

	<u>Appley Bridge All Saints'</u> <u>Primary Academy</u>	<p><i>'In God's hands, we place ourselves and with the strength He gives us, we love, live and learn together.'</i> "We can do all things through Christ who strengthens us"</p> <p><i>Philippians 4:13</i></p>
	SEND Policy	

## **All Saint's C of E Primary Academy SEND Policy**

**Headteacher: Mrs J Dunn**

**Senco: Mrs M Waine**

## **Contents**

- Introduction
  - Aims
  - Objectives
  - Values
- Identifying SEND
- Roles and responsibilities
  - Areas of Need
- Early years pupils with SEND
  - Admissions
- Children with Specific Circumstances
- A Graduated Approach to SEN Support
  - Assessment
  - Education Health Care Plans
  - Safeguarding
- Transferring between different phases of education
  - Resolving disagreements
  - SEND Tribunal
- Supporting successful preparation for adulthood
  - Data and record keeping
    - Confidentiality
  - Publishing information
  - Monitoring and review

## Introduction

This policy has been developed in accordance with the 'SEND Code of Practice: 0 to 25 years' and adheres to all relevant statutory requirements and legislation regarding special educational needs and disability.

The policy will be used in conjunction with LCC's Local Offer and other school policies including The Safeguarding Policy, The Behaviour and Learning Policy and The Equal Opportunities Policy

## Aims

At All Saints C of E Academy, we believe that provision for children with special educational needs and/or disability (SEND) is a matter for the school as a whole and view good practice for children with SEND as good practice for all children. We value all children in our school equally and recognise their entitlement to receive the best possible education. In order for all children to flourish and experience 'life in all its fullness', we aim to:

- Provide high quality teaching and learning which encourages each child to develop to their full potential in a caring, loving and nurturing environment.
- Give equal access to all aspects of school life through academic, social and practical experiences to allow all children to experience success regardless of SEN, disabilities or any other factor that may affect their attainment.
- Ensure effective channels of communication are sustained so that parents and carers are aware of the pupil's progress and provision made for them. Assess children regularly so that pupils with SEN are identified at the earliest opportunity.
- Work towards developing expertise in using inclusive and adaptive teaching and learning strategies.
- Maintain high aspirations and expectations of all our SEND pupils.

## **Objectives**

The objectives of our policy are:

- To identify and provide for pupils who have SEN and additional needs;
- Work with the guidance provided in the SEND Code of Practice.
- To promote good practice for all pupils by providing opportunities for full participation in the National Curriculum for pupils with SEND;
- To develop and strengthen partnerships with parents in the education of their child;
- To encourage and celebrate the strengths and successes of all pupils, whatever their level of ability;
- To ensure that relevant individual staff throughout school accept responsibility for the planning, organisation, provision and assessment of opportunities that meet the needs of individual pupils;
- To operate a graduated approach to the management and provision of support for SEN.

## **Values**

In alignment with our mission statement, "In God's hands, we place ourselves and with the strength He gives us, we love, live and learn together"

We are dedicated to fostering an inclusive environment where all pupils, including those with Special Educational Needs and Disabilities (SEND) can thrive. We believe that every child is created with unique gifts and potential, and it is our responsibility to provide tailored support that empowers them to experience life in its fullness.

Our commitment to inclusivity ensures that we actively identify and address the diverse needs of SEND pupils, promoting their participation and engagement in all aspects of school life. By nurturing their strengths and providing appropriate resources, we strive to create a learning community where every pupil feels valued, inspired and supported to achieve their best.

## **Identifying SEND**

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the Senior Leadership Team and SENDCO, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress. Less than expected progress will be characterised using the following stipulations:

Progress is significantly slower than the class average, from the same baseline

Progress does not match or better the pupil's previous rate of progress

Progress fails to close the attainment gap within the class

The attainment gap is widened by plateauing of progress

## **Roles and responsibilities**

The Governing Body holds strategic oversight for SEND provision, ensuring the policy is implemented effectively and that adequate resources are allocated to meet the needs of all pupils.

The SEND Governor works with the Headteacher and SENDCO to monitor the effectiveness of provision and determine the strategic development of SEND across the academy.

The Headteacher has overall responsibility for the provision and outcomes of children with SEND, ensuring that the SENDCO has sufficient strategic authority to influence leadership decisions.

The SENDCO provides professional leadership and strategic direction for SEND, coordinating provision for individuals with SEND or EHC plans and acting as a key point of contact for external agencies and the Local Authority.

Class teachers are responsible for the progress and development of all pupils in their class, including those receiving SEND support, through high-quality inclusive teaching and regular assessment of outcomes.

## **Areas of Need**

When reviewing and managing special educational provision there are 4 broad areas of need and support which give an overview of the range of needs that should be planned for.

- 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 or they cannot understand 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 ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication 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),
- severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication,
- profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

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 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, substance misuse, 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 or physical needs**

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

These conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision.

### **Early Years Pupils with SEND**

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early. The school will ensure staff listen and understand when parents/ carers express concerns about their child's development.

The school will listen to concerns raised by the children themselves.

The school will ensure that:

- Children with SEND get the support they need.
- Children with SEND engage in activities that the school offers alongside children who do not have SEND.
- The SENDCO is responsible for co-ordinating SEND provision.
- Parents/ Carers are informed when the school makes special educational provision for their child.

### **Admissions**

Admission arrangements for the school are described in the school's Admission Policy. We are an inclusive school and all pupils are welcome, including those with special education needs and/or disabilities.

The academy ensures that pupils with specific circumstances, such as Looked After Children (LAC) or those with English as an Additional Language (EAL), receive integrated SEND support where needed. We work across professional boundaries to ensure that their status as LAC or EAL does not act as a barrier to identifying or meeting their underlying special educational needs.

### **A Graduated Approach to SEN Support**

The school is committed to early identification of SEND in order to meet the needs of all pupils. Teachers are responsible for and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teachers' ongoing assessment will provide information about where a child may not be progressing satisfactorily. These observations may be supported by formal

assessments such as baseline assessments, termly assessments or statutory assessments.

Our graduated approach is underpinned by rigorous, quantitative data from assessments such as NFER tests and the Insight tracker, allowing staff to swiftly identify gaps and implement a continuous cycle of assess, plan, do and review.

We seek to identify pupils making less than expected progress given their age and individual circumstances. This may be characterised by progress which is:

- Significantly slower than that of their peers starting from the same

baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Fails to make progress with wider development or social and emotional needs
- Fails to make progress in self-help, social and personal skills

### **Quality First Teaching**

Once the class teacher has identified a child as having a barrier to learning, this is recorded as an 'Initial Concern' and discussed with the SENDCO. The SENDCO and Class Teacher will identify strategies for support using baseline assessments, prior teacher knowledge and quality first teaching strategies.

The class teacher and the SENDCO will ensure ongoing observations and assessment to inform the next steps. The SENDCO and the class teacher will review the child's progress termly to determine whether the strategies in place are sufficient. If the child's needs have been met through quality first teaching, the Class teacher will continue to monitor the child's progress. If there is still cause for concern, whereby, despite differentiation and other arrangements, the child makes little progress due to underachievement/ sensory/ physical/ communication/ interaction difficulties, further support will be documented and an Individual Education Plan will be agreed with parents.

### **Identification of Need**

If there is still cause for concern, whereby, despite differentiation and other arrangements, the child makes little progress due to underachievement/ sensory/ physical/ communication/ interaction difficulties, the SENDCO will discuss with parents and Class Teacher and a plan of next steps agreed.

The individual education plan should:

- Aim to raise achievement of pupils with SEND
- Create a working document to document support
- Use a child friendly format
- Detail Provision 'additional to' or 'different from' those for most

Pupils

Be comprehensible to all staff as necessary

- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils to monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils

with SEND

Individual Education Plans will focus on:

- Up to four key individual, measurable targets set to help meet the needs and particular priorities of the child
- Targets which relate to one or more of the four key areas of SEN.

They will consist of:

- Short term targets set for the pupil
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed

Outcomes (recorded when APDR Plan is reviewed)

- Pupil and Parent/ Carer Voice

When reviewing, the following will be considered:

- Progress made
- Parents/ Carers' views
- Pupil's views
- Effectiveness of the APDR Plan
- Any specific issues that impact upon progress
- Any updated information and advice

- Future actions, including changes to targets and strategies

As part of the process, 'progress' will be defined as follows:

- The attainment gap between them and peers is closing
- The attainment gap has been prevented from growing wider
- Progress is similar to that of peers starting from the same assessment baseline, but less than the majority of peers
- Progress matches or betters the pupil's previous rate of progress
- There is a demonstrable improvement in self-help, social or personal skills
- There is a demonstrable improvement in the pupil's behaviour

#### Education Health Care Assessment

An Education Health Care referral will be considered when:

- Pupils are unable to make appropriate progress despite additional intervention support provided by school
- A range of expert advice and specialist assessments are required from a variety of external agencies (Educational Psychologist, SALT, Physiotherapist etc.)
- APDR Support Plans are reviewed and new targets created in collaboration with class teacher, SENDCO and a variety of external agencies

#### **Assessment**

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists. We enlist the support of a wide range of external agencies including

CAMHS (Child and adolescent mental health service), SALT (Speech and language therapy), Educational psychologists, etc.

We always inform parents/carers at the earliest opportunity to alert them to concerns and to enlist their active help and participation. When the pupil's needs cannot be met through the resources normally available within the school, the school will, in consultation with wider professionals and the pupil's parents/carers, request a statutory assessment of SEND. Consideration of whether highly individualised SEND

provision is required, and thus an EHC plan, will start with a review of educational outcomes and the views of the parents/carers and pupil. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

Where possible, pupils' needs will be defined under the SEND Code of

Practice 4 broad areas of need (described above):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Education Health Care (EHC) Plans

- The school will fully cooperate with the LA when research about the pupil is being conducted.
- The school will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.

If the school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.

- The school will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
- If the LA decides not to issue an EHC plan, the parents/carers of the pupil, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- All reasonable provisions will be taken by the school in order to

provide a high standard of education.

- Staff members will keep up-to-date with any necessary training.
- Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
- The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the SEND Code of Practice, labelled separately from one another.
- If a pupil's needs significantly change, the school will request a reassessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing body or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
- The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.
- Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.
- The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.
- Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

### **Reviewing an EHC plan**

All Saints C of E Primary Academy will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual

review meeting.

- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

### **Safeguarding**

All Saints C of E Primary Academy recognises that evidence shows children with SEND are at greater risk of abuse and maltreatment and will ensure that staff are aware the pupils with SEND:

- Have the potential to be impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalization.
- Are at greater risk of abuse, including but not limited to, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognizing abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

The headteacher and governing body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

The school proactively manages safeguarding for pupils with SEND through a multi-agency approach, directly engaging with local partnership strategies to secure

targeted advice and support, ensuring that vulnerable pupils' needs are met without them becoming disengaged from education.

### **Transferring between different phases of education**

An EHC plan must be reviewed and amended in sufficient time prior to the pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments must be completed by 15th February in the calendar year of the transfer, at the latest, for transfers into or between schools. The key transfers are the following:

- Early years provider to school
- KS1 to KS2
- Primary school to secondary school

### **Resolving Disagreements**

All Saints C of E Primary Academy is committed to resolving disagreements between pupils, parents and the school.

In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements

in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health care provision in relation to EHC plans and tribunals.

The school's Complaints Procedure Policy is accessible on the school website.

#### **SEND tribunal**

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible through the SEND Tribunal, without the pupil's education suffering.

as quickly as possible, without the pupil's education suffering.

In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately in order to seek disagreement resolution advice, regardless of whether an EHC Plan is in place.

Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service. Parents/carers are made aware that Ofsted can consider a complaint relating to whole school SEND early years provision, if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.

The school will fully cooperate with the LA by providing any evidence or information that is relevant.

All staff involved in the care of the pupil will cooperate with parents/carers in order to provide the pupil with the highest standard of support and education.

SENDIASS (Special Educational Needs Disability Information Advice Support Service) provides free impartial information, advice and support to disabled children and young people aged 0-25, and those with SEN, through their parents/ carers. Parents and carers will be informed that they can access this service for support.

Supporting successful preparation for adulthood. The school will make sure that the pupils are supported to make a smooth transition to whatever they will be doing next.

The school will engage with secondary schools, as necessary, to help plan for any transitions. The school will transfer all relevant information about pupils to any educational setting to which they are transferring. If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the schools Exclusion Policy.

If it is in the best interest of the pupil, the school may commission alternative provision, in line with EHC Plans in place, for pupils who face barriers to participate in mainstream education.

#### Publishing information

The school will publish a link to the LA's Local Offer on the website and also information related to our SEND Policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

### **Exceptional Inclusion and Attendance**

We maintain exceptional levels of engagement for pupils with SEND through tailored, proactive attendance strategies and bespoke interventions for emotional regulation and mental health. These strategies are regularly evaluated for impact and are fundamental to our inclusive culture.

## **Monitoring and review**

The policy is reviewed on an annual basis by the SENDCO and headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

More details about SEND and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to25>

We regularly monitor the impact of our interventions and reasonable adjustments, amending them to account for pupils' changing circumstances. This is supported by clear logs and ongoing, purposeful meetings between staff and the Senior Leadership Team.

The next scheduled review for this report is Autumn 2026