



All Saints C.E Primary School
Special Educational Needs Policy and SEN
Information Report

Written by A Darbey (SENCO): September 2021
Approved by:
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A) Aims

This document 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

B) Legislation and guidance

This policy complies with the statutory requirement laid out in the Code of Practice 025, September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum, England framework document
- Safeguarding Policy
- Teachers Standards 2012
- Keeping Children safe in Education 2018

C) Definition of SEN

The revised Code of Practice (DfE, 2014) states that:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age” (section 6.15)

D) Sections related to the SEN information report

1. What kinds of Special Educational Needs (SEN) does the school cater for?

We utilise the expertise and experience of our staff to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within our 'quality first' differentiated curriculum. All Saints Primary welcomes children and young people with SEN in one or more of the four areas of need identified in the Code of Practice 2014:

- **Communication and interaction**

e.g. Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD), Asperger's Syndrome.

- **Cognition and Learning**

e.g. Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Global Development Delay, Dyslexia, Dyscalculia and Dyspraxia, Profound and Multiple Learning Difficulties (PMLD)

- **Social, Emotional and Mental Health Difficulties (SEMH)**

e.g. Attention Deficit Hyperactivity Disorder (ADHD), depression, eating disorders, Attachment Disorder.

- **Sensory and/or Physical Needs**

e.g. Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI)

What if my child has medical needs?

If your child has any medical needs please inform the school immediately. The school will arrange a meeting to discuss your child's needs with the SENCo and a Health Care Plan will be implemented, indicating any special requirements, who to contact in case of emergencies, etc.

2. How do we identify and assess pupils with SEN?

"The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person" (Code of Practice, section 6).

At All Saints, pupils are identified as having SEN through a variety of ways. We know when pupils may have a SEN if:

- a concern is raised by parents/carers, teachers, other school practitioners, other settings or the child.
- school assessment/data and regular pupil progress meetings identify progress that: is significantly slower than that of their peers starting from the same baseline or fails to match or better the child's previous rate of progress or fails to close the attainment gap between the child and their peers or widens the attainment gap. If we feel a pupil's progress needs to be monitored we will contact parents and complete a monitoring IEP. This will be reviewed alongside regular IEPs.
- there is a change in pupil's behaviour, attainment and/or progress
- a concern is raised from other agencies
- a health diagnosis is received from a paediatrician
- observations indicate a difficulty in one or more of the four areas of need

It is also important to note that:

“For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves” (Code of Practice, section 6).

Circumstances where a pupil's progress may be a cause for concern but not necessarily SEN

Please see below the different situations outlined in the Code of Practice (2014) that must be considered when a pupil's progress or behaviour is a cause for concern:

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

6.22 Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN.

6.23 Slow progress and low attainment do not necessarily mean that a child has

SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

6.24 Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

3. What provision is available for pupils with SEN?

We meet the needs of all pupils through Quality First Teaching, but if a child requires further support we utilise small group/individual targeted interventions to address areas of difficulty (please see Appendix 1 for overview of provisions at wave 1,2 and 3).

We will always make reasonable adjustments to our practices in order to fully comply with the Equality Act (2010), so that learners are not at a disadvantage due to their particular needs.

If teachers or parents / carers raise concerns regarding a pupil then an 'initial monitoring form' will usually be completed and a four part cycle, known as the graduated approach, begins – Assess, Plan, Do, Review.

1. Assess.
Concerns are
monitoring form' with parents, class
Education
teacher and SENCo using Plan is
assessment information. targets
and plan
example of school IEP) see



2. Plan
discussed An 'initial
or an Individual
completed to set
additional support (please
Appendix 2 for an .

4. Review 3. Do

Progress is reviewed and Support is put into place
the cycle may be repeated if required. Further support is and progress is mclosely against the onitored requested
from outside individual targets.
agencies if necessary.

The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a more detailed approach and more specialist expertise can be accessed if required.

Most of our pupils with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles.

If a pupil is identified as having special educational needs, their teacher and SENCO will consider everything we know about the pupil to determine the support that they need and what provision is required which is then recorded within an Individual Education Plan.

For some children with more complex needs, or when the graduated approach has identified that the provision that school has provided has not been effective, then in collaboration with parents / carers we would consider requesting the Local Authority to assess the pupil for an Education, Health, Care Plan (EHCP).

An **EHCP** is issued by the Local Authority where necessary and is used by the school to plan SEN provision for pupils with severe and complex needs.

The process for requesting an EHCP assessment and the templates/forms can be found on

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=2>

a) How does the school evaluate the effectiveness of its provision for SEN?

We evaluate the effectiveness of our SEN provision by following the graduated approach and using the 'review' and 'assess' parts to check pupil progress and to see if the agreed targets and outcomes for a pupil are being met. Where professionals from other agencies are involved with the child, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

If assessments and reviews identify that provision is not being effective then the teachers work with the SENCo, the parents and the child to make sure any SEN support is adapted or replaced by another approach, which would be reviewed again following the graduated response.

A1.) How do we assess pupils along the graduated response?

Throughout the graduated response, teachers and teaching assistants will annotate IEP's to ensure that progress is continually monitored towards the target outcomes.

3 times a year, SEND pupils will complete an assessment week. This will be completed the week prior to the next IEP being reviewed and written by teachers.

Teachers and Teaching Assistants will select the relevant sections from the assessment handbook to complete with each pupil's based on their current targets. This will then be feedback to parents at the review meeting and new IEP. These documents will be scanned and kept on SIMS to track pupil progress.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

All pupils are assessed on a regular basis by their class teacher. Data is recorded and discussed at termly progress meetings.

Where a pupil is receiving SEN support, we follow the graduated response of 'assess, plan, do review' and parents are informed and involved with changes to targets and provision as a result of this process. For children on Individual Education Plans, the targets are reviewed termly in collaboration with parents/carers. Pupils with EHCPs have termly reviews of their IEPs (derived from their EHCP outcomes). One of these termly reviews includes an annual review of their EHCP and a summary of the meeting is subsequently reported to the Local Authority.

All reviews are led by the class teacher with the SENCo attending alongside the parents/carers. External agencies who are involved with a pupil will also be invited.

Some pupils with SEN may have more frequent reviews if they are required. Staff are very open to frequent dialogue with parents and carers to ensure the best provision for the pupils.

c) What is the school's approach to teaching pupils with SEN?

All pupils, including those with SEN, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and pupil progress meetings to set targets to encourage pupils to aim high and achieve.

Teachers plan their lessons with the SEN of pupils in mind, which means that most pupils with SEN and disabilities will be able to study the full national curriculum along with their peers. Teaching staff always aim to match the work given to pupils with their ability.

School support staff may be directed to work with pupils in pairs or small groups and sometimes individually.

The type of SEN support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

The SENCo and senior leadership team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

d) How does the school adapt the curriculum and learning environment for pupils with SEN?

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, etc.

When considering what adaptations we need to make the SENCO will work with the head teacher and Local Academy Council to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

e) What additional support for learning is available to pupils with SEN?

The school organises the additional support for learning into 3 different levels or 'waves' (please see Appendix 1).

Wave 1 (Universal): describes quality first teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

Wave 3 (Specialist): describes targeted provision for a minority of children with more complex needs

f) How does the school enable pupils with SEN to engage in activities?

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 residential trips.

All pupils are encouraged to take part in sports day/school plays/church services/special workshops, etc.

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

g) What support is available for improving the emotional and social development of pupils with SEN?

All Saints have clear policies and on behaviour and bullying that set out the responsibilities of everyone in the school.

A Darbey (SENCo) is trained in the Theory and Practice of Nurture Groups and is able to support staff to use Boxall Profiles to assess, plan and monitor for pupils who may be experiencing social and emotional difficulties. Jennie Hine is also a PATHS trainer (Promoting Alternative Thinking Strategies)

Karen Patterson (teaching assistant) is trained in 'Listening Ear Counselling' Referrals can be made by the SENCo to CAMHS for children with mental health difficulties.

4. Who is the SENCo and how do I contact them?

The school SENCo is A Darbey. Mrs Darbey is a qualified teacher who also holds the National Award for SENCOs. You can contact her via the school office (01785 334977) or via dojo.

5. What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?

Mrs Darbey holds the National Award for SENCOs, BSL LEVEL 2, Tier 2 autism training and

Mrs Darbey supports staff to access a wide range of information on appropriate interventions for pupils with different types of need.

Where specialist expertise is required, the SENCO will liaise with appropriate external agencies (e.g. Autism Outreach Team, Speech and Language, Occupational Therapists, Educational Psychologist, SEND case keyworkers And SENIS).

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher, SENCO and the Local Academy Council.

Staff Training since July 21

- Lego Therapy training for all TA's.
- Tier 1 training from AOT.

- Colour semantics training for staff
- Regular demonstrations from speech and language therapists where needed.
- Behaviour Training
- Physical Restraint Training

6. What equipment and facilities are available to support pupils with SEN and how are they secured?

There is an allocation of school budget for SEN. In addition, those pupils with the most complex needs receive funding through Education, Health Care Plans (EHCPs). This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- 1-to-1 and small group support from teaching assistants.
- Provision of specialist resources
- CPD relating to SEND for staff

Where there is an agreed identified need, school may consider purchasing specialist equipment. Consideration of purchasing equipment may be promoted by discussions at termly reviews, following advice from an external agency or discussions with a parent / carer or by staff working directly with a pupil. Example of equipment include: sensory fiddles, wobble cushions, resistance bands, pencil grips, resources for developing fine motor skills etc.

7. What are the arrangements for consulting and involving parents of children with SEN in their child's education?

At All Saints, we like to ensure frequent, clear and supportive communication with parents and carers and we greatly value parental contributions.

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets e.g. for Individual Education Plans and EHCPs
- parents' evenings
- discussions/meetings with the SENCo (The SENCO will keep a record of key issues discussed during meetings and 'phone calls to ensure a clear log of issues and actions).
- discussions / meetings with other professionals

8. What are the arrangements for consulting and involving pupils with SEN in their education?

Pupils with EHCPs are asked for their opinion and views as part of the annual review process.

Pupils complete review paperwork 3 X a year using a traffic light system.

They also each have a one page profile in their folder.

9. What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- Class teacher
- SENCo [Mrs Darbey via dojo](#)
- The Head of school, Mrs Zoe Scott

The SEN local academy councillor (please see Complaints Policy on school website)

10. What specialist services and expertise are available at or accessed by school?

We have established relationships with a range of professionals in health and social care, as well as specialist support services who may be involved in your child's education. You will always be consulted before specialist support is provided for your child. Some of the agencies we work with are listed below:

- SALT – Speech and Language Therapist
- AOT - Autism Outreach Team
- EP – Educational Psychologist
- Family support workers
- CAMHS – Child & Adolescent Mental Health Service
- OT – Occupational Therapist
- Social Services & Local Support Team
- Members of the medical team e.g. paediatricians, GPs
- EWO - Educational Welfare Officer
- CDC – Child Development Centre
- Educational Psychologists
- SENIS

The above agencies may provide additional assessments, advice or support to school, parents / carers and pupils.

11. What local support services are available for the parents of pupils with SEND?

SENDIASS (SEND Information, Advice and Support Service) offer information, advice and support about education, health and social care issues. Website: www.staffs-iass.org/home.aspx

12: What are the school's arrangements for supporting pupils with SEN when they join the school, and supporting them to move to secondary school Entry to Foundation Stage

- Parent/carers and pupils are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- The Early Years Coordinator and the staff in Early Years meet with all new parents and carers of pupils to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- Information to introduce a child to Early Years will be provided and 'play and stay' visits are arranged in the Summer term to help children to have a smooth entry to their new class and to settle into school routines.
- Strategies to familiarise children with their new situation will be in place □
The SENCO will be available to meet parents and carers of pupils with SEN.

Transferring mid year

- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents / carers to identify and reduce any concerns if there are SEND issues.
- Children transferring to another school will have their records securely sent on. The school will be telephoned if necessary to alert the school of any SEND issues.

Children who are transferring to the next school (Secondary)

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new schools.
- Some Secondary Schools offer additional opportunities for children with SEN to visit the school / meet key staff
- The SENCO (in collaboration with the Year 6 teacher and parents / carers) will liaise closely with the Secondary school SENCO
- All SEN documentation will be securely transferred to the Secondary School

13. Where is the local authority's local offer published? □

Staffordshire's local offer provides information and services for children and young people aged 0-25 with Special Educational Needs and Disabilities

(SEND) and their families. The local offer is found on

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.pa>

E) Appendices

Appendix 1: List of interventions according to 'Waves'

Wave 1 (universal)

- The use of online resources or educational apps to support learning.
- Targeted time with teaching assistant or other adult to pre-teach a new skill or address a particular misconception.
- Adaptation made to equipment or materials e.g. use of pencil grips, coloured paper and use of individual whiteboards to assist those that find copying from the board problematic.
- Changes to the physical environment, e.g. sloping desk, one to one instructions, change in seating arrangements, wobble cushions etc.
- Sensory fiddles
- Merits and Dojo points used to reward success.
- Children regularly reminded of our school code of conduct, the behaviour policy and the school's Christian values.

Wave 2 – (targeted)

- Phonics focus groups
- Social support groups
- Small group focused curriculum area support e.g. additional Maths, Writing or guided reading sessions within a small group
- Fine Motor Skills support through sensory exercise programmes
- Gross Motor Skills groups through sensory exercise programmes
- Speech and Language strategies
- Bereavement and Loss counselling and support for children
- Listening Ear Counselling
- Echo Reading
- Kinaesthetic Handwriting
- Lego Therapy
- Hidden Chimp – Emotional Regulation

Wave 3 (specialist)

- Individual speech and language programmes provided by a designated Keyworker

- Precision Teaching
- Listening Ear Counselling
- Beat dyslexia