



All Angels' Federation Special Educational Needs and Disabilities Policy

Formally adopted by the Governing Body of All Angels' Federation	
On:	September 2020
Chair of Governors:	Rosemary Games
Review:	September 2021

Legislation and guidance

This policy, in conjunction with our Special Educational Needs and/or Disabilities (SEND) Information report is based on the statutory Special Educational Needs and Disability 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, SEND co-ordinators (SENCOs) and the SEND information report

Our SEND policy aims to:

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND).

Roles and responsibilities

**The SENCOs are; Miss Anna Gooch (Clover Hill V.A. Infant and Nursery School
Mrs Kath Brabbin (St Michaels V.A. Junior School)**

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching and provisions.
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority.
- Coordinate liaison with previous and next providers of education to ensure pupils 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 pupils with SEND up to date

The SEND Governor - Mrs Rosemary Games (Chair of Governors) will:

- Help to raise awareness of SEND issues at governing board meetings, acting as the champion for children with SEND and inclusion needs
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCos to determine the strategic development of the SEND policy and provision in the school
- Ensure that the school is fulfilling its legal duties to children with SEND

The Headteacher - Mrs Helen McCarney will:

- Work with the SENDCOs and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND.

Class teachers. Each class teacher is responsible for:

- Ensuring 'Quality First Teaching' for all pupils within the class
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan for and assess the impact of adjustments, support and provisions and how they can be linked to classroom teaching.
- Keeping records of provisions and their impact on progress using our internal recording systems.
- Working with the SENDCo to review pupil progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy

Our overall intentions

We want every child to be the best they can be, academically, emotionally and socially. We aim to ensure that every child feels happy and safe, both at home and at school. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice 2014.

We will achieve these intentions by;

- Ensuring all pupils receive high quality first teaching throughout their time in our Federation.
- Identifying the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, the child, education, health and care services and any other settings attended before the child's entry into the school.
- Carefully assessing and monitoring the progress of all pupils in order to identify possible SEND and intervening where progress is less than expected.
- Working with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

- Talking to and working with parents/carers to gain a better understanding of their child, and involving them in all stages of their child's education.
- Making appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

Identification of pupil needs

The Code of Practice defines SEND as: A child or young person has SEND 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.

The graduated approach

The SEND Code of Practice 2014 makes it clear that teachers are responsible for the progress and development of all the pupils in their class – and that high quality teaching, differentiated and adjusted for individual pupils, is the first step in responding to pupil needs.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored, initially by the class teacher.
- b) Once a pupil has been identified as possibly having SEND they will continue to be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide provisions and/or adjustments that will aid the pupil's academic progress. Additional provisions, including their outcomes, will be recorded by the class teacher on the school Individual Provision Mapping system (Edukey).
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need.
- f) Teachers will inform parents of their child's development and the circumstances under which they are being monitored. Parents are encouraged to talk with the school, sharing relevant information.
- g) The child is recorded by the school as being under observation due to concern by a parent/carer or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents/carers informally and/or during parents'/carers' evenings.

Any pupil who has recently been removed from the SEND register will also fall into this category as continued monitoring will be necessary.

SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this by the class teacher and the child's name will be added to the SEND register by the SENDCo. We make provision for pupils with the following four areas of need as outlined in the 2014 SEND Code of Practice:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.

- Sensory and/or Physical.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

The class or subject teacher will work to carry out a clear analysis of the pupil's needs. They will be supported by the SENDCo where required. This will draw on some or all of the following:

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

All teachers and support staff who work with the pupil 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 pupil's progress.

Plan

Planning will be carried out by the class teacher, in consultation with the parents/carers and SENDCo where necessary. Specific adjustments may be planned for, such as seating arrangements or specialist equipment. A specific intervention may be arranged on a 1:1 basis or as part of a small group. At this point, targets for the interventions will be set so that progress can be measured against the starting point. Review dates will also be made clear. All adults who will be working with the child will be informed by the class teacher of this information so they can provide the most effective support for the child.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They have responsibility even where the interventions/provisions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of adjustments and provisions and make links with classroom teaching. The class teacher will be responsible for overseeing the recording of interventions on our Individual Provision Mapping database (Edukey). These will be monitored by the SENDCo, who will provide further support if necessary.

Review

Reviews of a child's progress against their targets will be made regularly and these will be recorded on our Individual Provision Mapping database (Edukey). These reviews will help us to check the effectiveness of the provisions and adjustments. Where a child has not made the expected progress, the class teacher may consider different provisions. The class teacher will ask the SENDCo for further support where progress is slower than expected or any other concerns are raised. The SENDCo may advise on other strategies and/or consider additional support from external agencies. Class teachers will meet with parents/carers at least three times per year to discuss progress and may need to meet more often for children with SEND.

Education, Health and Care Needs Assessments

The majority of children and young people with SEN or disabilities will have their needs met within our school setting. However, some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child and to secure the best possible outcomes for them across education, health and social care.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school or other providers can meet the child's needs without an EHC plan.

Education, Health and Care Plans (EHCPs)

Following Statutory Assessment, an EHCP will be provided by Norfolk County Council, if it is decided that the child's needs cannot be met by the support that is available. The school, the Local Authority, the child, their parents/carers and other relevant agencies will be involved in developing and producing the plan. Parents/carers can appeal against the content of the EHCP or the school named in the plan if it is not their first choice.

Once the EHCP has been completed and agreed, provisions and adjustments will be made in school to support the child in meeting the targets set out in the plan. The SENDCo will organise a review of the EHCP, at least annually, and this should be attended by the EHCP coordinator, key staff, parents and, where appropriate the pupil. The annual review enables us to evaluate provision for the pupil and for any changes to be put in place.

Access and adaptations to the curriculum and learning environment

Pupils with SEND will be given access to the national curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents/carers and the needs of the individual.

We make adaptations to ensure all pupils' needs are met, for example:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing



- Using recommended aids, such as laptops, writing slopes, coloured overlays, visual timetables, larger font, etc.
- Differentiating our provision, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning:

- We employ teaching assistants and pastoral workers across the Federation to provide additional support for learning
- Teaching assistants, teachers and our pastoral team are trained to deliver a range of well researched and high quality interventions such as Read Write Inc.
- A child may work with a teaching assistant or pastoral team member on a 1:1 basis for interventions or for additional support with their work within the classroom. When a child is withdrawn from the classroom, time spent away from their peers will be carefully considered to ensure a balance is maintained.
- Pupils needing additional provisions may also work as part of a small group e.g. The Talk Boost Programme or Numicon intervention. This will be carried out by their teaching assistant or class teacher, either within or outside of the classroom.
- Pupils who need extra support to develop any aspects of their social, emotional and/or mental health will work with a member of our pastoral team or a teaching assistant. This may either be on a 1:1 basis or as part of a group. These pupils will usually complete activities from the THRIVE programme.
- There are some circumstances in which pupils may spend a series of sessions working with other specialist adults such as a speech and language therapist, a specialist support teacher or a behavioural support worker
- Teachers and Teaching assistants have good knowledge/training in the interventions taking place for groups or individual children in their class. We ensure that targets and similar teaching strategies used in additional provisions can be integrated into daily classroom learning. e.g. Read Write Inc whole class programme and the Read Write Inc 1:1 intervention. This helps children to make links between their provisions and general 'classwork', whilst giving them the opportunity to rehearse, apply and consolidate their next steps in learning.

Arrangements for record keeping.

The SENDCo will hold details of all SEND records for individual pupils. These will be held securely at all times. All staff can access the following documents, although individual pupil reports written by external agencies will only be shared with key staff where necessary:

- The All Angels' Federation SEND Policy.
- The schools' SEND information report.
- The individual provision mapping database (Edukey) which includes information on individual pupils' special educational needs and/or disabilities, including pupil profiles, provision maps and any individual plans.
- A copy of the SEND Register (held on Pupil Asset data base).
- Guidance on identification of SEND in the Code of Practice 2014
- Advice and/or reports from other agencies.



- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Norfolk's SEND Local Offer.

Staff members will have necessary and up-to-date information about pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the schools SEND provision.

Specialist SEND provision, external agencies and voluntary organisations

We are committed to whole school inclusion. In our school we support children with a range of special educational needs and/or disabilities. We will seek specialist SEND advice, provision and training from SEND services where necessary.

In cases where a child is under observation or there is a cause for concern, we may seek advice and support from external agencies in the identification, assessment and provision for SEND. Parent/carer permission will be sought and parents/carers will be kept fully informed and involved in the process. The SENDCo may liaise with the following:

- Child and Educational Psychology Practice (CEPP)
- Speech and Language Therapy Service
- Occupational Therapy Services
- Child and Adult Mental Health Services
- Other healthcare providers such as GP's and Paediatricians
- Physiotherapy Services
- General Practitioners
- Community Paediatric Team
- Behaviour Services
- Access Through Technology
- School Nursing Team for the Norwich area
- School to School Support
- Referrals to Specialist Resource Bases.
- Sensory Support Services.

Accessibility

Clover Hill V.A. Infant and Nursery school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits. St Michael's V.A. Junior School site is wheelchair accessible with two disabled toilets large enough to accommodate changing. All rooms are accessible and the school has a lift (large enough for a wheelchair) to access the top floor.

Allocation of resources for pupils with SEND

All Angels' Federation receives funding directly to the school from the Local Authority to support the needs of learners with SEND.

The West Norwich Cluster of Schools is given limited additional funding from the Local Authority. Additional top up funding can be applied for by the schools and is awarded in exceptional cases. The West Norwich Cluster of schools is committed to working together to improve learning for all, and we are able to share resources, training and expertise.

Admission and transition arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. For further information, please see our Admissions Policy on our school websites.

When a child is transferring into or out of our setting, we share information with the school, or other setting the pupil is moving to/from. Transition can be a vulnerable time for a pupil with SEND, so we aim to make this as smooth as possible. We involve key staff such as the class teacher, pastoral support worker and SENDCo, who will aim to liaise with the child, family and other setting.

On entry to our Federation, we offer visits and other shorter induction sessions such as 'stay and play' to enable the child to become familiar with our school, routines and ethos. Where suitable, we may conduct a home visit so that the child can meet key school adults in their own familiar setting. Pupils are often allocated a school 'buddy' for peer support. Transition plans are discussed and agreed with the parents/carers and where appropriate, the child. These are tailored to the individual needs of the child to help them to settle as quickly and calmly as possible.

Inclusion of pupils with SEND

The Head Teacher, SENDCos and Designated Teachers for Looked After Children (LAC) oversee the schools' policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils, including LAC and those pupils identified as having SEND. All of our extra-curricular activities, trips and visits are available to all of our pupils, including our before and after school clubs. All children are encouraged to take part in sports day/school plays/special workshops etc.

Evaluating the effectiveness of SEND provision

In order to make consistent continuous progress in relation to SEND provision we evaluate the effectiveness of SEND provision by:

- Reviewing pupils' individual progress against National Curriculum expectations
- Reviewing the impact of interventions after 6 weeks
- Using an individual provision mapping tool (Edukey) to measure progress
- Talking to pupils, school staff and parents
- Monitoring by the SENDCo



- Monitoring by the Head teacher and SEND link Governor.
- Holding annual reviews for pupils with Education, Health and Care Plans.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The two SENDCos are both fully trained and hold the National Award for SEND. They attend relevant SEND courses, Networks and cluster meetings and facilitate/signpost relevant SEND focused training opportunities for staff.

We recognise the need to train our staff on SEND issues and the Governors have allocated funding to support this professional development. The SENDCo and senior leadership team ensure training opportunities are matched to school development priorities and those identified through staff audits and our school provision offer.

Working in partnerships with parents

All Angels' Federation believe that a close working relationship with parents/carers is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social, emotional and academic progress of children with SEND
- c) personal and academic provisions are set and targets met effectively

We welcome parents/carers to talk with their child's class teacher after school, or at an agreed and mutually convenient time. Formal parent consultation meetings are available for all parents/carers on a termly basis. The SEND coordinators are available to talk to and they are also able to signpost parents of pupils with SEND to other services such as the Parent Partnership service where specific advice, guidance and support can be given.

Our Pastoral team are available to talk to by appointment.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Parental concerns

We like to work in partnership with parents/carers and aim to solve issues together, acting in the best interests of the child. If a parent/carer has any concerns or complaints regarding their child, we encourage them to speak to the class teacher in the first instance. The SENDCo and headteacher are also available to talk to at a mutually agreed time. If the issue remains unresolved, please see our Complaints Procedure on the school website.



The SEND Local Offer

The SEND Local Offer is a website which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and expected provision across Education, Health and Social Care that are available to children in Norfolk that have an Education, Health and Care Plan and those who do not have a plan, but still have some form of special educational need and/or disability.

The Local offer can be found at

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This policy complies with the General Data Protection Regulation of May 2018.

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