All Saints' CEVCP School

Special Educational Needs Policy and SEN Report

Inspire Challenge Succeed

Review Frequency	Annually	Approval Level Required	Full GB
Approved by:	Full GB	Approval Date:	7th October 2026
Signed:		Print Name:	Anne East 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 2014
- 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
- Teacher 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, then the pupil may be identified as having special educational needs.

SENDCO (Headteacher and DSL): Mrs Clare Lamb
email: clare.lamb@allsaintsvc-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.

Mrs Lamb has held the role of SENCo since 2002 before the SENCo qualification became mandatory.

Governing Body

SEN Governor: Annabel Douglas-Hughes
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 pupils' 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

The SEN Governor, meets regularly with the SENCO each term and carries out monitoring visits to review the quality and impact of SEND provision.

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.

Volunteers
We welcome and value the contribution of volunteers in our school. All volunteers are subject to safeguarding checks in accordance with Keeping Children Safe in Education statutory guidance and our Child Protection and Safeguarding Policy.

Volunteers who regularly teach, train, instruct, care for or supervise children unsupervised, or provide personal care on a one-off basis, are in regulated activity. They will require an enhanced DBS check with barred list information.

For volunteers not in regulated activity, we will undertake a risk assessment and use our professional judgement to determine the appropriate level of supervision and whether to seek an enhanced DBS check (without barred list information).

We recognise that some volunteers may be parents or carers of pupils with SEND, and we work closely with families to ensure safeguarding requirements are met whilst maintaining positive partnerships.
Further details of our volunteer arrangements can be found in our Child Protection and Safeguarding Policy.

Admissions and inclusions

Admissions arrangements
All Saints' CEVCP School welcomes children with special educational needs and/or disabilities (SEND). Children with SEND are admitted in accordance with the school's published admissions arrangements. Where a child has an Education, Health and Care Plan (EHCP), admissions are managed through the Local Authority's statutory consultation process. The school works closely with parents, the Local Authority and relevant professionals to consider how a child's identified needs can be met.

Special facilities and accessibility
The school is committed to providing an accessible and inclusive environment for pupils with SEND. Reasonable adjustments are made according to individual need and may include adaptations to the physical environment, specialist equipment, additional adult support, adapted resources, alternative methods of communication and adjustments to teaching and learning.

The school does not have a specialist unit.

Steps taken to prevent pupils with SEND from being treated less favourably
The school is committed to ensuring that pupils with SEND are not treated less favourably than other pupils because of their disability. We make reasonable adjustments to enable pupils with SEND to participate as fully as possible in all aspects of school life, including lessons, educational visits, clubs, collective worship and wider school activities. Individual needs are considered when activities are planned and appropriate support and adjustments are put in place to promote inclusion and equality of opportunity.

Accessibility Plan
The school has an Accessibility Plan which sets out how we aim to improve access to the curriculum, the

physical environment and information for pupils with disabilities. The plan is reviewed regularly and is available on the school website.

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, 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:

- 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. Parents will be informed as soon as the decision is made to provide SEN support, and before any provision begins. 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 works with Suffolk County Council to contribute to and develop the local offer, ensuring our arrangements for identifying and supporting pupils with SEN are clearly set out.

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 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 are offered to parents each term. The views of each child are gained and shared at these meetings. Outcomes from these meetings are recorded and shared with all relevant staff and a copy is kept in each child's support file.

In addition to this, parents also attend the two 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 subjects 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 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.

The school maintains accurate records of all additional or different provision made for pupils with SEN, including evidence of impact over time. These records are kept in individual SEND files and include provision maps, assessment data, and intervention records.

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 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, examples include (but are not limited to): by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, examples include (but are not limited to): use of laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, examples include (but are not limited to): giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

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 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.

Diagnosis:
At All Saints', we aim to meet the identified needs of children and young people, irrespective of their diagnosis.

It is important to understand that just because a child has a diagnosis, this does not mean that a child has to be on the SEND register if they are making progress in school through our universal offer or ordinarily available provision.

If you are concerned that your child may have neurodevelopmental challenges, you may wish to discuss getting them diagnosed with the school. We can access support through the NDD Pathway. More information about this can be found by visiting, https://www.barnardos.org.uk/what-we-do/services/suffolk-neurodevelopment-pathway Barnardo's act as the gateway for this service.

Parents can also seek assessment and diagnosis through the Right to Choose Pathway through their GP.

We also acknowledge that some families choose not to have their child diagnosed and wish to emphasise that provision at All Saints' school is needs led rather than diagnosis based.

Private Assessments:
We recognise that the wait to be seen by medical professionals when seeking a diagnosis can be significant.

Some families may choose to have their children assessed privately. We would strongly encourage you to speak to school staff before pursuing this route.

Various private companies will probably wish to speak to the school regarding the child's needs and usually request various pieces of paperwork be completed including questionnaires. We will endeavour to do this within a reasonable time frame, however, please be aware that this may not be within the time-frames given by these companies particularly at busy periods of the academic year.

If a diagnosis is given, there is no reason why a diagnosis should be ignored simply because it was obtained privately. You are more than welcome to share a copy of the report and diagnosis with the school should you choose to.

It is important to understand that some of the recommendations suggested by private professionals are not always reasonable and within our remit to provide as a local authority-maintained school, but we can discuss the content of the report with families and plan next steps forward in line with this policy and our graduated response.

If seeking a private assessment, please ensure that processes and diagnoses meet the same standards as those expected of the NHS.

If an assessment completed by a privately funded provider or practitioner complies with National Institute of Clinical Excellence (NICE) guidelines, then it should be considered equivalent to an NHS assessment and should be treated as such. NICE guidelines can be found here:

Autism Spectrum Condition Diagnosis in under 19s
https://www.nice.org.uk/guidance/cg128

Attention Deficit Hyperactivity Diagnosis in under 19s
https://www.nice.org.uk/guidance/ng87

It is important to note that not all assessments carried out privately meet the suggested criteria. Please check before proceeding with any private assessment that it will meet the necessary standards:

- Autism assessments must be conducted by a multidisciplinary team of appropriately trained and qualified clinicians. In practice, this means that at least two clinicians from different professional backgrounds must be directly involved in the assessment. This may be a Practitioner Psychologist (Clinical or Educational), Paediatrician, Psychiatrist, Speech and Language Therapist, or Occupational Therapist.
- Whilst it is often beneficial for ADHD assessments to be conducted by a multidisciplinary team, this is not essential as one appropriately trained and qualified clinician is considered sufficient for the diagnosis of ADHD.
- The clinician(s) involved in an Autism or ADHD assessment must be registered with an appropriate professional body [e.g. Health and Care Professions Council (HCPC) or General Medical Council (GMC)].
- All Autism and ADHD assessments must gather a comprehensive history of general development. This must have included gathering information about biological, social, environmental and psychological factors that might have impacted the young person's development.
- All Autism and ADHD assessments must have gathered information from multiple sources about a young person's possible areas of difference across their lifespan. This should involve in-depth discussions with the young person if they are able to engage in these conversations, in addition to their parent carer and others who know the young person well (e.g. teachers, practitioners from other settings, other key people in the young person's life).
- All Autism and ADHD assessments must have involved at least some interactional and/or observational assessment with the young person directly. Whilst this can in some circumstances be via online video assessment, information from other sources must be sufficient to compensate for this.
- Any appropriate alternative or additional explanations for a young person's experiences or areas of difference have been adequately considered and assessed. This might include considering whether a young person's needs are better understood in terms of other diagnoses including a Learning Disability Developmental Language Disorder, or Foetal Alcohol Spectrum Disorder.
- It might also include considering whether a young person's experiences may be better understood as a response to difficult or traumatic life events, a mental health concern, relational or attachment-based concerns, or developmental trauma. It is important to remember that young people with needs relating to these areas can appear similar to those who are Autistic or have ADHD.

Please be aware that the school is unable to recommend private companies for you to use.

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.

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

For pupils with Education, Health and Care Plans, the school co-operates fully with the Local Authority in conducting annual reviews. The school will hold annual review meetings on behalf of the LA and ensure all relevant parties are invited and consulted.

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 is 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.

Supporting pupils who have experienced trauma

A child who has experienced trauma would not automatically be considered to have SEN simply because of that experience.

However, the effects of trauma can lead to persistent difficulties with areas such as:

- emotional regulation
- anxiety and emotional wellbeing
- relationships and attachment
- concentration and attention
- managing behaviour
- engaging with adults or peers
- feeling safe within the classroom
- accessing learning
- attendance or avoidance of particular situations.

If those difficulties create a significant barrier to learning and mean the child needs special educational provision, then it may be appropriate to identify the child as having SEN.

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.

Storage and Management of SEND Documentation

All documentation relating to pupils with special educational needs and/or disabilities (SEND) will be treated as confidential and managed in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the school's Data Protection and Records Retention Policies.

SEND information, including SEN support plans, professional reports, assessments and Education, Health and Care (EHC) Plans, will be stored securely, whether electronically on Insight or in paper format in a locked filing cabinet, with access restricted to authorised members of staff who require the information to fulfil their professional responsibilities.

Information will only be shared with relevant professionals and agencies where there is a lawful basis to do so and where this is necessary to support the pupil. Records will be retained, transferred and securely disposed of in accordance with statutory requirements and the school's agreed retention schedule. The school recognises that some SEND records may contain sensitive or special category personal data and will ensure that appropriate safeguards are in place to protect this information.

Access Arrangements for Year 6 Statutory Assessments (SATs)

The school is committed to ensuring that pupils with SEND are able to access the Year 6 Key Stage 2 statutory assessments fairly and in accordance with the current guidance issued by the Standards and Testing Agency (STA).

Where a pupil has additional needs that affect their ability to access the tests, appropriate access arrangements will be considered based on the pupil's individual needs and their normal classroom practice. These may include, where permitted, additional time, supervised rest breaks, readers, scribes, word processors or other technical aids, prompts, adapted test materials or alternative arrangements for administering the tests.

Access arrangements will not provide a pupil with an unfair advantage or alter the skills, knowledge or understanding being assessed. Where arrangements require prior approval or notification, the school will make the appropriate application or notification to the Standards and Testing Agency (STA) within the required timescales and will maintain appropriate evidence to demonstrate the pupil's need and normal way of working.

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

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

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/

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