

# All Saints Church of England Primary School



## **SEND POLICY and INFORMATION REPORT 2022- 2023**

### **Part of the local offer for children and young people with special educational needs or disabilities (SEND)**

*At All Saints school we are united through our vision of a welcoming, caring and spiritual community of learners.*

*Within our walls, we will work together to create a safe and inspiring environment, through which we encourage everyone to grow as learners, building trusting, nurturing and generous relationships, enabling everyone to become the best versions of themselves, as God wants us all to be.*

*‘a united and caring community of learners’*

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 pupils 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 co-ordinators (SENCOs) and the SEN information report

## **Introduction**

Welcome to our SEND Policy and Information Report which is part of the All Saints Church of England Primary School's Local Offer for learners with Special Educational Needs or a Disability (SEND).

At All Saints Church of England Primary School, we pride ourselves on offering our pupils a high level of care and support, so every child is able to access every aspect of our school's curriculum. Through our SEND provision we strive to cater for the needs of our pupils, who are having difficulties learning, and require additional support. The summary of provision is outlined on our school's website [www.allsaints.bradford.sch.uk](http://www.allsaints.bradford.sch.uk) under Special Educational Needs and Disabilities.

We are committed to working together with all members of our school community and welcome your feedback.

If you have any specific questions about our Local Offer or if you think your child may have SEND, please speak to their class teacher in the first instance or contact Mrs Holden (our SENDCO) on 01274 415222.

The governor nominated to be responsible for SEND is Angela Smith.

Our Local Authority key contact at the 0-25 Integrated Assessment Team based at Margaret McMillan Tower is Janette Harthill, who can be contacted on 01274 439536.

## **Our approach to teaching learners with SEN**

At All Saints Primary School, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We have an inclusive culture in our school and are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning across the school. Our school improvement plan is about developing learning for all. Opportunities are planned as part of the continued professional development (CPD) for all staff to develop their skills and have access to training opportunities.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners. Information about your child's progress will be discussed at termly parent/teacher consultations. Staff are continually assessing, monitoring and reviewing pupils to ensure that learning and progress is taking place. Our whole school system for monitoring progress includes: tracking of each pupil; teacher analysis of groups within each class; assessment against subject specific criteria; observations of teaching and learning within classes; pupil book scrutiny; as well as termly pupil progress meetings with the teaching staff, the assessment lead, SENCO and other member of the Senior Leadership Team.

## **How we identify SEND**

At different times in a child's school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

***“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:***

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or***
- (b) have a 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.”***

If a learner is identified as having SEND, we will endeavour to provide provision that is ‘additional to or different from’ the mainstream curriculum with the intent to overcome and/or support the barrier(s) to their learning.

The SEND code of practice (Jan 2015) states that:

***6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.***

***6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.***

A child may have a special educational need either throughout or at any time during their school career. Learners can fall behind in school for many different reasons. For example, during COVID 19 school closures; pupils may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn, which may result in gaps in their learning. Pupils may be worried about different things which may then distract them from learning. Pupils may be new to the country and new to the English language and curriculum. At All Saints, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This **does not** mean that all **vulnerable learners listed above have SEND**. Only those with a specific learning difficulty, which requires special educational provision, will be identified as having a Special Educational Need or Disability (SEND).

At All Saints, all pupils have access to ‘Quality First Teaching’ within the classroom and as part of intervention groups if needed. All learners are included in a stimulating learning environment, where learning is scaffolded and/or differentiated to meet wide ranging needs. This differentiation can involve diverse techniques, different levels of adult support or guidance, different expected outcomes, various ways of recording or accessing information and multi-sensory teaching approaches.

The Quality First Teaching approach is offered across the wide range of subjects that are covered within the school curriculum and each year group follows their own individual long-term plan (which can be accessed on the curriculum page of our school website). All children access this provision on a daily basis to enable them to make progress as individuals.

### **Special educational needs provided for at All Saints Primary School**

All Saints Primary School is proud to be an inclusive school and provides support for children who have a range of Special Educational Needs and/or Disability across the four broad areas of need laid out in the SEN Code of Practice (2014).

- **Communication and Interaction**

Including Speech, Language and Communication Needs (SLCN) and autism spectrum disorder (ASD)

- **Cognition and Learning**

Including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Specific

Learning Difficulties (SpLD), including Dyslexia.

- **Social, Emotional and Mental Health**

Including Attention Deficit Disorder (ADD), a range of other needs including anxiety and depression.

- **Sensory and/or Physical**

Including medical, a range of Physical Difficulties (PD) as well as Hearing Impairment (HI) and Visual Impairment (VI)

### **SEND Profile**

Our current SEND profile for 2022/2023, shows that we currently have **14%** of pupils at All Saints identified as requiring SEN support and **1.5%** of pupils have an Education Health Care Plan.

<b>SEN Need</b>	<b>No. of Students</b>	<b>% of SEN Students with this Need</b>
Autistic Spectrum Disorder	4	3.39%
Hearing Impairment	2	2.54%
Moderate Learning Difficulty	18	16%
Other Difficulty/Disability	1	0.9%
Physical Disability	3	3.8%
Social, Emotional & Mental Health	12	13.2%
Speech, Language and Communication Needs	79	70.8%

### **Identification and assessment of pupils with SEND**

The key to ensuring children with SEND excel is to ensure that their needs are identified as early as possible. At All Saints Primary School, children are identified as having SEND through a variety of ways including:

- Prior or during admission
- Liaison with the previous education setting
- Liaison with parents and /or carers
- Liaison with external agencies

Whilst the child is at All Saints Primary School:

- Concerns and/or observations can be raised by parents and/or carers
- Concerns and/or observations raised by class teacher or other school staff
- Concerns raised by the child
- Tracking information – is the child performing below age related expectations?
- School based assessments (carried out initially by the class teacher, SENDCo or Specialist support such as the commissioned Speech and Language Therapist or commissioned Educational Psychologist)
- Further assessments carried out by the SENDCo or SEND professionals

- Health diagnosis
- Assessments completed by outside agencies, for example, Behaviour Support Service, CAMHS, School Nurse, Paediatricians.

Following a referral or identification of a need, a detailed review will be undertaken by the relevant school staff. This will include discussions with the child and their family, class teacher and other key staff involved in supporting the pupil within the school, for example, Learning Mentors.

Once a child is identified as having a Special Educational Need, they are added to the school's SEND list and their parents are informed of this action. The school's approach to teaching pupils with SEND is then followed.

For some children school may also need to involve outside agencies, to provide a better understanding of the child's needs, or a specific diagnosis. This may be from:

**Local Authority Services**, such as specialist teachers from the local authority SEN team, Autism Outreach and the Behaviour Support Team.

**Health Services** such as occupational therapists, speech and language therapists or physiotherapists.

**Sensory support services** such as hearing or visual impairment specialist teachers

**Outside agencies** such as the Education Psychology Service, ADHD solutions and CAMHS.

The child's parents will be asked to give permission for the school to make a referral to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents to develop a better understanding of the child's particular needs and enable them to provide the most effective support in school.

The specialist professional will work with the child to understand their needs and make recommendations as to the ways support can be given. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.

### **Assessing SEND at All Saints Primary School**

Class Teachers, support staff, parents/carers and or the learner themselves may be the first to notice a difficulty with learning. At All Saints, we ensure that assessment of special educational needs and/or disabilities, directly involves the learner, their parents/carer and their teacher. The class teacher and Special Educational Needs & Disabilities Co-ordinator (Mrs Holden) will also support with the identification of barriers to learning. We have a range of assessment methods available and intervention tool kits to aid assessment and interventions.

For some learners, we may want to seek advice from specialist teams, such as: Social Communication Interaction & Learning (SCIL) Team, Educational Psychologists, Autism specialist teachers, Early Years practitioners, Health and social care professionals, Speech and Language team and many others.

All Saints Primary School has invested in commissioning external professionals to provide specialist advice and guidance where needed. These are the Educational Psychologist support services, as well as a Speech and Language therapist to work in school 1 day a week.

Additionally, All Saints has access to further support which include:

- Educational Psychologist specialist support hubs
- Autism support hubs for all teaching staff involved with a pupil(s) with or without a diagnosis of Autism

- Specialist teachers from the Autism team available to support staff with pupils with or without a diagnosis of Autism
- Pre 5 specialist teachers from the Early Years team allocated for pupils in EYFS
- Speech Therapist – sessions upon request: appointments set after referral
- The school nursing team – appointments are available upon request
- Motor and Coordination difficulties via the NHS
- ASC and ADHD diagnosis via the NHS neurodiversity pathway
- Child development services via the NHS.

Informal Summative assessment (Formal termly Tests/ Standardised Assessment Tests- SATS) All Saints makes reasonable adjustments for pupils identified as having SEN needs as appropriate. This may include 25% additional time to complete the assessment, rest breaks or small group/ individual tests where necessary to accommodate the individual pupil's needs.

### **The approach to teaching pupils with SEND**

The staff and Governors at All Saints Primary School believe that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. Our approach to teaching pupils with SEND varies depending on individual need.

All teachers plan scaffolded/ differentiated and accessible lessons for **all** children. This might require additional planning/alterations to be made to meet pupils' specific needs. Each class has at least one teaching assistant who can be used to offer additional support (where appropriate) as directed by the class teacher.

Additional time out of class accessing the intervention/sensory room may be provided for pupils needing small group/individual tailored support to meet specific learning needs, as well bespoke and individualised learning programmes.

For pupils with more complex needs, who have an Education, Health and Care Plan (EHCP), additional support is provided to help achieve the outcomes set out in their plan. This provision will be in line with that detailed within their individual EHCP. When it is deemed appropriate for a child with an EHCP to have one-to-one support, All Saints C E Park Primary will always aim to establish positive relationships with a wide variety of adults across school. This avoids reliance on one adult and builds resilience for the child as they prepare for the next stage in their education.

There are effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2014). Successful communication exists between teachers, children with SEND, parents of SEND children, Teaching Assistants who run groups and with other outside agencies. The knowledge and expertise of parents in relation to their own child is drawn upon. Children are also encouraged to take an increasingly active role in their targets, progress and next steps. There is a commitment to developing the knowledge and ensure that all support is of high quality. Consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

All provision for pupils with special educational needs follows the graduated approach of 'Assess, Plan, Do, Review.' Firstly, the needs of the pupil are identified, and relevant assessments are carried out (assess) in order to inform careful planning to meet those needs(plan). Appropriate provision is then put in place for an agreed period of time (do), after which progress is reviewed (review) and a reassessment of the pupil's needs is made. This process continues to ensure the needs of the student are fully met.

We currently have HLTAs/Teaching support staff at All Saints Primary that are trained in delivering:

- Alphabet Arc programme
- Active Literacy Intervention
- 20/20 Reading programme

- Precision teaching
- Speech & Language support
- NELI- Nuffield Early Language Intervention
- WellComm- speech and Language Intervention
- Blank Levels early language development
- Colour Coding Speech and Language Intervention
- Time to Talk speech and communication programme

This is not an exhaustive list and further programmes of support or intervention are in place based on individual pupils' needs or recommendations from external professionals.

### **How the curriculum is adapted for children with SEND**

All Saints Primary School has designed its curriculum to take into account the needs, interests and strengths of our pupils and it can be adapted and differentiated for a range of different needs. Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that the needs of a child with SEND are met. This will include scaffolding or modification of tasks, pre-teaching of concepts and vocabulary and use of specific resources and strategies to support a child individually or in small groups.

Examples of this could include the use of manipulatives or other resources such as Numicon equipment in maths, sloping desks, Chromebooks/Laptops, iPads, individual voice recorders, triangular pencils, coloured overlays, alternative exercise books if recommended following an assessment, visual timetables, additional adult support etc.

### **School-based provision for children with SEND**

The Class Teacher provides 'Quality First Teaching'. This means that:

The teacher has the highest possible expectations for all pupils in their class. All teaching builds on what a child already knows, can do and can understand. Different ways of teaching are in place, so that every child is fully involved in learning within class. This may involve things like using more practical learning.

Specific strategies (which may be suggested by the SENDCo, SEND Specialist teacher, Educational Psychologist) are in place to support a child to learn. The teacher carefully checks the child's progress and provides extra support as necessary to help them make the best possible progress.

Teaching assistants work with small groups or individual children under the direction of the teacher. A range of interventions are delivered, including reading and writing support, fine motor skills work and mathematics programmes. Teaching assistants are also deployed to other areas of the classroom in order to allow the teacher to work directly with any children who have a SEND. The school has a pastoral team which includes nurture provision and learning mentor support for children with emotional and social development needs.

### **In school support for parents**

Each week there are SENCO drop-in sessions Monday, Wednesday, Thursday and Friday mornings in the community rooms of each building where parents can have an informal chat or a private appointment to discuss any concerns they may have about a range of needs.

### **Other organisations providing support for children with SEND**

All Saints Primary school works with a range of external agencies in order to meet the needs of children with SEND. These include:

- Support Service for children with Special Educational Needs
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Social Communication Interaction & Learning (SCIL) Team

- Behaviour Support Team
- Specialist Teachers for the hearing and visually impaired
- SEND Information and Advice Support Services Network – SENDIASS (Parent partnership)
- Early Help Intervention Team
- School Health
- Occupational therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Clinical Psychology
- Input from Pediatricians

Each learner identified as having SEND, is entitled to support that is ‘additional to or different from’. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome/support the barrier identified. Pupils who are identified as have SEND each have a One Page Plan. An APDR (Assess Plan Do Review) provision plan, outlining provision, areas of need and targets is reviewed on a termly basis as our learners and their needs change.

The One Page Plans are shared with pupils, staff involved and parents. Interventions are recorded, reviewed and monitored by the class teacher/SENDCO. The management team monitor the impact and effectiveness of these interventions on learning and progress across the school during pupil progress meetings with the head teacher.

### **How do we find out if this support is Effective?**

Monitoring and reviewing progress are an integral part of teaching and leadership within All Saints. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the ‘**assess, plan, do and review**’ model to ensure that parents/carers, teaching staff and children are involved in each step of pupil progress. Before any additional provision is set, a baseline stage will be recorded on the school tracking assessment tool which can be used to compare the impact of the provision/intervention each term. Where children are not yet working at age related expectations and are identified as ‘working towards’ we use BSquared as a tracking tool to closely monitor small steps in learning.

Pupils, parents/carers, and their teaching staff will be directly involved in the reviewing progress of all pupils. The review of the pupil’s One Page Plan can be discussed during termly parent/teacher consultation meetings. In addition, staff will review impact during pupil progress meetings (held termly), where discussion of progress and next steps takes place.

When a learner has an Education Health and Care Plan (EHCP), annual review meetings are held, Parents are invited, along with all the adults who work with the child, to celebrate success, set further targets and evaluate provision.

Regular work scrutiny and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high. The progress within individual work and targeted group work made by a child with SEND will also be determined through these activities.

Progress data of all learners is collated by the whole school monitoring system and monitored by Teachers, Senior Leaders and Governors. This helps to support assessment judgements and track progress. Our school, cluster and regional data are also monitored by the Local Authority and Ofsted.



## **Equal opportunities**

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school to discuss specific requirements.

Staff at All Saints are updated with the Equal opportunities' legislation. This legislation places specific duties on schools, settings and providers including:

***'the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic, defined in the Equality Act and to make 'reasonable adjustments.'***

The Equality Act 2010 definition of disability is:

***"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."***

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, or cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between children with a medical disability and those with SEN. Children and young people may therefore be covered by both the SEND code of practice and disability legislation.

## **Enabling pupils with SEN to engage in activities**

All our extra-curricular activities and school visits are available to all our pupils, including our breakfast and after-school clubs. All pupils are encouraged to go on our residential trip(s) and all pupils are encouraged to take part in sports days, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. The SENCO monitors the accessibility of extra-curricular activities and will arrange appropriate support for pupils with SEND and EHCPs to allow them to access these activities, completing appropriate risk assessments where necessary.

## **Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. All Saints Primary School is committed to working in partnership with children, families and other educational providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at annual reviews and/or parent consultation meetings. Transition to secondary schools will be discussed in the summer term of their Year 5 class, to ensure enough time for planning and preparation for the next phase of their education.

Visits to the high school are arranged and high schools staff visit All Saints Primary School to observe the pupil and meet with staff involved.

## **Accessibility – Statutory Responsibilities.**

We have a Disability Access Scheme that addresses the improvement of access to:

### **Increasing the extent to which pupils with disabilities can participate in your curriculum:**

In addition to the strategies outlined in the section How the curriculum is adapted for children with SEND at All Saints, we also do this by:

Class based staff use SEND information given from outside agencies and implement the strategies and programmes recommended into their teaching.

Tracking the progress of SEND pupils who are not accessing a phase appropriate curriculum through, the Early Years Development Journal, B squared or the Engagement model.

Encouraging independence for pupils who are identified as requiring SEN support in class.

Providing equipment for pupils identified as requiring SEND support to access the curriculum in class.

This may include for example the use of iPad, writing slopes, Laptops, different coloured exercise books/ overlays.

### **Improving your school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services you provide or offer:**

Kennion and Powell buildings have lifts for disabled use and have Evac-chair for safe evacuation of the building if required. Key Staff are regularly trained in the use of the chairs. The Nursery building is accessed by ramps.

Accessible toilets for disabled users are available in each of the three school buildings (Powell, Kennion and the Nursery)

Kennion building has a sensory room which is accessed by pupils who require this provision from Kennion building and the Nursery building

Vestibular and sensory alerting equipment is available at our Powell building.

All Saints adopts a total communication approach: every class base uses visual timetables and has accessible labelling of resources and where advised by outside agencies the use of Now, Next and Then board or other specific programmes such as objects of reference or picture exchange systems.

### **Improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities**

School's Local offer is on our website and there is a link to the Local Authority Local offer website.

School works closely with Health services to ensure that children identified as having a sensory impairment have access to the support and equipment needed. For example, we ensure that pupils with Hearing Impairment have the correct equipment eg a radio aid

Where necessary school asks members of staff to act as Translators for parents.

This plan is reviewed annually, barriers are identified, and action plans are put in place.

### **Dealing with Complaints**

If a parent has concerns about their child's progress, they should speak to their child's class teacher initially. An appointment can usually be made after school. If concerns continue to exist and the parent feels that their child is not making progress, they may speak to the school's SENDCo – Mrs Holden, or the Head of School Mrs Kathryn Shaw.

The school should be clear about the difference between a concern and a complaint. By taking informal concerns seriously at the earliest stage, formal complaints can be avoided. As such, we would always encourage parents to approach a relevant member of staff such as the class teacher or SENDCo in order to informally discuss any concerns so that we can address these and move towards a resolution.

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 Head of School, Kathryn Shaw, 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 Helen Jones. A copy of the school's Complaints Procedure is available on request from the school office and is available on the school website.

### **Bullying**

At All Saints, we have a whole school approach to mitigating the risk of bullying, developing independence and building resilience in our pupils with SEND. Please see our Anti-Bullying Policy for

further information.

### **Have your say**

We welcome the views of the school community about the support school provides and we will take this into consideration to shape and develop provision for all of our learners ensuring achievement for all. This report alongside our published Local Offer outlines our annual offer to learners with SEND, but to be effective, it needs the views of all parents/carers, learners, governors and staff.

Please speak to Mrs Holden if you wish to comment on or share your views about how All Saints supports the needs of its learners.

### **The Local Offer**

For Bradford Metropolitan District Council Children's Services local offer, parents/ carers/pupils can visit their website at: <https://localoffer.bradford.gov.uk/Content.aspx?mid=26>.

### **Useful links:**

[www.allsaints.bradford.sch.uk](http://www.allsaints.bradford.sch.uk)

<https://localoffer.bradford.gov.uk/thelocaloffer.aspx>

[A to Z | Foundation for People with Learning Disabilities](#)

<http://www.addiss.co.uk/>

<http://www.aspergerfoundation.org.uk/>

<http://www.autism.org.uk/>

<http://www.ndss.org/>

<http://www.bdadyslexia.org.uk/>

<http://www.dyspraxiafoundation.org.uk/>

<http://www.rnib.org.uk/>

<https://www.bbc.co.uk/bitesize/articles/zh9v382>