

All Saints' CE Primary School



Vision

Learning hand in hand together with God.

Values

All Saints' is a:

- Hopeful school through honesty, forgiveness and trust
- Achieving school through resilience, respect and ambition
- Nurturing school through care, compassion and friendships
- Developing school through wisdom, faith and fun
- Sharing school through kindness, celebration and love

Special Educational Needs and Disability Policy

Written by: Mr Stuart Gawthorpe

Written: June 2023

Reviewed by: Caroline Falconer

Ratification by FGB on: July 2023

Reviewed date: December 2023



Statement of Intent

At All Saints CE Primary School, we welcome everybody into our community. We believe that our community should reflect God's wish that every child is welcomed and should be provided with the opportunity to achieve his or her full potential.

Children may have special educational needs or disability either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs or disabilities takes account of the type and extent of the needs of the child.

Legal framework

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

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

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' (referred to as 'The SEND Code of Practice')
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Single Equalities Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Policy
- Accessibility Plan



What do we aim to do?

To create a safe environment that provides a child centred approach to education working alongside partners in health and social care, to meet their needs.

To ensure that the special educational needs or disabilities of children are identified as early as possible, through the graduated approach. (Assess, Plan, Do, Review)

To keep families involved in the on-going assessment and provision of their child.

To identify the roles and responsibilities of staff in providing for children's special educational needs.

To enable all pupils through their package full access to all elements of the school curriculum and wider school life unless stated within their Education Health Care (EHC) plan.

Curriculum

Through differentiated curriculum provision, we respect each child's unique needs and aspirations adopting a wide range of strategies for learning, health and well-being. 'All teachers are teachers of children with special educational needs' (SEND Code of Practice 2014). Teaching such children is therefore a whole school responsibility.

Teachers respond to children's needs by:

- Providing appropriate and timely support where needed in class and the wider school environment.
- Helping individuals to manage their emotions, particularly in times of trauma or stress, to enable them to access the learning environment successfully.
- Planning to develop children's understanding with all available resources.
- Planning a pupil's admission to All Saints' CE Primary and their individual package for full participation in the school community.

Keeping Children Safe In Education 2022:

At All Saints we are aware that behaviours, moods and injuries may relate to possible abuse and not just be linked to a pupil's SEND. We consider these issues and offer extra pastoral support with our pastoral worker. (See current Safeguarding/Child protection policy)

Definition of Special Educational Needs and Disability

Section 20 of the Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) and/or Disability if he or she *"has a learning difficulty or disability which calls for special education provision to be made for him or her"*.

At All Saints' the child is at the centre and we support them with a range of provision. This will be in conjunction with the family and may involve partner agencies including;

- Parents and Family
- Social, communication, Interaction and Language team (SCIL)
- Low Incidence team (Hearing or Visual impairment teams)
- Speech and Language Therapists (SALT)
- Children and Adolescent, Mental Health Service (CAMHS)
- Social Care



- Health services – Paediatricians, GP's Health and School Nurse team
- Educational Psychologist

The Role of the Special Educational Needs Co-ordinator (SENDCo)

The Special Educational Needs and Disabilities Co-ordinator will:

- Oversee the day-to-day operation of the schools SEND Policy
- Co-ordinate the provision for and manage the responses to children's special needs or disability
- Support and advise colleagues
- Maintain the school's SEND register
- Liaise with, advising and contributing to the in-service training of all staff
- Liaise with the relevant designated teacher where a Looked after Child or Post Looked after Child has special education needs
- Advise on the graduated approach to providing support
- Ensure all records of special educational needs pupils are kept up to date
- Liaise with parents of children with special educational needs
- Manage and complete all documentation required by outside agencies and the local authority
- Liaise with and be a key point of contact for pre-schools and outside agencies, promoting information sharing across multi-agency networks
- Monitor and evaluate the special educational needs or disability provision and liaise with the SEND governor who reports to the governing body, ensuring school meets responsibilities of the Children's and Families Bill, (2013) the updated Keeping Children Safe In Education document for schools, (2022) and the Equality act (2010)

The Role of the Governing Body

The Governing Body shall appoint a suitably qualified and experienced teacher who has the additional responsibility of Special Educational Needs Co-Ordinator (SENDCo).

The appointment of the SENDCo will be in line with the school's recruitment policies and procedures.

The Governing Body will do its best to secure the necessary provision for any pupil identified as having special educational needs or disability. The governors ensure that all teachers are made aware of the importance of providing for these children.

The Governing Body has decided that children with special educational needs or disability will be admitted to the school in line with the school's agreed admissions policy.



Special Educational Needs and Disability Policy

The SENDCo will be named in the school prospectus and the School Profile, so that the parents can know whom to approach with general questions about Special Needs provision. The current SENDCos are Miss Lisa King and Mr Stuart Gawthorpe.

The Governors will appoint a member of the body to oversee Special Educational Needs **or Disabilities**, on a yearly basis.

Complaints

These are likely to be voiced in the first instance in the normal day-to-day meeting with class teachers. Complaints about Special Needs or Disability provision should be dealt with in accordance with procedures laid out in the School Complaints Policy found on the website.