



All Saints' C of E First School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

March 2022

What are special educational needs or disability (SEND)?

A child or young person has SEND if he /she has a learning difficulty or disability which calls for special educational provision to be made for him /her.

*A learning difficulty or disability is a **significantly greater** difficulty in learning than the majority of others of the same age.*

*Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

(Code of Practice 2014)

At All Saints' there is a clear procedure that will be followed to support pupils with their needs. Initial concerns may be raised by school staff, parents or carers or where appropriate, the child themselves and provision follows procedures set out in the 2014 Code of Practice (this is a government guidance document on the identification and assessment of Special Educational Needs and Disability). This is explained in the School Action Flowchart – in the appendix

STATEMENT OF PRINCIPLES

At All Saints' First School we value the abilities and achievements of all our pupils. We are committed to offering an inclusive curriculum by discovering and providing the best learning conditions for each pupil. Through differentiation and varied teaching and learning styles that are appropriate for individual needs we aim to promote development and understanding and social maturity alongside peers wherever possible.

We will involve parents and children themselves in discussions about any difficulties and plan appropriate action, whether for short or long term. The specific involvement of parents, including their responsibilities is discussed in detail later in the policy.

The aims of our Special Educational Need and Disability (SEND) policy and practice in school are:

- To make reasonable adjustments for those with a disability, ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school along with pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum and that better responds to the areas of need

Areas of need being -

- **Communication and interaction**
 - **Cognition and learning**
 - **Social, mental and emotional health**
 - **Sensory/physical**
-
- To request, monitor and respond to parent/carers’ and pupils’ views in order to work with high levels of confidence through coproduction and partnership.
 - To ensure a high level of staff expertise to meet pupil need and improve progress, through well-targeted and continuing professional development.
 - To support and ensure full inclusion of pupils with medical conditions in all school activities by ensuring consultation with health and social care professionals.
 - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The specific objectives of our SEND Policy are:

- To identify all pupils who may have special educational needs either throughout, or at any time during their years at All Saints' school and ensure that their needs are met.
- To ensure that children with special educational needs and disabilities join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To acknowledge positive abilities and achievements and build upon them.
- To ensure positive wellbeing and mental health is a priority for all
- To ensure parents are informed of their child's special needs and provision and effective communication and joint approach between parents/carers and school.
- To ensure that learners express their views and are fully involved in decisions, which affect their education.
- To promote effective partnership and include outside agencies when appropriate.
- To ensure that all staff understand and are involved in the SEND process and implementation of this policy.

The success of the schools SEND policy will be judged against the objectives set out above.

ROLE OF THE GOVERNING BODY

The school's Governing Body has important statutory duties towards pupils with special educational needs.

- The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEND.
- Through the school's self-review procedures' Governors monitor effectiveness of the school's SEND policy and provision.
- The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.
- A member of the Governing Body has a specific role for SEND, however, all Governors have up-to-date knowledge of and responsibility for the school's SEND provision.
- The Governing Body agrees with the LA admissions criteria, which do not discriminate against pupils with special educational needs or disabilities. It's admissions policy has due regard for the guidance in the Code of Practice
- Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school so that consultations can take place.

ROLE OF THE HEADTEACHER

The Headteacher has responsibility for:

- The day to day leadership of all aspects of the school's work, including provision for pupils with SEND.
- Informing the Governing body
- Working closely with the SENDCo.

THE ROLE OF THE SEND COORDINATOR (SENDCo)

The SENDCo is Mrs L Mullen and has responsibility for:

- The day to day operations of the schools SEND policy
- Liaising with and advising other teachers and support staff
- Leading CPD with other staff in areas of need.
- Maintaining the schools SEND/additional needs register and keeping accurate records of all pupils with special educational needs and/or disability.
- Ensuring provision for children with special education needs and/or disability.
- Ensuring that Personal plans are reviewed and updated at specific check points.
- Deploying support staff to meet individual pupil needs.
- Completing, reviewing and analysing progress including specific intervention programmes in the school provision map for SEND.
- Reviewing progress of pupils with SEND or additional needs and evaluating provision
- Liaising with parents of children with SEND.
- Liaising with external agencies, including the Educational Psychology Service and other support agencies, the Health and Social Services and voluntary bodies.
- Completing statutory reviews or progress for pupils with SEND alongside other key staff, parents, pupils (where appropriate) and Monitoring with other agencies.
- Liaising with other schools and support pupils and parents through transition periods.

ROLE OF TEACHING STAFF:

- Following the action flowchart to implement a process of assess, plan, do, review in line with the Code of Practice 2014.
- Closely monitoring progress of pupils in their own class identifying barriers to learning.
- Devising strategies and identifying appropriate methods of access to the curriculum for individual children.
- Working with the pupil and providing further support on a daily basis.
- Implementing programmes of support through specific interventions to address barriers to learning.

- Planning and delivering an individualised programme.
(In following the flowchart this could lead to implementing a Personal plan through discussion with SENDCo and parents.)
- Providing support to achieve Personal Plan targets.
- Review progress of pupils and implement amended support at termly reviews in Personal Plan checks, in discussion with SENDCo where appropriate.
- Inform and discuss support with parents/carers and pupil on at least a termly basis.
- Implement advice from other agencies in conjunction with SENDCo and parents, attend meetings as appropriate.

ROLE OF SUPPORT STAFF

Teaching assistants and support staff work as directed by the SENDCo and/or class teacher to support the learning of individuals or groups of pupils, particularly in:

- Supporting pupils in achieving targets identified in Personal plans and/or EHCPs
- Using additional support in specific learning tasks as identified in school support strategies
- Supporting pupils through inclusion in engaging in learning and in the planning and evaluation of individual and group programmes.
- In delivering highly tailored support programmes or interventions for specific pupils.
- In assessing, planning and reviewing progress in interventions.
- In reviewing progress of pupils in interventions and discussing this with class teacher or SENDCo.

KID'S CLUB

The SENDCo and Class teachers will liaise with Kid's Club Staff when particular care and/or concerns are relevant to the time that a child spends in the club. This may be due to behaviour, speech and language or physical difficulties and specific needs or care plans that are in place.

Recognising that a pupil has SEND.

All children at All Saints' First School will receive support and interventions when necessary to meet their personal learning needs. If after this support to address specific difficulties a pupil continues to have additional needs that are defined by the SEND statement of requiring provision that is '**additional to or different from**' then following our Action flowchart – class teachers and/or SENDCo will discuss this with parents/carers for a shared and mutual approach.

The school will follow the Graduated Response - Assess, Plan, Do, Review model (APDR) and pupils with a cause for concern (C4C) will be added to the SEND/Additional needs register in agreement with parents/carers as **SEN Support**.

A **Personal Plan** of specific targets will be produced through discussion with parents and the pupil, with specific actions identified to impact on progress.

The Personal Plan includes

- 3 to 4 short term targets set for or by the child
- the provision to be put in place
- support strategies to be used at school/home
- when the plan is to be evaluated/reviewed
- success and /or exit criteria

(Exit criteria refers to targets having been met when further targets are no longer necessary as a pupil no longer requires intervention, which is additional to or different from other children).

The Personal Plan will be reviewed termly at school check points and new plans of support produced. This will be conducted at the beginning of terms **in September, January and April**

Outcomes will be recorded. Children will participate fully in the review and will (with support as appropriate) identify their own views on their learning, support and what they feel are targets to improve. Parents/carers will also be invited to participate in the review process.

We value the relationship between parents/carers of children with Special Educational Needs and Disability (SEND) and the school and the crucial bearing that this has on the child's educational progress. We actively work with parents of SEND in order to improve provision and invite parents to be involved, discussing provision for their own child at Personal Plan points and in wider SEND review within school.

In addition to this, parents of any pupil with either SEND or concerns regarding their child's progress are welcome to email, telephone or visit the school to discuss their concerns with the appropriate member of staff at any time.

Information is available to parents regarding:

- Their own child's learning and support in place to meet needs.
- School SEND policy, Accessibility Plan and SEND Information report(all available on the school website)
- The support available for children within the school and the LA (Staffordshire Connects website)
- Information/signposting to Staffordshire SEND Family Partnership/SENDIASS is up in the entrance hall and noticeboard or can be requested at any time.

If a child continues to have specific difficulties, does not make progress to targets or is working at a standard indicating more complex needs, as part of the Graduated Response the school will seek support (in agreement with parents) from other professionals. This could include professionals such as Educational Psychologists, or specialists within Dyslexia or from health eg Speech and language therapists, Occupational therapists, Nurses or mental health specialists.

In addition multi-agency liaison meetings may be organised by and held in school to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Formal Assessment

If difficulties persist at a significant level following the Graduated Response and support at SEN Support school level and advice from other agencies, then the school may decide to gather evidence for a request for formal assessment and begin the EHC process.

This may lead to the child being awarded an **Education Health Care Plan (EHCP)** following a full review with parents/carers, Local Authority, school and other agencies involved with the pupil.

For children who have EHCPs in addition to the review of Personal Plans, progress and the support outlined in their formal EHC document be reviewed annually and a report provided for the Local Authority.

Specific Learning Difficulty (SpLD) Dyslexia

Dyslexia is a specific learning difficulty affecting a person's ability to manage words and text. Dyslexia is caused by neurological difficulties resulting in varying degrees of difficulty with language, reading, spelling, memory organisation and other associated aspects of learning.

All Saints' First School was awarded Dyslexia Friendly Full Status in July 2015 and has maintained processes and consistent practice in order to support all pupils in all classes.

We use British Dyslexia Association comprehensive checklist of difficulties in school to identify pupils with Dyslexic Tendencies (as many are too young to have full diagnosis due to developmental stages in reading, spelling etc) and use best endeavours to prioritise pupils for full assessment when this is appropriate.

Partnership with other bodies

The school aims to work with other agencies in order to provide integrated support based on the needs of the pupil.

- Other Schools:

When pupils move to another school their SEND records will be transferred to the next school where staff will then be responsible for continuing the assessments, reviews and provision.

Care is taken to ensure a smooth transition between schools. The SENDCo will meet with a child's parents and SENDCo of the next school to give parents the opportunity to discuss their child's needs. This is usually at the beginning of the Summer term but may be earlier in the year, dependent on need.

A thorough transition process is in place for all the children in year 4. Staff from the next school visit to build relationships and pupils who have additional needs or are vulnerable are discussed in detail and additional provision explored where this is required.

- Other networks of professionals

The SENDCo meets termly with other SEND leaders within the Local Authority to discuss local and national issues with particular reference to SEND. The school and SENDCo take part in local and national initiatives with other schools or staff.

Additional Monitoring of SEND

The criteria that will be used in evaluating effectiveness will include:

- Reports by Inspectors or others offering external moderation
- Review of school improvement plan and action plans
- Annual Review feedback from parents
- Individual pupil attainment of the targets included in Personal Plans
- Annual tests/assessment
- Achievement in standardised assessments (SATs) for all pupils and identified SEN pupils in particular
- Provision for Special Educational Needs and Disability pupils leaving the school
- Number of SEND pupils receiving fixed and permanent exclusions.

COMPLAINTS

Arrangements for considering complaints:

As a school we aim to meet the needs of all our pupils to the best of our ability, but we understand that despite our best endeavours misunderstandings or issues can arise. We feel that it is best if concerns are sorted out as quickly as possible to maintain the partnerships that are essential in providing effective support for our SEND pupils.

You can do this by:

- Asking for a meeting with your child's class teacher and/or the SENDCo. You do not have to wait for Parents Evening or Review Meetings
- If you are still dissatisfied you should contact the Headteacher.
- A formal complaint concerning SEND may be registered with chair of All Saints' First School Governing Body – Mr K Hoptroff
- All names and contacts are included on the SEND Information report on the school website.
- The Staffordshire SEND Family Partnership Service/SENDIASS may also be helpful. They offer independent support and advice and a mediation service. Leaflets explaining their services are available in school. They can also be contacted on 01785 356921.

Appendix - Action Flowchart

