

# All Saints Inter-Church Academy



## Special Educational Needs & Disabilities (SEND) Policy

March 2025

## **Commitment to equality**

At All Saints Inter Church Academy we believe that the provision of an outstanding education which develops a wide range of skills is crucial for opening up opportunities and increasing the chance of a successful life for every pupil. As a school, we are therefore committed to avoiding discrimination and promoting equality at all levels and recognise that by doing this, attainment and progress of all pupils will be improved.

## **Introduction**

All Saints Inter-Church Academy values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school. As such, provision for children with SEND is a matter for the school as a whole.

All teachers are teachers of children with SEND. The Governing Body, Head Teacher, SENDCo (Special Educational Needs and Disability Coordinator) and all other members of staff have important responsibilities.

## **Aims of this policy**

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children with SEND.
- To enable children with SEND to feel included, safe, successful and to maximise their achievements.
- To ensure that the needs of children with SEND are identified as early as possible in their school career, assessed, provided for and regularly reviewed.
- To ensure that all children with SEND are offered full access to a broad, balanced and relevant curriculum including the Early Years Foundation Stage (EYFS) and the National Curriculum as appropriate.
- To work in partnership with parent/carers to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

## **Definition of Special Educational Needs**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

## **A child has a learning difficulty if he or she:**

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age in other schools.

### **Special education provision means:**

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

### **Categories of Special Educational Needs and Disabilities**

Special educational needs and provision can be considered under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

#### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

#### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, Emotional and Mental Health (SEMH) difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

#### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI) or hearing impairment (HI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Identification of Special Educational Needs**

At All Saints Inter-Church Academy, children are identified as having a special educational need through looking holistically at the child, and taking into account their views and the views of the people that know them well. Specific examples include:

- Liaison with the previous educational setting
- Tracking attainment data
- School based assessments carried out initially by the class teacher
- Further standardised, evidence-based assessments carried out by the SENDCo where concerns raised
- Concerns raised by parents and carers
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

### **Roles and Responsibilities**

The **Class Teacher** is responsible for:

- Monitoring and assessing the progress of the child and planning and delivering any additional help they may need through the Assess, Plan, Do, Review (APDR) cycle.
- Using the APDR cycle to set SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets and reviewing these half-termly, or more often if necessary (this to be following discussion with the SENDCo).
- Including parents and carers in the APDR process by sharing the child's current APDR on the secure 'Provision Map' platform, and acknowledging any comments or feedback parents and carers add to the working document.
- Taking into account the child's own views regarding their education and additional support.
- Ensuring that the school's SEND Policy is followed in their classroom and for all pupils they teach with any category of SEND.
- Overseeing support that TAs provide for children, both individual and groups.
- Providing guidance on how parents and carers can support their child's learning/ development at home.

The **SENDCo and Inclusion Manager is Mrs Sarah Johnson.**

The **SENDCo** is responsible for:

- setting a vision for the development of SEND provision across the school and strategically planning how to achieve this.
- reviewing the school's SEND Policy and Information Report annually, as well as linked policies such as the Accessibility Policy and Equalities Policy.
- developing the practice of staff, including monitoring and evaluating provision across the school and arranging CPD opportunities.
- providing targeted support/ coaching for teachers and support staff in the school, so that they can help children with SEND to achieve the best progress possible.

- co-ordinating support for children with special educational needs or disabilities (SEND), including referring to outside agencies where this is necessary.
- holding open, honest and mutually respectful relationships with parents and carers of children with SEND.
- updating and involving Trustees regarding SEND provision in the school.

The **Head Teacher is Mr Mike Harrison.**

The **Head Teacher** is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The **SEND Governor is Mr Allan Whyte.**

The **SEND Governor** is responsible for:

- acting as a 'critical friend' to the SENDCo, both supporting and challenging them to continually improve opportunities and outcomes for children with SEND.
- the annual review of the SEND Policy and Information Report.

### **Teaching Assistants and SEND**

TAs work with the Head Teacher, SENDCo and Class Teachers in providing support for children with SEND across the school, maintaining records of the children they work with, and attending reviews and meetings as requested.

### **The Role of Parents and Carers of Pupils with SEND**

In accordance with the SEND Code of Practice, the school affirms that parents and carers are essential and valued partners. The school has positive attitudes to parents and carers, provides user friendly information and strives to ensure that they understand procedures and are aware of how to access advice and support.

Parents and carers will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- Have knowledge of their child's entitlement
- Make their views known about how their child is educated
- Have access to information, advice and support during any decision making processes regarding Special Educational provision.
- In accordance with the school's 'Open Door' policy, parents and carers are encouraged to contact the child's class teacher, the SENDCo and /or the Head Teacher as needed either by telephone or appointment.

Parents and carers are involved in supporting the target setting process for children with Education, Health and Care Plans and their views are sought for reviews.

We encourage active participation of parents and carers by providing guidance on how they can support their child's learning at home. We value the contribution that parents and carers make and the critical role they play in their child's education.

### **The Pupils**

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including contributing to Assess, Plan, Do, Review (APDR). This will be achieved through a variety of different approaches as appropriate to the age of the child:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Observations

### **Admission Arrangements**

The Governors and the Head Teacher are responsible for the admission arrangements which accord with those laid down by the Local Authority. The school acknowledges in full its responsibility to admit children with already identified Special Educational Needs and Disabilities, as well as identifying and providing for those not previously identified as having SEND.

### **Allocation of Resources**

The Education Funding Agency provides the school with a budget towards meeting the needs of pupils with SEND. In addition to this, the school plans and provides for pupils with SEND from their main budget. In some cases the school receives additional funding for pupils with Education, Health and Care Plans from the Local Authority.

### **Identification, Assessment, Provision and Review**

All pupils are entitled to a balanced and broadly based curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through general classroom arrangements and appropriate differentiation which may include short term support from the class TA in the first instance, with direction from the class teacher.

The school is committed to early identification of Special Educational Needs and adopts a graduated response to meeting SEND in line with the SEND Code of Practice (2014).

All children are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular discussions between the SENDCo and the class teachers. Where needed, additional 'booster' or 'catch up' sessions may be put in place in the short-term for individuals or groups of pupils. If, following short-term intervention, expected progress still has not been made or their needs have changed, the class teacher raises this as a specific concern with the SENDCo.

The SENDCo will work with the class teacher and parents to decide whether additional and/or different provision is necessary. If additional and/or different provision is required then the child will be placed at SEND Support on the school's SEND Register, and Assess, Plan, Do, Review (APDR) will be written by the class

teacher in consultation with the pupil and their parents and carers. The APDR will be reviewed half-termly (although sometimes sooner as circumstances warrant) and the outcomes recorded. As a school, we use the 'Provision Map' secure online platform to create and review APDRs.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, then it may be necessary to seek further advice and support from outside professionals. Any external professionals involved will be invited to contribute to the monitoring and review of progress. Pupils and parents and carers will be fully informed and kept updated about the involvement of external agencies and proposed interventions.

### **Statutory Assessment**

The school will request a **Statutory Assessment** from the LA when, despite an individualised programme of sustained intervention the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent/carer or outside agency.

An **Education, Health and Care Plan (EHCP)** will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives and provision for the pupil.

### **Reviews of EHCPs**

For pupils who have EHCPs, a full Review will be conducted annually and the relevant paperwork (Annual Review Form and updated draft EHCP) will be provided to the Local Authority. The Annual Review meeting will involve all key stakeholders in the child's education, including external professionals where necessary.

When pupils are due to transfer to another phase, planning for this will start in Year 5 as part of the normal transition arrangements with the school's feeder secondary schools. The SENDCo will liaise with the SEND departments of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

When a pupil moves to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2000.

### **Access to the Curriculum**

All children and young people have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of the SEND Code of Practice (2014) and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the children's diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENDCo, teachers match the learning to the needs and abilities of each child or young person. They use a range of strategies to develop the child's knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable children and young people with SEND to access the learning or the assessment processes. The school acknowledges that its

practices make a difference. Because of this the school and teachers regularly review issues related to children and young people with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

Children are supported in a variety of different ways as appropriate to their needs, which include individual support, in small groups and in class. In a minority of cases, for children with a high-level of additional need who struggle within the whole class environment, children may also attend the school's 'in house' alternative provision ('Stepping Stones') for two hours each day or as specified. In exceptional circumstances, children may be educated off-site in alternative provisions as listed in the Local Authority's Alternative Provision Directory.

This support is monitored and reviewed regularly in all cases.

### **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities. These include a range of musical, creative and sporting activities. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities. Such participation is monitored carefully.

### **Monitoring and Evaluating the Success of the Education Provided for Children and Young People with SEND**

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body reports annually to the parent and carers upon the quality of education provided for and the achievements of children and young people with SEND. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by the Head Teacher, Deputy Head Teacher, Assistant Head, SENDCo and curriculum leaders
- Analysis of the attainment and achievement of different groups of children with SEND
- Scrutiny of teachers' planning and children's work
- The views of both the parent/carers and the child
- Regular monitoring by the Governing Trustees
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between the SENDCo and class teachers, subject leaders, teaching assistants, parent and carers and children

As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

### **Arrangements for Dealing with Complaints from Parents and Carers**

The school follows the procedures set out in the Complaints Policy.

### **Arrangements for In-Service Training**

The SENDCo attends local cluster meetings and training courses as appropriate through the year.

Staff attend training organised by the SENDCo, the LA and other external agencies such as partnership groups.

### **Links with Other Schools, Teachers and Facilities**

External support services play an important part in helping the school identify, assess and make provision for pupils with Special Educational Needs. The school has communication with a variety of agencies to ensure that the school can best meet the needs of individual children, including but not limited to the following:

The school may request advice and visits from SEND Service 0-25 Years (for example, via Specialist Teachers, Specialist Practitioners and Educational Psychologists) and the school also has a named Education Welfare Officer.

The school may seek advice from specialist advisory services for children with EHCP needs, sensory impairment or physical difficulties (for example, Occupational Therapists and Physiotherapists).

The Speech and Language Therapist visits the school to support specific children whose needs have been identified as Communication and Interaction, is invited to attend Annual Reviews of children with significant speech and language difficulties, support teaching staff and provide advice and resources in response to identified need.

Multi-agency liaison meetings are held as appropriate to ensure effective collaboration in identifying and making provision for vulnerable pupils, and communication is maintained between times.

Liaison meetings take place involving class teachers, SENDCo, Head Teacher and the SEND departments of the local secondary schools to ensure a smooth transition and transfer of records for children with SEND in Year 6. Similarly, these liaison meetings take place for children moving from an Early Years setting into Reception.

### **Success Criteria**

The success of the education offered to children with SEND will be regularly monitored and judged against the aims set out above. The policy will be reviewed annually and the Governing Body will receive regular reports on the implementation of the policy.