



All Saints CE (VC) First School, Busy Bees Nursery & Kingfisher Club

Policy on SEND

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By: Full GB

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1. Our Vision for Inclusion

At All Saints C of E First School we are committed to providing an inclusive education in which all pupils, regardless of need or disability, are valued, supported and enabled to achieve their full potential academically, socially and emotionally.

We recognise that every teacher is a teacher of pupils with SEND and that high quality, inclusive teaching is the first and most important step in responding to pupils who may have additional needs.

We aim to ensure that pupils with SEND:

- Feel safe, valued and included within the school community
- Access a broad and balanced curriculum
- Make good progress from their starting points
- Develop independence and confidence
- Are prepared for the next stage of education and life

We work in close partnership with parents/carers and pupils and recognise that families are central to successful SEND provision.

2. Aims and Objectives

This policy complies with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The aims of this policy are to:

- Work in partnership with children and their families at every stage of the SEND process
- Identify SEND early and accurately
- Ensure appropriate provision is in place and regularly reviewed
- Remove barriers to learning and participation
- Provide equal access to the curriculum and wider school life
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To make clear the expectations of all partners in the process.
- Ensure provision is outcomes-focused and evidence-based
- To enable all children to have full access to all elements of the school curriculum.
- Promote independence and emotional wellbeing

3. Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (*SEN Code of Practice 2014, p 4*).

There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical development.

4. Definition of Disability

Some children and young people who have SEN may also have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (*SEN Code of Practice 2014, p5*).

The school will make reasonable adjustments so disabled pupils are not disadvantaged.

5. Roles and Responsibilities

The SENDCo (Mrs Abbotts)

SENDCo

- Oversee the day-to-day operation of the SEND policy
- Coordinate provision for pupils with SEND
- Work in conjunction with staff to identify pupils with SEND
- Be updated about the progress of SEND children from each year, following termly review meetings.
- Maintain the SEND register and records
- Maintain the Monitoring register and records
- Liaise with parents/carers
- Arrange assessments where appropriate, and ensure parents are informed.
- Coordinate and liaise with external agencies throughout their involvement.
- Monitor progress and impact of interventions
- Support staff with strategies and resources
- Alongside the Head Teacher, lead termly review meetings
- Deliver and organise staff training where required
- Host termly SEND coffee mornings for parents/carers to provide guidance, share strategies and signpost support services
- Work with Headteacher and SEND Governor, to evaluate information and inform them of any issues.

Class Teachers

Class teachers are responsible for the progress of every pupil in their class. All Teachers are teachers of SEND. They will:

- Provide high quality, differentiated teaching
- Ensure that all children have access to the curriculum and that the curriculum is adapted to meet the needs of the children.
- Have high aspirations and expectations of all pupils
- Identify and respond to emerging needs
- Implement agreed strategies and interventions
- Work with the SENDCo to plan support
- Write and review Individual Learning Plans at least termly (IPLs)
- Meet with parents/carers to review targets and collaboratively create new targets
- Involve pupils in reviewing their own progress and creation of targets where appropriate

Headteacher

The Headteacher will:

- Have overall responsibility for SEND provision
- Monitor progress of pupils with SEND
- Inform governors of SEND provision and outcomes
- Ensure appropriate staffing and resources
- Support the SENDCo
- Take overall responsibility for implementing the code of practice.
- Track and monitor children's progress during termly pupil progress meetings with support from the SENDCo.
- Make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

The SEND Governor will:

- Monitor the effectiveness of SEND provision
- Meet regularly with the SENDCo
- Provide challenge and support to ensure that appropriate support is available for any child who attends the school who has SEND.
- Report to the governing body
- Liaise with the SENDCo to ensure that the school's SEND policy is carried out.
- Monitor and evaluate the impact of SEND support.

6. Identification and Assessment

In the continuous cycle of planning, teaching and assessment, teachers and support staff make regular judgements about a child's performance in relation to national expectations. Identification of SEND may occur through:

- Teacher assessment and observations
- Progress data and attainment tracking

- Parent/carer concerns and information presented directly from parents/carers
- Pupil voice
- Previous school information
- External professional advice

There should not be an assumption that all children progress at the same rate; We recognise that children progress at different rates. A judgement has to be made in each case as to what is reasonable for each child to achieve. Where progress is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Individual Learning Plans (ILPs) are put in place for all children in school with specific additional needs.

English as an Additional Language (EAL) is not considered SEND on its own. Careful assessment will distinguish between language acquisition and learning difficulties.

7. The Graduated Approach (Assess - Plan - Do - Review)

We follow a graduated response to SEND support.

Stage 1: Monitoring

- Quality First Teaching
- Differentiation and classroom strategies
- Teacher monitoring
- Discussion with parents

Stage 2: SEN Support

If progress remains limited:

- Pupil placed on SEND register
- Individual Learning Plan (ILP) created
- SMART outcomes written collaboratively with parents/carers and, where appropriate, the pupil
- Targeted interventions implemented
- External advice sought if necessary

Review Cycle

ILPs are reviewed at least every term. Reviews consider:

- Progress towards outcomes
- Effectiveness of strategies
- Pupil and parent views
- Next steps

Provision will be adapted if insufficient progress is made.

Stage 3: Education, Health and Care Plan (EHCP)

If a pupil requires highly specialised provision beyond school resources, the school may request an Education, Health and Care needs assessment in partnership with parents/carers and professionals.

8. Provision and Support

Support may include:

- Adapted teaching strategies
- Small group interventions
- Social skills support
- Emotional wellbeing support
- Specialist equipment
- External professional involvement

Provision is recorded on an Individual Learning Plan (ILP) and monitored for impact.

9. Working with Parents and Pupils

We place a strong emphasis on co-production. Parents/carers and pupils are partners in decision-making.

We will:

- Meet parents/carers at least termly
- Collaboratively agree targets and outcomes
- Provide practical strategies for home support
- Share progress regularly
- Offer termly SEND coffee mornings to share information, provide guidance and signpost support services

Pupil voice is central. Where appropriate, pupils will:

- Contribute to their targets
- Share views at review meetings
- Help evaluate their support

10. Behaviour and SEND

We recognise that behaviour can be a communication of need.

The school Behaviour Policy may be adapted to meet individual needs. Reasonable adjustments may include:

- Behaviour Support Plans
- Relational Support Plans
- Risk Assessments
- Sensory or movement breaks
- Alternative recording methods
- Adapted expectations
- Safe spaces and regulation strategies

Exclusion is always a last resort, and decisions will consider a pupil's SEND needs and appropriate support strategies.

11. External Agencies

- When children require additional support the SENDCO may also seek advice from other professionals. These include:
- Educational Psychologist
- SEN Support Team
- Speech and Language Therapy
- Occupational Therapy
- Autism Inclusion
- Physiotherapy
- CAMHS
- Hearing and Visual Impairment Services
- School Nurse
- Behaviour Support Services

These external services should advise teachers about targets, provide specialist assessments and advice on the use of new or specialist strategies and materials. They may also work with individuals or groups to support their learning and development. Parents will be kept informed of the support that is provided.

12. Supporting Pupils with Medical Conditions

Pupils in school with medical conditions will be properly supported so that they have full access to education, including school trips and physical education. Where appropriate Individual Healthcare Plans will be created. 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.

13. Supporting pupils with disabilities

Not all children with disabilities have SEN. Many pupils will learn alongside their peers with little need for extra resources beyond that of a hearing aid, equipment to aid vision or a wheelchair. Teachers must however take action in their planning to ensure that these pupils are enabled to participate as fully as possible within the curriculum and assessment arrangements.

14. English as an additional language (EAL)

Children with limited English do not necessarily have SEN. If a child is experiencing difficulties which appear to be more than language based, then school will arrange for assessments to be carried out to establish whether they have learning difficulties.

15. Safeguarding

We recognise that children with SEND may be more vulnerable to safeguarding concerns. All staff are aware of safeguarding procedures and concerns will be reported in line with the school Safeguarding Policy.

16. Funding

The school uses its delegated SEND funding to support pupils at SEN Support. Additional funding may be provided for pupils with EHCPs. Resources are allocated based on need and impact.

17. Local Offer

Information about SEND provision is available on the school website and through the Local Authority Local Offer which can be found [here](#).

18. Complaints Procedure

If parents/carers have concerns they should follow this process:

1. Speak to the class teacher
2. Contact the SENDCo
3. Arrange a meeting with the Headteacher
4. Contact the Governing Body
5. Seek Local Authority mediation (for EHCP matters)

The school aims to resolve concerns quickly and collaboratively.

19. Policy Review

This policy will be reviewed annually by the SENDCo, Headteacher and Governing Body.