

# **All Saints' C of E (Aided) Primary School**

## **Policy for Special Educational Needs & Disability**

Governors Agreed: 29.01.2020  
Review date of policy: January 2021

## Policy to Promote the Successful Inclusion of Pupils with Special Educational Needs and Disabilities

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25

(2015) 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 (01.05.2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions Sept 2014 (Updated August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCo in liaison with the Inclusion Manager.

### CONTACT DETAILS

**SENDCo:** Mrs J. Hodgson

**INCLUSION MANAGER:** Vacant at the time of writing.

**Governor with responsibility for SEND:** Mr D Dickinson

- At All Saints' we aim to enable all pupils to participate in the life and work of the school and to make progress to the best of their abilities, whatever their need.
- Everyone in the school community – Governors, staff, pupils and parents/carers – has a positive and active part to play in achieving our aims
- All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher.
- In line with the SEND Code of Practice 0 – 25 (2015) we believe that **every teacher is a teacher of every child including those with SEND.**
- Class teachers are responsible for the learning and progress of all children.
- The school's SENDCO and Inclusion Manager support teachers and pupils with additional provision and strategies to ensure all pupils make progress.

## SECTION 2 AIMS + OBJECTIVES

### All Saints' School aims to:

- Raise the aspirations of and expectations for all pupils with SEN.
- Provide a focus on outcomes for children and young people and not just hours of provision/support.
- Enable children to feel they are valued members of the class, school and society.

### Objectives to meet these aims:

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provide in the SEND Code of Practice, 2015 (01.05.2015)
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs and Disabilities Co-ordinator(SENDCo) who will work closely with the Inclusion Manager
- Provide support and advice for all staff working with special educational needs pupils
- Provide good quality teaching and learning experiences which engage and support SEN pupils to make good progress
- Ensure pupils and parents have a voice in the process

## SECTION 3 IDENTIFYING SEND

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The Code of Practice describes 4 broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At All Saints' we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

There are a number of non SEN factors which may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## SECTION 4 A GRADUATED APPROACH TO SEN SUPPORT

Most pupils will have their needs met through Quality First Teaching within an inclusive classroom with appropriately differentiated tasks and access to a range of equipment and apparatus. This is the first step in responding to pupils who have or may not have SEN.

The Code of Practice defines a 'graduated approach' to responding to SEN concerns, through a system of assess, plan, do, review. This is an ongoing cycle starting at a whole school level, which becomes gradually more personalised as the needs of a child increase. For an overview of this cycle, see **Appendix 1**

At school when an SEN concern is raised about a child by a parent or a member of staff at a Parents' Evening or other occasion, an Initial Record of Concern form is completed and signed by both parties. The teacher is responsible and accountable for monitoring the progress of the pupil and applying the strategies discussed with the parents within the timescale agreed e.g. half a term or termly. A copy of this concern form is given to the SENDCo.

At the review point of the initial concern, the progress and success of the agreed strategies will be discussed. If there are still concerns about progress, the class teacher will meet with the SENDCo for further advice on strategies or resources. It is the teacher's responsibility to feed this information back to parents and set a review date.

After a second review of the child's progress, the class teacher and SENDCO may decide a more personalised approach to learning is necessary. This may take the form of more specific or individualised interventions. At this point, the SENDCo would become involved through classroom observation and more individualised assessment, through the graduated approach cycle.

If despite, significant support and intervention, and the school has evidence that the pupil is making insufficient progress then further advice and support from external agencies and outside professionals is sought. These professionals will be invited to contribute to the graduated approach. They may provide individual assessment or advice on alternative strategies and interventions.

When pupils are receiving a specific intervention that is additional to and different from that offered to pupils through differentiated, quality first teaching then they are in receipt of **Universal Targeted SEN Support**.

### MANAGING AND RECORDING OF PROVISION

Class teachers keep records of progress made by children in their class. Provision made for children with additional needs in a year group are recorded on a provision map. This sets out the adaptations to Quality First Teaching and the support/ intervention provided to pupils which is additional to and beyond Quality First Teaching. It identifies the group being supported, the frequency and length of delivery and lead adult. It also sets the targets with entry and exit data if applicable. This document is reviewed termly and the outcomes are recorded. These contribute towards pupil progress meetings.

The teaching assistant, class teacher and SENDCO, if involved, will review and update where necessary on a six weekly basis.

Where pupils have received external advice or support for specific needs (Targeted support) or EHC plan, a personal provision map is created. This identifies the outcomes wanted for the pupil and describes the specific resources, strategies, interventions and approaches to reach them. These are reviewed termly and work towards achieving the outcomes which are agreed annually at review meetings.

## THE USE OF EXTERNAL SPECIALISTS

External support services play an important part in helping the school identify, assess and make provision through the graduated approach. They may be called upon, where a pupil has not made expected progress despite a range of personalised interventions and approaches to learning.

The Local Authority sets out the range and referral system for accessing key services and experts through the Local Offer. This is available on the Local Authority website: <https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

In requesting support the school needs to show evidence of the range and the impact of interventions and approaches, which have already been tried over a period of time. This support could take the form of advice only or where necessary a more detailed assessment, which may result in a highly personalised intervention. It is at this point that the pupil would be in receipt of **Targeted SEN support** or **Targeted Specialist SEN Support**

In addition, there are a range of key services/ experts that can be accessed through given pathways, usually following a diagnosis by an external specialist e.g Educational Psychologists, Occupational Therapists, Paediatricians. This is also outlined within the Local Offer.

## SECTION 5: MANAGING PUPILS' NEEDS ON THE SEN REGISTER

The SENDCOs will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs.

All pupils on the SEND register will also be categorised by the level of support received: either SEN Support or Education Health and Care Plan.

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Where the SENDCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap or no longer require provision that is additional to and different from that of their peers, will be removed from the SEND register.

## SECTION 6: SUPPORTING PUPILS AND FAMILIES

Parents can find information about how the Local Authority seek to support families via the school website or by following the link:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Parents may also wish to read the school's SEN Information Report which is published annually. This document will inform parents about the types of provision in place and the progress that children make in our school. [www.allsaints.peterborough.sch.uk](http://www.allsaints.peterborough.sch.uk)

All Saints Primary School has adopted the admissions policy of Peterborough Local Authority. Priority is given to Looked After Children, Children with Statement of Education Need/Education Health Care Plan, followed by children with an identified medical need then children living in the school catchment area.

The Local Authority has a designated Parent Partnership Officer to support parents with any concern regarding SEND. [marion.deeley@peterborough.gov.uk](mailto:marion.deeley@peterborough.gov.uk)

Where pupils are making a transition – from class to class, across key stages and to another school – including Secondary School, transition meetings are held, generally within the term prior to transfer. All

relevant parties, including parents and pupils are invited to these meetings and additional visits may be set up.

## **SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

School recognises that pupils 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 may also have special educational needs (SEN) and may have an 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 (2015) is followed.

Pupils with medical conditions other than brittle asthma, anaphylaxis or epilepsy care plans should be formulated by either:

- The medical professional responsible for the care of the child,
- A nurse affiliated to a consultant's team
- A children's community nurse if they are providing care for that child in the community.

Where a child has an extreme medical condition such as chronic Asthma or suffers from a life-threatening allergic reaction, a health care plan is also produced by health care professionals, in consultation between parents, staff and health professionals. **Full details can be found in the school's Administration of Medication Policy.**

## **SECTION 8 MONITORING AND EVALUATION OF SEND**

Senior leaders and governors regularly and carefully monitor and evaluate the quality of provision we offer all pupils through lesson observations, learning walks, books scrutiny, parent and pupil questionnaires and discussions. These arrangements promote continuous reflection, review and improvement of provision for all pupils.

As part of this process the interventions and progress against targets for SEN pupils is monitored by the class teacher in liaison with the SENDCo

## **SECTION 9: TRAINING AND RESOURCES**

- The SEND budget is allocated according to banding as outlined by the local Authority offer. Funding is matched to SEND by degree of need within four bands.
- The school is committed to providing staff training wherever necessary and according to need. Training related to special needs is given to teaching staff within the school's planned inset programme.
- The SENDCo's regularly attend courses organised by the Local Authority and other providers.

## SECTION 10 ROLES AND RESPONSIBILITIES

### The Head Teacher and the Governing Body

The Head Teacher and Governing Body have overall responsibility for:

- the learning and monitoring throughout the school
- ensuring that statutory duties to pupils with SEND are fulfilled
- ensuring funds are allocated to meet the needs of children with special educational needs
- the SEND policy and its review, according to the timetable set out in the School's Development Plan

The Governing Body has a named Governor who oversees the provision made for Special Needs throughout the school. The named Governor for SEND: **Mr D Dickinson**

### The SENDCo

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising teachers
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff and Governors
- liaising with the Governor who has responsibility for Special Needs
- liaising with external agencies including the LA's educational psychology services, health and social services, and voluntary bodies
- in conjunction with the Head Teacher manages the SEND budget
- monitoring and updating the SEND policy within the school's cycle of review.

### Other roles within school which may impact upon SEND

- Designated Teacher with specific Safeguarding responsibility: **R. Hutchinson**
- Member of staff responsible for managing PPG/LAC funding: **R. Hutchinson**
- A designated member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils.

## SECTION 11: STORING AND MANAGING INFORMATION

The SENDCo will hold central records relating to pupils with SEND. This will include copies of all provision maps EHCPs, CAFs, EHAs and advice from external agencies. Where appropriate school based assessments will also be kept. These files will be locked in the filing cabinet in the SENDCo's room.

The class teacher will have an Inclusion folder with copies of provision maps and recent advice from external agencies. These records will be kept in a file that is stored out of sight.

For additional information refer to the school's **Data Protection Policy** on the school website.

## **SECTION 12: REVIEWING THE POLICY**

The SEND policy will be reviewed annually by the school SENDCO and any changes ratified by the governing body.

## **SECTION 13: ACCESSIBILITY**

Please refer to the schools **policy on Disability and Equalities** and the accessibility plan.  
The school is on 2 levels but there is a lift which is large enough for wheelchair access. There are also two disabled toilets both on the ground and first floors.

## **SECTION 14 DEALING WITH COMPLAINTS**

Complaints under this policy fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required.  
Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Parent Partnership Service.

## **SECTION 15 BULLYING**

Please refer to the school's **Anti-bullying policy**.

## **SECTION 16 APPENDICES**

- Appendix 1** The Local Authority graduated response to SEND provision
- Appendix 2** Raising a concern: flowchart
- Appendix 3** Staff Initial concern form



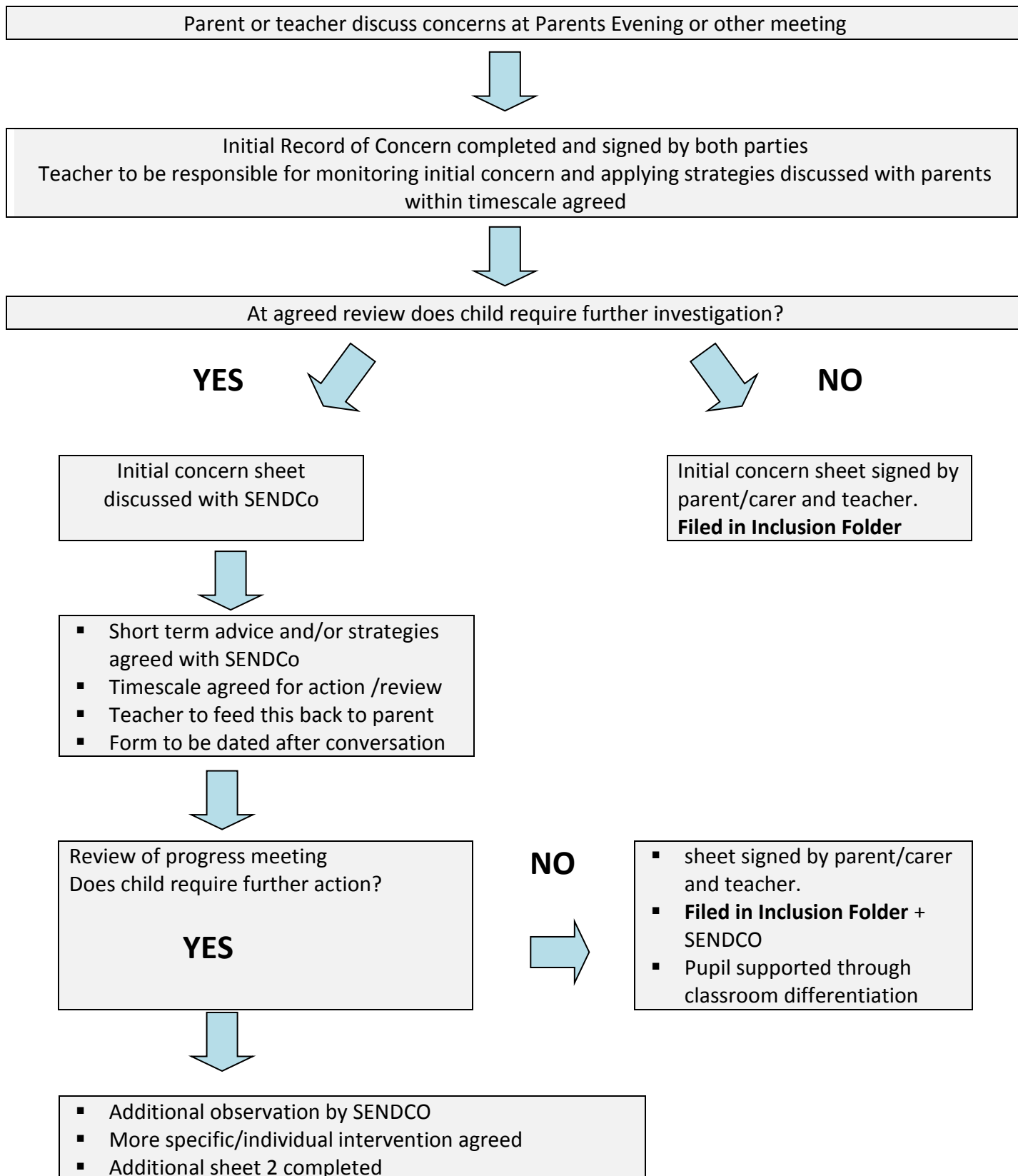
		Note of any additional considerations e.g. Looked After Child/English as an additional language / Child in Need/ Child Protection	
<b>EHC Plan</b>	Highly Specialist	Where a child or young person’s needs are highly complex and require a bespoke placement or highly individualised long term arrangements.	
	Specialist	Special Schools for children and young people with long term complex needs. These are supported by a range of outside professionals. Children with long term complex needs who are educated in mainstream settings who are supported by relevant specialist services through consultation, advice or intervention as appropriate.	
<b>SEN SUPPORT</b>	Co-ordinated Plan	Targeted Specialist	Enhanced resource bases located in mainstream schools. Specialist support from a range of professional services such as Autism Outreach, Sensory Support, Educational Psychology, Occupational Therapy, Physiotherapy. Consultation, Intervention advice and training. Pupil Referral Units.
		Targeted	Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Involvement of professionals from outside the school (e.g. educational psychologists, speech and language therapists, paediatricians) through consultation, assessment and training. Evidence based interventions and child specific approaches in place and reviewed.
	Universal Targeted	Quality first teaching. School’s best endeavours. Differentiated curriculum. Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Evidence -based interventions run in class and in small groups (plan, do, review cycle). Personalised learning. Consultation. Training.	
	Universal	Quality first Teaching — reasonable adjustments made within differentiated curriculum	

**APPENDIX 2**

**Special Educational Needs Flow Chart**

*Most pupils will have their needs met through Quality First Teaching within an inclusive classroom with appropriately differentiated tasks and access to a range of equipment and apparatus.*

*This chart explains the process of identifying whether a pupil may have additional needs which require a more individual approach.*



**APPENDIX 3**

All Saints Primary School SEND Cause for Concern Form  
2017 – 2018

PERSON REQUESTING INVOLVEMENT AND ROLE:	Name: _____	Signature _____	Role _____
PARENT/CARER:	Name: _____	Signature: _____	
DATE OF REQUEST:			

<b>Name of child/young person:</b>		<b>DOB:</b>			
<b>Year Group:</b>		<b>Home language:</b>			
<b>Specialists involved:</b>					
<b>General description of your concerns about the child</b> eg. Communication and interaction / Cognition and learning / Social, Emotional and Mental Health / Sensory and/or physical. Why are you concerned?					
Setting staff desired outcome for child:					
Parents/Person with parental responsibility please rate your main concern on the following scale:					
1	2	3	4	5	<i>concerned</i>
<i>not extremely concerned</i>					
Setting staff please rate your main concern on the following scale:					
1	2	3	4	5	<i>concerned</i>
<i>not extremely concerned</i>					
Summary of Parental views of child's/young person's interests, aspirations, strengths and areas of need:					

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Parent's outcome for child

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**Achievement Data**

FS Profile Scores

Year	Yr1	Yr2	Yr3	Yr4	Yr5
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Attainment National Curriculum Levels	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M

**Progress summary in reading, writing and maths over time**

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**Relevant assessments and scores eg. RAVENS, phonics screening, reading age, phonics assessments**

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**Differentiation in place over time:**  
***What action has already been taken through curriculum differentiation to address the child's needs, i.e modification to teaching approaches, classroom organisation, behaviour management strategies or through provision of additional equipment and aids.***

Strategies used/differentiation	Impact – progress and inclusion

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Outcome of meeting to consider placement on the school's SEN record, agreed next step/action:

- Further assessment required
- Observation required
- Further modifications to teaching approaches etc
- Targeted provision at school support/wave 2
- Who else to share pupil's strengths and needs with

Class Teacher \_\_\_\_\_ Date of next review \_\_\_\_\_

SENDCo \_\_\_\_\_