

# ALL SAINTS CE PRIMARY SCHOOL AND NURSERY

*"Learning for life,  
building a firm foundation"*



## Special Educational Needs & Disabilities Policy (SEND)

Reviewed: September 2018

Signed:

Headteacher: Sally Kaminski-Gaze

Chair of Governors: Catherine Arrowsmith

This document has been developed by the Special Educational Needs Coordinator (SENCo) in consultation with the Head Teacher, members of the school staff and the school's Governing Body.

It is a working document, which reflects the ethos, and practice within the school in relation to children with Special Educational Needs (SEN).

It has been written with due regard to the requirements of the Code of Practice. The policy will be monitored and evaluated according to changes within the Code of Practice as and when they arise.

The named responsible person within the school for SEN:

The named responsible governor:

### **Definition**

- Special Educational Needs may be deemed to be any factor, physical, emotional or intellectual which is a barrier to learning.
- Special Educational provision is that which is additional to or different from that which is provided to all.
- Special Educational provision is educational provision that is additional to or different from that made generally for others of the same age.

### **Principles and Aims**

The ethos of All Saints C of E Primary School and Nursery is to enable all children to realise the best possible educational outcome, preparing them effectively for adulthood.

In so doing, the school recognises the importance of the child and their parents/carers in participating as fully as possible in decisions regarding schooling to ensure that optimum learning outcomes are achieved. The school aims to provide high quality teaching which is differentiated and personalised for all pupils. All Saints promotes a caring and sensitive ethos; admitting children, regardless of need.

The quality and appropriateness of the overall provision will be underpinned by high quality personalised teaching. Every child will have access to the national curriculum which may be differentiated at an appropriate level to meet pupil needs.

In line with the Code of Practice the school will arrange provision under the following four areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical needs

The early identification of learners with SEN is of paramount importance. All teachers are teachers of children with special educational needs. Through the normal cycle of assessment and monitoring, class teachers are in the best position to know the strengths and weaknesses of their pupils.

**Therefore, the responsibility for meeting special educational needs of children lies primarily with the class teacher, supported by the SENCo, in liaison with outside agencies, the governing body, parents and overseen by the headteacher.**

- The school conducts a series of assessments including standardised testing, observations in class and discussions with key staff and professionals in ensuring that any identification of a special need is as reliable and valid as possible.
- Systems are in place to ensure rigorous monitoring of pupil progress once they have been placed on the SEN register. These include review of the provision map, evaluation of the impact of appropriate intervention programmes, review of termly IEP targets, half termly progress meetings, conversations with pupils, regular meetings with parents (in addition to formalised consultation days) and collaborative meetings with professionals from outside agencies (if applicable) to examine progress against the provision being made.

### **Role of the SENCo**

(In collaboration with the Headteacher and the Governing Body)

- To determine the strategic development of SEN policy and provision within the school in order to raise the achievement of SEN learners.
- To take day to day responsibility for the operation of the SEN Policy.
- To work with staff, parents and other agencies in co-ordinating the SEN provision.
- To maintain confidential records.
- To advise staff and contribute to the staff CPD programme.

- To talk to children with SEN to ensure that they feel supported and able to do the work set for them.
- To assess and support the development of SEN resources.
- To regularly update Headteacher.
- To monitor, evaluate and take appropriate action to ensure all children on the SEN register make progress.
- To prepare for and organise the annual statement reviews.

### **SEN Provision**

In order to structure the provision given to children with SEN, the following staged response is in place. The SEN register is reviewed termly in order to determine the appropriate level of support for each child.

### **SEN Support**

If despite receiving targeted, differentiated Wave One quality teaching, the pupil makes little or no progress, a higher level of intervention may be required.

- The class teacher is responsible for completing an SEN referral form (Appendix A) citing any additional strategies employed in an attempt to meet need.
- The child is entered on the SEN register.
- An Individual Education Plan (IEP) (Appendix B and C) will be drawn up by the class teacher. The targets will be discussed with the child and their views taken into account whenever possible. (See section below on IEPs).
- The SENCo will inform the parents/carers (Appendix D) and a copy of the IEP will be sent home with advice as to how parents/carers can support achievement of targets. Parents/carers are encouraged to follow up any concerns and queries initially in a one to one meeting with the class teacher and subsequently with the SENCo if the parent/carer wishes.
- The IEP will be formally discussed at parent/carer consultations.
- The SENCo will monitor the IEPs termly to determine whether it is appropriate for the child to remain at school action.
- Class teachers will review and update IEPs at least half termly or as necessary.

- If despite intervention the child fails to make adequate progress, further support may be considered necessary which will result in a child receiving even further support. This may involve seeking the help of external agencies.
- Once parental permission to work with external agencies has been obtained, the parent/carer will be informed of any outcomes and consulted regarding further intervention.
- After more detailed assessment, the specialist advice on targets and strategies will be shared with the class teacher in consultation with the SENCo and used to inform quality wave one teaching, any interventions and with writing the learners IEP.
- Support may be given outside the usual classroom setting by specialist agency support staff.

### **EHCP**

If progress remains unsatisfactory, given adequate time for targets to be met, the child may be referred to the LA for EHCP assessment. Evidence to support the request will be collated and forwarded to the LA by the SENCo in accordance with the Code of Practice and LA guidelines. The child will continue to be supported through SEN support until the outcome of the referral for an EHCP is received.

The LA considers the need for an EHCP and if appropriate makes an EHCP outlining the needs of the child and details how they are to be addressed. The LA will monitor and review the provision annually thereafter in consultation with the school and the appropriate outside agencies.

### **Individual Education Plans (IEP)**

The strategies employed to enable children to progress should be recorded on an IEP. Class teachers are expected to differentiate the needs of their children. IEPs will therefore only record information additional to or different from the differentiated curriculum plan. IEPs should be a working document, regularly annotated by all adults working with the child and used to inform planning.

IEPs will include details of:

- Three to four short-term targets for each child.
- Teaching strategies to be used.
- Provision to be put in place.
- Review date.
- Expected outcomes to measure success.
- Suggestions for support at home.

IEPs should be completed on the school formats and kept on the shared area with a hard copy in the child's file.

### **Provision Map**

The SENCo will provide and update a Provision Map termly. This will include each intervention programme being provided, the date it commenced, the time allocated to it, frequency and involvement of outside agencies if applicable. It also includes interventions provided by the Learning Mentor or other support staff, in liaison with outside agencies as appropriate with reference to attendance, behaviour and social skills.

### **Outside agencies**

In order to maximise the learning progress of every child in the school, we are committed to working with the full range of outside agencies available to us.

Appendix A

Request for SEND or PASTORAL Support

Please circle main nature of concern

SEND

PASTORAL

|  |                                  |                        |                                     |
|--|----------------------------------|------------------------|-------------------------------------|
| Child's name   |                                  | D.O.B                  |                                     |
| Name of carer  |                                  |                        |                                     |
| Date   |                                  |                        |                                     |
| Referred by  |                                  |                        |                                     |
| Please provide clear reasons for referral with supporting evidence from classroom practice e.g. xxx is not making progress because xxx struggles to retain lesson content... |                                  |                        |                                     |
| Please tick the child's main area of need.   | communication and interaction    | cognition and learning | social, emotional and mental health |
|  |                                  |                        |                                     |
| Please provide a list of all interventions that have taken place while the child has been in your class. Please include frequency and duration.                              | sensory and physical development |                        |                                     |
|  |                                  |                        |                                     |
| Reviewed by  |                                  | Date                   |                                     |
| Action taken   |                                  |                        |                                     |

|  |  |
|--|--|
|  |  |
|--|--|

**Appendix B**

INDIVIDUAL EDUCATION PLAN- 1-Communication and interaction 2-Cognition and learning 3-Social, emotional and mental health 4-Sensory and/or physical needs. (please delete as appropriate)

All Saints Primary School

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Name:                   DOB.

Year:

Areas Strength/ Concern:

Start Date:

Review date:

| Target | Achievement Criteria | Possible Resources & Techniques | Possible Class Strategies/Support | Outcome |
|--------|----------------------|---------------------------------|-----------------------------------|---------|
|        |                      |                                 |                                   |         |
|        |                      |                                 |                                   |         |

Parents can support by:

Appendix C

INDIVIDUAL EDUCATION PLAN- **LEARNING**

All Saints Primary School

Level of SEN:

Name: \_\_\_\_\_ DOB. \_\_\_\_\_

Year: \_\_\_\_\_

Areas Strength/ Concern:

Start Date:

Review date:

| Target | Achievement Criteria | Possible Resources & Techniques | Possible Class Strategies/Support | Outcome |
|--------|----------------------|---------------------------------|-----------------------------------|---------|
| 1.     |                      |                                 |                                   |         |
| 2.     |                      |                                 |                                   |         |

Parents can support by:

Appendix D

Date:

Dear Parent/Carer

In discussions with staff who work with your child, it would seem that \_\_\_\_\_ is finding it difficult to make the expected progress.

In order to support \_\_\_\_\_, we are placing him/her on our Special Educational Needs register. As part of this process \_\_\_\_\_ will be given an Individual Education Plan (IEP) with up to three targets to work towards.

We would like to involve you in working with us to help \_\_\_\_\_ to meet these targets, which are detailed on the attached copy of the IEP.

You will have an opportunity to talk about these targets with the Class Teacher at Parent Consultation meetings but you are most welcome to contact the school at any time to discuss how best to support \_\_\_\_\_. This can involve a meeting with the Class teacher and myself.

Thank you for your support.

Yours sincerely

SENCo

Att.

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To: SENCo

I can confirm that I have received your letter explaining that my child \_\_\_\_\_ is on the SEN register.

Signed: -----

Date: