

# ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL

## Special Educational Needs and Disability Policy (SEND)

*"LOVING TO LEARN; LEARNING TO LOVE"*

"A new command I give you, Love one another.  
As I have loved you, so you must love one another."

John 13:34

Ratified by Curriculum and Standards Committee: 28.01.2025

Review Date :January 2026

## **Policy to Promote the Successful Inclusion of Pupils with Special Educational Needs and Disabilities**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2015)
- The SEN and AP improvement plan (March 2023)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014 (Updated August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO in liaison with the Assistant Head.

### **CONTACT DETAILS**

Mrs J. Hodgson (**SENCO**) and Mrs E. Anderson (Assistant Head Teacher).

**Governor with responsibility for SEND:** Mr D Dickinson

- At All Saints' we aim to enable all pupils to participate in the life and work of the school and to make progress to the best of their abilities, whatever their need.
- Everyone in the school community – Governors, staff, pupils and parents/carers – has a positive and active part to play in achieving our aims
- All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher.
- In line with the SEND Code of Practice 0 – 25 (2015) we believe that **every teacher is a teacher of every child including those with SEND.**
- In line with the SEN and AP improvement plan (March 2023) - we aim to provide Right Support, Right Place, Right Time.
- Class teachers are responsible for the learning and progress of all children.
- The school's SENCO and Assistant Head support teachers and pupils with additional provision and strategies to ensure all pupils make progress.

## SECTION 2 AIMS + OBJECTIVES

### All Saints' School aims to:

- Raise the aspirations of and expectations for all pupils with SEND.
- Provide a focus on outcomes for children and young people and not just hours of provision/support.
- Enable children to feel they are valued members of the class, school and society.
- Provide the right support in the right place at the right time.

### Objectives to meet these aims:

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provide in the SEND Code of Practice, 2015 and the SEN and AP improvement plan (March 2023).
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs and Disabilities Co-ordinator (SENCO) who will work closely with the Assistant Head.
- Provide support and advice for all staff working with special educational needs pupils.
- Provide good quality teaching and learning experiences which engage and support SEN pupils to make good progress.
- Ensure pupils and parents have a voice in the process.

## SECTION 3 IDENTIFYING SEND

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The Code of Practice describes 4 broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (including issues related to Covid 19)
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, 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 which will include not just the special educational needs of the child or young person.

There are a number of non-SEN factors which may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

## SECTION 4 A GRADUATED APPROACH TO SEN SUPPORT

Most pupils will have their needs met through Quality First Teaching within an inclusive classroom with appropriately differentiated tasks and access to a range of equipment and apparatus. This is the first step in responding to pupils who have or may not have SEN.

The Code of Practice defines a 'graduated approach' to responding to SEN concerns, through a system of assess, plan, do, review. This is an ongoing cycle starting at a whole school level which becomes gradually more personalised as the needs of a child increase. For an overview of this cycle see **Appendix 1**.

At school when an SEN concern is raised about a child by a member of staff or a parent at a Parents' Evening or other occasion, the teacher will put the concern on to the SEN initial concern spreadsheet and email the SENCO. The teacher is responsible and accountable for monitoring the progress of the pupil and applying the strategies discussed with the parents within the timescale agreed e.g. half a term or termly.

At the review point of the initial concern, the progress and success of the agreed strategies will be discussed. If there are still concerns about progress, the class teacher will meet with the SENCO for further advice on strategies or resources including interventions and involving outside agencies. It is the teacher's responsibility to feed this information back to parents and set a review date. When pupils are receiving a specific intervention that is additional to and different from that offered to pupils through differentiated, quality first teaching then they are in receipt of **SEN Support**. They will be added to the SEN register and parents will be informed.

After another review of the child's progress, the class teacher and SENCO may decide a more personalised approach to learning is necessary. This may take the form of more specific or individualised interventions. At this point, the SENCO would become involved through classroom observation and more individualised assessment, through the graduated approach cycle (APDR – provision map).

If despite significant support and intervention, and the school has evidence that the pupil is making insufficient progress, then an EHCP will be considered.

### MANAGING AND RECORDING OF PROVISION

Class teachers keep records of progress made by children in their class and on the central system. Provision made for children with additional needs in a year group are recorded on a class provision map. This sets out the adaptations to Quality First Teaching and the support/ intervention provided to pupils which is additional to and beyond Quality First Teaching. It identifies the group being supported, the frequency and length of delivery and lead adult. It also sets the targets with entry and exit data if applicable. This document is reviewed termly and the outcomes are recorded. These contribute towards pupil progress meetings and are shared with parents.

The teaching assistant, class teacher and SENCO, if involved, will review and update where necessary on a half termly basis.

Where pupils have received external advice or support for specific needs (Targeted support) or EHC plan, a personal provision map is created. This identifies the outcomes wanted for the pupil and describes the specific resources, strategies, interventions and approaches to reach them. These are reviewed termly and work towards achieving the outcomes which are agreed annually at review meetings. The views of the child, parents, staff and professionals are used to formulate and review the personalised provision map.

## THE USE OF EXTERNAL SPECIALISTS

External support services play an important part in helping the school identify, assess and make provision through the graduated approach. They may be called upon, where a pupil has not made expected progress despite a range of personalised interventions and approaches to learning.

The Local Authority sets out the range and referral system for accessing key services and experts through the Local Offer. This is available on the Local Authority website:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

In requesting support, the school needs to show evidence of the range and the impact of interventions and approaches, which have already been tried over a period of time. This support could take the form of advice only or where necessary a more detailed assessment, which may result in a highly personalised intervention. It is at this point that the pupil would be in receipt of **Targeted SEN support** or **Targeted Specialist SEN Support**

In addition, there are a range of key services/ experts that can be accessed through given pathways, usually following a diagnosis by an external specialist e.g. Educational Psychologists, Occupational Therapists, Paediatricians. This is also outlined within the Local Offer.

## SECTION 5: MANAGING PUPILS' NEEDS ON THE SEN REGISTER

The SENCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs.

All pupils on the SEND register will also be categorised by the level of support received: either SEN Support or Education Health and Care Plan.

Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Where the SENCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap or no longer require provision that is additional to and different from that of their peers, will be removed from the SEND register.

## SECTION 6: SUPPORTING PUPILS AND FAMILIES

Parents can find information about how the Local Authority seek to support families via the school website or by following the link:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Parents may also wish to read the school's SEN Information Report which is published annually. This document will inform parents about the types of provision in place and the progress that children make in our school. [www.allsaints.peterborough.sch.uk](http://www.allsaints.peterborough.sch.uk)

All Saints CE Primary School has adopted the admissions policy of Peterborough Local Authority. Priority is given to Looked After Children, Children with Statement of Education Need/Education Health Care Plan, followed by children with an identified medical need then children living in the school catchment area.

The Local Authority has a [SEND Information advice and support service \(SENDIASS\)](#) to support parents with any concern regarding SEND. [SENDIASS@peterborough.gov.uk](mailto:SENDIASS@peterborough.gov.uk) or [01733 863979](tel:01733863979)

Where pupils are making a transition – from class to class, across key stages and to another school – including Secondary School, transition meetings are held, generally within the term prior to transfer. All relevant parties, including parents and pupils are invited to these meetings and additional visits may be set up.

## **SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

School recognises that pupils 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 an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Pupils with medical conditions other than brittle asthma, anaphylaxis or epilepsy care plans should be formulated by either:

- The medical professional responsible for the care of the child,
- A nurse affiliated to a consultant's team
- A children's community nurse if they are providing care for that child in the community.

Where a child has an extreme medical condition such as chronic Asthma or suffers from a life-threatening allergic reaction, a health care plan is also produced by health care professionals, in consultation between parents, staff and health professionals. **Full details can be found in the school's Administration of Medication Policy.**

## **SECTION 8 MONITORING AND EVALUATION OF SEND**

Senior leaders and governors regularly and carefully monitor and evaluate the quality of provision we offer all pupils through lesson observations, learning walks, books scrutiny, parent discussions and pupil voice when applicable. These arrangements promote continuous reflection, review and improvement of provision for all pupils.

As part of this process the interventions and progress against targets for SEN pupils is monitored by the class teacher in liaison with the SENCO and Assistant Head.

## **SECTION 9: TRAINING AND RESOURCES**

- The SEND budget is allocated according to banding as outlined by the local Authority offer. Funding is matched to SEND by degree of need within four bands.
- The school is committed to providing staff training wherever necessary and according to need. Training related to special needs is given to teaching staff within the school's planned inset programme.
- The SENCO and Assistant Head regularly attend courses organised by the Local Authority and other providers.
- We are members of NASEN.

## SECTION 10 ROLES AND RESPONSIBILITIES

### THE HEAD TEACHER AND THE GOVERNING BODY

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The Head Teacher and Governing Body have overall responsibility for:

- the learning and monitoring throughout the school
- ensuring that statutory duties to pupils with SEND are fulfilled
- ensuring funds are allocated to meet the needs of children with special educational needs
- the SEND policy and its review, according to the timetable set out in the School's Development Plan

The Governing Body has a named Governor who oversees the provision made for Special Needs throughout the school. The named Governor for SEND: **Mr D Dickinson**

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### THE SENDCO

The key responsibilities of the SENCO and Assistant Head include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising teachers
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff and Governors
- liaising with the Governor who has responsibility for Special Needs
- liaising with external agencies including the LA's educational psychology services, health and social services, and voluntary bodies
- in conjunction with the Head Teacher manages the SEND budget
- monitoring and updating the SEND policy within the school's cycle of review.
- Monitoring SEN children's progress.
- Ensuring the SEN register is kept up to date.

### Other roles within school which may impact upon SEND

- Designated Teachers with specific Safeguarding responsibility: **Mr N Brompton SPOC, Mr D Roberts, Mrs E. Anderson, Miss S. Halmshaw.**
- Member of staff responsible for managing PPG/LAC funding: **Miss S. Halmshaw.**
- A designated member of is staff responsible for managing the school's responsibility for meeting the medical needs of pupils. **Mrs I. Schaedel, supported by Mr D. Roberts.**

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## SECTION 11: STORING AND MANAGING INFORMATION

The SENCO will hold central records relating to pupils with SEND. This will include copies of all provision maps EHCPs, CAFs, EHAs and advice from external agencies. Where appropriate school based assessments will also be kept. These files will be locked in the filing cabinet in the SENCO's room.

The class teacher will have an Inclusion folder with copies of provision maps and recent advice from external agencies. These records will be kept in a file that is stored out of sight.

For additional information refer to the school's **Data Protection Policy** on the school website.

## **SECTION 12: REVIEWING THE POLICY**

The SEND policy will be reviewed annually by the school SENCO and any changes ratified by the governing body.

## **SECTION 13: ACCESSIBILITY**

Please refer to the school's **policy on Disability and Equalities** and the accessibility plan.

The school is on 2 levels but there is a lift which is large enough for wheelchair access. There are also two disabled toilets both on the ground and first floors.

## **SECTION 14 DEALING WITH COMPLAINTS**

Complaints under this policy fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Parent Partnership Service.

## **SECTION 15 BULLYING**

Please refer to the school's **Anti-bullying policy**.

## **SECTION 16 APPENDICES**

**Appendix 1** The Local Authority graduated response to SEND provision

**Appendix 2** Raising a concern: flowchart

**Appendix 3** Arrangements for Home Learning (Covid 19)



APPENDIX 1

The Peterborough Local Authority graduated response to SEND provision

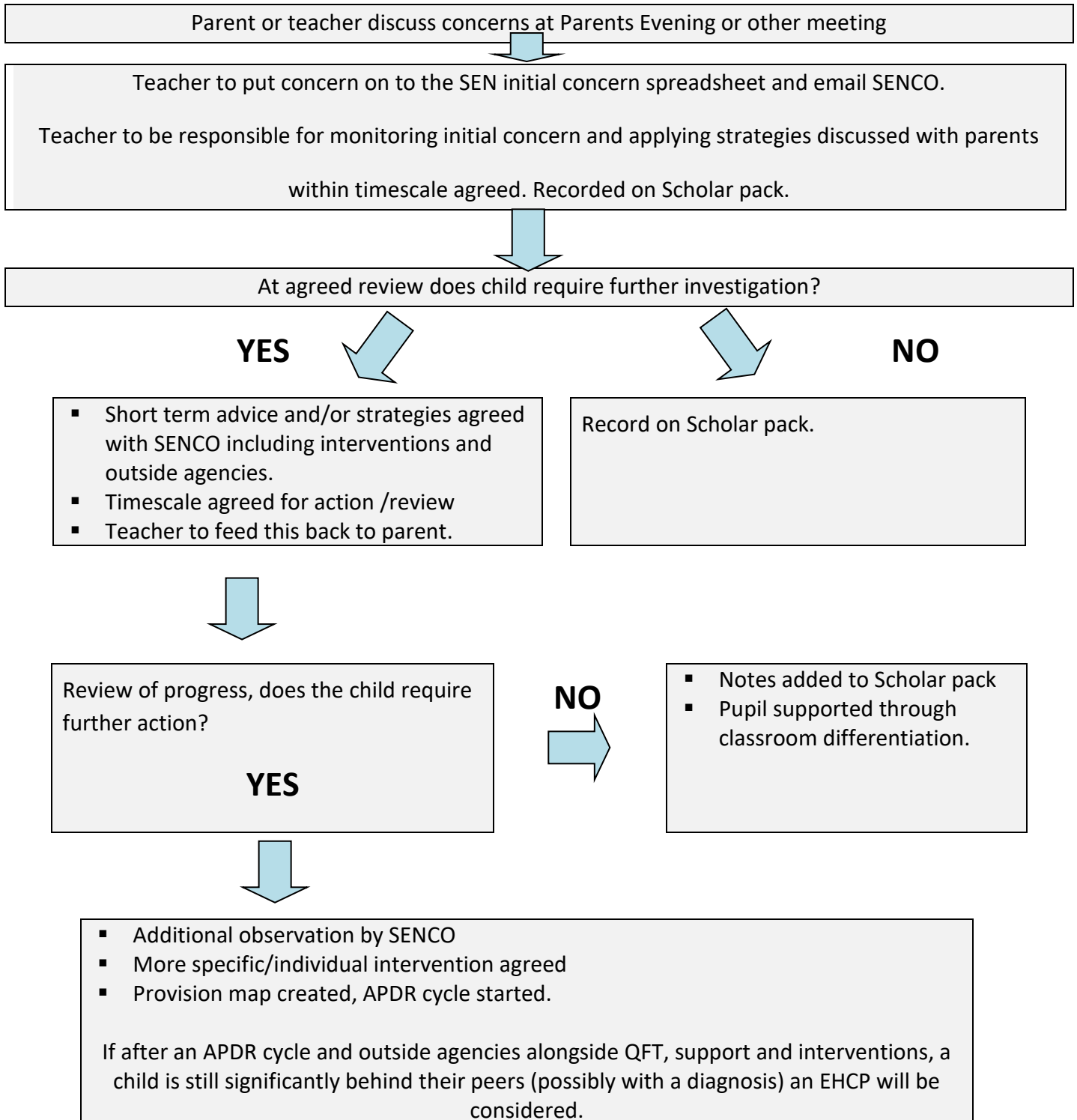
		Note of any additional considerations e.g. Looked After Child/English as an additional language / Child in Need/ Child Protection	
<b>EHC Plan</b>	Highly Specialist	Where a child or young person’s needs are highly complex and require a bespoke placement or highly individualised long term arrangements.	
	Specialist	Special Schools for children and young people with long term complex needs. These are supported by a range of outside professionals.  Children with long term complex needs who are educated in mainstream settings who are supported by relevant specialist services through consultation, advice or intervention as appropriate.	
<b>SEN SUPPORT</b>	Co-ordinated Plan		
		Targeted Specialist	Enhanced resource bases located in mainstream schools. Specialist support from a range of professional services such as Autism Outreach, Sensory Support, Educational Psychology, Occupational Therapy, Physiotherapy. Consultation, Intervention advice and training. Pupil Referral Units
		Targeted	Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Involvement of professionals from outside the school (e.g. educational psychologists, speech and language therapists, paediatricians) through consultation, assessment and training. Evidence based interventions and child specific approaches in place and reviewed.
		Universal Targeted	Quality first teaching. School’s best endeavours. Differentiated curriculum. Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Evidence -based interventions run in class and in small groups (plan, do, review cycle). Personalised learning. Consultation. Training.
	Universal	Quality first Teaching — reasonable adjustments made within differentiated curriculum	

## APPENDIX 2

### Special Educational Needs Flow Chart

*Most pupils will have their needs met through Quality First Teaching within an inclusive classroom with appropriately differentiated tasks and access to a range of equipment and apparatus.*

*This chart explains the process of identifying whether a pupil may have additional needs which require a more individual approach.*



## APPENDIX 3

### ARRANGEMENTS FOR HOME LEARNING- COVID 19 PANDEMIC

**DURING THE CURRENT PANDEMIC, THERE MAY BE TIMES WHEN INDIVIDUALS OR GROUPS OF CHILDREN WILL BE UNABLE TO ATTEND SCHOOL DUE TO HAVING CONTRACTED THE VIRUS OR HAVING TO ISOLATE. THE SCHOOL IS LEGALLY OBLIGED TO PROVIDE REMOTE LEARNING FOR THOSE INDIVIDUAL CHILDREN WHO ARE ISOLATING OR GROUPS/CLASSES SHOULD SCHOOL MAKE THE DECISION TO CLOSE BUBBLES. SHOULD A NATIONAL OR LOCAL LOCKDOWN COME INTO FORCE, THESE ARRANGEMENTS WILL ALSO BE APPROPRIATE.**

### CHILDREN ON THE SEN REGISTER- SEN SUPPORT

**CLASS TEACHERS WILL PROVIDE A DAILY TIMETABLE OF LEARNING REMOTELY. THIS WILL INCLUDE DIFFERENTIATED TASKS WHERE APPROPRIATE TO MEET THE NEEDS OF SEND CHILDREN. SALT AND OTHER PROGRAMMES WILL CONTINUE AS RESOURCES WILL BE PROVIDED, EITHER THROUGH VIDEOS OR TEAMS.**

### CHILDREN ON THE SEN REGISTER- EHCP PLANS

**CHILDREN WHO HAVE AN EHCP PLAN WILL RECEIVE A PERSONALISED PROGRAMME OF HOME LEARNING, USING A COMBINATION OF VIDEO, LIVE SESSIONS WITH A TEACHER/TA AND PRINTABLE ACTIVITIES. THESE WILL BE RELATED TO THE LEARNING COMPLETED BY THE WHOLE CLASS, BUT WILL ALSO LINK TO THEIR EHCP TARGETS TO ENSURE THESE ARE BEING ADDRESSED THROUGHOUT THE TIME THE CHILD IS NOT IN SCHOOL. ANY PROGRAMMES SUCH AS SALT WILL ALSO CONTINUE USING THESE APPROACHES.**

### COMMUNICATION

**TEACHERS, SENCO AND ASSISTANT HEAD WILL KEEP IN REGULAR CONTACT WITH PARENTS TO ENSURE THE HOME LEARNING IS BEING SUCCESSFULLY ACCESSED, AND TO ENSURE THE WELLBEING OF THE CHILDREN DURING THIS DIFFICULT PERIOD.**