



All Saints' CE Primary School

Special Educational Needs and Disability Policy

<i>At the time of publishing the following roles were held:</i>	
Head teacher	Ashley Ryan
SENDCO	Helen Jones
Governor with SEN responsibility	Anne-Marie Hall

Approved by ¹	
Name:	Sarah Blackburn
Position:	Chair of Governors
Signed:	
Date:	10 th December 2025
Review date:	Annually in Autumn

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This policy describes the SEND systems within school and details includes the new processes as required in the special educational needs and disability 0 – 25 Code of Practice 2015 (updated 2020).

Definition of Special Educational Needs and Disability:

A child is defined as having Special Educational Needs or Disability (SEND) when they have a learning difficulty or disability which calls for special educational provision which is additional to or different from that made generally for other children or young people of the same age. (Code of Practice 2015 (updated 2020))

The Special Educational Needs Code of Practice identifies four areas of Special Educational Needs and Disability these are:

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

It is recognised that many children with SEND experience difficulties that cover more than one area.

Support for children with Special Educational Needs and Disability

Aim

All Saints' CE Primary School will endeavour to ensure that the necessary provision is made for any pupils who have special educational needs both within the mainstream classes and the Strategically Resourced Provision and ensure those needs are made known to all who are likely to work with them.

Objectives:

- ❖ To provide an environment where barriers to learning and participation are reduced to a minimum. Therefore, encouraging children to feel respected, confident and able to succeed.
- ❖ To ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- ❖ To develop our links with the wider community through co-operation, involvement and consultation thereby fostering our ethos of inclusion.
- ❖ To recognise that partnership with parents plays a key role in enabling children and young people to achieve their potential.

Responsibilities for Coordinating SEND Provision:

Policy Determination	Governors & Headteacher
Establishment of appropriate staffing	As above
Monitoring work on SEND	Headteacher and SENDCO
Day to day management	Headteacher (keeping Governors informed)
Day to day operation	SENDCO
Reporting on policy	Governors

Special Educational Needs and Disabilities Coordinator:

Helen Jones

Nominated School Governor:

Anne-Marie Hall

Identification of Individual Needs

There are a number of ways in which a child's needs may be identified:

- ❖ Early Years Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEND.
- ❖ During a child's parent teacher interviews, the parents or class teacher may raise a concern.
- ❖ The child's class teacher may assess their needs and, in consultation with parents and SENDCO, identify the level of support they are likely to require.
- ❖ More formal assessments may be completed by any of the following: SENDCO, Teaching Assistant or other outside agencies.

The school's staged approach will be followed and information gathered will be shared with parents.

Monitoring Progress:

Monitoring individual pupil progress is essential school practice. The indicator for intervention is whether a child is making 'adequate progress'. The Special Educational Needs Code of Practice provides definitions of how 'adequate progress' can be measured. This includes progress that:

- ❖ Closes the attainment gap between the child and the child's peers
- ❖ Prevents the attainment gap growing wider
- ❖ Matches or betters a child's previous rate of progress
- ❖ Ensures access to the full curriculum

- ❖ Demonstrates an improvement in self-help, social or personal skills
- ❖ Demonstrates improvement in a pupil's behaviour
- ❖ Termly Pupil Progress meetings are held to monitor all children's progress

Once a child is placed on the School's Support register, the SEND Code of Practice outlines a model of action and intervention that is designed to help children towards independent learning. Intervention is implemented using a three-step approach:

- ❖ School support using internal strategies and interventions
- ❖ School support using external sources and interventions
- ❖ Referral for Statutory Assessment of Special Educational Needs, an application for an Education Health and Care plan

These stages outline the type of support that is offered.

School Support - Internal:

If a child has Internal School Support, they will have a School Support Plan with their specific needs detailed and the way in which they will be met. The interventions required will be additional to or different from those provided as part of the school's usual differentiated curriculum. Parents would be consulted and informed of the school's concern and proposed support. Initially, the child's class teacher would be primarily responsible for planning and delivering the appropriate support. In some cases, small group work with a Teaching Assistant may be provided.

For some children this level of individual support will be needed for some time. Others will make sufficient progress for the level of support to be removed. Some children will still cause concern and with the agreement of parents they will need to move to the next stage.

If a child's needs are specifically based around health, an individual healthcare plan will be drawn up with all relevant people.

School Support - External:

When a child requires input beyond that which the school can offer, support is sought from external agencies. A positive partnership is promoted between parents, school, and the outside agencies through the Early Help Assessment process. The child is given the opportunity to participate in constructing his/her programme of support as and when appropriate. The outside agencies that work with All Saints' CE Primary School include:

- ❖ The Educational Psychologist Service (EP)
- ❖ NHS Occupational Therapy Services (OT)

- ❖ NHS Speech & Language Therapists (SALT)
- ❖ Council-based Specialist Advisory Teachers
- ❖ The Child and Adolescent Mental Health Service (CAMHS). The CAMHS team include: psychiatrists, psychotherapists, clinical psychologists and family therapists. They offer assessments and a range of interventions including family therapy, individual therapy and group therapy according to the need of the child or young person
- ❖ Parent Partnership Service. (PPS) This service supports parents with children who have Special Educational Needs
- ❖ NHS School Nurse Service

The support provided by these professionals is reflected in the School Support Plan and monitored closely. There are several possible outcomes at the end of an intervention from the outside agency. Children are:

- ❖ No longer designated as having Special Educational Needs
- ❖ Returned to Internal School Support
- ❖ Considered as a candidate for request for Statutory Assessment for an Education, Health and Care plan

Request for Statutory Assessment

School or parents may request a statutory assessment from the LA when, despite an individual programme being provided for a pupil for a period of time, the child progress remains a significant cause for concern.

The school will work with the parents and external agencies as appropriate in order to gather the information which needs to be considered by the authority.

An Education, Health and Care Plan (EHC plan) will be provided by Cumberland Council where after a statutory assessment, the LA considers the child requires provision beyond what the school can offer.

The EHC plan is a legally binding document which includes details of learning objectives for the child. It must be reviewed annually and parents and all professionals involved with the pupil will be invited to attend.

Provision for children with Special Educational Needs

We recognise that it is the child's entitlement to have access to the whole curriculum. The curriculum for a child with SEND is adapted as needed. Planning for the appropriate provision will take into consideration:

- ❖ The use of appropriate adaptive practises to ensure the curriculum is accessible for all
- ❖ The use of Teaching Assistant support
- ❖ The balance between in-class/ withdrawal support
- ❖ The School Support Plan programme of targets
- ❖ How success is to be measured
- ❖ Advice from Specialist Advisory Teachers

Learning support is provided with the specific aim of equipping the child to take his/her place alongside his/her peers, to experience the full curriculum adapted according to need.

The programme of support reflects the partnership between the child, teacher, parents, teaching assistant and other relevant agencies.

Support strategies may include:

- ❖ Target grouping for Numeracy and Literacy
- ❖ Short term individual and group teaching/support session with a Teaching Assistant to address specific gaps
- ❖ Co-operative grouping, for example gender specific or mixed ability
- ❖ Pair working, peer tutoring and buddying
- ❖ Specially prepared learning materials
- ❖ Signs and symbols
- ❖ Disability access
- ❖ Use of appropriate ICT equipment
- ❖ Specialist equipment
- ❖ Counselling and social skills programmes

Day to day planning of the curriculum will be the responsibility of the class teacher in conjunction with the SENDCO.

Working in Partnership

All Saints' CE Primary is committed to working in partnership with parents, children, and other members of the school community as well as outside agencies to provide for the needs of every child.

The school recognises that parents have knowledge and experience that will contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Parents will be informed of the progress their children are making in the two Parent / Teacher interviews that are held each year and in the written report that is sent home. There are also review meetings for children with an Education, Health and Care plan.

Children and young people with special educational needs have knowledge of their own needs and what may help them in their learning. They will be encouraged to participate in and contribute to the assessment of their needs, the review and transition processes where possible and appropriate.

The school will facilitate all staff to develop their knowledge about children's special educational needs and what they may do to support them through a range of continuing professional development opportunities.

Links with other schools, including special schools are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure these are made as smooth as possible.

All Saints' CE Primary works in partnership with professionals from Health, Social or Educational Services in assisting and planning future support. Voluntary Organisations may be consulted as appropriate.

Evaluation of SEND Policy

The school's Governing Body regularly evaluates the provision the school makes for pupils with SEND.

If Parents have a concern about the progress their child is making, they should contact the child's teacher or the SENDCO.