



**All Saints C.E
Primary School**

SEND Policy

2024 – 2025

Our School

Our School Vision

Our vision at All Saints is that through the power of God's love children will reach their full potential and be able to live their lives with an open mind so they learn from the world around them.

We do this by:

- Valuing the individual
- Offering a broad, rich, challenging, skills based curriculum
- Providing a stimulating learning environment
- Setting high expectations
- Carefully monitoring pupil progress
- Close involvement with pupils, parents and carers

Therefore, our school motto is 'Love, Live, Learn. This, along with our Anglican faith underpins everything we do at All Saints.

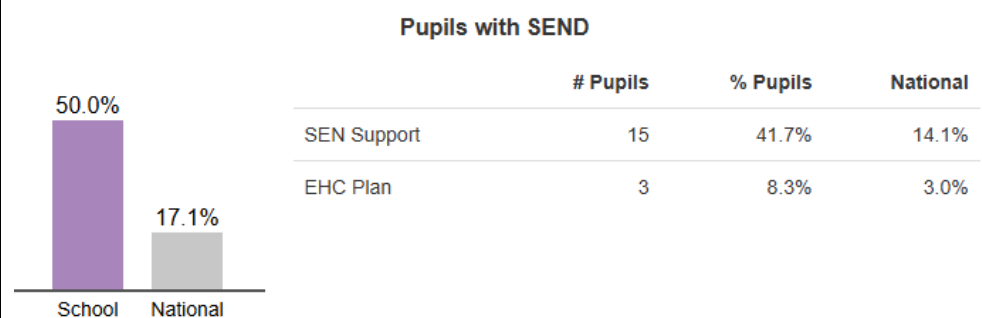
At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

January 2025 Information

All Saints currently has 36 children on role.



There are currently 18 children on SEND register with a range of needs from universal to specialist. (50% compared to last year 48.9% a rise in 4%)

0 children 0% have a diagnosis of need, that can be accommodated through quality first teaching (universal needs)

9 children (50%) have a diagnosis of need that requires targeted interventions through QFT and support planned by CT. (targeted need)

	<p>9 children (50%) have a significant and complex need that requires support over and above in class provision. (specialist need)</p> <p>3 children that have an EHCP (8.33%) and 15 children have a SEND Support Provision Plan (41.7%). 1 child is currently on the EHCP pathway.</p>
Policy introduction	<p>At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.</p> <p>We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.</p>

Our vision at All Saints is that through the power of God's love children will reach their full potential and be able to live their lives with an open mind so they learn from the world around them. Our Special Educational Needs and Disabilities (SEND) Policy aims to:

- Ensure our school fully implements national legislation and guidance regarding pupils with SEND

Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities.
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
- Help pupils with SEND fulfil their aspirations and achieve their best;
- Help pupils with SEND become confident individuals living fulfilling lives;
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil;
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND;
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil ;
- Ensure the SEND policy is understood and implemented consistently by all staff

This SEND Policy complies with the following statutory guidance and legislation:

- SEN Code of Practice 0-25 (2015)
- Equality Act 2010
- Part 3 of the Children and Families Act (2015)
- The Special Educational Needs and Disability Regulations (2014)

This policy as makes links to the following school policies:

- Accessibility Plan
- Equalities and Diversity Policy
- Supporting Children with Medical Needs Policy
- Safeguarding Policy
- Behaviour Policy
- Positive Handling Policy
- Teaching and Learning Policy
- Complaints Policy

Inclusion & Equal Opportunities	<p>At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.</p> <p>We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.</p>
Policy Development and Implementation	<p>This Policy was developed by the SENDCo, Mrs Hannah Mayhew who is responsible for monitoring its implementation.</p> <p>The policy will be reviewed annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.</p>

Key Definitions

Special educational needs

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

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad **areas**. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
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<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Identifying and Assessing Need

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible. get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

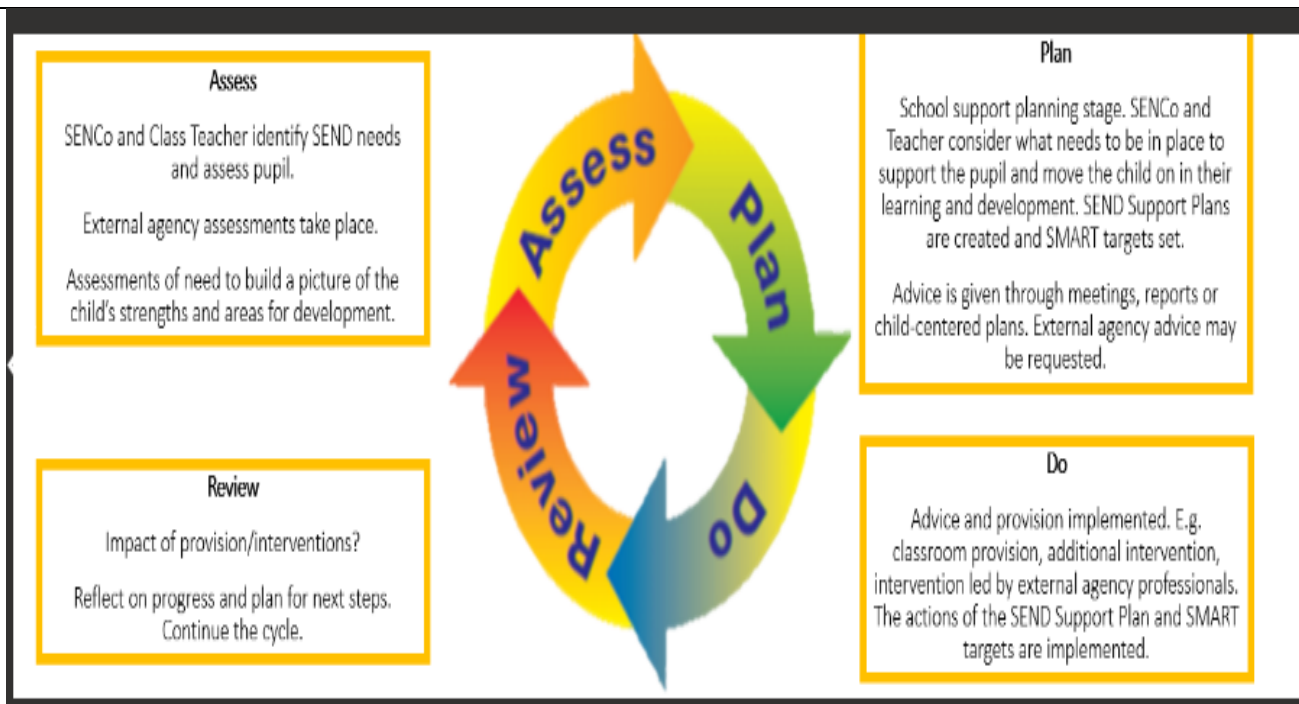
The school will put the pupil and their parents at the heart of all decisions made about special educational provision. When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- 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 given to their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.



1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff in a pupil passport, individual education plan (IEP) and if applicable an education health care plan (EHCP)

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils

- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of Support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Roles and Responsibilities

The SENDCO

The SENDCO at our school is Mrs. Hannah Mayhew.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made;
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided;
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned;

When a pupil moves to a different school or institution:

- Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner;
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Make sure the school keeps its records of all pupils with SEND up to date and accurate;
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy;
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching;

The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer;
- Do all it can to make sure that every pupil with SEND gets the support they need;
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Inform parents when the school is making special educational provision for their child;
- Make sure that the school has arrangements in place to support any pupils with medical conditions;
- Provide access to a broad and balanced curriculum;
- Have a clear approach to identifying and responding to SEND;
- Provide an annual report for parents on their child's progress;
- Record accurately and keep up to date the provision made for pupils with SEND;
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report;
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans;

- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out;
- Determine their approach to using their resources to support the progress of pupils with SEND.

The SEND link governor

The SEND link governor is Katie Jackson.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this;
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school;

The Headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school;
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress;
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils;
- Make sure that the SENDCO has enough time to carry out their duties;
- Have an overview of the needs of the current cohort of pupils on the SEND register;
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review;
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach;
- 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 consider how they can be linked to classroom teaching;
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision;
- Ensuring they follow this SEND policy and the SEN information report
Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them;
 - Discuss the activities and support that will help achieve the set outcomes;
 - Identify the responsibilities of the parent, the pupil and the school;
 - Listen to the parents' concerns and agree their aspirations for the pupil.

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
 - Invited to termly meetings to review the provision that is in place for their child;
 - Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs;
 - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil;

The school will take into account the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are;
- Contributing to setting targets or outcomes;
- Attending review meetings;
- Giving feedback on the effectiveness of interventions;

	<ul style="list-style-type: none"> The pupil's views will be taken into account in making decisions that affect them, whenever possible.
Admissions	Staffordshire LEA handles all admissions for All Saints. The Staffordshire LEA Admissions Policy can be found on the LEA website and makes clear reference to pupils with SEN. This is also accessible through the admissions page on our school website.
Staff Training	<p>Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.</p> <p>The school recognises that in order to support staff in providing for some of our pupils' needs, liaison with relevant professionals from external support services will be required such as;</p> <ul style="list-style-type: none"> Speech and language therapists Specialist teachers or support services Educational psychologists Occupational therapists, speech and language therapists or physiotherapists General practitioners or paediatricians School nurses Child and adolescent mental health services (CAMHS) Social services
Monitoring & Evaluating the policy	It identifies who is responsible for the development, implementation and review of the policy. It identifies when the policy was developed, as well as when it was ratified and by whom. It identifies the procedure for monitoring and review of the policy.
SEND Information Report	<p>The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.</p> <p>The information report will be updated annually and as soon as possible after any changes to the information it contains.</p>
SEN Provision	<p>Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.</p> <p>The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K. Education, health and care (EHC) plan</p> <p>Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.</p> <p>The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).</p> <p>On the census these pupils will be marked with the code E.</p>

The SEN provision at All Saints is based upon the Inclusion statement in the National Curriculum 2014 document of: Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The special educational needs and disability code of practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs

With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work. All class teachers, the SENDCo and teaching assistants carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- Daily use of 'dyslexia friendly' teaching and learning strategies.
- Use of Social support groups that could be 1:1 or small groups for children that we feel are emotionally vulnerable or at risk of Exclusion.
- Scaffolding of the curriculum to match tasks to ability
- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- Use of Learning Support Assistants to provide additional support within literacy and numeracy lessons,
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- IEPs are written and include SMART Targets (Specific, Measurable, Achievable, Relevant and Time Related)
- Advice is sought from Educational Psychologist and many other outside agencies to staff of the best ways to provide 'reasonable adjustments.'
- Regular monitoring and review of extra support/ intervention sessions, to ensure impact and effectiveness.
- Accessibility to resources to support pupils with sensory or physical difficulties.
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment.
- Peer group support through mixed ability grouping.

	<ul style="list-style-type: none"> • Use of positive behaviour strategies within the classroom and as part of the whole academy Behaviour Policy. • Access to extra-curricular clubs, and to the social life of the academy.
<h2>Evaluation of SEN Provision</h2>	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> ➤ Tracking pupils' progress, including by using provision maps ➤ Carrying out the review stage of the graduated approach in every cycle of SEN support ➤ Using pupil questionnaires ➤ Monitoring by the SENDCO ➤ Holding annual reviews for pupils with EHC plans ➤ Getting feedback from the pupil and their parents <p>Complaints</p> <p>Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.</p> <p>Formal complaints about SEND provision in our school should be made to the Head teacher in the first instance. They will be handled in line with the school's complaints policy.</p> <p>If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.</p> <p>To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.</p>

Glossary of Terms

There are many abbreviations used when talking about Special Educational Needs so below is a glossary of most of these terms:

ADD Attention Deficit Disorder	ADHD Attention Deficit & Hyperactivity Disorder
KS Key Stage	LAC Looked After Child
AIT Autism Inclusion Team	LA Local Authority
ASC Autistic Spectrum Condition	LST Local Support Team
BESD Behaviour, Emotional & Social Difficulties	MLD Moderate Learning Difficulty
CAMHS Child & Adolescent Mental Health S	NC National Curriculum
COP Code of Practice	OT Occupational Therapist
CP Child Protection	PP Pupil Premium
CT Class teacher	SalT Speech & Language Therapist
EAL English as an Additional Language	SEN Special Educational Needs
EHA Early Help Assessment	SEND Special Educational Needs/Disability
EP Educational Psychologist	SENDCO Special Educational Needs Coordinator

FSM Free School Meals	SpLD Specific Learning Difficulty
HI Hearing Impairment	TA Teaching Assistant
IEP Individual Educational Plan	VI Visual Impairment