

All Saints' CEVCP School

Special Educational Needs Policy



Inspire Challenge Succeed

Review Frequency	Every 3 years of after changes in legislation of DfE guidance	Approval Level Required	Full GB
Approved by:	Full GB	Approval Date:	27 th March 2019
Signed:		Print Name:	Richard Harding Chair of Governors

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report regulations (2014) (see www.sendgateway.org.uk)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding policy
- Accessibility plan
- Teachers standards 2012
- This policy has been created by the SENDCo/ Headteacher in liaison with the SEN Governor and the SLT, all staff and parents of children with SEND. This policy has been co-produced in the spirit of the current reforms.

SENDCO (Headteacher): Mrs Clare Lamb email: clare.lamb@allsaints-vc-pri.suffolk.sch.uk

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, and then the pupil may be identified as having special educational needs.

Guiding principle

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. As a school which works within the principles of the Achievement for All initiative we ensure that our aim is to improve the aspirations, access and achievement of all learners with a particular focus on SEND and vulnerable pupils by embedding the key elements of the Achievement for All initiative:

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1. Leadership of Achievement for All – *to ensure schools maintain a sharp focus on the aspiration, access and achievement of vulnerable pupils*
2. High quality teaching and learning – *leading to improved progress for all pupils*
3. The structured conversation with parents – *to improve parents' engagement with school and their involvement in their child's learning and achievement*
4. Wider Outcomes – *to support the participation, enjoyment and achievement of children in all elements of school life*

Objectives in making provision for all pupils include

- To work within the guidance provided in the SEND Code of practice 2014
- To provide a Special Educational Needs Coordinator (SENDCo) who will work with and champion the SEN and Inclusion policy
- We value all pupils in our school equally
- To ensure that all pupils have equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities;
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils;
- It is the responsibility of all teachers to identify and meet the SEN of pupils and to draw on the resources of the whole school;
- Every child is entitled to have his or her particular needs recognised and addressed;
- To identify and provide for all pupils who have special educational needs and additional needs;
- To maximise the opportunities for pupils with special educational needs to join in with all activities of the school;
- All pupils are entitled to experience success;
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Good special needs practice for all pupils;
- Any pupil may encounter difficulties in school at some stage;
- All special educational provision is more effective if pupils and parents are fully involved;
- To seek the views of the child and take them into account;
- To acknowledge and draw upon parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is part of the continuous cycle of assessment and review.

Roles and Responsibilities/ Co-ordination of provision

Provision for pupils with special educational needs is a matter for the school as a whole.

- Designated Person (Safeguarding): Clare Lamb
- Deputy Designated Person (Safeguarding): Suzanne Kemp
- Teacher responsible to CLA: Clare Lamb
- Members of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Clare Lamb/ Claire Hood/ class teachers

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Governing Body

SEN Governor: Rosie Donald

The school governors have specific responsibility to:

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that pupil's needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child

In doing so Governors will have regard to the Special Educational Needs Code of Practice 2014 and the Disability Rights Code of practice for schools.

The Headteacher

The headteacher is also SENDCo and has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Headteacher keeps the governing body fully informed and works closely with individual teachers to monitor SEN.

The Headteacher seeks out and shares best practice with the LA and other schools. The Headteacher is a trained SEND Reviewer and ensures that she uses the latest research and evidence to inform our practice through her role as an Evidence Leader of Education for the EEF.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator is Mrs Clare Lamb. She can be contacted each morning and after school. Her responsibilities include:

- Co-ordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Liaising with parents of pupils with special educational needs

- Liaising with the upper school SENDCo, Educational Psychologists, school nurse, speech and language therapists and other health and special educational outreach services.

The SENDCo meets regularly with SENDCos at other schools which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child. The governing Body uses the LA admissions criteria.

Specialist Provisions

The school does not have a special unit.

Special Facilities

The school welcomes applications for admission from parents of pupils with mobility difficulties and has complete wheelchair access. There are two disabled access toilets.

The governors would, however, make every effort to accommodate a pupil's particular needs.

Allocation of resources

Each year the school plans and provides additional resources from the school budget for pupils with special educational needs. The school spends this money on:

- Learning Support Assistants
- Training for all teachers and Learning Support Assistants so they can meet pupil's needs more effectively
- Special books, assessments and equipment.
- Research based interventions – training and materials.
- Whole staff training
- Traded services from specialist support services i.e. County Inclusive Support Service, Educational Psychologist, Dyslexia Outreach

The details of how individual pupils receive support are recorded on their Individual Educational Plans (Pupil Passports). Pupil passports are written in 'pupil speak' in order to ensure that children fully understand their learning targets and feel part of the process. These are reviewed with a fortnightly feedback from teachers to children and parents. The school details any interventions and ways in which parents can support their child at home.

Pupil Passports are supported by provision maps which detail all aspects of each child's education including an outline of individual needs and interventions. Each child's SEND file contains detailed information, including referrals, assessment outcomes, learning plans, provision maps and risk assessments where applicable.

Identification and assessment of pupils with special educational needs

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support intervention programmes.

The Code of practice identifies 4 broad categories of need (p84 onwards in the SEND Code of Practice, 2014 Appendix 1)):

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

These four broad areas give an overview of the range of needs that we as a school plan for. The purpose of identification is to work out what action we need to take to support each child's needs, not to fit a pupil into a category.

Our school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

The Governing Body will ensure that the school makes appropriate provision for all pupils identified as having need of special educational provision.

The Governing Body reviews the policy and the allocation of available resources and the success of the policy in meeting SEN.

Other factors which may impact on progress on and attainment but which are not SEN:

- Disability (the Code of practice outlines 'reasonable adjustment' duty but these alone do not constitute SEN)
- Attendance and Punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil premium grant
- Being a Looked After Child
- Being a child of a Serviceman/ woman
- Behaviour (these are often an underlying response to a need)

Differentiation

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress at different rates. Not all pupils learn the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SENDCo will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken.

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A Graduated Approach to SEN Support

At All Saints' high quality teaching, differentiated for individuals, is the first step in responding to pupils who may have SEN. Our school recognises that additional support cannot compensate for a lack of good teaching and as result we expect quality first teaching from all teachers and adults involved with our pupils.

Teaching is carefully and regularly monitored to ensure that all of our pupils receive the highest quality education. The progress of all children is monitored through lesson observations, work scrutiny and Pupil Progress Meetings on a half termly basis in order to identify those at risk of underachievement. Discussions within Pupil Progress Meetings review the effectiveness and impact of the interventions which are in place to support vulnerable pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Pupils are only identified as SEN if they do not make adequate progress even though they have participated in relevant interventions/ adjustments and good quality personalised teaching. The teacher and SENDCo consider all information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This information includes accurate formative and summative assessment data to track each pupil's progress from their starting points.

Arrangements for Partnership with Parents - Supporting Pupils and Families

The school will always tell parents when their child is receiving help for their SEND. Partnership with parents plays a key role in enabling pupils with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupils' education.

The school guides parents towards the Local Authority, Bury Schools Partnership and school Local Offers (Regulation 53).

The school provides an annual report for parents during the summer term along a short progress and learning attitude report in the Spring term. Parents are invited into the school each half term to look at their child's work and the marking and feedback comments given by each teacher.

The school recognises the importance of further improving pupils' progress through parental engagement, pupil attendance and behaviour, peer relationships, participation in extra-curricular activities and access to future opportunities for pupils.

The school actively involves parents in their child's learning and achievement, particularly for children with special education needs. This is achieved within a 'Structured Conversation' which takes place with each child's teacher or SENDCo and lasts between 45 minutes and an hour. The purpose of this session is to enable parents to share their concerns and queries and for everyone to gain a clear understanding and agreement of clear targets and how they will be achieved.

Structured Conversations take place in the Autumn Term and Summer term when children are making their transitions into a new class and in preparation for transition into a new class or new school. The views of each child are gained and shared at these meetings. Outcomes from these meetings are recorded and shared with all relevant staff. A copy is given to the parents and another kept in each child's support file.

In addition to this, parents also attend the three parents' evenings offered by the school to all parents.

These sessions are designed to enable parents to feel more confident in the provision that has been put in place to support their child's needs and to feel supported with ways in which they can contribute to their child's learning.

Each child's class teacher will work closely with parents at all stages in his/ her education and should be the first port of call in case of difficulty. If parents have concerns they should first talk to the class teacher.

The Headteacher carries out home visits for all children who join our reception class each year. This visit enables the school to understand the needs of individual children and it is an opportunity for parents to raise any concerns that they may have about their children's development and possible needs.

Pupil participation

Pupils with SEN often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in some of the decision-making processes, including setting learning targets and contributing to Pupil Passports. Pupil's views will be recorded at each term and will participate in pupil perception activities on a regular basis.

All pupils identified with SEN complete a one-page profile which enables staff to understand how each child feels about their additional needs, things they are good at and how best they like to be supported. Pupil voice is important to all staff at All Saints' and we use this information to ensure that we support and nurture the needs and feelings of each child in order that they achieve their best.

Managing Pupils needs on the SEN Register

Pupil Passports are written at the start of the school year and reviewed on an ongoing basis, with targets adjusted according to the progress of each child. Such changes are annotated on the Pupil Passport as the passport is a living document that details identified targets and weekly comments by teachers on the progress made during the week towards the identified targets. These are emailed home each week so that parents and carers can discuss this with their child. Feedback from parents highlights that these passports enable them to understand how their child is doing and how best they can support their child at home. Parents are encouraged to make comments on their child's Pupil Passport so that it is a shared document. Feedback from parents is highly valued by all staff at All Saints'.

Pupil Passports are written and updated by class teachers in consultation with the SENDCo who has an overview of the process. Teachers liaise closely with the SENDCo when deciding on which interventions to put in place and monitoring the progress of all children with SEN. The

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SENDCo uses this information to access referrals to external professionals for guidance, assessment of additional needs and provision of tailor-made interventions. It is the responsibility of the SENDCo to complete and coordinate all referrals, including CAF forms and for attending all referral meetings.

Our Local Offer details the many areas of support which we offer. This is made available to parents on our school website.

Use of Data and Record Keeping

All provision for pupils with SEN is recorded accurately and kept up to date in each child's SEN file. These records detail progress, participation in interventions and outcomes, attendance data and external support. Each file contains copies of each completed Pupil Passport along with reports and correspondence with external professionals. This file is monitored by the SENDCo and is passed to new schools as part of our transition process.

Criteria for Exiting the SEN Register

The progress of **all** children at All Saints' is carefully monitored. Children who are on the SEN register are monitored closely through their Pupil Passports, half termly Pupil Progress Meetings, Structured Conversations and reports from external professionals.

A child can be exited from the SEN Register if it is felt that they have made accelerated progress and are on track to maintain this rate of progress. However, these pupils are carefully monitored to ensure that their needs are being fully met within the class and that they continue to succeed.

Links with mainstream schools

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENDCo will liaise with the SENDCos of the upper school to ensure that effective arrangements are in place to support pupils at time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupils ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Complaints procedure

The school's complaints procedures are set out in the school prospectus. Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school liaises regularly with the nominated Education Welfare Officer. In addition, the school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.

Staff Training

All teachers and teaching assistants receive training to enable them to meet the varying needs of our pupils and to be able to deliver interventions and provide tailored support. Some of this training will be delivered by outreach teachers who have been procured by the school to support specific children.

Supporting Pupils with Medical Conditions

The school recognises that pupils at schools with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have a statement or Education Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed.

The school works closely with medical professionals where a medical condition exists and complies fully with the requirements of each child's Care Plan. All staff are fully trained for the administering of medication where stated in the care plan. Please see our policy for supporting pupils with medical needs.

Accessibility

We monitor and assess the needs of all pupils in order to ensure that we remove all barriers to learning. The needs of all pupils are discussed and equipment purchased where necessary. The school monitors the accessibility plan to ensure that ALL children can access all aspects of school life. We use the advice given by medical professionals, where applicable, to the learning environment and activities that take place within it.

We ensure that the curriculum is fully inclusive and that a child's medical and/ or educational needs are fully met. Our extracurricular activities, including school clubs and school trips are fully inclusive.

Success criteria

The success of the education offered to children with SEN will be judged against the aims set above. The policy will be reviewed every three years and the implementation of this policy will be discussed at Governing Body meetings.

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