



Special Educational Needs and Disability Policy (SEND)

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Date created:	December 2015
Last Review:	November 2020

Reviewed by:	L Terrett
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Date of approval:	November 2020
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School's date for review:	November 2021
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School Vision

'Walking together, discovering life'

The Road to Emmaus (Luke 24: 13-35) In our school, we aim to:

- Be a school community which supports one another on the journey of discovery and learning, where each child feels safe, valued and known.
- Provide an inspiring Christian environment in which our values shape each member and are evident in the life of the school, as well as in their actions and advocacy in the world.
- Invite children and staff to gain from the wisdom of Christian teaching and worship whilst being respectful of those of other faiths and none.
- Foster the development of an enquiring attitude towards learning and, through stimulating opportunities, encourage children, whatever their ability, to be the best that they can be.
- Encourage a love and care of creation, our neighbours near and far, and value our strong links with All Saints Church.

This policy, in line with the All Saint Datchworth's School Equality and Diversity Policy, is to promote and ensure the successful inclusion of students with Special Educational Needs and Disabilities (SEND). The policy includes changes to the support and services of children as outlined in the Children and Families Act 2014 and the Special Educational Needs and Disabilities Code of Practice 2014.

All Saints School is an inclusive learning community that values the abilities and achievements of all of its students and is committed to providing each student the best possible environment for learning. We believe that each student has individual and unique needs. We acknowledge that many students will have special educational needs or disabilities at some time during their school life and every student will be helped and supported to overcome their difficulties.

Partnership with parents/carers

The school firmly believes in developing a strong partnership with parents/carers that enables students with Special Educational Needs and Disabilities (SEND) to achieve their potential. The School recognises that parent/carers have a unique overview of their child's needs and how best to support them, and that gives them a key role in the partnership.

The 2014 SEND Code of Practice

The Code of Practice offers guidance designed to help schools make provision for students with special educational needs following the Identification and Assessment of Special Educational Needs.

The following pages set out the model and provision that All Saints School will provide in line with the SEND Code of Practice 2014.

Aims of the Special Educational Needs and Disability Policy (SEND)

In line with Hertfordshire County Council's Local Offer, All Saints School has a graduated approach to SEND and aims to provide all students with strategies for dealing with their needs in a supportive environment. In particular we aim to:

- Ensure that all students, whatever their special educational needs and disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates progression in learning
- Deliver high quality teaching and differentiation
- Enable each student to experience success and fulfil their potential, promoting individual confidence and a positive attitude
- Ensure that students with SEND have equal opportunities to take part, as far as it is appropriate, in all aspects of the school's provision
- Identify, assess, record and regularly review students' progress and needs
- Involve parents/carers in planning and supporting all stages of their child's development
- Provide all students with strategies for dealing with their needs in a supportive environment, and give them meaningful access to the curriculum
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them
- Work collaboratively with parents, other professionals and support agencies

Special Educational Needs and Disabilities

The 2014 Code of Practice says that a person has special educational needs if they have learning difficulties which call for special educational provision to be made for him or her. A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority
- A student has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

The school reflects what the Code of Practice states (Page 88 section 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had adequate adjustments and strategies including good quality personalised teaching.

Identification and assessment

At All Saints School we adopt a whole school approach to SEND policy and practice. Students identified as having SEND will be, as far as possible, fully integrated into mainstream classes. Every effort will be made to ensure that all students have full access to the Curriculum and are integrated into all aspects of the school.

If a student is known to have SEND when they arrive at All Saints School the following takes place:

- Careful liaison with their previous school/nursery setting to ensure that the transition process is effective and the individual's needs are met when they enter All Saints School.
- The Special Educational Needs Coordinator along with Class Teachers and Teaching Assistants will monitor their progress carefully
- Joint working with the student and the parents/carers to develop shared learning approaches
- Staff receive regular training to ensure every child's need is met
- Carrying out detailed assessments and observations of pupils with SEND

All Saints principle of inclusiveness means that all teachers are well equipped to deliver high quality teaching to students with SEND. Teaching students with SEND is a whole-school responsibility, requiring a whole school response. Other students may be identified as having SEND at any time through the SENCo and class teachers working closely together. Early identification of students with SEND is a priority; the school will use appropriate screening and assessment tools, and ascertain student progress through:

- On-going assessment by class teachers
- Reading and spelling assessments
- Joint working with the Student and Parents/Carers
- Evidence obtained by teacher observation and assessment
- Student performance in the curriculum judged against level/grade descriptors
- Standardised screening and assessment tools
- Reports and lesson observations by SENCo and any other relevant advisors
- Records from previous schools/nursery settings
- Information from parents and carers

SEND Provision

At All Saints School it is vital that every student's needs are met so that they can reach their full potential. The main methods of provision made by All Saints School are:

- Full-time education in classes, with additional help and support from the class teacher through a differentiated curriculum
- In-class support from teaching assistants
- High quality teaching
- Support with reading during morning registration period
- Teaching Assistant support during Maths and English lessons
- Interventions led by class teachers and teaching assistants either one-to-one or small groups
- Support from a range of external professionals
- Focus/small group teaching
- Chat club
- Regular meetings between parents and teachers

Each class teacher records any additional groups, support and interventions that a child takes part in on a class provision map. This is reviewed by the class teacher, Headteacher and SENCo. Impact logs are kept in each class so that the impact of this extra support, including small steps of progress, can be recorded and monitored. The member of staff leading the intervention records in the impact log.

Categorisation of barriers to learning

The SEND Code of Practice 2014 describes the four broad barriers to learning that your child could be identified as having a need in:

1. Communication and interaction including, speech and language difficulties and autistic spectrum disorders
2. Cognition and learning including, specific learning difficulties
3. Social, Emotional and Mental Health including, ADHD, self-harm
4. Sensory, medical or physical including, hearing, visual or physical

The purpose of identifying a child's Special Educational need is to work out what action the school needs to take, not to fit a child into a category.

Our Graduated response

The Graduated Response consists of 4 stages:

- **Assess** - clearly analysing a pupils needs with involvement from school, parents and the child. Barriers to learning are identified.
- **Plan** – deciding upon strategies and interventions to be put in place to support the child in their progress. Completing an IEP/Pupil passport and Provision mapping. Involvement of teacher, parent and pupil.
- **Do** – Class teacher responsible for the day to day implementation of the plan.
- **Review** - Termly review and setting of new targets by class teacher in conjunction with the parents and pupil.

After assessment, if a school decides to provide a student with SEND support, parents/carers will be informed formally. We will talk to parents and carers and students regularly (at least once a term) to set clear targets and review progress towards them, discussing any additional provision or support that will continue to help the student to achieve. In addition we

will work closely with the parents and the student to ensure that within the plan there are clear responsibilities identified for All Saints School, the parents/carers, and the student. We will also discuss any relevant referrals to external agencies.

SEND Intervention

At All Saints there are 3 levels of intervention for students:

Level 1 – Student need is identified and support is provided in lessons by the class teacher to ensure progress is made.

Level 2 – Student fails to make appropriate levels of progress under Wave 1 intervention so whole school/individual interventions are put in place to ensure that progress is made.

Level 3 – Student fails to make appropriate levels of progress under Wave 2 intervention so external agencies become involved to provide additional support to ensure progress is made.

Additional support outside of All Saints School

External Support Services play an important role in supporting the school to identify, assess and make provision for students with SEND:

- The school can contact the area Educational Psychologist (EP) for advice/support, a consultation will be booked with the EP, parents and a school representative if this is deemed appropriate. Next steps and targets will be generated at this point.
- The school may also seek advice from specialist advisory teaching services including the Child and Mental Health Service (CAMHS)
- The Speech and Language Therapist (SALT), if required, supports students with SEND
- Communications Disorders team (ASD Team)
- Family Support Worker
- School nurse
- Hearing impairment team
- Greenside School outreach
- Woolgrove School outreach
- Specialist Advisory teacher for Specific Learning Difficulties
- NESSie – supporting positive mental health in schools
- To ensure effective collaboration when identifying needs and making provision for our most vulnerable students, Families First Assessments (FFA) which involve representation from all appropriate external agencies, are arranged, in the form of a Team around the Family meeting (TAF.)
- Liaising with the SENCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

Education and Healthcare Plans (EHCP)

Children and young people with complex needs will be put forward for assessment for an Education, Health and Care Plan (EHCP.) EHC Plans will take children and young people up to the age of 25. An Education, Health and Care assessment looks at life beyond education and brings the different services together. For a student who is not making adequate progress, despite SEN support and in agreement with the parent/carer, we will request that the Local Authority make a statutory assessment. Planning, monitoring and review processes

will continue as before while waiting for the outcome of the request. The EHCP combines information from a variety of sources including the teacher, parents, Senco, Health, Educational Psychologist. Following the assessment an EHC plan is provided by Hertfordshire Local Authority SEND team. Parents and school are involved in developing and agreeing the plan. Once the EHC plan is completed and agreed, it will be reviewed annually by staff, parents and the pupil with the involvement of the SEND team. The review process enables provision to be evaluated and for changes to be put in place. Staff, pupil and parent views are taken into account. For pupils in year 5, this review is used to declare secondary provision.

The Hertfordshire Local Offer Information can be found at <http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

As part of the reforms, Hertfordshire has developed a 'local offer' for young people and families of children with SEND.

The Hertfordshire Local Offer provides clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND and their families (not just those who have an EHCP).

In addition, at All Saints we have outlined our local offer which provides parents/carers with all of the information they need regarding our SEND provision. This can be found on our school website (see Appendix 1 – All Saints School Local Offer).

The School's arrangement for SEND and Inclusion - In-Service training

- The SENCo regularly attends cluster meetings to continue to develop school practice
- Meeting additional needs and inclusion issues are targeted each year through the School Development Plan
- Strategies, support and guidance is given to all staff to ensure that students are fully supported in class
- Regular training for all staff is available

The role of the Special Educational Needs Co-ordinator (SENCo)

The SENCo plays a crucial role in the school's SEN provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day to day operation of this policy
- Coordination of the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Manage the administration relevant to the efficient fulfilment of SEND responsibilities undertaken by the school in response to student need and statutory requirement
- Liaising with parents/carers
- Liaising with external agencies
- Supports other members of staff in understanding SEND issues and assisting developing effective strategies for improved provision
- Ensures that procedures are in place to monitor, review and evaluate learning outcomes
- Attending cluster meetings to update and revise regional and national developments in SEND and Inclusion

Admission Arrangements

Students with SEND are considered for admission to the school on exactly the same basis as for students without SEND. Students who have an Education, Health Care Plan will be accepted, unless the school is unable to meet the identified needs.

The Role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that the admissions criteria will not discriminate against students with SEND
- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in school activities
- Having regard for the 2014 Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents/carers on the school's SEND policy

Arrangements for Complaints

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo or Head Teacher. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

Funding

Funding comes from three sources:

- The school - general budget – discussed with Governors
- The block allocation - from the L.A. for all children with SEND
- Exceptional Needs funding which is ring-fenced for the support of a named child

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

Storing and Managing Information

The following records are kept:

- The Provision map – used to outline extra support being given to pupils
- SEND IEP/Pupil Passport and reviews – These are written and shared with parents and children, they outline children's targets and how the targets are to be achieved. Parents have copies of these.
- Education and Health Care Plans
- Outside agency reports and guidance
- Impact logs

All records relating to special educational needs are treated as confidential and will be stored in a secure cupboard or drawer when not in use. All relevant documents are kept until the pupil leaves the school eg at secondary transition or to a new primary school.

APPENDIX 1 – All Saints, Datchworth School Offer

School Offer

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

- Monitoring progress-regular assessment
- Observations
- Questioning
- Formal and informal meetings with the Class Teacher, SENCO and head Teacher
- Share concerns-parental input
- Teacher assessment

2. How will school staff support my child?

- Class teacher-Quality first teaching
- TA support within the classroom
- Focus/small group teaching
- SENCO and Head Teacher
- Chat Club
- Target work suitable for their level
- Regular meetings between parents and teachers

3. How will I know how my child is doing?

- End of year report from teachers
- Open door policy
- Regular meetings between parents and teachers
- IEP (Individual Educational Plan) reviews
- Parents evenings are held twice a year

4. How will the learning and development provision be matched to my child's needs?

- Good Quality teaching from the class teacher
- Teachers knowledge of the child
- Careful planning-differentiation according to the child's needs
- Support staff-Teaching Assistants
- Input from outside advisors working with staff to ensure the child's needs are being met
- Appropriate resources allocated for the child
- Regular assessment
- Small group or one to one support where appropriate

5. What support will there be for my child's overall wellbeing?

- Extra adult help within the classroom
- Inclusive work, socially and academically
- Environment is tailored to the needs of each child
- School Council
- Assemblies and PSHE lessons
- Pupil voice-talking to the child

- Positive relationships between parents, school, children
- TA support
- Access to school family worker
- Links to Children's Centre

6. What specialist services and expertise are available at or accessed by the school?

- Family worker
- Bright Stars
- Speech and Language therapist
- Outreach - Woolgrove – specialist schools send trained support staff to support teachers and share resources
- Behaviour support
- Educational Psychologist
- SpLD base (specific difficulties in English and Maths)
- Autism advisory service
- Low incidence team (visual impairment etc)
- Counselling and related support services

7. What training have the staff, supporting children or young people with SEND, have or are having?

- School SENCO (member of staff has been especially trained to support all involved)
- In school training on a range of SEND needs
- Outside agencies, eg. Epi pen/First Aid give regular training courses to staff
- Class teachers regularly go on courses to learn more about individual needs
- Thorley SpLD (Speech and Language) base training
- Ongoing advice from outside specialists

8. How will you help me to support my child's learning?

- Regular meetings to give advice and to discuss your child's needs (IEP reviews) □
End of year report
- Share appropriate resources
- Parent workshops
- Family Support Worker
- Parenting courses can be accessed through your local Children's Centre □ Available at short notice

9. How will I be involved in discussions about and planning for my child's education?

- IEP (Individual Educational Plan) reviews to discuss appropriate targets in and out of the classroom
- Parent consultations
- Ad hoc informal meetings as necessary
- Meetings with outside agencies – e.g. CAF meetings for when multiple services are required
- EHCP (Educational Health and Care Plan) reviews

10. How will my child be included in activities outside the classroom including school trips?

- Risk assessments will be carried out prior to the trip to highlight any issues/difficulties there might be
- Extra adult help as appropriate, including one to one
- Parent discussions
- Trips tailored to whole classes need

11. How accessible is the school environment?

- All Hertfordshire schools comply to the equality act 2010 and will make reasonable adjustments if required
- One disabled toilet
- Access to outside via two doors

12. Who can I contact for further information?

- Class Teacher
- Head teacher/SENCO
- SEN Govenor
- Parent Partnership
- County-SEN Officer
- Health Worker
- Family Worker

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We will work closely with other professionals involved in your child's care, inviting them into school to work alongside us
- Liase with SENCOs/Teachers from Secondary Schools
- Extra secondary school visits are available to ensure a smooth transition
- Reception parents are invited to come in prior to their child starting to discuss any needs
- Transition support plans
- Internal transition meetings between class teacher and the next teacher
- Crucial Crew (Year 6)-Protective behaviour
- TA support for next stage education

14. How are the school's resources allocated and matched to children's special educational needs?

- School budget decided by the Head Teacher and Governors for SEND
- In exceptional circumstances additional funding can be applied for using High Needs (Exceptional Needs Funding) for individuals
- Within the budgetary constraints support is allocated according to the level of need

15. How is the decision made about how much support my child will receive?

- In consultation with the Class teacher, parents, SENCO and Head Teacher to discuss what is appropriate

- We will work closely with parents and other professionals to identify the needs of your child and allocate resources appropriately whilst ensuring the development of the child's independence

16. How I can find information about the local authority's Local Offer of Services and provision for children and young people with special educational needs and disability?

Information about the Hertfordshire Local authority offer can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>