



Special Educational Needs and Disability (SEND) Policy

Section 1: Mission Statement

Section 2: Special Educational Needs and Disability Co-ordinator (SENDCO)

Section 3: Definition of SEND

Section 4: Responsibilities for Co-ordination of SEND

Section 5: Identification of Children with SEND

Section 6: Links with Outside Agencies

Section 7: Equal opportunities and Inclusion

Section 8: A Graduated Response to SEND

Section 9: Partnership with Families/ Carers

Section 10: Supporting Pupils at School with Medical Needs

Section 11: Complaints Procedure

Section 12: Policy Review

Section 1

Our Mission Statements

'Living our Faith, Learning in Love'

'I Can do things you Cannot, you Can do things I Cannot; together we Can do great things'

Mother Teresa

'Love one another as I have loved you' John 13:34

Our Ethos and Values

At All Saints', the **children** are at the heart of **everything** we do and with **Christ as our inspiration**, we are committed to creating a happy, safe, nurturing and inclusive school where we value **teamwork, being kind, forgiving** one another and **trying our best**, in everything we do.

Relationships really do matter at All Saints' - we truly value connection. Every individual is important and the way we communicate with one another is key. We always strive to understand every situation and treat everyone with empathy, compassion and kindness.

Guided by our Catholic Social Teachings, we cultivate an environment of dignity, respect and compassion. Our school is a place of welcome, we open our doors to our wider school-family and the local community of Ashton on Mersey, and our eyes out into the wider world. We ensure our pupils have the knowledge, skills and understanding necessary to make a positive contribution both locally, nationally and internationally through our mission, our curriculum, the trips and visitors we encourage, and through the experiences within school life, building God's Kingdom on earth, one child at a time.

Every individual in our school is a wonder, and is celebrated as such. They are encouraged and challenged to inspire others with their courageous thinking and risk taking, within a 'safe-to-fail', 'have a go', nurturing, environment.

In constant pursuit of excellence in all things, we believe our high standards and ambition for all enables each person within our school to grow and develop, with a sense of pride in all their achievements.

Everyone who works with our children is determined to enable them to grow in their sense of Christian spirituality and appreciation of: each other; the people around them; the natural environment, and their developing sense of purpose in these early stages of their life journeys. We are determined that the children have a deep sense of self appreciation too, that they value themselves and the contribution they make now and can see themselves making in the future.

All aspects of school life are designed to inspire confident, motivated, collaborative, as well as independent learners and equip them with the skills necessary to thrive in an increasingly complex and changing world – with God by their side.

Our school values each and every individual for their uniqueness, celebrating and validating individual gifts and talents. It is a dynamic and forward-facing place, but equally a special place that remembers to enjoy the experience of today. We aim for everyone who works here to have a clear sense of where they are now, where they would like to get to and how they are going to get there.

We are proud to be an inclusive school and we work hard to support all our children, ensuring that the necessary provision, adjustments and resources are put into place for those pupils that have specific educational needs.

All learners are enabled to reach their full potential and by providing an environment where barriers to learning are reduced to a minimum, we help them to feel respected, confident and therefore able to succeed.

We are keen to encourage effective partnerships with all our parents/carers, recognising the key role they play in encouraging their child to have a growth mindset, aim high and achieve their very best.

We value the importance of making links with specialists from the wider community, exploring and developing ways to enable their involvement.

We value the importance of making links with specialists from the wider community, exploring and developing ways to enable their involvement.

Through the application of the SEND policy, we aim to;

- Ensure the school fulfils the requirements of The code of Practice for SEND (DfE 2015) and The Equality Act 2010.
- Ensure the earliest possible identification of an additional need.
- Involve parents as partners in the additional needs process.
- Regularly monitor and review each child's progress and take appropriate action when necessary.
- Make clear partnerships with outside agencies and support facilities.
- Cater wherever possible for the full range of special needs within school.
- To provide support and advice for all staff working with special educational needs.

- To enable children to move on from us well equipped in both core and foundation subjects and social independence.
- Involve the children in planning and decision making.

Section 2

Special Educational Needs and Disability Co-ordinator (SENDCO)

Mrs Flanagan is the school SENDCO. She has completed the National Award in Special Educational Needs Coordination through MMU. Mrs Flanagan is a qualified teacher and attends regular courses and LEA forums relating to specific areas of need and updates in SEND. Mrs Flanagan and Mrs Fagan have also completed the 'Belong Programme'. This is a joint venture with The University of Chester and Trafford Virtual School. It is increasingly understood that traumatic experiences in childhood can have a profound and long-lasting impact on a young person's ability to engage successfully in school. Greater understanding of Attachment, Trauma and Mental Health and embedding attachment aware and trauma informed practices can improve attendance, reduce disruptive behaviour and improve well-being.

Section 3

Definition of SEND

All Saints Catholic Primary School recognises the definitions of Special Educational Needs (SEN) written in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015). This is statutory guidance for organisations that work with and support children and young people who have special educational needs or disabilities. 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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A special educational need can affect one or more of the following areas:

- cognition and learning – this include children who have moderate or specific learning difficulties, such as dyslexia.
- communication and interaction – this include children with speech and language delay and those with difficulties in social communication.
- social, emotional and mental health – this includes children who may be withdrawn or isolated, disruptive, hyperactive or who lack concentration.
- physical and sensory issues – this includes children with impairments including hearing or visual difficulties, or other physical difficulties, such as dyspraxia – developmental coordination delay.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Section 4

Responsibilities for co-ordinating SEN provision

Policy determination: SENDCO, Governors and Headteacher

Establishment of appropriate staffing: Governors and Headteacher

Monitoring work on SEN: SEN Governor, Head teacher, Deputy Head, SENDCO

Day to day operation: SENDCO

Section 5:

Identification of children with SEND

All Saints Catholic Primary School use Trafford's Graduated Approach document as a guide to their entry criteria for the SEND school register. A copy of this can be found on the Trafford SEND Local Offer or accessed via this link:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=w-BVbM4r5q4>

Class teachers make regular observations and assessments of all children in their class for all 4 areas of need; communication and interaction, cognition and learning, social, emotional and mental health and sensory and physical. If children are identified as having difficulties in any of above areas, relevant and appropriate support is put in place.

For some children, reasonable adjustments and differentiation in class may not be enough and therefore some children will have access to targeted interventions to support their needs.

We follow Trafford's Graduated Approach and the 4-part cycle of assess, plan, do, review. Children with SEN will be monitored and progress assessed using their Individual Educational Plan (IEP). Communication between school and parents/carers is crucial in addressing a child's needs.

If the pupil continues to make no or little progress, the Special Educational Needs Co-ordinator (SENCO) works with the class teacher to complete the forms for referrals to outside agencies. Outside agencies may include any number of the following

- Specific learning difficulties consultant
- Educational psychology service
- Behaviour support service
- Speech and language therapy service
- Pre-School advisory service
- Social services
- Mental health services

For a very small number of pupils, in-school support may still not adequately support their needs. At this point an Educational Healthcare Plan (EHCP) can be requested. The purpose of the EHCP is to make special provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and as they get older prepare them for adulthood. Children with EHCP's have annual reviews in order to review the appropriateness of the provision and to recommend to the local authority whether any changes need to be made.

There are a number of ways in which a child's needs may be identified:

a) In the Early Years (EYFS)

Liaison with any of the following may identify any special educational need:

- Parents/carers
- Trafford SENAS (Special Educational Needs Advisory Service)
- SALT - Speech and Language Therapists
- Health diagnosis through medical
- Previous nursery settings
- Baseline assessments
- Teacher and teaching assistant observations
- School nurse visits

b) KS1 and KS2 – from 4 years to 11 years

- Parents concerns
- Pupil making little or no progress – Tracked half-termly (more frequently, if required)
- Pupil demonstrating difficulty in developing literacy or numeracy skills
- Showing persistent emotional/ behavioural difficulties

- Observed to have sensory/physical problems
- Experience communication and/or interaction difficulties
- Class teacher will carefully monitor and gather evidence through observations
- Standardised test scores
- Appropriate tests, e.g. spelling, reading, numeracy

c) More detailed assessments may be completed, with the consent of the parents, by any of the following: Class teacher, a Speech Therapist, Physiotherapist, an Educational Psychologist, or a member of the Trafford SEN advisory Service (SENAS). The school has good links with many outside agencies who can support us in our assessment of children – see below.

Section 6:

Links with outside agencies

We work closely with outside agencies to gain advice and support to best help our pupils. These can include:

- a Speech and Language Therapist, an Educational Psychologist, Longford Park Behaviour Outreach team, School Nurse, Trafford SEN Advisory Service (SENAS), Trafford Sensory Impairment Teams (TSISS) – for Hearing Impairment (HI) and Visual Impairment (VI), Trafford CAMHS (Child and Adolescent Mental Health Services), via the GP, other medical staff including Paediatricians, Occupational Therapists and Physiotherapists and nursery settings that the children previously attended.

Section 7

Equal opportunities and inclusion

The school welcomes and values all individuals taking an active part of school life. We have a legal duty not to discriminate against people with disabilities and to comply with the Equalities Act 2010.

Section 8

A graduated approach to SEND

The Teachers' Standards (2012) clearly state that teachers should:

- Adopt teaching to respond to the strengths and needs of all pupils
- Have a clear understanding of the needs of all pupils, including those with SEN
- Make accurate and productive use of assessment.

Therefore, each class teacher will deliver Inclusive Quality First Teaching (IQFT) for all children. They will oversee, plan and work with each child with SEND in their class to ensure that progress is made. The school's leadership team 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.

Wave 1-Universal Support – Quality First Teaching –

- Highly skilled, creative teachers and well-trained support staff who are dedicated to pupils'

academic, personal and social potential

- Appropriate classroom environments, reasonably adjusted to learners need wherever

necessary

- Having high expectations of all learners whatever their prior attainment
- Providing additional resources to pupils who require them
- Using a variety of multi-sensory teaching methods to suit different learning needs
- Varying the amount of additional adult or peer support given to complete certain tasks
- Visual aids to support language
- Regular advice and support from a wide range of specialists from outside agencies

Wave 2- Additional Support

The school may decide to put in place extra provision to help support children's progress. A pupil is not assumed to have Special Educational Needs just because they have fallen behind in their learning. Interventions will be evaluated by the class teachers to see if progress is being made and if not, alternative measures will be considered.

Wave 3 – SEND support

This level of support is for pupils who have an identified special educational need or long-term needs that fall within one, or more, of the four areas of SEND. Provision will be very personalised according to the needs of the pupil. All provision will be monitored and evaluated regularly and an individualised education plan will be drawn up (IEP).

Wave 4 – Education and Health Care Plan

For those children where SEND support does not adequately meet their needs, then the school or parents/carers can choose to apply for an Education Health Care Needs Assessment. Your child's teacher and the SENDCO will work to gather additional information about your child. Parents' views and the views of your child are very important during this process. All requests for an EHC Needs Assessment are considered by the Trafford Assessment Panel (TAP).

If TAP decide to start an EHC Needs Assessment, the family will be allocated an EHC Coordinator. This is a named person who will support and guide you through the process. The assessment is not one single test. It is a series of discussions, observations and assessments by you and the professionals involved. It takes about 12 weeks.

All the information is then submitted to the Moderation and Resource (MAR) group. This group looks at all the information submitted and consider if your child has needs that should be met by an EHC Plan. Trafford must let parents know by week 16 if an EHC Plan will be issued or not. If a plan is issued, the MAR group also considers what support the plan should provide and any funding allocated to provide it.

The below link explains the EHC process in more detail

https://search3.openobjects.com/mediamanager/trafford/fsd/files/parent_guide_4_ehc_process_what_to_expect_and_when_1.pdf

An annual meeting takes place to review how well your child or young person is reaching their outcomes. Areas considered would be:

- your child or young person's strengths and needs
- what is working well
- what else needs to be done to achieve the outcomes

The school is responsible for organising the review and sending out invites. You should get 2 weeks notification before the review meeting. You will be asked to complete a form which will contribute your views. EHC Coordinators do not attend every review. However, they can support you through the process. Your EHC Coordinator will prioritise transition reviews in Year 6 and Year 11 or any urgent situations that require immediate attention.

Removal from the SEN Register –

Children who are deemed to be SEN Support or hold EHCs will be monitored and reviewed as part of the school's ongoing assessment system. Any decision to request reduced or increased support from the authority would be taken, with parents, at an annual review meeting. Any decision to remove an EHCP would have to be heavily evidenced and discussed at an annual review meeting. Children at SEN support level will be monitored and reviewed as part of the school's ongoing assessment system and via their APDR cycles. A decision to remove a child from the SEN register would be taken by the class teacher, in consultation with the SENDCOs and the child's family. Such a decision would be taken if it is felt that the pupil is no longer significantly behind national expectations in their identified area of need.

Section 9:

Partnership with Families

All Saints Catholic Primary School is committed to working in partnership with parents, children and other members of the school community, as well as outside agencies to provide for the need of every child. Parents have vital knowledge and experience of their children and therefore a close working relationship with parents is sought. It is important that we share views about a child's needs and what the school is doing to address these.

The school is also very keen to work with families to help with ideas as to how they can support their child. In order to support parents of SEN pupils the school is required to produce a SEND Information Report, which is available on the school's website. This forms part of the Trafford Local Offer for SEND.

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory

or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

Trafford's SEND Information and Support Service (SENDIASS) can provide free, impartial, confidential and accessible advice, information and support on matters relating to SEND. Phone: 0161 912 3150/1050/1091 or email: parentpartnership@trafford.gov.uk

Children with SEND have knowledge of their own needs and what may help them in their learning. SEN pupils with an EHCP can contribute to their annual reviews, either in person or via an adult – such as the parent, teacher, teaching assistant or SENDCO.

Section 10

Supporting children with Medical Needs

Please see Policy Supporting pupils with medical conditions policy

Section 11

Complaints procedure

Such is our partnership with the children and parents; we would hope that all complaints would be dealt with at an early stage. Please refer to the school's Complaints Policy.

Policy review: March 2026

