



**All Saints' Church of England Primary  
School**

**Special Educational Needs and Disability  
(SEND) Policy**

### **Mission Statement**

**All Saints' is a welcoming school community which aims to engage the full potential of all its pupils. Within a framework of Christian teaching, the values of love, truthfulness and forgiveness underpin all that we do at All Saints'. Our aim is to develop confident, capable and caring children.**

### **Definition**

- We have regard to the definition of SEN stated in the 'SEN Code of Practice' (2014)

'Children have SEN if they have a *learning difficulty* which calls for *special education provision* to be made for them.'

Children have a *learning difficulty* if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA

c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Special educational provision means:**

for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

### **Introduction**

**We will provide "Quality First Teaching"**

**All teachers are teachers of children with Special Educational Needs. We will ensure the needs of all children are met – we are each accountable for the progress of every child we teach.**

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

## **Aims**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.
- 

## **Educational inclusion**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language literacy and numeracy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- supporting children to manage their behaviour and to take part in learning effectively and safely;
- supporting children to manage their emotions, particularly trauma or stress, and to take part in learning.

## Special educational needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us have already been in early education. In many cases children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If classroom teachers have evidence that certain children are still not making good progress they must refer children to the SENDco who will arrange **ADDITIONAL SEN SUPPORT** in any or all of the four areas:

- ★ Communication and Interaction
- ★ Cognition and Learning
- ★ Social, Mental and Emotional Health (note – not Behaviour)
- ★ Sensory and/or Physical

It focuses the system on the impact of the support provided to that individual child, rather than how children access support according to the category they fit into.

It places emphasises on a graduated approach (assess, plan, do and review).

The aim is to improve the experience and outcomes of school for all pupils ensuring “high quality teaching and learning.”

The child’s class teacher will offer interventions that are different from or additional to those provided as part of the school’s usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs & Disability Coordinator (SENDco), will become involved if the teacher and parents feel that the child would benefit from further support. The SENDco will then take the lead in further assessments of the child’s needs.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place

- the Area of need (assess)
- What is happening in class (plan),
- Who (is supporting) and how often (Do),
- Evaluation (impact of intervention) -When?
- Outcome & next steps (Review)

and this will be known as the graduated support

The children on the SEN register will have a profile, completed by the teacher, teaching assistant, pupil and the parents, all to receive a copy. In addition to the profile an assessment sheet will be completed showing:

Where a pupil is receiving Additional SEN Support, the school will ensure that appropriate staff meet the parents, at least termly to set goals, discuss the

activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school

If it is identified that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in class. External support services will provide information. The new strategies will, wherever possible, be implemented within the child's normal classroom setting.

Individual pupil progress at Additional SEN Support Level will be intensively monitored four times per year by the school tracking system and personally by the Head-teacher in conjunction with Parents and the SENDco.

A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor will be encouraged to take a full challenging role regarding the progress of these children with both the SENDco and Head-teacher

The outcomes will be recorded and copies given to the parents.

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan will be started by the SENDco in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Rochdale Local Authority.

Details of these arrangements are available from the SENDco at the school

In our school the SENDco and SENDco assistant work together to:

- manage the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as links with parents;
- acts as links with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

### **The role of the governing body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The

'responsible person' in this school is Mr Nick Mann. The SENDco ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

### **Allocation of resources**

The SENDco is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The head teacher and the SENDco meet annually to agree on how to use funds directly related to statements. The SENDco draws up the resources bid when the school is planning for the next school improvement plan.

### **Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDco assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENDco works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDco can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Partnership with parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

#### **Pupil participation**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in compiling their profile and setting targets and attending review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

### **Monitoring and review**

The SENDco/assistant monitor the movement of children within the SEN system in school. The SENDco/assistant provide staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDco/assistant are involved in supporting teachers involved in drawing up profiles and the support offered for children. The SENDco/assistant hold regular meetings to review the work of the school in this area. The SENDco/assistant and the named governor with responsibility for special needs also hold termly meetings.

## Special Educational Needs & Disability (SEND) Policy

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDco reports the outcome of the review to the full governing body.