



Special Educational Needs and Disabilities Policy

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SECTION 1: Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (1 Sep 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 (1 Sep 2014)
- || Schools SEND Information Report Regulations (2014)
- || Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- || The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- || Teachers Standards 2012
- || All Saints Primary School Safeguarding Policy
- || All Saints Primary School Inclusion Policy including our Accessibility plan
- || All Saints Primary School Medical Policy
- || All Saints Primary School Anti-Bullying Policy

This policy was created by the school's SENDCo; the Heads and SENDCos in the Collaborative Partnership; the SEND Governor in liaison with the SLT.

The Headteacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENDCo's as part of the school's Health and Well Being Team quality first teaching and learning support in every class

This innovative approach has been created to best meet the needs of the children and parents of SEND at All Saints Primary School. It is made up as follows:

Health and Well Being Team

Mr Mawdsley / Mr Coleman	Team Leaders
Mrs Reading	SENDCo for children in EYFS, Year 1, Year 2 and Year 3
Mr Ferwerda	SENDCo for children in Year 4, Year 5 and Year 6
Mrs Thompson-Horne	Emotional Literacy Support Assistant (ELSA)
Mrs Goodhew	Speech and Language Therapist
Mrs Woodward	Family Support Worker
Miss Fraser	Emotional Literacy Support Assistant (ELSA)

The name of the governor with responsibility for SEND is Bridgette Lawrence.

All staff in school have a responsibility for pupils with SEND. **All teachers are teachers of special educational needs.** Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Learning Support Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of LSAs is based on year group needs. The LSAs are pooled and the teachers are responsible for the management of interventions and provision and meeting the targets of each child. We endeavour to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We not only wish to support our children with Special Educational Needs but also raise the aspirations and expectations of all pupils with SEND.

Partnership with Parents and Families

The school aims to work in partnership with parents and carers. We do so by:

- ┌ Working effectively with all other agencies supporting children and their parents and carers
- ┌ Giving parents and carers opportunities to play an active and valued role in their child's education
- ┌ Making parents and carers feel welcome
- ┌ Encouraging parents and carers to inform school of any difficulties changes they perceive their child may be having which may need addressing
- ┌ Instilling confidence that the school will listen and act appropriately
- ┌ Focusing on the child's strengths as well as areas of additional need
- ┌ Allowing parents and carers opportunities to discuss ways in which they and the school can help their child in partnership
- ┌ Agreeing targets for the child
- ┌ Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- ┌ Making parents and carers aware of the Parent Partnership services
- ┌ Providing all information in an accessible way

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions, exercising choice and aspiring for their future. All pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- ┌ State their views about their education and learning
- ┌ Identify their own needs and learn how to become effective learners
- ┌ Share in individual target setting across the curriculum
- ┌ Have aspirations of their long-term future

In addition, pupils who are identified as having SEND are invited to participate in:

- ┌ Completing a pupil passport (one-page profile)
- ┌ Their own Learning Plans and termly reviews of their ISP
- ┌ Regular meetings with named adults
- ┌ Nurturing groups
- ┌ Working with our Seasons for Growth programme if appropriate
- ┌ Annual Reviews (if applicable)
- ┌ Access to emotional support if required
- ┌ Access to a counsellor if required
- Recognising their strengths and difficulties to inform referrals being made (if applicable)

Section 2: Aims of this policy

We endeavour to ensure maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of the SEND policy and practice in this school are:

- || To reach high levels of achievement for all
- || To be an inclusive school
- || Raising aspirations and expectations of all pupils
- || To attain high levels of satisfaction and participation from pupils, parents and carers
- || To share a common vision and understanding with all stakeholders
- || To give transparent resourcing to SEND
- || To provide curriculum access for all
- || To work towards inclusion in partnership with other agencies and schools
- || To achieve a level of staff expertise to meet pupil's need

Section 3: Objectives of this policy

The objectives of this policy are:

- || To identify and provide for pupils who have special educational needs and additional needs
- || To work within the guidance provided in the SEND Code of Practice, 2014
- || To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- || To provide Special Educational Needs Co-ordinators (SENDCo's) who will work with the SEND Inclusion Policy
- || To provide support, training and advice for all staff working with special educational needs pupils
- || To work collaboratively with parents and carers, ensuring the appropriate provision for their child's needs and aspirations
- || To work collaboratively with other schools in our Collaborative Partnership, pooling resources and expertise
- || To seek advice and support from our Teaching School Alliance at Forest Way and other agencies who supply outreach work

Section 4: Identification of children with Special Educational Needs

We accept the principle that pupils' needs should be identified and met as early as possible. The school will act to remove barriers to learning and put effective special educational provision in place. We consider the strengths and needs of the whole child, not just their area of need. We also consider their aspirations and future hopes.

The identification of SEND is built into the overall monitoring of all pupils: Indicators of possible additional needs would be:

- ┆ **Not similar to progress of peers** starting from baseline
- ┆ Previous rate of progress has slowed or stopped
- ┆ Attainment gap remains **the same or widens** between them and their peers
- ┆ They **do not make adequate progress** despite appropriate interventions and adjustments and good quality first teaching

There are four broad categories of need:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Mental and Emotional Health (SMEH)
- Sensory/and or Physical

The following categories **may** impact on progress but are **not** classed as Special Educational Needs.

- ┆ Disability. The Code of Practice outlines that "reasonable adjustment is a duty for all settings and schools provided under current Disability Equality legislation but standing alone, does not constitute Special Educational Needs
- ┆ Attendance and punctuality
- ┆ Health and welfare
- ┆ English as an additional language
- ┆ Being in receipt of Pupil Premium Grant
- ┆ Being a looked after child
- ┆ Being a child of Serviceman/woman

There is no longer a category for behavioural difficulties. Any concerns relating to a child's behaviour should necessitate the need to investigate further the underlying cause of the behavioural difficulties. Behaviour difficulties may be due to ADHD, Autism or social, emotional and mental health needs. Reasonable adjustments including staff training will ensure that support is in place where necessary for pupils.

The SENDCo works closely with class teachers and uses data as an early identification indicator:

- Early Years Foundation Stage
- Internal tracking data
- Fischer Family Trust data
- ASP data
- Boxall profiling
- Strength and difficulties questionnaires
- Small steps tracker

Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEND.

Following the Rochford Review we are developing a more inclusive method of assessment using the interim pre Key Stage descriptors to support our judgements for the core curriculum subjects. In conjunction with the pre Key Stage descriptors we will also look at the 7 aspects of cognition and learning if a pupil has severe or profound or multiple learning difficulties. These are the identified areas of engagement for learning against which pupils can be assessed.

- || Responsiveness
- || Curiosity
- || Discovery
- || Anticipation
- || Persistence
- || Initiation
- || Investigation

In addition, we use several additional indicators of special educational needs:

- || Small steps tracker (phonics)
- || The completion of Initial teacher concern forms
- || Following up parental concerns
- || Tracking individual pupil progress over time
- || Liaison with all parties at transition
- || Information from previous schools
- || Information from other services

Section 5: Graduated Approach to SEND Support

For children with less complex needs but who require support, they may be entered onto the SEND Support Record after ensuring the following criteria is met:

- Quality first class teaching, and differentiation coupled with appropriate and consistent intervention and support has not ensured adequate progress
- Children have received adequate support from class teachers, learning support assistants and/or specialist staff
- Regular and consistent reviews of the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered
- The class teacher is responsible for monitoring the progress of all pupils in his/her class. Therefore, the class teacher must initiate an Initial Concerns Form about any issues or worries about a child's progress. This should involve the teacher and appropriate SENDCo and consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials

Professional Outside Agency Involvement

If there is a need for a higher level of support, the school is responsible for seeking advice from appropriate outside professionals and completing referrals e.g. Educational Psychologist or Speech and Language Therapists

Following any request from either professionals or parents and carers, the decision for a child to be referred for an Educational Psychologist Assessment is made by the School Health and Well Being Team.

This decision is based on a wide range of factors:

- If it is felt that a child may need to transfer to an alternative Specialist SEN provision at some stage.
- If a child needs additional evidence to ensure that their current funding continues.
- If the school feels that there is a need for a child to receive additional adult support through intervention funding or an EHCP.
- In some cases, the year group or Key Stage they are in will be significant.
- If the advice gained from the Educational Psychology assessment will support a possible diagnosis of Autism.
- If the advice gained from the Educational Psychology assessment is highly likely to improve the educational outcomes for a child or young person.
- On occasion, there may be written request by a Community Paediatrician for the school to Commission EP involvement for a child. The final decision for the school to follow up on this request will be based a wide range of additional evidence, inclusive of all the points made above, and including the views and observations of:
 - The Wellbeing team – Headteacher, Deputy Headteacher, SENDCos, ELSA, SALT, Family Support Worker
 - Other professionals (if already involved)
 - The child's class teacher
 - All adults working with the child in school

SEND Support Cycle

The SEND Support takes the form of a four-part cycle where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes.

ASSESS - PLAN - DO - REVIEW

- **Assess.** Each term, the teacher assesses the child's progress based on a number of sources as outlined above. The appropriate SENDCo will also track the children on the SEND Support Record and scrutinise the child's work to corroborate the teachers' findings

- **Plan.** Once the teacher identifies the next step, s/he will liaise with both the SENDCo and the child's parents to discuss the provision and targets for the next term. These targets will form the basis of a Learning Plan
- **Do.** During this term, the class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. High quality first teaching and differentiation is essential and the first step. Additional intervention and support add another layer of provision to this. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered
- **Review.** At the end of each term, the class teacher will carry out assessments of the child and record their progress. Teachers use a range of assessment and tracking tools as outlined above. The teacher will liaise with both the appropriate SENDCo and parents/carers to inform them of the results of the review and the next steps for the child. The appropriate SENDCo will scrutinise children's books, intervention evidence and analyse trackers to ensure the targets are appropriate and are being met

Section 6: Management of SEND within School

The SENDCos maintain a SEND Support Record which is reviewed and updated termly. The parents or carers of any child that moves on or off the Record will be contacted and advised accordingly.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to his/her needs, the school will involve specialists, including those in the schools itself and or from outside agencies. For some pupils a more in-depth individual assessment may be undertaken by the school or the appropriate outside agencies.

SEND Support and Disability Plan

The advice obtained, along with the views of the parent/carer and child will inform a SEND Support and Disability Plan. If children require a high level of support, then the SEND Support and Disability Plan with small step targets and one-page profile will accompany a referral for an Education, Health Care Plan using guidance and the current *Thresholds for Statutory Assessment of Special Educational Needs and Placement in Specialist Provision*. (These are due to be revised in accordance with the SEND Code of Practice 2014).

If it is decided that the child requires additional support and provision in excess of typical arrangements, then additional funding and support will be sought via the Local Authority High Needs Block.

If our school is unable to meet the needs of a child through our own provision arrangements, then we will seek advice to ensure that all reasonable adjustments are carried out, or provide support, to assist parents / carers in finding an alternate provision in another setting.

Section 7: Criteria for exiting the SEND Support Record

If a child is progressing well: the gap narrows sufficiently for good quality first teaching and differentiation to suffice and it is likely they no longer require a higher level of provision and support, then the child may be removed from the SEND Support Record. This is after consultation with all stakeholders including the child and parents/ carers.

Section 8: Supporting Pupils and Families

- **Local Offer** The support and provision offered by the Local Authority is at: www.leics.gov.uk/index/children_families/local_offer.htm
- **School Information Report** The school's support and provision is outlined on the school website
- **Admission arrangements** No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act (2010) we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision
- **Access arrangements for examinations** We expect *all* pupils to succeed and we ensure that every child has the appropriate level of support to access examinations. The Headteacher, Deputy and SENDCos apply for and organise these arrangements, offering each child the best opportunity to reach their full potential
- **Transition** Each year all staff liaise and ensure that transitions between each year group are as smooth as possible. Information is exchanged along with pupil passports detailing all the children's strengths and difficulties. During Year 6, the children participate in a number of visits and events to familiarise themselves with their new schools. Both SENDCos from the respective schools meet and exchange information, data and files. If necessary, the SENDCos organise additional visits/exchange of information to ensure the children are ready for their new schools.

Section 9: Supporting Families with Medical Conditions

- The school acknowledges that pupils at school with medical conditions require support so they can fully access education, including school trips and physical education. The school also supports children with medical conditions who are also disabled. (Equality Act 2010)
- Some children may have SEND and have a statement, or EHC plan which involves health and social care needs, as well as their special education provision. (SEND Code of Practice 2014)
- The school has a medical policy and has rigorous guidelines for when and who administers medicine and follows care plans devised by medical practitioners. IHP – (Individual health care plans) are devised with the SENDCo and parents to make sure the most up to date information is given to school.

Section 10: Monitoring and Evaluation of SEND

In line with the recommendations in the SEND Code of Practice 2014, the SENDCos are responsible for:

- || Overseeing the day-to-day operation of this policy
- || Devising and following the SEND Action Plan
- || Co-ordinating the provision for children with special educational needs
- || Liaising with and advising teachers
- || Overseeing and maintaining accurate records on all children with SEND
- || Diagnostic testing of children (where appropriate)
- || Generating risk assessments
- || Liaising with parents of children with SEND, in conjunction with class teachers
- || Identifying, leading and contributing to the in-service training of staff and supporting their everyday practice
- || Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- || Carrying out work scrutinies, learning walks, observations of teaching and nonteaching staff and children, analysing data, trackers, diagnostic testing to ensure high quality provision for children with special educational needs
- || Auditing, ordering and providing resources and equipment to support children with additional needs
- || Liaising and reporting to the Senior Leadership Team and governing body
- || Termly meetings with the SEND Governor
- || Sampling of parents/ carers and children's views

Section 11: Training and Resources

The provision for SEND is funded by the school budget. Funds are deployed to implement the SEND policy. The following principles have been identified to support this:

- || Staff deployment
- || SENDCo management time
- || Resources including assessment & supporting children
- || Staff training

Each year, there is an allocation for resources and training in line with the school development plan, performance management reviews and the needs of our vulnerable children that identify training needs.

All staff are encouraged to undertake training and development responding to the strengths and needs of all pupils in their class. New members of staff undertake induction, meeting with the appropriate SENDCo to explain systems and structures around SEND provision and practice and to discuss individual needs of the pupils on the SEND Support Record.

The school's SENDCos regularly attend the Local Authority's SENDCo network meetings; are members of National Association for Special Educational Needs (NASEN) and attends collaborative practice meetings regularly.

Section 12: Storing and Managing Information

Any documentation relating to children with special educational needs is stored in line with the Information Management Policy which is on the school website.

Section 13: Curriculum Access and Provision Links with Education Support Services

Effective working links are maintained with:

- Other Children and Young People's Services
- Community Health Service
- Family Support and Safeguarding
- Parent Partnership Service
- ADHD Solutions
- Autism Outreach

Section 14: Links with Other Schools/Integration Links

Links are also maintained with the following schools:

- ∪ Forest Way School
- ∪ Oakfields Short Stay School
- ∪ Newbridge High School
- ∪ Castle Rock High School
- ∪ Collaborative Partnership Schools
- ∪ SENDCo Collaborative

Section 15: Accessibility

- The school has followed steps identified in the SEND accessibility plans to increase or assist access for pupil who are disabled. There are ramps within the building and a ramp to the rear of the building with handrails. There is also an accessible toilet in our school. Our accessibility plan can be found on the school website
- Our school endeavours to increase and promote access for disabled pupils to access all areas of the curriculum including all school clubs and extra- curricular activities, school trips and residential visits
- Children are provided with equipment and resources to enable them to access the curriculum. These include tinted overlays, ergonomic pens, spring loaded scissors, tangles, visual timetables, and the use of Makaton and Widgit symbols
- Parents are informed of events and information via text messaging, e-schools and paper copies
- ∪ Parents and carers of children with special educational needs can contact the appropriate SENDCo via email or telephone

Section 16: Dealing with complaints

Protocols for parents/carers to complain are outlined in our Complaints Policy

Section 17: Bullying

The Anti-Bullying Policy and protocols for dealing with bullying can be found on our school website www.allsaints-coalville.eschools.co.uk. We do not tolerate any incidences of bullying and are aware of our vulnerable children. Children with Special Educational Needs are involved in every aspect of our school alongside children without additional needs. These include School Council, Eco Council and Play coaches. We are innovative in our approach to building up the independence and resilience of our children, encouraging them to take risks in a safe and supportive environment.

Section 18: Reviewing the policy

This policy will be reviewed annually.