

# All Saints' CEVCP School

## Special Educational Needs Policy and SEN Report



*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:	12 <sup>th</sup> October 2022
Signed:		Print Name:	Katie Haselhurst 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
- Part 3 of the Children and Families Act 201
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report regulations (2014) (see [www.sendgateway.org.uk](http://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.

### Definitions:

A pupil has SEN if they have a learning difficulty or disability that 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 the 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.

## **Guiding principle**

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. As a school that 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:

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

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.

### **SENDCO (Headteacher and DSL): Mrs Clare Lamb**

email: [clare.lamb@allsaints-vc-pri.suffolk.sch.uk](mailto:clare.lamb@allsaints-vc-pri.suffolk.sch.uk)

Ms Lamb 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.

## 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.

### **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.

## **SEN information report**

### **The kinds of SEN that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **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)

### **Consulting and involving pupils and parents**

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 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 enables 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.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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. We use a range of assessment measures to enable us to fully understand the needs of identified children:

- Assessments for learning; setting achievable, measurable targets and monitoring pupil's success in achieving those targets
- Half termly assessments which are shared and tracked at Pupil Progress Meetings
- Observations by subject leaders and the SENDCo/HT where there is a concern
- Standardised assessments (phonological assessments, vocabulary assessments, early numeracy tests, Sandwell maths assessments)
- Information sharing between class teachers, teaching assistants, parents, support services and SENDCo to share concerns/ observations
- Developmental history with parents including speech and language issues
- Pupil perception activities to gain an understanding of the views of each learner, including the use of a One Page Profile
- Specialised assessments carried out by an SEN consultant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **Supporting pupils moving between schools, phases and preparing for adulthood**

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.

### **Our approach to teaching pupils with SEN**

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 a result we expect quality first teaching from all teachers and adults involved with our pupils.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual 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.

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, scaffolding and modelling 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.

We will also provide the following interventions:

- Number Stacks maths intervention
- success@arithmetic maths intervention programme
- Number Sense maths intervention
- Catch Up Literacy intervention
- Toe By Toe reading programme
- Phonological Awareness training
- One Plus One
- Power of Two
- Semantic Links
- Brain Gym/ Gym Trail
- Beat Dyslexia
- Sound Linkage
- Clicker 7

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **Additional support for learning**

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.

We have Learning Support Assistants and Teaching Assistants who have also been trained to deliver:

- Nurture Group sessions
- Gym/Brain Trail
- Semantic Links
- Phonics based interventions.
- Maths interventions (1stclass@number, success@arithmetic, Number Sense)
- Catch Up Literacy

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists
- Independent Advisory SEND Consultant
- Educational Psychologist
- County Inclusive Support Service (CISS)
- SENDAT
- Dyslexia Outreach
- Paediatricians
- GP, School Nurse and Health Visitors

## **Expertise and training of staff**

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.

Our SENCO has 21 years of experience in this role.

We have a team of seven teaching assistants, including three higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

### **How is extra support allocated?**

Support is allocated on a needs basis and depending on children's progress, which is discussed at Pupil Progress Meetings. Resources, including staff are reviewed and deployed as appropriate. The SEND budget is used to deploy staff, fund staff training for intervention/ support programmes and buy appropriate resources.

Suffolk County Council assessments are completed, evidence of children's needs collected and additional Higher Tariff Funding is applied for following Suffolk County Council criteria.

### **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. 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.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil perception questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Reviewing assessment outcomes

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

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. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip in Year 6. All pupils are encouraged and supported to take part in whole school events such as sports day/school plays/enrichment days. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **Arrangements for the admission of disabled pupils:**

All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated

We promote an inclusive learning environment that can be accessible to all children. Our provision for disabled pupils is detailed in our school's Accessibility Plan, which is on our school website.

Our Accessibility Plan is focused on:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improving the availability of accessible information to disabled pupils and their parents.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of our Wellbeing Action Group
- Pupils with SEN are supported with access to support from our ELSA (Emotional Literacy Support Assistant)

We have a zero tolerance approach to bullying.

### **Working with other agencies**

We work closely with other services, including health and social care, local authority Specialist Education Services, school nursing service and voluntary sector organisations in meeting pupils' SEN and supporting their families.

### **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 children 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.

### **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCo/ headteacher in the first instance. They will then be referred to the school's complaints policy.

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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEN**

SENDIASS: [www.suffolksendiass.co.uk](http://www.suffolksendiass.co.uk)

[www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/](http://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/)

### **Contact details for raising concerns**

Clare Lamb – Headteacher/ SENCo: [clare.lamb@allsaintsvc-pri.suffolk.sch.uk](mailto:clare.lamb@allsaintsvc-pri.suffolk.sch.uk)

### **The local authority local offer**

Our local authority's local offer is published here: [www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/](http://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/)

### **Monitoring arrangements**

This policy and information report will be reviewed by Clare Lamb **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

### **Links with other policies and documents**

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Child Protection and Safeguarding policy