



# All Saints' (CE) C Primary School

## SEND Policy

### **Aims of this SEND policy**

The aims of our special educational need and disability policy and practice in All Saints' CE Primary School are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:

1. *Communication and interaction*
2. *Cognition and learning*
3. *Social, mental and emotional health*
4. *Sensory/physical*

- To request, monitor and respond to parent/carers' and pupils' views.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others*

*of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

### **How does our school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school.
- A pupil asks for help
- Tracking of attainment outcomes indicate a lack of progress.
- Pupil observation indicates that they have additional needs in one of the four areas:

1. *Communication and interaction*
2. *Cognition and learning*
3. *Social, mental and emotional health*
4. *Sensory/physical*

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

If you have concerns then please firstly discuss these with your child's class teacher. This then may result in a referral to the school SENCo, Zoë Brockington.

### **How will I know how the school supports my child?**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes that includes:

1. *Classroom observation by the senior leadership team, the SENCo and external verifiers.*
2. *Ongoing assessment of progress made by pupil in specific intervention groups.*
3. *Work sampling on a termly basis.*

4. *Scrutiny of planning.*
5. *Teacher meetings with the SENCo*
6. *Pupil and parent feedback when reviewing target attainment.*
7. *Whole school pupil progress tracking.*
8. *Attendance and behaviour records.*

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupils' attainments to meet these targets are tracked using the whole school tracking system.

Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class teacher and a member of the Senior Leadership team. Where it is decided that action is required to support increased rates of progress, this will follow an *assess, plan, do and review* model.

An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs.

Interventions will be identified, recorded and implemented by the class teacher with advice from the SENCo.

Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. *Special Educational Needs Support Service (SENSS)*
2. *Behaviour Support Service*
3. *Dyslexia Centres*
4. *Autism Outreach Team*
5. *Hearing Impairment team*
6. *Visual Impairment team*
7. *Educational Psychologist Service*
8. *Educational Welfare Officers*
9. *Physical and disability support service*

10. *Social Services*
11. *School Nurse*
12. *CAMHS (Child & Adolescent Mental Health Service)*

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

For pupils who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

#### **How will the curriculum be matched to my child's needs?**

Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

#### **How will I know how my child is doing?**

Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parent's Evenings.

Parents may also find the home-school diary a useful tool to use to communicate with school staff.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo or a member of the senior leadership team. Please contact the school office who will arrange one from you.

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

Please look at the school website. This includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The class teacher or SENCo may also suggest additional ways of supporting your child's learning.

### **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These are identified on our provision maps and aim to support improved interaction skills, emotional resilience and wellbeing.

### **Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and the SENCo and, if appropriate, the pupil themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

### **What training do the staff supporting children and young people with SEND undertake?**

Awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

### **Our school SENCo has completed the National Award for Special Needs Coordination.**

Enhanced training has also been provided to the SENCo on:

- *Leading a nurture Group*
- *Speech, Language and Communication difficulties.*
- *Dyslexia*

- *Dyscalculia*
- *Attendance at the termly SENCo district meetings.*

The school has regular visits from SENSS specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.

The NHS Speech Language Therapist visits regularly to assess and plan support for targeted pupils. This is then delivered by a trained teaching assistant.

The Governor with specific responsibility for SEN has completed the SEN Governor training.

### **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

### **How accessible is the school environment?**

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

### **How will the school prepare and support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupil's transition. These include:

#### **On entry:-**

- A planned programme of visits is provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents if any concerns are raised.

### **Transition to the next school**

The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school.

These opportunities are further enhanced for pupils with SEN.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.

Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at

<http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>,

Accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.