All Saints Church of England Primary School

'Playing our part in in God's plan as we journey together to achieve the best for ourselves and others.'

Special Educational Needs and Disability Policy

Compliance and General Statement

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 January 2015.

Our SENDCo and Inclusion lead is **Mrs Clare Darling-Chalke**.
Mrs Darling-Chalke is a member of the school Senior Leadership Team. She works closely with the parents, staff and children to support an inclusive education for all pupils.

Mrs Darling-Chalke works in school on Mondays, Wednesdays and Fridays. She can be contacted by emailing **adminoffice@allsaints-pri.hants.sch.uk** or phoning the school on **01962 853179.**

Our Intent

- **Underpinned by our Christian values of Love, Hope and Community**

All Saints Church of England Primary School is a mainstream setting and we welcome all children whatever their abilities and needs. We aim to provide a secure and caring environment where all children are valued and respected and where children are given the opportunity to achieve their very best. We strive for excellence in all we do as a school. The children are encouraged to be courteous, co-operative, kind and considerate. In partnership with parents, we give the children in our care an inclusive atmosphere, based on respect for people's differences, and we show commitment to challenging and preventing any form of discrimination. Extra- curricular activities and before/after school provision is all accessible for all children with SEND.

- **We aim to;**

  - Identify children with special educational needs and disability (SEND) as early as possible
  - Enable children with SEND to have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs. **All teachers are teachers of SEND**
  - To have high expectations for our SEND pupils and strive to ensure they meet their full potential
  - To work with outside agencies and the Local Authority to ensure children have the resources and support appropriate to their needs and there is effective communication between all agencies involved
  - To work closely with parents, ensuring effective communication about the support in place for their child; working in partnership with parents is extremely important to our school
  - To give pupils a voice and input to their learning/decision making about their support
  - To provide training for all staff members on aspects of SEND
  - To create a fully inclusive society in which all members see themselves as valued for the contribution they make

Our implementation

- **Starts with ordinarily available provision (High Quality Inclusive Teaching)**

In the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (January 2015) it states: *"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and Colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*
The most effective way of closing the gap is through high quality, carefully differentiated and inclusive teaching."

All children have access to ordinarily available provision and inclusive teaching strategies, designed to meet their individual needs and to ensure progress. If children are identified as needing provision additional to or different from this, we may identify the child on our school SEND register as there may be underlying SEND needs.

- **Identification of Pupils**

At All Saints, we believe early identification and assessment is key to ensuring children are well supported. Children are identified through assessment procedures in school, through previous school records, parents, medical reports, liaison with outside agencies and the Local Authority.

We believe;

A child of compulsory school age or a young person has a learning difficulty or disability 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 (Code of Practice 2015)

Children are identified under the four broad areas of need,

Communication and Interaction
- Pupils with Speech, Language and Communication Needs (SLCN)
- Children with Autism (ASC)

Cognition and Learning
- Pupils with learning difficulties, this covers a wide range of need, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and children with profound and multiple learning difficulties (PMLD)
- Pupils with specific learning difficulties, such as dyslexia, dyscalculia and dyspraxia (SpLD)

Social, Emotional and Mental Health
- Pupils may experience a wide range of social and emotional difficulties that manifest themselves in different ways (SEMH)

Sensory and/or Physical Needs
- Pupils with a vision (VI) or hearing impairment (HI)
- Pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

- **Admission Arrangements and Transfer**

Children with special educational needs and disabilities are admitted within the criteria set in the school's admission policy and within the restraints of the school's staffing, resources and buildings. Disabled

access is in place via a ramp to the Hall and via the staff car park. There are accessible toilet facilities in the Key Stage 1 area and one disabled parking bay in the staff car park.
Full use is made of relevant information from early education provision or from other schools when children transfer to our school. Children and parents are given opportunities to visit and tour the school. New Year R parents are invited to attend a welcome meeting and have home visits. Information of pupils transferring to other schools from All Saints will be sent on and discussions held with receiving schools where possible. The Year 6 teacher and/or SENDCo will meet with Secondary school staff to transfer key SEND information.

- **SEND provision**

Once pupils are identified through assessment and identification procedures, the school has a graduated system of support that is used to meet individual needs.

Ordinarily available provision
Ordinarily available provision refers to the everyday support and resources that are available to all pupils in a school. It forms the foundation for an inclusive environment, ensuring everyone can succeed. This approach recognises that strategies which help pupils with additional needs also benefit all learners.

Each pupil will have access to ordinarily available provision, as planned by the class teacher. It may include additional support by the teacher or Learning Support Assistant in class.
Ordinarily Available Provision includes:
- Having high expectations for your child and all pupils within the class
- Teaching is based on building upon skills and knowledge the child already has and moving them forward
- Using different teaching styles, such as practical learning and using the outdoor space
- Specific strategies that may be suggested by the SENDCo and outside agencies involved with your child's care

Small Group Work
Pupils may have access to specific small group work. This support is available to any child within school. These groups may be run by the Class Teacher or Learning Support Assistants. These groups may work on English and Maths skills, or have a focus on friendship and social skills.

Specialist Small Group Work
Specialist groups are run for children who have barriers to their learning that high quality inclusive teaching alone may not be able to meet. Examples of these specialist groups are Speech and Language groups and Occupational Therapy groups. These groups are run with the support and advice from professional outside agencies and Learning Support Assistants will run these groups under the guidance of the SENDCo. In order for your child to access a specialist group, they would need to be identified by the SENDCo or by a professional, such as the Educational Psychologist (EP), Speech and Language Therapist (SaLT) or Occupational Therapist (OT). Parents would have given permission for these specialists to be involved with the care of their child.

Individual Support
If your child is showing a particular difficulty and making limited progress, the school may support your child by running an individual intervention. These are 1 to 1 short term programmes, designed to give your child intensive support for the area of difficulty presented. Programmes available within school are shown through the school's SEND provision map and change depending on need through the school. The suitability of the intervention programme is dependent on child's ability and age and the SENDCo with class teacher is responsible for organising this provision: trained Learning Support Assistants, the Wellbeing Lead or the SENDCo deliver these interventions within school.

Personal Support Plans
All children identified on the SEND Register will have a Personal Support Plan (PSPs). These plans have small targets and ideas to support your child in making progress. They are reviewed every term by the Class Teacher, SENDCo and any other adults working with your child. These are sent home so parents are aware of their child's individual targets and the small steps of progress the school is currently working on.

Pupils with an Education, Health and Care Plan (EHCP)

This type of support is available for children whose needs are severe, complex and long term. Children would usually require specialist support, such as from the Local Authority, Speech and Language Therapy, Educational Psychology Services or from Medical teams.

Pupils may join All Saints with an EHCP in place from their pre-school or previous school. The school will read through the arrangements and provision suggested in the EHCP and work in consultation with parents and professionals to put them into practice. Pupils with an EHCP have an annual review, in accordance with the Code of Practice 2015; they also have a Personal Support Plan, which breaks down the annual review into small termly steps.

Working with external agencies

The SENDCo, with permission from parents, may ask external professionals to support the school in assessing and evaluating an individual child's SEND needs. The following agencies can be accessed by the school;

- Hampshire Educational Psychology Service
- NHS Speech and Language Therapy
- School Nurse
- NHS Physiotherapy/Occupational Therapy
- Primary Behaviour Support
- Local Authority Services, such as Specialist Teacher advisers for Physical Difficulties, Visual impairments, Hearing impairments, Communication and Language Team

- **SEND Staffing**

Mrs Clare Darling-Chalke is the SENDCo within school and holds the National Award for SEN Co-ordination. Mrs Darling-Chalke is responsible for leading, evaluating and coordinating the SEND provision.

The SENDCo's key responsibilities are in line with the Code of Practice 2015 and include;

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

The school employs a team of Learning Support Assistants who support the school in meeting the needs of all learners. The school has a Wellbeing Lead, Nicolette Corney who works closely with the SENDCo and Headteacher to support the social, emotional and mental health of children, staff and parents at All Saints.

All of our pupils with an Education, Health and Care plan have their needs met by working with a team of adults in their class. We encourage all adults to work with all children in a team approach and we believe

this enables children to be as independent as possible, whilst having their special educational needs met.

- **Staff Training/Professional Development**

Training for all members of school staff is highly valued and considered to be extremely important for the needs of our children. The SENDCo and all other members of the school team are given the opportunity to attend relevant courses to develop their role/update knowledge. The SENDCo also provides training and holds weekly meetings in school for all Learning Support Assistants. All staff are part of the Performance Management yearly cycle and may have aspects of SEND as a particular focus in line with School Improvement Plan. The SENDCO is line manager to the Learning Support Assistants at All Saints.

Our Impact.

- **Successful Policy and Practice – Evaluating SEND provision**

The SENDCo reviews the success of provision and support in different ways. This includes the use of data analysis, Personal Support Plans, Performance Management of Learning Support Assistants and through the views of the children themselves. The use of pre and post intervention data can be used to ensure provision is successful, likewise teacher class assessments can show if provision has been effective. The SENDCo uses pupil voice to evaluate provision, particularly support for social, emotional and mental health difficulties. Learning Support Assistants form part of the evaluation process by working towards and meeting Performance Management targets. This evaluation process is also shared with Governors in an annual report and updates through the academic year.

Storing and Managing information

SEND files are kept within the SEND office which is locked except for working hours. Personal Support Plans are kept within teacher cupboards and are accessed by Learning Support Assistants. Year 6 files are transferred to pupil Secondary school in the summer term when requested. All other record keeping is in line with school confidentiality and ICT policy. *All records are treated with the utmost care and in line with a range of school policies informed by the Data Protection Act.*

Complaints procedure

Please refer to the school complaints policy, which provides a staged approach to dealing with complaints. The SENDCo will be made aware of any complaints with regards to SEND and will take appropriate action.

Reviewing the Policy

The policy is reviewed annually by the SENDCo with support from parents, teaching staff and Governors. The policy is approved by the Governing body and made available on the school website.

Please also refer to the School's SEN information report, which supports the Local Authority and the Local Offer. This can be found on the school website.

Reviewed – October 2025