

SEN Policy

ALL SAINTS' C.E. (C) PRIMARY SCHOOL.



'Believe to Achieve'
"Living life to the full" (John 10:10)

School Values

Love + Forgiveness + Friendship + Thankfulness + Trust + Respect = Koinonia

With the teachings of Jesus as our guide, we embrace a creative and ambitious curriculum to ignite a passion for learning. We prepare our children for a rapidly changing world by equipping them with critical and creative thinking skills, independence, resilience and respect for our core school values.

Approved by: Full Governing Board

Date: 16th November 2020

Last reviewed on: November 2019

Next review due by: November 2021

Policy development

This policy was coproduced by the school SENCO (Mr Gibbs), Headteacher (Ms Golden) and the governor for SEND (Mark Emly)

This policy outlines how this school will do its best to ensure that the necessary provision is made for any pupil who has a special educational need or disability (SEND) and how those needs are made known to all who are likely to teach them.

Aims

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.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

The SENCO is: Mr C Gibbs – cgibbs@allsaints-alrewas.staffs.sch.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Expertise and training of staff

Our SENCO has completed the National Award for Special Needs Coordination.

Enhanced training has also been provided to the SENCo on:

- Supporting children with mental health needs.
- Speech, Language and Communication difficulties.
- Dyslexia
- Attendance at the termly SENCo district meetings.

In the last academic year, staff have been trained in supporting children with ASD (Autism Spectrum Disorder) and speech and language needs. Specific staff have also been trained to provide precision teaching support, to work with children on Blank Level tasks and to work with children using colourful semantics resources.

We use specialist staff for Speech and Language and ASD who pass on recommendations for provision to class teachers and to the SENCO.

We also have extensive access to various external agencies/ services who can provide specialist advice to help support staff, children and parents.

Identification of SEND

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 of SEN.

Class teachers will make regular assessments of progress for all pupils and identify those whose 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Supporting children with SEND

- 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.

All Saints' Graduated Approach to SEND support:

Stage 1: Quality first teaching which is differentiated by and personalized by the class teacher to meet the needs of all learners in the class.

Stage 2: Monitoring support (Reasonable adjustments/strategies/additional resources). This is where a child is identified as needing additional support and strategies, additional resources or reasonable adjustments may be put in place. Area of concern will be discussed with a parent and reviewed after appropriate intervention.

Stage 3: SEN support. SEN Action Plan to be put in place to document additional support/interventions provided for the child. Targets for the child are coproduced by staff in accordance with parents/carers and if appropriate the child themselves. Staff will follow an 'Assess, Plan, Do, Review' approach to put in place and then review the child's needs and support (with both the parents and child involved).

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)

Stage 4: 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 conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) Plan being requested by the SENDCo in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Staffordshire Local Authority. This will be reviewed annually.

Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model:

Assess:

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

Plan:

- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Interventions and ideas for further support will be identified by the class teacher with advice from the SENCo. Targets will be coproduced by parents, staff and the child themselves (if appropriate) and provision will be discussed and agreed.
- 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.

Do:

- Interventions and support will be recorded and implemented by staff working with the child.

Review:

- Progress towards these outcomes will be tracked and reviewed half termly with parents.
- Views of the staff, pupil and parents will be recorded and discussed.
- New targets will be coproduced and ongoing provision agreed.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs and to take part in the review process through pupil voice with their class teacher, teaching assistant or with the school SENCO.

The school website contains details of our SEND Information Report and links to the Local Authority offer, which includes the arrangements made for children in our school with special educational needs.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENCO through contacting the school office or via email.

Further Information

Further information regarding SEND at this school can be found in the School's SEND Information Report.

Monitoring and Review

The policy will be reviewed every year, or earlier in the light of any changed circumstances, either in our school or in the local area.