



SEN/D POLICY

Approved: September 2020

Review Date: September 2021



*“What you are is God’s gift
to you, what you become
is your gift to God”*

Headteacher: **Michelle Ward**

SENCo: **Janine Grills:**

SEN Governor: **Joanne Fairbrother**

Please contact the School Office on 01772 812630 if you wish to discuss your child's needs with us

INTRODUCTION

In our Mission statement we set out our philosophy as a school, believing that each child is a child of God and is therefore 'special'. If a child has particular learning difficulties, we will aim to supply the special educational provision to meet those needs.

We believe that every teacher is a teacher of children with Special Educational Needs and therefore should be equipped with the skills and resources needed to teach children with Special Educational Needs (SEN). We believe that quality first teaching is essential in meeting these needs.

This policy was developed in line with the SEND Code of Practice 2014 and in consultation with staff and governors.

AIMS

At All Saints we aim to provide children with the opportunity to make full use of their potential. We have high expectations and aspirations for our children with Special Educational Needs and we aim to focus on the long term outcomes that we want for them, not just the provision that we put in place for them while they are with us.

We aim to provide children with learning opportunities which will enable them to develop their learning skills, raise their self-esteem and develop a positive self-image.

We aim to provide children with equal access and integration into a broad and balanced curriculum assessing need and matching learning to individual requirements.

We want to work in partnership with families and our home-school link is very important to us. We operate an 'open- door' policy so that concerns that home or school may have can be discussed as quickly as possible.

Maintaining and developing children's self-esteem and feeling of self-worth will be a paramount consideration in the whole process.

OBJECTIVES

In order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will observe the following objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.

- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

This Policy focuses on the learning and progress of those children who have needs considered as falling under four broad categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical (including Vision & Hearing)

The Code of Practice suggests that pupils are only identified as having SEND if they don't make adequate progress once they have had interventions and good quality personalised teaching to address their areas of need.

The purpose of identification of a child's need will always be to determine what action the school should take and 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 and not just the special educational needs of the child.

We also recognise that the following factors are not special educational needs, but may impact on progress and attainment;

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

A GRADUATED RESPONSE TO SEN SUPPORT

This section describes the process by which we, at All Saints, identify and support children with Special Educational Needs.

- We believe that quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. Interventions and support will always come second to this. Teachers are responsible and accountable for the progress and development of the pupils in their class including when the pupil accesses additional support from teaching assistants or specialist staff.
- At All Saints, the quality of teaching is regularly reviewed including a focus on how it provides for those at risk of under achieving. To support this, we believe training and equipping of every

member of staff is highly important and we will use training to address needs as we find them to improve teachers' knowledge and strategies to use with SEND pupils.

- If there is still a concern about the child's progress in any area of need, discussions will then take place between the class teacher and SENCo. Discussions will focus on pupils' progress and long term learning expectations. At this point an intervention may be put in place for the child and their progress closely tracked on our school tracking system.
- For higher levels of need, the SENCo will involve appropriate specialist agencies and professionals for advice and recommended actions will then be put into place. Parents and children, where appropriate, will be involved in this process. These children will then be placed on the school SEN register as requiring SEN support and have a Targeted Learning Plan personalised for their needs. These are reviewed termly, along with the child's progress, and next steps put into place.
- The school may deem it necessary to apply for more support in the form of an Education, Health and Care (EHC) plan. Again, parents will be fully involved in this process.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

When a child is placed on the register, specialist advice may be obtained. Recommendations, linked to identified needs, will be put in place and recorded on the Targeted Learning Plan. Long term and short term outcomes will be highlighted and reviewed termly, or in a shorter period of time if necessary.

Termly reviews will take place between the class teacher, teaching assistant, child and parent. The class teacher has responsibility for evidencing progress according to the outcomes described in the plan. In addition, all the above will take place in consultation with the SENCo.

Yearly provision mapping will ensure the correct support is put in place for individual children based on level of need and progress. The cost implications are then given to the governing body who will agree an appropriate budget.

If an EHC plan is required, the school will seek additional advice from professionals and arrange Team Around the Family meetings. Relevant paperwork will be completed and distributed to all concerned. Parents will be advised to complete an 'All About Me' profile for their child and this will support an application for an EHCP, alongside the school's evidence of progress and a graduated response to need.

This support will continue in school until the child's progress suggests it is no longer needed or it becomes clear that the child's needs are no longer able to be met in a mainstream setting. Further meetings and advice would take place to discuss the child's future.

CRITERIA FOR EXITING THE SEN REGISTER/ RECORD

Progress of children accessing interventions are monitored termly. If consistent good progress is evident, then a specific intervention may no longer be required.

Children on SEN support or with an EHC plan are closely monitored. If significant progress is made, the SENCo may arrange to meet with the class teacher and parents to discuss the possibility of the child's support being reduced. This will involve all professionals involved with the child and in the case of a child with an EHC plan will take place with the approval of the Local Authority.

SUPPORTING PUPILS AND FAMILIES

The school website has links to the Lancashire's Local Offer, SEN information report and Admissions policy and parents will be directed as necessary. The school will signpost families to other agencies as appropriate and where needed will make referrals.

Children's progress is closely monitored by the class teacher and SENCo and if additional support is needed for completion of exams the school will follow the DfE procedures under the Access Arrangements.

Class teachers will make adaptations to meet the child's needs in their own termly assessments. A transition meeting will be held at the end of every academic year for every child on the SEN register with the class teacher, new class teacher, SENCO and parent.

Support will also be given in key transition times. If appropriate, extra transition opportunities will be given for a child from class to class.

The SENCo will start to support transition to High School from the Spring term of Year 5 and will arrange visits and meetings for parents and children to possible schools if required. There will be transition meetings with other professionals and any concerns that the parent or child has will be acted on where possible.

The policy for support offered to children with medical conditions can also be found on the school website.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school 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 a statement or EHC plan which brings together health and social care needs as well as their special educational provision. In this case the SEND code of Practice (2014) is followed.

MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors the quality of provision that it offers all pupils. The school SEN governor meets with the SENCo termly and reports to the governors on the areas of strength and areas of need.

Identified areas of strengths and need may come from staff views, parent views, evaluation and monitoring of Targeted Learning Plans and interventions as well as analysis of pupils' progress. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

SEN is funded from the school's budget based on rigorous provision mapping linked to level of need.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

In addition, the SENCo will deliver training to the whole staff when necessary and provide opportunities to access training as appropriate.

All teachers and support staff undertake induction upon taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

REVIEWING THE POLICY

This policy will be reviewed as new legislation is passed or a procedure has been changed.

ACCESSIBILITY

Our school has developed to provide access for children with disabilities and will adapt and purchase equipment to support children as necessary. The classrooms are adapted where necessary to provide full access to teaching and learning for children with disabilities. This includes participation in after-school clubs and school visits.

The school has an accessibility plan which can be found in the Head teacher's office.

DEALING WITH COMPLAINTS

The complaints procedure defines three levels at which a complaint should be considered. These are the informal level, the formal complaint to the governing body of a school, and the formal complaint to the Local Authority. A complaint can be considered at more than one of these stages. Many concerns or potential concerns can best be resolved locally in discussion with the Head, SENCo or other staff of the school or in other informal discussion. This is where the process should start and unless there are exceptional circumstances, there should be full discussion at the informal stage as a first step. Those with concerns will normally be advised to seek to resolve them through informal discussion before embarking on the formal stage.

Should the complaint not be resolved at this level there is a Lancashire LEA agreed policy outlining the next stages. A copy of this document is held in school and will be made available by the Headteacher / Chair of Governors.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo and class teacher will meet together with the parents and discuss this further. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher.

If the Head is unable to resolve the difficulty, concerns should be put in writing to the SEND Governor (Mrs J Fairbrother). The Chair of Governors (Mr. G. Evans-Hughes) will be involved after other avenues to resolve the situation have been exhausted.

BULLYING

Please see 'Behaviour and Anti-Bullying Policy' on the school website.