SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

All Saints Church of England Primary School

Approved by: Head Teacher	Date: September 2026
Last reviewed on: September 26	Next review date September 2027

Our All Saints family shall arise and shine for the light of The Lord is upon us.

All of our policies are written with the aim of improving our school and of realising our Christian vision:

Our All Saints family shall arise and shine for the light of The Lord is upon us.

Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our community to flourish and to ensuring that even in the darkest of times, when we follow the word of God, we can all live out our values to **ARISE** (achieve, respect, include, support and enjoy) when at school and **SHINE** long into our future.

Based on the teachings of Isaiah 60:1

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The National Curriculum in England Key Stage 1 and 2 Framework document 2013
- Teachers' Standards 2012

This policy has due regard to statutory and non-statutory guidance, including. But not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2025) 'Keeping children safe in education'

This policy operates in conjunction with, but not limited to the following All Saints policies:

- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy

Aims

- To ensure all children have full access to a creative, broad and balanced curriculum
- To monitor the progress of all children to aid the earliest possible identification of SEND
- To ensure that all pupils of whatever ability, achieve their full potential
- To promote equality of opportunity
- To ensure that parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- To promote effective partnership and involve outside agencies where appropriate
- To work within the guidance provided in the SEND Code of Practice 2015 including following the graduated approach

At All Saints we are committed to high achievement for all, supporting pupils and families in ensuring all children have an entitlement to be educated alongside their peers in their local community. Our strong Christian ethos is visible and apparent throughout the school; adults and children have a great deal of respect for each other and relationships are accepting and supportive. As an inclusive community, we are committed to removing the barriers to learning ensuring equality of opportunity is a reality for all regardless of their social background, ethnicity, health or academic ability. We strive to enable each and every one of our pupils to become a confident, secure, independent and resilient learner.

This policy reflects the school's commitment to supporting the wide range of special needs that children may experience either short term or long term. Definition of Special Educational Needs and Disability in The Code of Practice (2015) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child is identified as SEND when their learning difficulty or disability requires provision that is additional to or different from that which is provided for others of the same age in mainstream schools.

At All Saints our expectations are based on our core Christian values of Achieve, Respect, Include, Support, Enjoy (ARISE) and our school vision 'Our All Saints Family shall ARISE and shine, for the light of the Lord is upon us."

Roles and Responsibilities

The governing body will be responsible for:

- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing
- Appointing an individual governor or sub-committee to oversee the individual school's arrangements for SEND
- ensuring that there is the best possible provision for pupils with special Educational Needs and all governors understand their duty of care

The SEN Governor has responsibility to:

- assist and advise the governing body on fulfilling its SEND responsibilities
- ensure children with SEND are included in activities with other children, so far as this is reasonably practical and compatible with good education for all
- ensure budget allocation takes account of staffing, training and resourcing requirements for individual children
- be aware of the implementation and effectiveness of the school's policy by monitoring for example:
    - the existence of accurate and up to date record keeping, including achievements
    - the number of review meetings held for SEND pupils
    - feedback from pupils, parents and staff
    - the standards and progress of pupils with SEND
    - awareness of the nature of needs and the demands these make

The Head teacher will be responsible for:

- Communicating with pupils with SEND and their parents when drawing up policies that affect them
- Appointing a designated teacher for LAC, where appropriate
- Securing the special educational provision called for by a pupil's SEND
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND
- Publishing annual information, setting out the measures and facilities to assist access for pupils with disabilities on their school's website
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to

assist pupils with SEND, and their school's accessibility plan on their school's website

- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan
- Cooperating with the LA in drawing up and reviewing the Local Offer
- Ensuring that teachers monitor and review pupils' progress during the academic year
- Ensuring that the SENDCO has sufficient time and resources to carry out their functions
- Providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of their school's performance management arrangements
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils

The SENDCO will be responsible for:

- Collaborating with the governing board and head teacher, to determine the strategic development of the SEND policy and provision in their school
- Working with the relevant governors and the head teacher to ensure that their school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with an Equal Opportunities Policy
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to their school for pupils with disabilities
- Identifying, assessing and making provision for all pupils with SEND, whether or not they have an EHC plan
- Preparing the SEND information report and publishing it on their school's website
- Cooperating with the LA during annual EHC plan reviews
- Liaising with the designated teacher for Looked After Children (LAC) to ensure that the needs of the pupils are fully understood by relevant staff

- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans
- The day-to-day operation and implementation of the SEND policy
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans
- Advising on a graduated approach to providing SEND support
- Advising on the deployment of their school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with the parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required
- Being a key point of contact for external agencies, especially the LA and LA support services
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family
- Ensuring, as far as possible, that pupils with SEND take part in activities run by their school, together with those who do not have SEND
- Ensuring that their school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy
- Supporting class teachers in informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made
- In collaboration with the head teacher, identifying any patterns in the identification of SEND within their school and comparing these with national data
- Participating in training and CPD opportunities
- Providing training to relevant class teachers
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support

Classroom teachers will be responsible for:

- Identifying, assessing and making provision for all pupils with SEND, whether or not they have an EHC plan

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving
- Ensuring every pupil with SEND is able to study the full national curriculum
- Being accountable for the progress and development of the pupils in their class
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include name of relevant figures

Definition of Special Educational Needs & Disability

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *Have significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition above or would do so if special educational provision was not made for them.

(taken from Section 20 of The Children and Families Act 2014)

All Saints is committed to early identification of special educational needs. When a child has been given targeted short-term provision within the class and yet they are still making insufficient progress, has had difficulties noticed through formal assessment (FSP, Phonics Screening, KS1 SATs, end of term assessments) or the teacher has other general concerns about a child, they may inform the SENDCo. A range of evidence is collected and a decision is made whether additional and/or different provision is necessary. The purpose of identification is to work out what action the school needs to take, to enable the child to make progress. Through the

identification process we consider the needs of the whole child and not just the Special Educational Needs of the child.

Under the Code of Practice (2015) there are four broad areas of need which must use to describe a child's difficulties in the context of all the school knows about the child. These areas are:

- Communication and interaction **-** This includes children with speech and language delay, impairments or disorders, hearing impairments, social interaction difficulties, and those who demonstrate features within the autistic spectrum
- Cognition and learning **-** This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia
- Social, emotional and mental health - This includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration
- Sensory and/or physical needs - This includes children with sensory, multi-sensory and physical difficulties

Children must not be regarded as having a learning difficulty solely because of the following:

- Disability (the Code of Practice outlines the Reasonable Adjustments duty for all settings and schools provided under the current Disability Equality legislation, these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of Service Personnel
- Behavioural difficulties

Identifying Special Educational Needs & Disability

All Saints have a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improve long-term outcomes for our children. For this to happen the following triggers can be used to identify children of concern:

- makes little or no progress widening the gap between self and the majority of peers
- information from the parent/carer/child
- information from the class teacher and other staff

- feedback from a service provided e.g. social care
- records from transfer school
- medical records
- specific assessments
- observation

The Graduated Approach

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

(Taken from Section 6 of the Code of Practice 2015)

The Graduated Approach involves four steps within a cycle; these are **Assess, Plan, Do** and **Review.**

Class teachers are responsible for the progress and development of the children in their class, including where children access support from Teaching Assistants or specialist staff. They will ensure high quality teaching within lessons and differentiate tasks for individual children. Teachers regularly track the progress of each of their children and give targets to any that are at risk of underachievement. Staff receive training where necessary to increase their SEN knowledge and strategies to support children.

If a teacher or parent has concerns for the child and their development, the first step is to respond to their needs through Quality First Teaching, where the implementation of classroom-based strategies will personalise and differentiate the curriculum. Progress will be monitored and reviewed by the class teacher for 6-8 weeks. If these strategies have been successful, this differentiated approach will continue. If, however, there is no improvement, class teachers will identify additional equipment or support. Parents will be kept informed and these class-based interventions will be reviewed after 6-8 weeks. Again, if there is an improvement, these strategies remain in place. However, if they are unsuccessful, the class teacher will involve the SENDCo and the Graduated Approach will be implemented.

Assess - When deciding if a child should have special educational provision, the teacher will involve the SENDCo to gather information on a pupil's progress, observations and formative assessments.

For higher levels of need, more specialised assessments may be carried out by external agencies and professionals. Information and concerns from the parents will be gathered from meetings with the teacher/SENDCo (by phone/ in person as well as parents evening) to get a whole picture of the child and their needs.

Plan - Through the assessing process, barriers to learning may be highlighted. The information gathered will aid the class teacher to identify clear outcomes that are to be achieved within 6-12 weeks, depending on the provision. The extra provision will be recorded by the class teacher on the Year Group Intervention plans and School Provision Map, which will show the child's entry and exit data. Parents will be informed of the planned support and provision

Do - The targeted support will be carried out and the effect monitored by the class teacher, teaching assistants and/or specialist staff. If necessary, the provision may change within the 6-12 weeks to adapt and reflect the needs of the child.

Review - After 6-12 weeks, the teacher will, with the support of the SENDCo, review the child's progress. In discussion with the parents about their child's progress, a decision will be made as to whether further support is necessary. If it is decided that further support is necessary, the cycle for the Graduated Approach begins again.

Where a child continues to have difficulties despite further interventions, advice will be sought from external services with parental permission. All external advice and support received will be recorded, shared with relevant staff and kept in the child's file.

Where there may be a significant cost to an individual school to secure the appropriate support for the child it may be necessary to apply for additional funding in order to provide additional support, however this is at the discretion of the Local Authority.

Where the need is significant (as discussed through the review process), an application will be made to the Local Authority for an Educational Health Care Plan (EHCP). This plan will be drawn up in consultation with the parents, child and relevant services. It will be reviewed annually.

Partnership with Parents & Carers

All Saints will work in partnership with parents & carers by

- working effectively with all agencies

- encouraging them to inform school of any difficulties they perceive their child may have, and discussing ways in which their child may be supported
- agreeing targets for their child, enabling them to play an active and valued role in their child's education
- regular communication
- providing support during SEND assessments and any decision-making processes
- informing them of any additional support available outside the school setting (ie, The Local Offer, Parent Partnership etc.)

Involvement of Pupils

We recognise that all children have the right to be involved in making decisions and exercising choice (SEND Code of Practice) to ensure that there is a 'person centred approach' to learning.
All children are involved in monitoring and reviewing their progress by:

- sharing their views about their education and learning, contributing to their School Based Plans (SBP)
- identifying their own needs and areas of strength
- understanding how they learn best
- understanding their targets for basic skills and specific areas of need

National Examinations

Children entering statutory and other tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCO will make the necessary arrangements in line with statutory guidance.

Transition

Please refer to our Admissions policy. Personalised transitions may be required, and these will be discussed with parents & carers upon admission. These are explained within the SEND Information Report.

Medical Conditions

All Saints recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. 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. If a child has a particular medical need, a Care Plan will be put in place which is agreed between the parents/carers and staff.

Some children may have a statement or Education, Health and Care (EHC) plan that brings together their health and social care needs, as well as the special educational provision that would be followed in line with the SEND Code of Practice (2015).

Exiting SEN Support

When children receive SEN support, this is not necessarily for the whole of their school life. If children close the gap with their peers and their needs can be met through Quality First Teaching, the child will be removed from SEN Support. This will be in response to the Review process of the Graduated Approach, where the progress of the child will be discussed between the class teacher, parent and SENDCo. When all agree that the child no longer needs the extra assistance with their learning, SEN Support will cease.

Complaints Procedure

Children, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SEND Team Lead/Phase Leader/Head Teacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors.

Parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustment, including the provision of auxiliary aids and services

Statement of equality

This policy serves to ensure that all members of the All Saints family, whatever their background, disability, ethnicity, gender, learning difficulty, nationality, religion or sexual orientation are welcomed, dealt with fairly and are treated with dignity and respect.