



All Saints CE Primary School

SEND Policy

Our Vision Statement

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'

Reviewed: March 2025

Next review due: March 2026

INTRODUCTION

All Saints C of E Primary school is an inclusive school where we strive to meet the individual needs of all of our children. Our staff have due regard for the Special Needs Code of Practice (2015) when carrying out their duties towards children with special educational needs and disabilities (SEND). Every teacher at our school is a teacher of SEND – as identified in the Code of Practice.

We value every child as an individual and aim to create a learning environment which is flexible enough to meet the needs of all members of our school community, ensures a sense of belonging, encourages ownership and independence and places a strong focus on future hopes and aspirations.

Children come to our school with a variety of experiences. Our approach celebrates diversity by providing multiple pathways and resources to ensure all pupils can access a broad and balanced curriculum that is carefully crafted so that the smallest steps of progress are built on week by week, term by term, year by year. It caters for unique learning requirements and embraces individuality to make optimal progress.

All Saints Learner Pathways

Pathway	SEN Stage			Assessment	Resource Access
PW1	0-1	Whole school	Subject specific study. Universal Provision including Quality First Teaching, QFT adaptations, Catch up programmes, Transient support. Developmental support.	National Curriculum	Speech & Language Development Support. Pastoral. Parental Involvement New to English Mainstream teachers
PW2	2-3	Resourced	Subject specific study formal learning. Targeted provision including, catch up programs and evidence based specific interventions. Transient support	National Curriculum / Pre Key Stage	Speech and Language support. Pastoral Support Parental Involvement Mainstream Teachers Transient classroom adult support.
PW3	4-5	Highly Resourced	Hybrid. Mixture of formal and informal learning. Subject Specific and non-subject specific curriculum. Fixed and transient support. Individualised timetable. Specialist intervention.	Pre Key Stage/Engagement Model	Speech and Language Support. Mentor Nurture Mainstream & specialist adults
PW4	5	Specialist Resourced	Informal. Non-Subject Specific. Specialist teachers and support. Individualised timetable Personalised curriculum. Specialist intervention and environments.	Engagement Model	Specialist environment. Specialist teacher Specialist support.

We resource each pathway appropriately to ensure that the right support is provided at the right time in the right way to ensure any risks are assessed and barriers are mitigated.

Our SENDCo's Lucy Phillips and Lisa Speed are responsible for co-ordinating and overseeing the day-to-day SEND provision for children across school and ensuring statutory responsibilities are adhered to. They do this by supporting teachers to identify individual needs of children in their class and by ensuring they provide the most appropriate resources and provision that will meet their needs and support the children in reaching their full potential.

SENDCo Pathway 1&2: Lucy Philips Email: sendco@allsaints.bradford.sch.uk

SENDCo Pathway 3&4: Lisa Speed Email: sendco@allsaints.bradford.sch.uk

SEND Link Governor: Angela Smith Email: office@allsaints.bradford.sch.uk

Designated Teacher for looked-after children: Jenny Williams

Our SEND information report can be found on our website detailing our SEND offer.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from and additional to that normally available to pupils of the same age. **SEND Code of Practice (2015)**

There are four main areas of Special Educational Needs and Disabilities as identified in the SEND Code of Practice (2015). Children must not be regarded as having SEN solely because their home language is not English.

Key Areas of SEND	Specific Needs we Support
Communication and Interaction	Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs Attention Deficit Hyperactivity Disorder (ADHD)
Cognition and Learning	Moderate Learning Needs Specific Learning Difficulties (SpLD)
Social, Emotional and Mental Health	Behavioural Needs Emotional and Mental Wellbeing Social Needs Attachment Disorders Trauma
Sensory and/or Physical	Hearing Impairment Visual Impairment Multi-sensory Impairment Physical Disabilities

AIMS

This policy outlines our approach to the identification and management of SEND at All Saints CE Primary School. We are committed to:

- ❖ Nurturing each child individually by providing a safe and inclusive environment
- ❖ Inspiring a joy of learning through creative teaching
- ❖ Developing an awareness of the social, emotional and physical wellbeing of each child
- ❖ Creating an environment in which all children have respect for each other and feel valued members of the school community
- ❖ Giving all children equal access to all aspects of school life
- ❖ Ensuring effective channels of communication are developed between parents/carers and outside agencies
- ❖ Assessing children regularly so that those children with SEND are identified as early as possible
- ❖ Enabling children with special educational needs to make the greatest progress possible
- ❖ Making appropriate provision to overcome barriers to learning so that all children (including those with SEND) have full access to the National Curriculum &/or an alternative individualised curriculum matched appropriately to their future pathways.
- ❖ Early identification of need.

This Policy has been written to reflect current legislation and other school policies:

- ❖ The Children and Families Act 2014
- ❖ Equality Act 2010: advice for schools DfE Feb 2013
- ❖ Special Educational Needs and Disability Regulations 2014
- ❖ Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- ❖ Schools SEN Information Report Regulations 2015
- ❖ Current Statutory Guidance on Supporting pupils at school with medical conditions
- ❖ School's Safeguarding Policy
- ❖ Current teachers standards
- ❖ Current teaching assistant standards
- ❖ School's Accessibility Plan

ROLES AND RESPONSIBILITIES

Governors

Our Governing Body will work with our Headteacher to ensure that our school meets its responsibilities under the Children & Families Act 2014 particularly section 66 regarding using their best endeavours and Equality Act 2010.

Our Governing Body must:

- ❖ Have regard to the SEND Code of Practice.
- ❖ Ensure that a Special Educational Needs Coordinator (SENCo) is appointed and that they are qualified, i.e. they are a qualified teacher and have the national award for special educational needs and disabilities (NASENCo). If our SENDCo does not have this award on the day they are appointed then our Governing Body must ensure it is achieved within 3 years of their appointment.
- ❖ Publish a SEN Information report on our websites about the implementation of the governing body's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.
- ❖ Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

In line with the Send Code of Practice 2015, we have a SEND Link Governor, who supports the Governing Body to:

- ❖ Ensure the school has written a Special Educational Needs Policy which they have approved and which is reviewed annually
- ❖ Ensure the school has procedures to identify and assess the needs of those pupils with learning difficulties who require some special provision
- ❖ Monitor the quality and effectiveness of SEND provision
- ❖ Support the school to determine strategic development of SEND Policy and Provision
- ❖ An appropriate proportion of the school's resources are allocated to meet identified individual needs

The Headteacher & Senior Leadership Team

The Headteacher is responsible for the strategic development, policy and provision in our school.

They are responsible along with the governing body for ensuring our school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.

Our Headteacher will ensure that any member of staff working with any child who has SEND is aware of their needs and have arrangements in place to meet them.

The Headteacher & Senior Leadership Team have responsibility for:

- ❖ Publishing a clear picture of the resources (e.g. a whole school provision map) that are available to the school.
- ❖ Ensuring that the SEND policy and Code of Practice are implemented effectively
- ❖ Providing facilities and time for INSET and continuous professional development relevant to SEND
- ❖ Monitoring quality first teaching standards.

The SENDCO

The Special Educational Needs & Disabilities Co-ordinator is responsible for:

- ❖ Working in partnership with the class teachers, support staff and the Senior Leadership Team to developing strategies to support children with SEND
- ❖ Working with the Senior Leadership Team and SEND Governor to determine the strategic development of the SEND Policy and Provision
- ❖ Advising and liaising with class teachers on how to implement a Graduated Approach and how to write IPMs
- ❖ Leading staff development in Special Educational Needs
- ❖ Coordinating and quality assuring provision across the school
- ❖ Liaising with the Designated Teacher to discuss the progress of Children Looked After
- ❖ Reviewing and updating the Special Educational Needs Policy annually
- ❖ Reviewing and updating the SEN Information Report annually
- ❖ Maintaining the SEND register
- ❖ Overseeing the records of all pupils with SEND and ensuring they are up to date
- ❖ Being the key point of contact for outside agencies
- ❖ Chairing Annual Review Meetings for children with EHCPs and compiling relevant documentation
- ❖ Applying for Funding for Inclusion for children who are eligible
- ❖ Referring children to Bradford SIL team or other outside agencies as appropriate & in a timely manner

Our school will ensure that the SENCo has sufficient time and resources to carry out these functions. We will provide our SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Our SENCo has **operational** and **strategic** aspects to their role:

Operational	Strategic
Day to day systems	Knowing our school data and types of SEND and respond according with CPD for staff
Paperwork	Write and implement an action plan
Liaise with agencies	Monitor and review provision and impact
Liaise with parents and teachers	Budget – Value for money
Teaching assistants deployment	Review processes and systems
Transitions	Line management of SENSA's
Intervention co-ordination	Report to LT/Governors
Individual curriculum organisation and delivery.	Quality Assurance of Provision and individual provision maps
	Review and evaluate resources
	Collaboration of SEND, Pastoral, NTE, PIW and senior leaders.

The monitoring of SEND provision in our school is an essential role of our SENCo, as it will inform any areas for development.

This will be undertaken in a variety of ways such as, but not limited to:

- ❖ Classroom observation with a focus on: SEND provision, resources and environment
- ❖ Scrutiny of all SEND support plans content, implementation and impact

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- ❖ Quality assure the delivery of any interventions
 - ❖ Ongoing assessment of progress and impact made by intervention groups
 - ❖ Work sampling of pupils with SEND at least termly via book scrutinise
 - ❖ Attendance at pupil progress meetings
 - ❖ Pupil questionnaires/discussions: after interventions, about support/provision in class and homework
 - ❖ Teacher/TA questionnaires/discussions
 - ❖ Effective deployment, preparedness and practice of TAs including teaching assistant interactions and questioning skills
 - ❖ Informal/formal feedback from staff, parents and pupils
 - ❖ Pupil progress tracking, using assessment data (whole-school processes)
 - ❖ Attendance records of pupils with SEND
 - ❖ Whole school provision map
 - ❖ Pupil premium scrutiny and impact (similarly for Covid catch-up funding if appropriate)
 - ❖ Supporting CYP and staff with effective transition
 - ❖ Consider examination/test access arrangements
 - ❖ Support CPD with a focus on SEND in school
 - ❖ Termly meeting with our SEN Governor and report to our senior leadership team

Teaching Staff

Class teachers have responsibility for:

- ❖ Support the SENCo and our senior leadership team to implement this policy and have due regard to the SEND CoP
- ❖ Support and engage with the SENCo in regard to the SEND monitoring role
- ❖ Identify pupils with SEND
- ❖ Teaching the range of pupils within their class effectively across the curriculum areas
- ❖ Monitoring the progress and development of each child in their class and identifying children who are not making progress
- ❖ Keeping parents/carers informed of their child's progress, any concerns and actions to be taken
- ❖ Working alongside the SENDCO to write and implement Individual Provision Maps (IPMs) for children in their class who receive universal, targeted or specialist provision in line with the revised Code of Practice
- ❖ Liaising with the SENDCO, support staff and outside agencies to plan and assess the impact of support and interventions
- ❖ Set high expectations for every pupil including those with SEND

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- ❖ Use appropriate assessments to identify barriers to learning and set targets that are ambitious for all pupils
 - ❖ Plan lessons that will address potential areas of difficulty and remove barriers to achievement.
 - ❖ Use their best endeavours to meet the needs of pupils with SEND
 - ❖ Make reasonable adjustments to overcome barriers to learning
 - ❖ Remain responsible for working with the pupils on a daily basis
 - ❖ Keep abreast of SEND initiatives and CPD
 - ❖ Complete relevant paperwork including triangulation profile, pupil centred planning, individual provision maps.

Support Staff

Support Staff have responsibility for:

- ❖ Supporting children with SEND to access the curriculum as directed by the class teacher
- ❖ Working with children who have an EHCP or SEN Support Plan
- ❖ Liaising with class teachers, the SENDCo and other colleagues where appropriate
- ❖ Attending meetings and training as directed by the SENDCo
- ❖ Working with individual children or small groups of children to meet targets on their IPMs
- ❖ Leading Intervention Groups – recording activities and progress and feeding back to the class teacher
- ❖ Ensuring pupils with SEND become independent, resilient learners
- ❖ Promoting self-esteem and social inclusion
- ❖ Developing their knowledge of the curriculum
- ❖ Working collaboratively with class teachers to overcome any barriers to learning
- ❖ Reporting any observations about the pupil they are supporting to the class teacher
- ❖ Contributing to reports for reviews of pupils with SEND
- ❖ Attending CPD and keep abreast of initiatives
- ❖ Following the TA Standards

Parents/Carers

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. Parents/Carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. We encourage parents/carers to make an active contribution to their child's education and we have regular discussions/meetings each term to share the progress.

We inform the parents/carers of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents/carers have responsibility for:

- ❖ Ensuring their children attend school regularly and punctually
- ❖ Informing the school of any problems or concerns
- ❖ Supporting school policies
- ❖ Helping their child at home with any specific tasks in consultation with the class teacher or the SEND team
- ❖ Attending review meetings and/or parent/carer/teacher consultation meetings
- ❖ Attending other meetings as required in relation to their child's Special Educational Need

IDENTIFICATION, ASSESSMENT & RECORD KEEPING

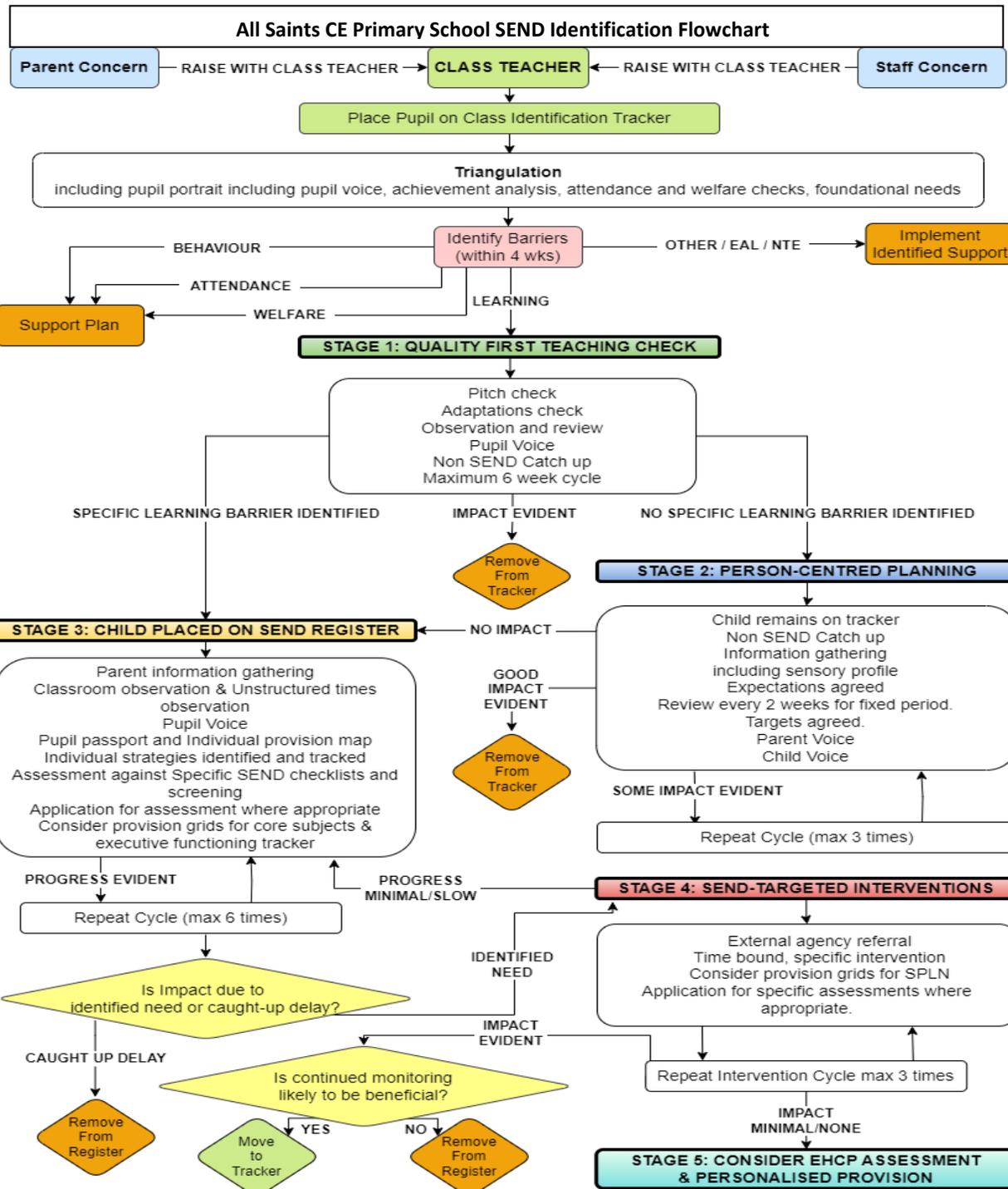
At All Saints CE Primary School, we use definitions from the SEND Code of Practice 2015 and Children and Families Act 2014 and ongoing classroom based assessments and observations of progress, behaviour and attendance to identify children who **may** have a special educational need.

Parents/Carers of children we have identified will be invited to meet with the class teacher and SENDCo to discuss assessments and observations and the child will be added to the SEND Register.

We assess each child's levels of attainment on entry to school to provide starting points for the development of an appropriate curriculum and to identify any learning difficulties. The identification and assessment of the special educational needs of children whose first language is not English requires

particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Where there is a concern regarding a child's potential SEND need, we follow the identification and management process shown on the flowchart overleaf.



Each child at stage 3, 4 and 5 on the SEND Register will have an Individual Provision Map. This will be written by the class teacher and shared with parents/carers. All children on the SEND Register will also have a triangulation portrait that documents key actions taken, an attainment and progress record to monitor progress and an overview of the child's history and attendance.

GRADUATED APPROACH

All Saints CE Primary School employ a graduated approach from the point of concern and through each stage to stage 5 to meet pupil need. This will help us to ensure that effective provision is put in place to remove barriers to learning and to accelerate progress. The Graduated Approach is an ongoing cycle that enables the provision to be refined and revised as the understanding of the child's needs grows. The Graduated Approach is underpinned by Quality First Teaching within the classroom. It consists of a four-part process:

Assess - Establishing a clear assessment of the pupil's needs using appropriate assessment materials. Pupil views are considered alongside those of parents/carers and outside agencies.

Plan - Support to be put in place will be planned by the class teacher, SENDCo and parents/carers and documented on an Individual Provision Map (IPM). The expected impact on progress, development and behaviour will be discussed, along with a clear date for review.

Do - The class teacher will manage the day-to-day support for the child and any interventions that are to be used. They will work closely with support staff to ensure provision is implemented effectively and consistently.

Review - Reviews of a child's progress will be made regularly (See Graduated Approach Appendix 1) The review process will evaluate the impact and quality of the support and interventions. It will take into account the views of the child and their parents/carers.

CURRICULUM PROVISION & ACCESSIBILITY

All curriculum provision is guided by the governing principles of the All Saints Learning and Teaching Policy.

Waves of Teaching Provision

Universal Provision is defined as the regular, high quality and clearly differentiated curriculum that is delivered to every child with universal adaptations where appropriate (Wave 1).

Targeted Provision is the provision given to targeted groups through bespoke interventions such as phonic catch ups, pre-teaching or evidence based interventions (Wave 2).

Specialist Provision is individually targeted provision and may include an individualised curriculum (Wave 3).

Within these waves we personalise our offer to meet the needs of the diverse community we serve and offer flexibility of provision where possible.

See appendix 2 for Whole School Provision Map & SEND Overview Documentation.

We endeavour to provide 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.

SENDco's and class teachers work 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

The school's physical environment is regularly reviewed and improved to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide. We encourage prospective parents to visit our school to see how are building meets the needs of our pupils.

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.

THE BRADFORD LOCAL OFFER

<https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page>

The Bradford Local Offer website uses a specialist search engine that will return information about the support and services available in Leeds for children and young people. Users will be able to search headings that reflect the 'journey of the child' from birth to 25 years, such as early years, going to school or college and living independently.

If you would like advice and information about how to use the Bradford Local Offer you can find a number of 1 minute guides here.

<https://localoffer.bradford.gov.uk/kb5/bradford/directory/service.page?id=xmRzNi4vs6E&localofferchannel=0>

These guides provide quick, simple and easily accessible information on a range of topics such as EHCP applications, schools options, preparation for adulthood and parent support opportunities. There is also a link for SENDIASS who are a service dedicated to supporting parents navigate the SEND system and who can provide independent advice and support.

If you would like to speak to a member of the Bradford SEND team you can email

SENDT&C@bradford.gov.uk

WORK WITH EXTERNAL AGENCIES

All Saints CE Primary School seeks advice and support from outside agencies in the identification and assessment of, and provision for, children with SEND. We have links with many outside agencies including:

- ❖ Educational Psychology Service
- ❖ SIL– Special Educational Needs and Inclusion Team
- ❖ Behaviour Support Service (AIP)
- ❖ School Nurse

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- ❖ Speech and Language Therapist
 - ❖ Occupational Therapist
 - ❖ Children’s Social Work Services (CSWS)
 - ❖ Child and Adolescent Mental Health Service (CAMHS)
 - ❖ Secondary Schools
 - ❖ Social Care
 - ❖ Family support workers
 - ❖ External AP and resourced provisions.

Jenny Williams is the Designated Safeguarding and Attendance Lead and is also a trained leader of Early Help Plans
Olivia Helstrip is Designated Looked After Child Lead and liases with appropriate agencies and Virtual Schools.
The SENDCo is responsible for liaising with other services where parents give consent.

EDUCATION, HEALTH & CARE PLANS (EHCP)

Where a child is in receipt of an EHCP, the provision in Section F of the EHCP must be provided. Our teachers remain responsible for the child’s progress. Termly reviews and the graduated approach will remain in place. In addition, there will be an ‘Annual Review’ held each year, before the date of the anniversary of the plan being issued. The SENDCo or member of our senior leadership team will chair the meeting and complete the required paperwork. Further details about this process and who is invited can be discussed with our SENDCo.

CONFIDENTIALITY

Staff may have access to personal data about pupils and their families which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them.

Staff should never use confidential or personal information about a child or their family for their own, or others advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the child.

Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the child’s identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services. If a child, or their parent/carer makes a disclosure regarding abuse or neglect, the member of staff should follow our school safeguarding procedures.

FUNDING

Funding for children with SEND is carried out in accordance with the Local Authority Funding for Inclusion Team.

Time is allocated for:

- ❖ Planning, assessment and review
- ❖ Differentiation and classroom management
- ❖ Direct teaching and Teaching Assistant Support
- ❖ Resourcing, materials and training for staff

TRANSITION

Carefully considered transition is essential for positive pupil experience and impact on outcomes for a pupil with SEND. We therefore carefully plan transition into and between our EYFS provision. Across EYFS and KS1 and between subsequent year groups. Triangulation profile, IPM documentation and where necessary individual transition plans provide an overview of the child's barriers and needs, a timeline of actions taken and provision currently in place. Class teachers share more detailed information during pupil progress/transition meetings and parents are invited to meet with class teachers in the final summer term before transitioning to their new classes and early in the autumn term to ensure successful transition.

Transition for children who attend intervention provision are carefully planned and monitored to ensure that skills, knowledge and understanding is transferred into the classroom and beyond through planned communication and collaboration processes.

Staff at All Saints CE Primary School liaise carefully with Secondary Schools to ensure a smooth transition for year 6 children. The SENDCo and class teachers forward all relevant documentation and records relating to SEND to the appropriate Secondary Schools.

COMPLAINTS

The complaints procedure for issues relating to special educational needs mirrors the school's complaints procedures. Should a parent / carer have a concern about the provision made for their child they should discuss this with the class teacher in the first instance. If the matter is not resolved satisfactorily parents / carers should discuss the problem with the SENDCO, Assistant Headteacher or Headteacher. More serious on-going concerns should be presented in writing to the SEND Governor or the Chair of the Governors.