


# All Saints' Church of England Primary School



## Special Educational Needs and Disabilities Policy (SEND Policy)

<b>Date approved by FGB</b>	<b>July 25</b>
<b>Review date</b>	<b>July 26</b>
<b>Signed by CoG</b>	

## **INTRODUCTION**

This policy details All Saints' Primary School's individual approach to supporting children with Special Educational Needs and/or Disabilities (SEND), and outlines the School's commitment to fulfilling the responsibilities outlined in the SEND Code of Practice 0-25 (September 2015) 3.65. It should be read in conjunction with our 'Local School Offer' available in our SEN/D Information Report on our website.

The Special Needs Coordinator is Mrs Samantha Moseley, who completed the National Award for Special Educational Needs in January 2010.

The policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

[http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

This policy contains everything current you need to know about Special Educational Needs and Disabilities at All Saints' Primary School. If, however, we can help you further, please email:

[contact@allsaints-harwich.essex.sch.uk](mailto:contact@allsaints-harwich.essex.sch.uk)

This policy is reviewed annually to ensure it is both current and relevant, and is ratified by the governing body.

If you require a paper copy, please contact the main school office.

## **OUR APPROACH**

At All Saints' Primary School, we believe that:

- Every child has a fundamental right to education and is entitled to the opportunities that allow them to achieve and maintain good levels of learning;
- Every child should have access to a broad and balanced curriculum, including the provision of an appropriate curriculum in terms of both the Foundation Stage and National Curriculum;
- Every child has unique characteristics, interests, abilities and learning needs;
- Every teacher is a teacher of every child;
- Parents have a vital role to play in supporting their child's education.

All Saints' Primary School is fully committed to being an inclusive school community through the provision of appropriate resources, and through planning and teaching that addresses the varied needs of all our pupils. We recognise that this commitment reflects international human rights standards as expressed in the UN Convention on the Rights

of the Child and a commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships, in line with the Equality Act 2010.

Any child with a medical condition may have an individual Health Care Plan, particularly those with long term or complex medications. In some cases pupils may have a medical condition and SEND, and their care will be well coordinated.

High quality teaching is the first step in the educational provision that we offer all children at All Saints' Primary School. We recognise, however, that some children will at some stage in their school life, require a more personalised approach to enable them to make progress, enjoy success and achieve. To support children with specific needs we use a person centred, collaborative, graduated approach. This involves an 'Assess, Plan, Do, Review' cycle to ensure we give high quality and appropriate support at all times. Our aim is for Parent/Carers, children and school staff to all work together to enable all children to reach their potential. Reasonable adjustments will be made so that children with special educational needs and disabilities can take part in every aspect of school life. Any adaptations to the curriculum are based on a child's individual needs with the goal of including them both socially and academically. Any support and interventions put in place aim to overcome barriers to learning. To support this process we use the 'Ordinarily Available' framework provided by Essex County Council to ensure that the most appropriate strategies are used at every stage.

In meeting children's needs we are also required to work within the following Acts:

- The SEN Code of Practice and the Children and Families Act 2014,
- The SEN and Disability Act (amended 2001) and the
- The Discrimination and Disability Act (12 2006)
- The Equality Act (2010)

The implementation of the SEN Code of Practice 2015 will be through our School Offer.

The SENCo at All Saints' Primary School, Mrs Samantha Moseley, is responsible for:

- Day-to day implementation of this SEND Policy;
- Keeping up to date with developments in SEND and providing staff with access to appropriate training;
- Maintaining a list of the School's children with SEND, overseeing their records and reviews, monitoring their progress;
- Ensuring that both the 'Learning Support' and 'SEN Support' plans are implemented for children with SEND;
- Working closely with Parents and Carers of children with SEND;
- Working closely with staff to monitor, advise and support them in relation to SEND work;
- Working closely with external agencies such as Educational Psychology and the Inclusion Partner;.
- Being part of the Senior Leadership Team to ensure a whole school perspective of SEND.

## DEFINITION OF SPECIAL EDUCATIONAL NEED (SEN)

According to the SEND Code of Practice, a child or young person has 'SEN' (or 'SEND') if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Of those children who are identified and classed as SEN Support, their needs are categorised according to one or more of the following broad areas of need. These categories help us as a school to plan appropriate support for any children with SEND are drawn from the Code of Practice:

- **Communication and Interaction** e.g. *speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome*
- **Cognition and Learning** e.g. *Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)*
- **Social, Emotional and Mental Health** e.g. *attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury*
- **Sensory and Physical** e.g. *Vision Impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.*

## IDENTIFICATION THROUGH PROGRESS

At All Saints' Primary School, we place great importance on the early identification of children with barriers to learning and recognise the need for early intervention. We have a clear pathway in place that helps us to identify children needing to be monitored or those needing additional 'SEN Support' on the basis of the amount of progress they make. This can include academic attainment and also wider developmental or social and emotional needs. A child is identified as making less than expected progress, given their age and individual circumstances, when their progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress; • fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

We identify the children who are making less than expected progress through a thorough, school-wide, inclusion process. This process draws on the observations and expertise of the whole school community, including the Parents/Carers and families, the child themselves, the class teacher and other professionals. It also places the class teacher at

the centre of this information-gathering process and recognises that they have ultimate responsibility in identifying, planning for, and supporting children to accelerate their progress and overcome their barriers to learning.

In addition, we ensure that we recognise and distinguish those factors which may impact upon progress and attainment but which do not, in of themselves, constitute a Special Educational Need. For example:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Service person

## **ALL SAINTS' ASSESSMENT AND PROVISION PATHWAY**

### **OUR GRADUATED APPROACH**

#### **ASSESSMENT ON ENTRY/EARLY IDENTIFICATION**

- When a child enters the school, we will gather paperwork from any previous settings and ask the parents/carers whether they have any SEND or broader concerns.
- In Yr1 to 6, we assess every child twice yearly in Reading, Comprehension and Spelling to help ascertain any specific individual strengths and difficulties and plan next steps where needed. Assessments used in school are the 'New Salford Reading and Comprehension Test', and the 'Single Word Spelling Test'
- We assess all children during their first half-term in our school through careful and sensitive classroom observations and assessments, to gather starting points and baselines. This includes a Speech and Language assessment, which helps gather information about the starting points of children's communication.

#### **INITIAL CONCERNS**

- At any time school staff are available to hear or raise concerns about a child and to act accordingly. Please make an appointment through the office if you feel you would like to discuss your concerns outside of the clear timetable of assessment and planning as outlined below.

#### **PUPIL PROGRESS REVIEWS**

- Mid-way through each term, class teachers meet with the Head teacher/SENCO and Deputy Head to look at the attainment and progress across each class, comparing this with age expectations and with expectations for the individual child.
- In most cases, the first response to an identified need should be class-based planning and monitoring, and then interventions agreed which are targeted at a child's identified weakness.

### **SEN SUPPORT**

- Where, despite personalised interventions, a child's progress continues to be unsatisfactory, staff will decide whether to add that child to the School's 'SEN Support' register. Parents/Carers will always be consulted before this happens.
- Where this is the case, Parents/Carers and child will be invited to a termly person centred 'One Plan' meeting with the class teacher and/or SENCo, to consider possible barriers to learning and plan any additional support/provision required. This will be recorded on a 'SEN Support Plan' (Appendix) which includes key information about the child, support put in place and a programme of monitoring, including how well the child is accessing interventions/strategies. Next steps will be planned against the longer term Key Stage 'Outcomes'.
- Where at a 'One Plan' meeting it is identified that a child has made significant progress and it is agreed that their needs can be met within the normal educational provision available to a pupil of that age, the child's progress will be celebrated and with agreement the child will be removed from the 'SEN Support' Register and placed onto SEN monitoring.

### **HIGH NEEDS SUPPORT**

- The majority of children with learning difficulties will have their special educational needs met at 'SEN Support'. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making expected progress in their education.
- Where, despite continuing intervention at SEN Support, there is evidence that the child is still experiencing severe, long-term and complex difficulties, it may be agreed to move the child onto 'High Needs' Support.
- Where this is the case, Parents/Carers and child will continue to be invited to a termly person centred 'One Plan' meeting usually with the class teacher, to consider further possible barriers to learning and plan any additional support/provision required. This will again be recorded on a 'SEN Support Plan'
- Consideration will also be made about referring the child to the Local Authority for an **Education, Health and Care needs assessment**.

- If agreed after the Education, Health and Care needs assessment, an **Education, Health and Care (EHC) Plan** will be allocated to the child. This is a statutory document, replacing a 'Statement', that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should get to meet those needs, and the expected/desired outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.
- If an EHC Plan is agreed, Parents/Carers and children will be involved every step of the way, and Parents have the right to appeal if they disagree with the panel's decision.
- Once an EHC Plan is issued, the SENCo will ensure that all of the actions and provision outlined in the Plan are carried through. In addition, the progress of the child is reviewed termly, and the outcomes and provision detailed in the EHC Plan are formally reviewed annually.

## **SUPPORTING TEACHING AND LEARNING**

All Saints' Primary School Leaders, including the SENCo, work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully considered 'challenge' planning which ensures that all children are able to make progress;
- supporting the class teacher to take responsibility for the learning and progress of all children;
- using a wide variety of teaching approaches, including guiding learning through modelling and demonstration;
- providing visual support material;
- providing a stimulating, rich and interactive classroom environment;
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps their understanding;
- using our feedback policy to make sure that children know how to improve their work;
- providing additional adult support from well trained and well supervised Teaching Assistants;
- making available specialist equipment and digital/assistive technology to support access and participation in learning where necessary;
- using our 'growth mindsets' to keep going when things are hard for us, and acknowledge that we haven't achieved something '**yet**'.

## **EXPERTISE AND TRAINING OF STAFF**

All Teaching Assistants receive training and development that is responsive to the SEND needs within the school. In addition, they are encouraged to attend individual training sessions to develop specialist knowledge, for example Speech and Language assessment training.

Teachers and Support staff also undergo a rigorous Performance Management process where their training needs are identified and supported by a school leader.

## **RESOURCE ALLOCATION AND FUNDING**

The Local Authority distributes All Saints' Primary's SEND funding but our school decides how to spend this money. Like all mainstream schools, we have to allocate £6,000 from our own SEND budget to spend on each child who needs extra support to make progress at the 'High Needs' level of the SEN Register. The SENCo/Head teacher organises and plans the amount of additional in-class and external specialist support required by pupils at the level of extra 'High Needs' support. Pupils at SEN Support level are funded by a combination of the existing budget and the School's notional SEND budget.

All schools receive 'Pupil Premium' money to spend on improving the rate of progress for children who are eligible for free schools meals. This is because nationally there is a gap in educational attainment between the group of children receiving free school meals and the majority of children who do not. Please see our policy on Pupil Premium Funding (available on the website) for a full explanation of how All Saints' Primary School spends this money

## **ADMISSION ARRANGEMENTS**

We welcome children with special educational needs and disabilities. With support from the local authority and Parents/Carers, we aim to ensure that children are fully included into the life of our schools. Our Admission Policy, which can be found on our school websites, does not make any distinction between children with special educational needs and disabilities and other children; children are admitted regardless of aptitude or ability. Parents and Carers are always encouraged to visit the School in order to assess its suitability for their child's needs.

## **TRANSITION ARRANGEMENTS**

We will make contact with those playgroups, secondary schools and other primary settings that children move from or to. We will contact the SENCo in the previous and receiving settings and liaise with a range of agencies and professionals during transition periods.

We will directly involve the child and Parents/Carers in these arrangements. This will usually involve visits/ meetings, induction days, meetings with relevant staff (e.g. SENCo) and any necessary adjustments to the EHCP will be made. Information about a child's needs will be shared between schools and nurseries. Some children may need extra visits to get familiar with their new school. Visits are organised to a receiving Secondary Schools as appropriate.

## **PARTNERSHIPS – LINKS WITH OTHER AGENCIES**

At All Saints' Primary School we aim to work collaboratively with parent/carers, school staff, our children and outside agencies, in the following ways:

- We will work on jointly agreed targets and review progress together each term. Children who have identified needs will have termly Person-Centred Reviews at which a new SEND Support Plan will be written.

- We access support from other professionals when this is appropriate e.g. School Nurse, Family Support Worker, Educational Psychologist, Inclusion Partner and Specialist Teacher.
- Some resources and agencies are provided by the Local Authority (LA) and some by the school.

We can also signpost parents and carers to, and assist them in getting help from other services e.g. SEND operations, Family Solutions, Emotional Wellbeing and Mental Health Service (EWMHS) Educational Psychologist, Inclusion Partners, Relate, the Paediatric team and other Health and Voluntary Organisations.

For more information on these and other service available in our School, please see All Saints' Local offer on our website.

## **COMPLAINTS**

At All Saints' Primary School, we are responsive to any expressions of concern made by Parent/Carers and try to resolve concerns amicably. Parent/Carers who have a complaint about any aspect of SEND should initially contact the office to make an appointment with the SENCo.

If the matter remains unresolved then Parent/Carers may also ask to contact the Governor responsible for SEND, Mrs Elizabeth McLeod or escalate the complaint to Dr John Shaw, Chair of Governors.

A copy of All Saints' Primary School's Complaints Policy is available on our website.

## **MONITORING AND REVIEWING THIS POLICY**

We review the information about SEND in this policy annually and make adjustments as appropriate.

## **DISSEMINATING THIS POLICY**

This SEND Policy is available:

- on the School's website;
- as a paper copy from the School's front office;
- as part of induction for new staff.

We ensure that the whole school community knows about the policy through the school newsletter, teacher-pupil in-class discussion, staff meetings and other communications.

## Example- 'SEN Support Plan'



All Saints' C of E Primary School

### Learning Support Plan - Yr2 Autumn 2 - for

EHCP/Plan/IPRA/HighNeeds/SEN Support



Name:	C	Year:	2	'This' Review Date:				'Next' Review Date:			
DoB:		CoN:		Sept 2018- Salford Reading Age:		&Comp.Age:		Spelling Age-SWST			
				June 2019- Salford Reading Age:		&Comp.Age:		Spelling Age-SWST			
Parent/Carer:		C/T:		Current Banding:	R	W	M	Current Attendance:	Aut18	Spr19	Sum19
		LSA/S:									
Support	From	Time (weekly)		Agencies Involved:	-			-			
Individual:	Class LSA			Who?	-			-			
LSA	PSCo - JS			Dates of Involvement:	-			-			
Small group:	Class LSA										
Additional Information:											
✓											

Outcomes What this will mean for C	Steps identified last term to Outcome	Progress over the last term <i>Today's Review</i>	Changes to steps - C's new targets	Planned Provision
				✓

Future Action: Continue/ Move to EHCP/IPRA/HighNeeds/SENSupport