



Nicholas  
Chamberlaine's  
School Foundation



The Diocese of Coventry



# **All Saints Bedworth C of E Primary School and Nursery**

## **Special Educational Needs (SEN) and Inclusion Policy**

*Updated:* February 2020

*Review date:* February 2022

## Rationale

At All Saints we are working to provide all our children with the fertile soil in which they can grow to be the best that they can be in all areas of their lives. We wholeheartedly adhere to the belief expressed in the Church of England's Vision for Education (2016) that *"We aim to deliver excellence in education and want the very best outcomes for children and young people so that they can achieve their fullest potential.... With many schools reporting that they feel under increasing pressure to make artificial choices between academic rigour and the wellbeing of their pupils, we are unequivocal in our message that there is no such distinction – a good education must promote life in all its fullness"*

We therefore embrace Christian values alongside our Learning Values and our school vision sets out how we will nurture the whole school community to 'grow' in every sense of the word.

## School Vision, values and mission

At All Saints we are building our vision around the *Parable of the Sower*.

"The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop." Luke 8:15

We are committed to ensuring that we provide the fertile soil in which everyone can grow to be the best that they can be. We use the statement *'Learning and Growing together to be the best that we can be'* to summarise our Vision.



## INTRODUCTION

At All Saints we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities. The needs of a significant minority of the children require consideration beyond that given to other pupils (a Special Educational Need or disability or SEND). Government Legislation dictates the framework within which the school operates (the Special Educational Needs and Disability code of practice: 0 to 25 yrs 2014, the Children and Families Act 2014, the Equality Duty Act 2010, and the Special Educational Needs and Disability Regulations 2014), and further guidance is provided by both the Government and Local Authority.

## SCHOOL AIMS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

In addition to whole school aims, the aims of the schools approach to SEND and Inclusion are:

1. All children should reach their full potential and develop in a happy and relaxed way to become independent and confident.
2. All children should become confident individuals, and make a successful transition into secondary education, and beyond that into adulthood
3. All children will have access to a broad and balanced curriculum, and teachers will set high expectations of all pupils, whatever their prior attainment
4. We will support pupils' learning without making them feel different or inferior to their peers.
5. We will, if necessary, enlist the help of parents, governors, support services and outside agencies and work in partnership with them.
6. We will keep parents and carers informed about SEND provision we are making for pupils, and involve them in decision making processes as much as possible

7. We will make sure that our information is up to date; that careful records are kept of the child to ensure that the correct targets are being set; and that the child's achievements are being dealt with in a positive way. These records will be relevant, informative and regularly updated.
8. We will carefully plan provision for pupils with SEND to ensure that they make good progress over time, and will regularly review provision to ensure it continues to meet the needs of each pupil
9. We will make reasonable adjustments (including the provision of aids and services for disabled pupils) to prevent pupils with SEND being put at a disadvantage
10. We will identify a pupil's individual needs and take steps work co-operatively with all staff to address those needs within the context of the National Curriculum and the school curriculum as a whole, taking account of the SEN Code of Practice (2014) and other relevant legislation and guidance

## **SCHOOL ADMISSIONS**

In line with the School Admissions Code of Practice and the Equality Act 2010, the school will not discriminate against pupils with SEN or disabilities when considering admissions. All applications from pupils with a SEN or disability will be considered in the same way as applications for pupils who do not have a SEN or disability.

## **THE SPECIAL EDUCATIONAL NEEDS AND INCLUSION COORDINATOR**

Mr Kerry O'Grady is the named SENDCo for the school and Mrs Donna Eller is Inclusion Leader. Day-to-day matters relating to SEND are managed Mrs Eller, who is supported by Mrs Angela Greenway (Inclusion Co-ordinator) and Mrs Jacqui Godden (Inclusion Assistant). They form the Inclusion Team who look after and oversee Special Education Needs in the school. They can be contacted through the school office on 02476 313387 or [admin3301@welearn365.com](mailto:admin3301@welearn365.com).

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The school recognises the importance of early identification. Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. A pupil will be identified as having a SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Class teachers and subject leaders will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised as:

- Progress that is significantly slower than that of their peers starting from the same baseline
- Progress that fails to match or better the child's previous rate of progress
- Progress that fails to close the attainment gap between the child and their peers
- Progress that widens the attainment gap

This can include progress in areas other than attainment – for example, where a pupil needs to make additional progress with wider development or social needs. Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN. However, it may be an early indicator of a range of learning difficulties or disabilities. All adults who work with children in school will be alert to emerging difficulties and respond early. School staff will communicate concerns to parents and carers, and will be responsive to parents who express their own concerns.

**In all cases where there is a concern about lack of progress or poor attainment, the first response will be high quality teaching targeted at a pupil's identified area/areas of weakness for a period of at least half a term.**

Where progress continues to be less than expected, the class teacher, working with the Inclusion Team, will assess whether the child has an SEN. In deciding whether to make special educational provision, the class teacher and Inclusion Team will consider all of the information gathered from within school about the pupil's progress, including high quality and accurate formative assessment and other class records.

## **CATEGORIES OF SPECIAL EDUCATIONAL NEED**

When it has been determined that a child has a SEN, the school will consider under which category or categories this falls and will plan support accordingly.

### 1) Communication and interaction:

For example:

- Speech, language or communication needs (SLCN)
- Difficulties with making themselves understood
- Difficulties with understanding or using social rules of communication

### 2) Cognition and learning

For example:

- Moderate learning difficulties (MLD) – children who learn at a slower pace than their peers, even with appropriate differentiation
- Severe learning difficulties (SLD) – children who are likely to need support in all areas of the curriculum
- Profound and multiple learning difficulties (PMLD) – children are likely to have severe and complex learning difficulties as well as physical or sensory impairment
- Specific Learning difficulties (SpLD) – children who have specific difficulties in one aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

### 3) Social, emotional and mental health difficulties

For example:

- Children who display challenging, disrupting or disturbing behaviours as a result of social and emotional difficulties
- Children with underlying mental health issues such as anxiety, depression, self-harming, eating disorders or physical symptoms that are medically unexplained
- Children with disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

### 4) Sensory and/or Physical needs

For example:

- Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided
- Visual impairment (VI)
- Hearing impairment (HI)
- Sensory Processing difficulties
- Children with a physical disability (PD)

## SCHOOL SEN SUPPORT REGISTER

When a child has been identified as having an SEN, they will be added to the school's SEN Support Register by the Inclusion Team. Parents, class teachers, external agencies and all additional adults who work within the child's class will be made aware of this. Class teachers will keep a copy of the SEN Support Register for their class and will ensure that provision for all pupils on this register is planned.

## PROVISION FOR PUPILS WITH IDENTIFIED SEN

The school will follow an 'Assess – Plan – Do – Review' model as outlined in the SEN Code of Practice 2014.

### Step 1 - ASSESS: Information gathering

- The class teacher, teaching support staff and the Inclusion Team will consider all of the information gathered from within school about the pupil's progress, including high quality and accurate assessment and other class records.
- A discussion with parents will take place to develop a good understanding of the pupil's strengths and difficulties, including discussing outcomes and next steps for the child.
- Minutes of these early discussions will be kept in school records.

### Step 2 – PLAN : Writing Individual Education Plans (I.E.Ps) / Pupil Profiles / Intervention plans

- The class teacher, with support from the Inclusion Team / external agencies as required, will identify key strategies / targets to support the child
- The plan will outline the adjustments, interventions and support to be put in place under three separate categories: Universal Provision, Targeted Provision and Higher Needs Provision
- I.E.Ps and Pupil Profiles documents will be shared with parents/carers at least three times per year

### **Step 3 – DO: Implementing IEP targets / interventions**

- The class teacher will remain responsible for planning and delivering activities for the child on a daily basis.
- Where interventions or support involve group or 1:1 teaching away from the main class (e.g. supported by a Learning Support Assistant) the class teacher will still retain responsibility for the pupil
- The class teacher will work closely with any learning support assistant staff or external agencies involved and will continue to assess the impact of the support and interventions and how they can be linked to classroom teaching
- The Inclusion Team will act as a source of advice when necessary

### **Step 4 – REVIEW: Reviewing progress after an agreed date and setting new targets**

- The effectiveness of the support and interventions will be reviewed at least termly
- This review will feed back into the assessment of the child's needs, and new Individual Provision Review targets/strategies will be agreed as appropriate.

## **INDIVIDUAL EDUCATION PLANS / PUPIL PROFILES**

All pupils identified as having SEN will have targets/strategies written into an IEP document by the class teacher at least three times per year (termly). Provision for pupils will fall under some or all of the following categories:

### **A) Universal Provision: Provision that supports the whole class that all adults need to be aware of and promote**

For example:

- Adaptations to the classroom environment to support the pupil
- Adaptations to teaching and learning styles that support the pupil
- Access to specific resources to support the pupil (such as concrete apparatus in maths, word mats, structured planning support for writing)
- Communication Friendly Environment strategies (such as visual timetables, visual word mats)

### **B) Targeted Provision: Provision targeted to meet the specific needs of the pupil that is additional to and different from Universal Provision (normally on advice of external agencies)**

For example:

- Access to regular, structured teaching or activities given to a small group of pupils (such as group Reading, Writing or Maths interventions)
- Changes to the classroom environment or teaching and learning outcomes based on advice from external agencies
- Support from staff who have received training matched to the specific needs of the pupil

### **c) Higher Needs Provision: Types of provision that a few pupils might need as well as Targeted Provision, if Targeted Provision alone does not enable them to make consistent progress**

For example:

- Ongoing, regular, structured small group or 1:1 teaching or activities delivered 3 or more times per week by trained staff with ongoing advice from external agencies
- Highly structured routines with individual support and/or prompts
- Pupil-specific changes to the school or classroom environment, following advice from an external specialist

The Inclusion Team uses the Warwickshire County Council SEND Provision Matrix (2015) to identify examples of Universal, Targeted and Higher Needs provision that the school could implement to support pupils who are not progressing at the rate the school would expect. Parents and carers may also want to refer to this document as a guide. It can be found here: <https://apps.warwickshire.gov.uk/api/documents/WCCC-1090-114>

## **INVOLVING SPECIALISTS AND EXTERNAL AGENCIES**

The school will involve specialists where a pupil continues to make less than expected progress, despite support and interventions matched to the pupil's needs. It may also involve specialists at any point to advise on early identification of needs and effective intervention and support. Colleagues from the following support services (and others) will be involved when necessary:

- Specialist Teaching Service (STS)
- Educational Psychologists (EPS)
- Health visitors/school nurses

- Occupational Therapy
- Speech and Language Support Services
- RISE/Child and Adult Mental Health Services (CAMHS)

## **REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT**

Where, despite the school having taken all appropriate action to identify, assess and meet the SEN of a child, there continues to be less than expected progress, the school or parents can consider requesting an Education, Health and Care (EHC) assessment. This is a formal assessment of a pupils needs by the Local Authority which may result in an Educational and Health Care Plan (EHC Plan). Following a request for an EHC needs assessment, the local authority will determine whether to move forward with this request, depending on the evidence it has been presented with. The Local Authority will consider whether there is evidence that despite the school having taken relevant action to meet the needs of the child, they have not made expected progress.

The Local Authority has a duty to communicate with parents or carers when it has received a request for an EHC assessment, and will continue to communicate decisions it makes throughout the assessment process. The Local Authority also has a duty to consult with the child throughout the assessment process, and when planning for an EHC Plan.

Further information on the EHC needs assessment process, including timescales and how information will be shared with parents can be obtained by contacting Mrs Eller.

Parents may also want to refer to the Special Educational Needs and Disability Code of Practice 2014.

## **EDUCATION AND HEALTH CARE PLANS**

Where, in light of an EHC assessment, it is necessary for special educational provision to be made in accordance with an EHC Plan, the local authority will write the EHC Plan. When writing an EHC Plan, the following principles and requirements apply to those contributing to the preparation of the plan:

- Decisions made about the content of EHC Plans should be made openly and collaboratively with parents and children
- EHC Plans should describe positively what the child can do and has achieved
- EHC Plans should be clear and concise and accessible to parents and children
- Outcomes in EHC Plans should be SMART (specific, measurable, achievable, realistic time-bound)
- EHC Plans should show how education, health and care provision will be coordinated
- EHC Plans should be forward looking – e.g. anticipating transition points
- EHC Plans should describe how informal (family and community) support can help in achieving outcomes
- EHC Plans should have a review date

Further information on the content of EHC Plans, how EHC Plans are reviewed and Personal Budgets can be obtained by contacting Mrs Eller.

Parents may also want to refer to the Special Educational Needs and Disability Code of Practice 2014 or look at the following link from Warwickshire County Council SEND - <https://www.warwickshire.gov.uk/requestehcassessment>

## **SEN STAFFING / ROLES AND RESPONSIBILITIES**

### Inclusion Team

- Mrs Kerry O’Grady is the named Special Educational Needs Coordinator. She has the National Senco Award Qualification
- Mrs Eller is the Inclusion Leader and oversees the day-to-day running of SEN
- Mrs Angela Greenway is the Inclusion Co-ordinator
- Mrs Jacqui Godden is an Inclusion Assistant

They have responsibility for co-coordinating the day to day provision for students with special educational needs at All Saints

### Inclusion Team Roles and responsibilities:

- To oversee the day-to-day operation of the school’s SEN policy
- To co-ordinate provision for children with SEN
- To advise on the graduated approach and by providing SEN support (Assess-Plan-Do-Review)
- To liaise with parents of pupils with SEN

- To liaise with the Local Authority, early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- To work 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
- To update and publish the schools SEN Information Report annually
- To ensure that accurate and appropriate records are kept, including the SEN register and Individual Provision Review documents
- To update their own knowledge through courses and reading and pass on relevant knowledge to other members of staff at staff meetings.
- To identify SEN and inclusion CPD needs and opportunities for staff, and to arrange this CPD when appropriate (for example, in INSET days)
- To take responsibility for purchase and organisation of central resources for special needs.
- To manage arrangements for monitoring, reviewing and evaluating the effectiveness of the provision for SEN.
- To report on the effectiveness of SEN and inclusions provision to the governors.

#### Head Teacher / Governors:

The Inclusion Team works closely with the Head Teacher and the SEN Governor and reports back to them regularly.

#### Head Teacher roles and responsibilities

- To oversee the school policy for SEN and inclusion.
- To ensure high standards and expectations for all pupils in school.
- To support and promote the work of the Inclusion Team.
- To liaise with outside agencies, support services and the LA, in collaboration with the inclusion team
- To ensure adequate finance is available for resources, professional development etc.
- To keep governors informed of SEN issues and financial implications through the Resources Committee.

#### Governors' role and responsibilities

- To identify one governor with a special interest in SEN, who will meet with the Inclusion Team and Head teacher, monitor provision and present termly reports to the governing body.
- To keep up to date on the school's policy and practice.
- To keep up to date with legal and statutory obligations towards SEN and inclusion
- To ensure that money is set aside in the budget to secure SEN resources.
- To ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils.
- To ensure that pupils' special educational needs are identified and provided for.

#### Class Teacher roles and responsibilities

- To meet the needs of all the children in the class through quality first teaching
- To keep careful records and observe children, to discuss with other teachers and parents to build up a picture of each child in the class.
- To build up children's confidence and self-esteem through a positive approach.
- To plan for differentiation and progression for all pupils
- To involve children and parents in the setting and review of targets as appropriate.
- To identify pupils experiencing difficulties, who will need interventions in addition to, or different from, those already provided by the usual differentiated curriculum.
- To keep accurate records of progress of all pupils, and in particular measure progress against specific outcomes for SEN pupils.
- To discuss concerns with the Inclusion Team, Headteacher and parents/carers, and try alternative strategies in the classroom to resolve problems.
- To write and review Individual Provision Review documents termly
- To manage the delivery of the Individual Provision Review targets and strategies by supporting learning support assistants, and monitor progress regularly

- To inform parents about progress.
- To contribute to monitoring and review procedures.
- To complete the SEN Referral Form and forward to the Inclusion Team.

#### Teaching Assistant Level 1 and 2 roles and responsibilities

- To work alongside teachers supporting their planned learning objectives.
- To help individual children advance the targets on the IEP documents.
- To keep weekly records of work with pupils on the school's SEN Register
- To report observations in order to help for further planning.
- To be involved in relevant Inset.

#### **STAFF TRAINING**

All staff are encouraged to develop their own skills in school through learning from colleagues and supporting each other. Colleagues from the Specialist Teaching Service (STS) are available in school weekly to provide support on request, and some more formal training and support sessions from STS are planned over the course of the year. When appropriate, individual staff will be given the opportunity to attend external training. Part of the Inclusion Team's role is to develop awareness of resources and practical teaching procedures for use with students with SEN. The Inclusion Team contributes to the 'sharing of good practice' sessions at staff meetings and to longer sessions on INSET days. They liaise with the Headteacher to ensure training needs are met.

#### **ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS / CARERS**

The concept of parents as partners is central to the SEN and Disability Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any significant difficulties should be made known to parents at the earliest stage. Parents/carers are encouraged to make informal arrangements with class teachers to discuss ongoing progress throughout the school year. Parents/carers will also be encouraged to attend review meetings/parent interviews, where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss the IEP targets with the class teacher/Inclusion Team and how they can support them at home. Parents can access more information about the school's approach to SEN through the SEN Information Report, which is available on the school website. We recognise the value of parents'/carers' knowledge of their children and will seek to use that information in planning support for pupils.

#### **MONITORING AND EVALUATING THE PROVISION FOR SEN IN THE SCHOOL**

The following evidence may be used to monitor and evaluate the effectiveness of SEN provision:

- a) the progress pupils on the SEN Support Register are making
- b) the amount of identified teaching time available to support SEN pupils;
- c) the number of planned programmes of intervention and support;
- d) the amount of the budget allocated to SEN by governors;
- e) teachers' planning showing evidence of differentiation for pupils with SEN;
- f) INSET time allocated to staff development with reference to special educational needs;
- g) the proportion of parents attending or contributing to reviews and consultations;

#### **COMPLAINTS PROCEDURE**

Members of the Inclusion Team are available to talk to parents and listen to any concerns they may have. If a parent feels that their concerns are not being responded to then the school has a formal complaints procedure. In the first instance, parents should make an appointment to speak to the Inclusion Team and/or the Head of School. If a parent still feels that their concerns have not been responded to effectively, the governing body, and/or the Local Authority may become involved. The SEN Code of Practice also outlines additional measures that the Local Authority must set up for preventing and resolving disagreements.

#### **POLICY REVIEW**

This policy underwent a review in February 2020 by the Inclusion Team. It was agreed by the Governing Body in  
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