



ALL SAINTS C OF E PRIMARY SCHOOL, WIGSTON MAGNA

Policy for Pupils with Special Educational Needs and Disability (SEND)

Special Educational Needs Co-ordinator: Mrs Amy Vickerman
SENCo Assistant: Mrs Emma Roberts

Governors Responsible for Special Educational Needs and Disabilities:
Joan Connolly

Philosophy

The aims of All Saints Church of England Primary School are based on the values derived from the Statement of Principles adopted by the LA and guided by the DfE Code of Practice for SEND.

The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

Entitlement

All Saints Church of England Primary School strives to be an inclusive school and has an 'Inclusion Policy' which focuses on inclusive practice and removing barriers to learning. It acknowledges the range of issues to be considered in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with the LA's admissions policy. Under section 316 of the Education Act 1996, if a parent wishes their child with a statement educated in the mainstream the LA must provide a place, unless it is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility.

The school is built on one level, and there is access to all facilities. The school can offer wheelchair access via the front entrance of the building to accommodate children with physical difficulties, and a disabled toilet. The school has a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication.

Specialist Facilities

The Ark: The school has a pastoral support team and behaviour mentor who supports children primarily within their mainstream classes, but also with in our behaviour support base, The Ark. Children who access this room may have ADHD needs, social, emotional and mental health difficulties, ASD, and/or some behavioural difficulties. This space helps the adults to work with children to develop ways to cope with their behaviours, look at triggers to the behaviours and work through their behaviour to ensure positive outcomes. Children access this space for short periods before returning to their mainstream classes within a mutually agreed time frame. Children also use this space for interventions, social and emotional wellbeing activities and group work with the behaviour mentors. This space is also a safe space at unstructured times.

Footsteps: Nestled within the main school building, Footsteps is our specialist provision, catering for primary aged children who have a diagnosis of Communication and Interaction difficulties, including ASD, and are not accessing mainstream education. The children in Footsteps all have an Educational Health Care Plan for their specific needs and all are referred to us via the local authority. The ethos of Footsteps is to provide a caring and supportive learning environment that encourages positive behaviour and where everyone in the school community feels valued, safe and respected. We consider promoting and teaching positive behaviour as central to ensuring academic achievement, independence and community participation.

Footsteps children are taught in 'key stage'/developmental age groups by Mrs Lucy Cole-Lenton and Mrs Katie Pollock in EYFS & KS1, and Miss Shannon Taylor in KS2. The children are also supported by a team of highly skilled TAs and LSAs, overseen by the SENCo Mrs Amy Vickerman, SENCo Assistant Mrs Emma Roberts and the senior leadership team.

Definition of Special Educational Needs and Disabilities

According to the 1996 Education Act a child has special educational needs or disabilities if he or she has a learning difficulty which calls for educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA.

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of his/her age;

- has a disability, which either prevents or hinders the children from making use of educational facilities of a kind provided for children of the same age;
- has social, emotional or behavioural problems which impede the learning process.

The 2014 SEND Code of Practice outlined four broad areas of need. Within each area of need there are categories. Some pupils may not fit into one particular category but may have needs which overlap across a range of categories or areas of need. The categories are as follows:

1. **Communication and Interaction**
 - SLCN- Speech language and Communication Needs
 - ASD- Autistic Spectrum Disorder
2. **Cognition and Learning**
 - MLD-Moderate Learning Difficulties
 - SLD-Severe learning Difficulties
 - PMLD- Profound and Multiple Learning Difficulties
 - SpLD- Specific Learning Difficulties
3. **Social Emotional and Mental Health Difficulties**
4. **Sensory and/or Physical Needs**
 - VI- Visual Impairment
 - HI- Hearing Impairment
 - MSI- Multisensory Impairment
 - PD- Physical Disability

Identification and Assessment of Pupils with Special Educational Needs and Disabilities

Pupils with Special Educational Needs or Disabilities are identified as early as possible. The school has established a three staged process for identification, assessment and provision, in accordance with the 2014 Code of Practice.

Prior to placing a child on the Special Educational Needs and Disabilities Support Record, class teachers may identify pupils with a potential Special Educational Need, and after consulting the Special Educational Needs Coordinator, complete an Initial Concerns checklist. Initial action to address those needs and concerns is taken and progress monitored carefully. This is usually through conversation with parents/carers, pupil progress meeting and SEND surgeries which are held termly with the school SENCO.

The Stages of SEND within the school are: Initial Concerns Stage, School Support, School Support Plus and EHCP.

Initial concerns stage

At this stage the class teacher becomes aware, through observation, assessment or in response to parental concern, of the child's SEN. Concerns are discussed

with parents/carers, and the pupil's progress is monitored. The class teacher meets the pupil's needs through differentiation by adopting a high-quality teaching' approach:

- Highly focused lesson challenge with clear success criteria
- High expectations of involvement, engagement and interaction for all pupils with their learning.
- Appropriate use of questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Use of high-quality resources to enhance and support the learning experience.
- Regular use of encouragement and praise to engage and motivate pupils.

Causes for concern, by classroom teachers and parents, might be:

- **Reading:** reading age one year below chronological age; standardised score of 87 or less in formal assessments; child finding age appropriate texts difficult to read and understand.
- **Language:** speech lacks structure and vocabulary is limited; reluctant to talk to peers or adults.
- **Listening Skills:** finds responding to instructions difficult and is unable to sit and listen for any period of time.
- **Visual Skills:** has difficulty interpreting visual information; discriminating between pictures/letters/words.
- **Writing:** child is unable to form letters clearly and show the application of phonic knowledge at Reception; use recognisable sentences at Year1; a simple coherent story at Year 2; fictional/factual account in clear sentences at Year 4; and express themselves fluently at Year 5 using basic punctuation.
- **Spelling:** assessed at 12 to 18 months below chronological age in Year 3 and above, or a standardised score of 87 or less.
- **Maths skills:** needing to work at a band below their chronological age in the Maths national Curriculum and/or Standardised score 87 or below.
- **Social skills:** cannot play or co-operate on a simple task with peers; finds it difficult to form relationships with other children or adults or acts inappropriately.
- **Emotional and mental health needs:** acts aggressively towards others or is excessively timid or anxious; unable to concentrate and sit at a task; behaves inappropriately in or out of class.
- **Co-ordination skills:** significantly delayed fine and gross motor skills; poor co-ordination in PE or movement.
- **Personal organisation:** significant difficulty in managing personal belongings and loses equipment on a regular basis.
- **Medical:** general health, eyesight, hearing is a cause for concern or has a specific condition or disability that affects a child's learning.

One of these areas alone would not necessarily trigger a concern but if a cluster of difficulties arise then a child would be described as having special educational needs and/or disabilities. Teachers' professional judgements and effective tracking of pupils will ensure that a child having difficulties would be identified early.

The class teacher, having already completed an Initial Concern Form, will gather relevant evidence and meet with the SENCO and a decision will be made whether or not to place a child on the SEND Support Record. The class teacher will arrange to meet the pupil's parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. At the review parents/carers contributions will be recorded. The class teacher will make the pupil aware of his/her targets. The pupil's views will be recorded. The pupil will not necessarily have personal targets as the pupil's needs will be met through class layered target setting and SEND Support intervention targets.

Where it is decided to provide a child with SEN support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent the pupil, the adjustments, interventions and support to be put into place, as well as the expected outcomes such as the impact on progress and development.

School Support

The triggers for intervention through SEND Support could be the teacher's or other's concern if the child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behaviour management policy employed by the school.
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an adapted curriculum.

School Support Plus

At this stage outside agencies may be involved and have direct input into setting targets. Reviews are periodically, through a structured conversation approach and with a person-centred review where staff and outside agencies meet to discuss progress and produce a new action plan.

The support provided consists of a four-part process – assess, plan, do, review. This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil develops. This cycle allows the

identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The indicators for a pupil receiving SEND Support Plus may be:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Have social, emotional and or mental health difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised plan.
- Has sensory or physical needs and requires additional specialist equipment or advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

A pupil at SEND Support Plus will have had the involvement of external support services, both those provided by the LA and by outside agencies. These will be consulted to provide more specialist assessments and to advise teachers about strategies including more personalised targets to address individual needs where required. Parents are always consulted before an external agency is involved.

Education and Health Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by school but can be requested by a parent or other agencies (such as Health or Social Care) The decision to make a referral for an EHCP will be taken at a review meeting and will combine information from everyone involved with the child. The school is required to submit evidence to the LA's Statutory Assessment Moderating Panel. They will make a judgement about whether the child's needs can be met through a combination of the resources available to school and extra funding. This judgement is made using the LA's criteria: ***school has no part in the decision.*** Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Once statutory assessment is agreed, the school and the child's parents will be involved in developing and producing the plan. It is then reviewed formally on an annual basis, enabling provision for the child to be evaluated and any changes to be agreed such as reducing or increasing levels of support.

Arrangements for the admission of disabled pupils

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act.

The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extracurricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities;

- Wheelchair access at all entrances and sections of the school.
- Carpeted classrooms to aid hearing impaired pupils learning.
- A Sound Field hearing system to support hearing impaired pupils.
- Exterior lighting to improve evening access.
- Disabled Toilet located next to the office and disabled parking is available at the main entrance.

Organisation of Support and Access to the Curriculum

All Saints Church of England Primary School strives to be an inclusive school engendering a sense of community and belonging through it's:

- Inclusive ethos;
- Broad and balanced curriculum for all pupils;
- Systems for early identification of barriers to learning and participation;
- High expectations and suitable targets for all children;

All pupils are taught in classes arranged by age. Teachers provide learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities. The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement.
- Differentiated provision within a mixed ability setting.
- Intervention programmes guided by a pupil needs audit
- Well differentiated curriculum planning which incorporates a variety of learning styles to deliver QFT. (Quality First Teaching)
- Clear guidelines on behaviour with a structured reward and sanction system.

Target Reviews

All children in the SEND record have a pupil passport, which details information about the child's strengths and difficulties. It also gives staff information about how to best help a child and meet their needs successfully. All children on the SEND Record have a termly review in the form of SEN surgeries between the class teachers and SENCO. This review will include progress towards the achievement of layered targets set for their class, intervention targets from SEND support and any personal targets set for pupils with more individual needs. A copy is retained by the class teacher who will distribute it to any support staff working with the pupil. All targets are reviewed each term in conjunction with pupils, parents, LSAs and class teachers and new ones

prepared in advance in preparation for new staff. Copies of pupil passports will be updated and shared with parents/carers at parents evening.

Involving Pupils and Parents

It is the policy at All Saints Church of England Primary School to actively seek to work with parents and value the contribution they make through their unique strengths, knowledge and experience.

Parents are invited and pupils are involved, where appropriate, in all relevant discussions about a child's needs. Parents will always be informed of any action taken by the school and are encouraged to take part in their child's learning.

SENDIASS (formerly Parent Partnership) are available to support parents with any issues involving their child's SEN. Booklets from the LA and DfES are available to all parents if their child is placed on SEND Support.

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and understand that their views matter.

At All Saints Church of England Primary School, we encourage pupils to contribute individually to determining the direction of their learning by recognising their own strengths and weaknesses and where appropriate to take an active part in setting and monitoring their own targets.

All pupils and parents at All Saints are able to work with our Family Link Worker as the need arises. For parents of pupils who have SEND this continues to be the case and at times may offer intensive support for signposting and communication. There is an established system of learning mentors and a Nurture Panel that considers the needs of the whole child and family and how best to support and augment provision for pupils. This may lead to a Nurture plan at the monitoring stage of SEND or further to this more specialist provision outlines in the provision map.

Links with other Schools

A common system of record keeping, and communication is established with our feeder setting, Wigston Academy, to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.

- Our EYFS teachers endeavour to visit all new starters to the school in the summer term before admission both at home and in their early years setting. Where there has been involvement with the Early Years team a transition meeting is planned with the parents, teacher and SENCo prior to starting school.
- Children who attend the All Saints Pre-school are already known to the SENCo, as the pre-school SENCo and school SENCo work together closely.

- As part of Learn Academies Trust we share good practice and advise each other regarding the SEND needs of our children. The SENCOs from each school meet regularly to offer support, discuss strategies and look at sharing ideas and staff expertise across the trust.
- The SENCO from Wigston Academy (or other named school) is invited to the Annual Review of a child with a Statement/EHCP, in the Autumn Term, which precedes transfer (Year6).
- In the term before transfer, the Wigston Academy SENCO meets with the Year 6 teacher, Year 6 children with SEND and All Saints Primary School SENCO to discuss and prepare for transition.
- Pupils with SEND make additional visits to their new setting to help them prepare for transition, know where they can go to ask for help and meet staff who will be supporting them.
- The SENCO is part of the Leicestershire SENCoNet, ran by Forestway Teaching School Alliance, which keep the school up to date with local and national agenda.

Links with external Agencies

All Saints Church of England Primary School have excellent external links with agencies, and we pride ourselves on our ability to quickly organise a pathway for children and their families.

We have a school nurse, within the Health Authority, and references are made in accordance with the procedure for assessment. Health referrals are made to the Leicestershire NHS Partnership Trust via the Senco where a Care navigator will follow up on a referral and direct to the appropriate service. Similarly, contact is made with the Social Services Department and Educational Welfare Service as appropriate. Referrals are made to organisations such as 'First Response' and 'Early Help' when deemed appropriate.

In addition, we also work with the following services on a continual basis: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing-Impaired teams, Physiotherapy, Occupational Therapy, Micro Technology service and the Autism Outreach Team.

Staffing and The Role of the Special Educational Needs Co-ordinator

The SENCo is the professional leader in the area of Special Educational Needs and Disabilities and as such is responsible for:

- the day to day operation of the school's Special Educational Needs Policy;
- assisting staff in the identification and assessment of pupils with SEND;
- advising on classroom and other appropriate strategies;

- liaising with parents, support staff and other external agencies;
- maintaining the school's SEND files and record;
- informing and advising the governors;
- continuing their professional development in SEND;
- contributing to staff INSET;
- managing the budget for SEN in conjunction with the Head teacher;

SEND issues are regularly discussed at staff meetings and all staff meet with the SENDCo each term to talk through each child who is on the SEND record. Surgeries are held, and documented, to ensure that there is a robust system and pathway for the child. All staff are made aware of their responsibilities towards pupils with SEND and clear communication lines between teachers, support staff and specialist staff are established. A programme of staff development, to be included in the school development plan, is implemented for both SEN support staff and class teachers.

Resources for SEN

The budget for SEND at SEND Support Stage is delegated to the school, and currently includes the budget for all mainstream EHCP's of 20 hours or under. The LA currently provides additional funding for pupils with EHCP's where these are in excess of 25 hours of support. Where pupils require an SEND Support Plan and the resources required to meet their levels of need are in excess of the school's allocation of funding, the school can use the Support Plan to bid for additional funding from the LA to support the pupil's needs.

The Head teacher, SENCO and LearnAT Finance Officer manage the SEND budget.

The SEND budget and budgets within other curriculum areas provide the following resources:

- LSA support for those children with a Statement of Special Educational Need/ EHCP.
- LSA support in class to increase curriculum access and pupil achievement.
- LSA support to run intervention programmes.
- SENCo non-contact time for liaison with external agencies, assessment, record keeping, monitoring and review.
- Attendance of in-service courses by staff to increase knowledge and Development
- Purchasing specialists' assessments for individual children and assessment resources.
- Purchasing a range of books, basic skills resources and materials, IT software to suit pupils of with a variety of needs.
- Family Link Workers

Complaints

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher, then key stage lead or through Family Link Worker. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the SENCO, or

Deputy, Assistant Head or Head Teacher. If necessary, the parents may complain to the governors and, if they are still dissatisfied, may take their complaint to the LA's statutory SEND disagreement resolution process.

Monitoring and Evaluation

This policy has been drawn up in accordance with the 2014 Code of Practice and in consultation with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities. The following criteria will help the governors; head teacher and SENCO evaluate the success of the education we provide:

- The existence of accurate, up to date record keeping
- Feedback from parent, pupil and staff questionnaires.
- Parental requests for the school to be named on the pupil's EHCP.
- The number of pupils for whom EHCP of SEND is no longer necessary, or the number of pupils remaining at a stage of assessment or reverting to the previous one.
- OFSTED inspection reports and LA SEND audit processes.
- Inclusion of SEND issues in development planning.
- Feedback from pupils and parents.
- Attendance/involvement/leadership of INSET courses by all staff.
- Analysis of pupil attainment (e.g. Progress over time, tracking progress)
- Evaluations of monitoring carried out as part of a Monitoring and Evaluation Action Plan.
- Classroom observations by SENCo/Head teacher
- Adjustments in budget allocation to reflect changing needs.