



# SEN Policy

## Review Summary

<b>Adopted by LGB:</b>	<b>March 2023</b>
<b>Review Cycle</b>	<b>Yearly</b>
<b>Last Review:</b>	<b>March 2023 (new)</b>
<b>Next Review:</b>	<b>March 2024</b>

Policy Focus	Special Educational Need Policy
Lead Policy Holder	Aimee Lane
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BoD Adoption	To be ratified by Governors on 21/3/2023
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## 1. Aims

The Governors and staff of All Saints Academy have accepted the duties and responsibilities placed upon them by the 1996 Education Act the 2010 Equalities Act and have adopted the principles of the SEN Code of Practice (originally written in 2014 and updated in 2015) concerning children with SEND.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN
- At All Saints Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or ability.

Our guiding principles are:

- To challenge ALL SEND students to create their own 'Legacy' and realise their full potential both academically and socially.
- To encourage students to 'Be Brave' and become independent learners and gain the skills they need to lead independent lives.
- To demonstrate 'Love' by creating a supportive environment, based on a Trauma-informed approach to raise the self-esteem of students with special educational needs.
- To develop relentlessly positive relationships with parents and carers, striving to work in partnership with the shared aim of a student's academic success and emotional wellbeing.
- To ensure early identification assessment for any student who may have special educational needs.
- To ensure all staff take responsibility for including students with Special Educational Needs and supporting them in accessing the curriculum.
- To follow the Code of SEND Practice (2014) and all subsequent changes in national policies and guidelines
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## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCos) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### **3. Definitions**

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4. Roles and responsibilities**

#### **4.1 The SENDCo**

The SENDCo is **Aimee Lane**

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

#### **4.2 The SEN governor**

The SEN governor is **Siobhan Meredith**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Headteacher**

The headteacher will:

- Work with the SENDCo, SEN governor and the DHT (Pastoral) to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying students with SEN and assessing their needs**

We have highly trained teachers and learning mentors who can identify and help support children who are experiencing any difficulties and the SENDCo and DHT (Pastoral) coordinate this work across the whole Academy.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs. We also liaise with primary schools to ensure that information on children transitioning into the Academy is shared effectively. Parents may also raise concerns about their child. Other professionals working with a child outside of the Academy may raise concerns or highlight a specific need.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a student will receive SEN support.

### **5.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff, who work with the student, will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### **5.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to.

Many effective strategies are in place to enable each child's transition to be as smooth as possible.

Mrs Stephenson (Transition Coordinator), Ms Lane (SENDCo) or the Year Lead will liaise with the SENDCo or class teacher from the previous setting/school to receive information regarding children with SEND. This also applies to cross-phase transition between KS4/KS5 where transition will involve close working links with Careers South West and the ASAP careers team

Where a child may have more specialised needs, a separate 'Enhanced Transition Meeting' may be arranged with the SENDCo (Ms Lane) supported by Mrs Green & Ms Duncan, the class teacher, staff from the previous school, any outside agencies involved, the parents/carers and where appropriate, the child.

## **5.6 Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. Adaptive teaching is encouraged within all classrooms for individual students.

When a child has been identified with special educational needs the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings.

Class Teachers Teaching Assistants may work with the child in a 1-1 or small focus group to target more specific needs, if identified on a child's EHCP. However

The child's progress will be monitored by the SENDCo

If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors

## **5.7 Adaptations to the curriculum and learning environment**

We provide the opportunity for all students to experience success by:

- Adapting lessons, whilst maintaining high expectations for all. so that all students have the opportunity to meet expectations
  - E.g. Giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Balancing input of new content so that students master important content
- Making effective use of teaching assistants
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc

## **5.8 Expertise and training of staff**

We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills across the team.

All Academy staff receive training when required as part of our weekly deliberate practice modules and extensive coaching practice.

## **5.9 Securing equipment and facilities**

The SENDCo will lease with the relevant professionals to ensure that recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. are available to students who require them.

Please see All Saints Academy's Accessibility Policy for further details on facilities.

## **5.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards targets each term
- Reviewing the impact of interventions termly
- Using student questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for students with statements of SEN or EHC plans
- Termly Inclusion Reviews and Student Progress Meetings
- Termly reviews of Academy Based 'My Support Plans'

## **5.11 Enabling students with SEN to engage in activities available to those in the school who do not have SEN**

We have a very wide range of extra-curricular activities and off-site visits that happen throughout the year. These are available to every student, including those with SEND. Risk assessments are carried out and procedures are put in place to enable all children to participate. When appropriate, extra-curricular activities specifically tailored to SEND children are delivered by specialist teachers.

- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- All students are encouraged to go on our residential trip(s).
- All students are encouraged to take part in sports day/school plays/special workshops, etc.

## **5.12 Support for improving emotional and social development**

The Academy offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children on arrival on the patio, in class, by Year leads and the Director of Welfare. This is achieved through a comprehensive curriculum for children's spiritual, moral, social and cultural development.

Children with identified social and emotional issues may partake in group or one to one intervention program organised by the SENDCo.

## **5.13 Working with other agencies**

There may be times when children require additional support from outside agencies to receive more specialised expertise; the agencies used by the Academy are:

The Communication and Interaction Team (CIT/CITEY)

NHS Speech and Language Therapists (SaLT)

The Educational Psychology Service

School Nursing Service



Child Development Centre

Multi-Agency Support Team (MAST)

Child and Adolescent Mental Health Service (CAMHS)

Educational Welfare Officer

Young Devon

Social Care

Learning Mentors

Plymouth Information Advise and Support Service (PIAS)

#### **5.14 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of students 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 children. They can make a claim about alleged discrimination regarding:

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

If you would like to make a complaint, then please follow the Academy's Complaints Policy, which can be found by visiting the link: [ALL Saints Academy – Complaints Policy](#)

#### **5.15 Contact details of support services for parents of students with SEN**

The Plymouth Online Directory (POD) contains a directory of services available. The link below will take you to the POD and provides information on how the Local Authority expects schools to meet the needs of children with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website: [Plymouth online directory](#)

#### **5.16 The local authority local offer**

The Local Offer explains the support and services that are available for children and young people with special educational needs and disabilities (SEND) aged 0 to 25 years. The Local Offer can be accessed by following this link: [Plymouth Local Offer](#)

### **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- [Positive Behaviour Management Policy](#)
- [Supporting students with medical conditions](#)
- [SEN Information Report](#)