans and Behaviour Plans are written by the class teacher and SENCo after discussion with the parents and child. They are reviewed at least 3 times a year.</p> <p>Statements of SEN (pre September 2014) and EHS plans (post September 2014) are reviewed annually.</p>
<p>How are children with SEND supported when preparing for the move to the next setting?</p>	<p>There are a number of events that take place during the year, but especially in the Summer term which aim to smooth the transition to the Middle schools through activities and shared learning. Additional visits can be arranged for those children who need them.</p> <p>The SENCos from the Lower and Middle schools meet to discuss needs and interventions to ensure a smooth transition for the more vulnerable children.</p>
<p>What support for a child's overall well-being is provided by Clifton All Saints Academy?</p>	<p>The class teachers and SENCo liaise regularly to ensure that all children are supported in this aspect.</p> <p>One Teaching Assistant has been trained to use SMILE with small groups as needed to ensure that their emotional well-being is supported in school.</p> <p>Teaching and non-teaching staff have had minimum First Aid training with some members having completed the 3-day First Aid at Work training.</p> <p>Attendance is monitored closely by the Office staff and any concerns reported to the Head Teacher. This is also monitored by the Attendance Officer from the Local Authority.</p>

	The school provides a number of different non-academic clubs before, during and after school to support the children with different interests and skills.
Other information	The staff are encouraged to develop their skills and knowledge of SEND continuously through ongoing CPD and sharing of good practice. Teachers, Teaching Assistants and Midday Supervisors have received training to provide them with more awareness of Autism, Attention Deficit and Hyperactivity Disorder and Foetal Alcohol Syndrome
Who should I talk to at Clifton All Saints Academy about my child's Special Educational Needs	A parent's first link is the class teacher who is responsible for the provision of each child. After that, the SENCo is responsible for developing and reviewing the school's SEND policy, keeping records, liaising with outside agencies and coordinating support for children with SEND. The Head Teacher is responsible for the day to day management of all aspects of the school including SEND. The SEND governor is responsible for ensuring the school has an up to date SEND policy, making visits to monitor the support provided and ensuring that support is given to any child with SEND.

Central Bedfordshire Local Offer: <http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx>

If you want advice from professionals outside school you may find the following numbers helpful:

Parent Partnership: CBC SEND Parent and Young Person Partnership Service

0300 300 8088

School admissions: 0300 3008037

School Nurse Service: 01525 631199

CHUMS: [www.chums.uk.com](http://www.chums.uk.com) 01525 863924

Carers in Bedfordshire: 0300 111 1919

Autism Bedfordshire: 01234 214871

Child Development Centre: 01234 310275

Parenting Programmes in Central Bedfordshire:

[www.centralbedfordshire.gov.uk/parenting](http://www.centralbedfordshire.gov.uk/parenting)

Special Needs Action Panel: [www.bedfordshireforums.com](http://www.bedfordshireforums.com)