ALL SAINTS ACADEMY PLYMOUTH

**LOVE** We listen with compassion and care.

**LEGACY** We create lasting change and long-term success.

**BRAVERY** We ask difficult questions and put the child first.

# How We Identify SEND
## at All Saints Academy Plymouth

**Ensuring the right support, at the right time, for the right reason**

### 1 CONCERN RAISED

Concerns may arise through:

- Parent or carer voice
- Student voice
- Teacher/HoY observations
- Academic data
- Literacy screening & assessments
- Student self-reporting
- Safeguarding information
- Pastoral information

### 2 EVALUATING SUPPORT THROUGH ORDINARILY AVAILABLE PROVISION

All pupils first receive Ordinary Available Provision that is:

- High-quality adaptive teaching
- Pastoral support
- Classroom consistencies
- Ordinarily Available Provision

Many pupils' needs are successfully met through the Ordinary Available Provision and existing school systems.

**We will not add a child or young person to the SEND Register unless they have a Formal Diagnosis or have needs that are not explained by Contextual Factors.**

Needs met through OAP – continue to monitor and support.

### 3 CONTEXTUAL UNDERSTANDING

Through Love we seek to understand. Through Bravery we ask difficult questions. Through Legacy we validate struggles so we do not label reactions as long term SEND.

**Attendance**
Persistent absence can affect literacy, progress, friendships, confidence, emotional wellbeing, communication and engagement.

**Current contextual factors**
e.g. family separation, bereavement, housing, financial pressures, community issues, friendships, emotional distress, safeguarding concerns, life events and family change.

**Trauma & ACEs**
Early or repeated adversity can impact emotional regulation, relationships, executive functioning, attention, communication, feelings of safety and engagement.

Through **Love**, we listen.

Through **Bravery**, we ask.

Through **Legacy**, we ensure the right support for long-term success.

### 4 BEFORE SEND LIST / CONTEXTUAL SUPPORT PATHWAY

Where contextual factors may be influencing emotional, social or educational progress, pupils may be placed on the Before SEND List.

- ✓ SENDCo oversight & meetings with Pastoral Team
- ✓ Pastoral Support
- ✓ Monitoring over time
- ✓ Support for emotional & contextual needs
- ✓ Collaboration with families
- ✓ Review of attendance & engagement
- ✓ Understand presenting needs over time

Needs improve – remove from Before SEND List and continue monitoring.

### 5 FAMILY PARTNERSHIP & HOME VISIT PROCESS

We believe families are experts in their children. Before any referral pathway is initiated, we complete a contextual understanding process:

**Home visit by** SENDCo and Inclusion/Pastoral staff + **Meeting with:** Parents/Carers, Child/Young Person, Family Members, Other Key Adults + **Where appropriate:** Inclusion staff, Safeguarding staff, Senior Leaders =

**Purpose:**

- Understand the child's lived experience
- Build a complete picture
- Explore barriers & routines
- Understand developmental history
- Ensure support is accurate
- Prevent unnecessary referrals
- Ensure referrals are evidence-informed

**No referral pathway will usually be initiated until this process has taken place, unless safeguarding concerns or urgent circumstances require immediate action.**

### 6 ASSESS → PLAN → DO → REVIEW (GRADUATED CYCLE)

**ASSESS** Gather information, assess needs & identify barriers. → **PLAN** Agree support, strategies & outcomes. → **DO** Implement support in class and across school. → **REVIEW** Evaluate impact, review & adapt support.

Continue cycle as needed.

### 7 POSSIBLE OUTCOMES

**Continued classroom support**
Needs met through Ordinarily Available Provision and pastoral support.

**Added to SEND Register**
Where needs are not explained by contextual factors and require additional, targeted support.

**Referral to external agencies**
Access specialist advice and additional professional support.

**Diagnostic pathway (where appropriate)**
School supports families to access assessments and diagnosis.

**EHCP pathway (where appropriate)**
Where significant and complex needs require Higher Needs funding and statutory support.

### OUR COMMITMENT

Through Love, Legacy and Bravery, we remain committed to:

- ✓ Early identification
- ✓ High-quality teaching
- ✓ Strong pastoral support
- ✓ Trauma-informed practice
- ✓ Partnership with families
- ✓ Evidence-informed decision-making
- ✓ Ensuring every child receives the right support, at the right time, for the right reason

Ofsted Good Provider

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Ted Wragg Trust