



Special Educational Needs and Disabilities (SEND) Policy

Version Control

Date	Change
November 2019	SEND Policy updated and edited. GROW passports are now called iPassports; information around Annual Reviews rephrased.
May 2021	Policy reviewed post Global Pandemic and assessing impacts on children in school. Wording adjusted to take into account the fact that many children are working 'below age expectations' due to school closures, but this does not necessarily mean that they have SEND. Policy will be reviewed after one year to see whether these changes are still appropriate after recovery curriculum and catch up premium etc.
September 2022	Policy discussed in May and then reviewed for the start of 22/23 academic year. Minor adjustments, including new named SEND governor, Mrs Senga Macro. 'Covid adjustments' (e.g. watch list procedure used for two years post pandemic) removed as it is no longer required.
April 2023	Policy updated to replace Rachel Bacon with Abigail Brown as SENDCo and SEN Governor changed from Mrs Senga Macro to Dr Rachel Wood.
June 2023	Policy reviewed by Send Governors: minor corrections and addition of Rev Robert Otule as additional SEN Governor.

**At All Saints' we are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired.**

- 24 Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.
- 25 Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever.
- 26 So I run with purpose in every step.

1 Corinthians 9: 24-26

Vision Statement

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

Together · Included · Involved · Inspired

1. Introduction

All Saints' CE Primary School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our Safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to the Behaviour, Anti-Bullying, Medical and Curriculum policies.

This SEND policy is written to comply with the **Children and Families Act 2014**, the **SEND Code of Practice: 0 to 25 years (2015)**, the **Equality Act 2010** and **Keeping Children Safe in Education 2023**.

2. Purpose

The purpose of this policy is to set down the procedures by which the school provides support for pupils with Special Educational Needs and Disabilities.

3. Aims

At All Saints' we embrace the fundamental principles of the **SEND Code of Practice**. These principles make up our aims:

- to meet the educational needs of all pupils and encourage each one to develop their full potential
- to give all pupils individual consideration, providing special provision where necessary with support from other agencies

- to facilitate full participation in the curriculum and all school activities, giving equal access to a broad and balanced curriculum as far as they are able
- to encourage pupils to become independent and take responsibility within the school

Everyone has a part to play in achieving these aims:

Governors	by fulfilling their statutory duties to pupils with SEND; by securing appropriate resources; by establishing a policy in line with the SEND Code of Practice regarding the identification and assessment of special education needs and by participating in appropriate training.
Staff	by implementing the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working with the Special Educational Needs and Disabilities Co-ordinator (SENDCo), pupil, parents and other agencies and by participating in appropriate training.
Pupils	by having their wishes about their own needs regularly sought and carefully considered
Parents	by consulting and working with school to meet their child's needs.

4. The SEND Team at All Saints'

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

- Mrs Barbara Rodel (Head Teacher)
- Miss Abigail Brown (SENDCo) or
- Rev Robert Otule or Dr Rachel Wood (SEND Governors)

Please make an appointment with the school office if you wish to speak to any member of the SEND team.

5. Categories of SEND

There are four broad categories of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory

We have children in all these categories of SEND.

We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.

We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

6. Defining SEND

The **SEND Code of Practice** provides statutory guidance for organisations that work with and support children and young people with SEND. The Introduction states:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her ... A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools"* (paragraphs xiii-xiv, pages 15-16).

As a school we include children that are working below their peers by two years or more on our central SEND register and monitor their progress regularly. Children on our SEND register are also colour-coded using the broad areas of need defined by the **SEND Code of Practice**.

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically result in a child being identified as SEND. On the other hand, additional support is not limited to children identified as SEND but we recognise that many children need additional support and always ensure appropriate provision is in place.

7. SEND at All Saints'

Our objectives are:

- to identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also the Curriculum and Assessment policies)
- to ensure that every child experiences success in their learning and achieves to the highest possible standard
- to enable all children to participate in lessons fully and effectively
- to value and encourage the contribution of all children to the life of the school
- to work in partnership with parents
- to work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- to work closely with external support agencies, where appropriate, to support the need of individual pupils
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

8. Identifying children at SEN Support (SENS)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. As recommended by the **SEND Code of Practice**, they seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, Quality First Teaching or some parental support can address the concern. Otherwise, the child is placed at SENS on our SEND register.

Although the school can identify special educational needs, carry out standardised assessments and screenings using various tools and then make provision for identified needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or other specific learning difficulties or disabilities. School can offer support with this if parents require this may be through writing a supporting letter.

9. Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having special educational needs.

Once a child has been identified as having special educational needs, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEND register at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of Assess, Plan, Do, Review required in the **SEND Code of Practice**. Depending on their age, and their interest, the child may be invited to attend all or part of the

meeting.

Thereafter, parents – and children – are invited to a meeting each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual report of the child's progress.

10. Paperwork for children at SEN Support (SENS)

Once a child has been identified as needing SENS the following paperwork is completed:

- Initially some information may be gathered from the family regarding the child and their health and needs.
- Termly, at progress meetings, a School Based Plan in the form of an ipassport (like an Individual Education Plan - IEP) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve over the academic year but broken down to manageable targets to aim for each term. These passports will also outline the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. These plans are reviewed regularly using the graduated approach of Assess, Plan, Do and Review (APDR) The school expectation is that there will be at least 3 cycles of APDR these each year but in some cases more as interventions may vary in time scale and we want to be responsive to the needs of every individual child.

11. Moving to an Education, Health and Care Plan (EHCP)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an Education, Health and Care Plan (EHCP). Generally, we apply for an EHCP if:

- the child is a Looked After Child (LAC), also known as a Child in Care (CIC), in the care of the local Authority, and is therefore additionally vulnerable
- the child has a disability which is lifelong and which means that they will always need support to learn effectively
- the child's achievements are so far below their peers that we think it likely that the child may at some point benefit from specialist alternative provision which may be in the form of attending a special school or a specialist unit.

Children whom we think will manage in mainstream schools, albeit with support, are less often assessed for EHCPs. Having a diagnosis (e.g. of ASD, ADHD or Dyslexia) does not mean that a child needs an EHCP.

If the application for an EHCP is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family annually. This is called an Annual Review. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will adjust the EHCP to record the decisions made at the meeting.

12. Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the **SEND Code of Practice**. The Governors with particular responsibility for SEND are Rev Robert Otule and Dr Rachel Wood. They meet with the SENDCo regularly to ask challenging questions and to discuss actions taken by the school.

13. Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and heard through the MAT Complaints Procedure (please see the Policies and Documents Library on the school website).

14. Suffolk's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Suffolk's local offer is available from the website:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>.

In addition to this, <https://www.access-unlimited.co.uk> is the One Stop Shop for Suffolk children and young people with additional needs and disabilities. It includes information about activities and breaks available for Suffolk children with SEND as well as information for parents about benefits and how Suffolk aims to support children through education, health and social care.

Our School Offer and more information on our provision for children with SEND and their families can be found on the school website.

15. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

16. Safeguarding

As a school, we are aware that children with SEND can face additional safeguarding challenges. We recognise the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These could include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEND can be disproportionately impacted by things like bullying – without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

More information can be found in our Safeguarding Policy.

17. Evaluation

The governing body can evaluate the success of the SEND policy by assessing how pupils with SEND:

- participate in the lessons and the curriculum
- gain independence

The governing body also evaluate:

- how resources have been allocated for pupils with SEND
- type of Continuous Professional Development (CPD) provided for all staff
- accuracy of paperwork

18. Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).