

SEND Policy and Information Report

All Saints CE Primary School

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1. Aims

Our SEN policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our Vision at All Saints is for all our pupils to aspire to be the best they can possibly be. We are committed to delivering inclusive educational provision, working closely with parents to ensure a personalised learning journey that achieves the best outcomes for pupils with SEN and disabilities. We do this by offering a wide range of academic and pastoral support.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which 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 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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 Our inclusion team is:

Mrs Wilkinson – SENCO / Designated Deputy Safeguarding Lead / Designated LAC Lead Teacher / Senior Mental Health Lead

Miss Molly Mather – Family Support Worker / Designated Deputy Safeguarding Lead

Mrs Parsons – Attendance Officer

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy / Information report and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, carers and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy / Information Report

5. SEN information report

5.1 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, moderate learning difficulties
- 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

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry. In Reception, this will include a language screen. Class teachers will make termly assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Class teachers will refer the pupil to the SENCO and Inclusion Team. Informal meetings and observations will then take place to determine the correct response. When the concern is Social, Emotional or Mental Health then a Boxall Screen may be undertaken.

5.3 Consulting and involving pupils parents and carers

The class Teacher will meet with parents / carers when a concern has been identified and involve the SENCO if it is deemed necessary. Meetings will take account of a pupils previous experiences, current attainment levels and area of identified need. The meetings should cover a number of key areas ensuring:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' / carers concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and become an integral part of their Inclusion File

We will notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs and have access to a class inclusion folder where information is kept during the academic year. All staff will be aware of the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review termly the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases

We will share information with the school the pupil is moving to. Transition meetings are held with all transition stakeholders. These meetings will include class teachers, teaching assistants, relevant support staff such as nurture assistants and SENCOs.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. All teachers will have high aspirations for all their pupils and provide the support required for children with additional needs.

We will also provide interventions such as:

- Read Write Inc phonics teaching
- Speech and Language interventions
- Nurture support
- Learning Mentor time
- Reactive interventions when need is identified
- Pre-teaching and post teaching intervention

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- We will scaffold learning to ensure all pupils are able to access it, for example, by adapting resources, grouping children and using peer learning opportunities. We will use support staff, adapt teaching styles, and tilt lesson content towards a child's interests and life experience

- We will adapt our resources and staffing
- We will use recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

5.8 Additional support for learning

We have teaching assistants and Higher level teaching assistants who are trained to deliver interventions. All Saints uses a Team Around the Child approach, where teams, which include Class Teachers, Teaching Assistants and Support staff all work with children throughout the week.

In addition we work with the following agencies to provide support for pupils with SEN:

- Foundry College
- Learning Support Services
- Educational Psychologists
- Children's Services
- Education Welfare Officers
- CYPIT - Occupational Therapists, Physiotherapists
- Sensory Consortium – Hearing and Visual specialist support
- School Nursing service
- CAMHS

5.9 Expertise and training of staff

Our SENCO has many years' experience in this role and has previously been a Teacher of SEN children in a number of different schools in Wokingham and other parts of the country.

Our SENCO is allocated four days a week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in various aspects of SEN including:

- Speech and Language
- Positive Handling
- Safeguarding
- Virtual Schools for LAC pupils
- Mental Health Provision

We use specialist staff from Foundry College, Educational Psychology, Learning Support Services, Early Years Advisors and CYPIT to support and develop provision for SEN pupils.

5.10 Securing equipment and facilities

All Saints has a small provision for Children with physical difficulties. We support these children with disabled facilities and facilities which include a Physio room and associated equipment. This equipment is audited and checked as necessary to ensure compliance.

5.11 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 through informal and formal meetings
- Reviewing the impact of interventions termly through formal Pupil Progress Meetings with Senior Leaders and Class Teachers

- Using pupil voice questionnaires
- Monitoring by the SENCO
- Individual Support Plans which are reviewed three times per year
- Holding annual reviews for pupils with EHC plans
- Parents / Carers consultation evenings twice during the academic year

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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 Year 6 residential trip

All pupils are encouraged and expected to take part in sports day and class sharing assemblies

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Wokingham Local Authority will place a child with an Education Health Care Plan which relates to a Physical Disability in our small PD Resource. These children are educated within their mainstream class, with adult support to meet their physical needs. An experienced TA leads regular physiotherapy and Occupational Therapy interventions which are planned and reviewed by CYPIT professionals.

All Saints has an accessibility plan which is available on our website

5.13 Support for improving emotional and social and mental health development

We provide support for pupils to improve their emotional and social development in the following ways:

- Lower School and Upper School Nurture Groups led by our Lead Nurture Assistants
- A small team of teaching assistants have been trained as Learning Mentors and a named LM may be allocated to a child who requires support with social, emotional and mental health needs

5.14 Working with other agencies

The SENCO works closely with outside agencies and will complete referrals to specialist teams if there is a higher level of need presented than can be managed by mainstream staff. These agencies will assess and review pupils' needs in close consultation with parents and carers

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Class Teacher in the first instance. The SENCO will then contact the parents / carers if the situation is not resolved and work with them to ensure there is agreement about how to best meet the child's needs

The parents / carers 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

5.16 Contact details of support services for parents of pupils with SEN

All Saints has a Family Support worker who is an integral part of the inclusion team. If parents / carers would like support or advice then she can be contacted via the school office. Our FSW has all the details of the available support services in Wokingham such as ASSIST / SENDIASS etc.

5.17 Contact details for raising concerns

If you wish to raise a concern please contact the school office on 01189787173 and they will put you in touch with the relevant member of staff

6. Monitoring arrangements

This Policy and Information Report will be reviewed by the school SENCO **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body

7. Links with other policies and documents

This Information report links to our policies on:

- Accessibility plan
- Behaviour and Anti Bullying Policy
- Emotional Health and Well Being Strategy
- Equality Statement and Policy