



Special Educational Needs and Disability (SEND) Policy

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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 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 all our pupils.

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.

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 and is part of the Senior Leadership Team. She has completed the National Award in Special Educational Needs Coordination through MMU. Mrs Flanagan is a qualified teacher and attends regular courses and LA 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.

We are also involved in The Partnerships for Inclusion of Neurodiversity in Schools (PINS) project to support neurodiverse children in mainstream primary schools. It involves collaboration between schools, local authorities, and parent-carer forums to provide training and improve support systems. The program strengthens relationships between parents and schools to improve outcomes.

We have recently been accepted on to The Whole School and College Approach: a collaborative framework designed to enhance mental health, wellbeing, and special educational needs (SEN) support by involving staff, students, parents and external partners.

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
- communication and interaction
- social, emotional and mental health
- physical and sensory issues

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. This can be found on the Trafford SEND Local Offer

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, Ordinarily Available Provision/ Quality First Teaching may not meet need and therefore some children will have access to targeted interventions to support their needs (SEN Support level)

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 (IEPs are issued when a child reaches the threshold of SEN support) Communication between school and parents/carers is crucial in addressing a child's needs and outcomes and progress are discussed with parents and carers at least 4 times during the school year. Parents and carers are welcome to meet more frequently than this dependent on the child's needs. The SENDCO will monitor the child's progress with the class teacher with termly SEND meetings.

If the pupil continues to make no or little progress, the SENDCO works with the family and class teacher to complete the forms for referrals to outside agencies. Outside agencies may include any number of the following and is not limited to:

- Special Educational Needs Advisory Service (SENAS)
- Educational psychology service
- Behaviour support service
- Speech and language therapy service
- Pre-School advisory service
- Social Care
- Mental health services (Place 2 Be, T Thrive, CAMHS)
- Trafford Team Together

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/ Wellcomm assessments
- Health diagnosis
- 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 observations
- Standardised test scores

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:

Trafford Team Together, T Thrive, The Virtual School, Speech and Language Therapy, Educational Psychology, 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 Ordinarily Available Inclusive Provision (OAIP) 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 and progress of pupils especially those with SEND.

Ordinarily Available Inclusive Provision (OAIP)

The Ordinarily Available Inclusive Provision (OAIP) is the universal, basic level of support that all pupils should receive. It includes some of the practices and adaptations that are part of quality first teaching. Some of the provision and strategies below may be supportive for children with SEND but will undoubtedly be of benefit to many of the pupils.

- Working in partnership with parents, carers, learners and professionals
- Inclusive culture and ethos

- Physical and sensory adaptations
- Assessment of pupil progress
- Curriculum adapted to meet needs of all learners
- Communication with learners is understood and adapted where needed
- Resources are used to meet children's needs
- Staff have access to Continuing Professional Development
- Effective and positive transitions and transfers

Universal Support –

Quality First Teaching Intervention and Support:

Teachers are able to identify specific difficulties and make suitable adjustments

Teaching includes demonstration, prompts, visual support and opportunities for practice.

Concrete, practical-based learning activities

Teaching uses multisensory methods broken down into manageable steps

Differentiation in presentation, pace and outcome

Staff are aware of the implications of mild sensory impairment, fine motor skill development and medical issues

Pupils work collaboratively in mixed -ability groups

Visual aids to support language

Alternatives to copying from board are in place

Some small group or 1:1 intervention may be required e.g., reading, maths, motor skills

SEND Support

Intervention and Support:

Simplified language reinforced by visual materials and modelling approaches

Carefully controlled language, layout and font in handouts / worksheets

Strategies in place to extend concentration and listening

Regular reading and discussion of content is provided

Multisensory teaching for phonics, whole word and fluency and automaticity.

Access to specialist teaching programmes for dyslexia where appropriate.

TA support for curriculum access in some areas

Pre-and post-tutoring in subject specific vocabulary or new concepts

Support for homework

IT equipment and appropriate software

Access to learning / pastoral base during unstructured times of the day

Education and Health Care Plan

Intervention and Support:

As previous sections plus

Individual learning programme in place planned with professionals who specialise in pupil's specific needs; regularly reviewed with parents/carers and relevant professionals.

Support / advice from an adult with specialist skills who has accessed appropriate training to meet specific needs.

Very flexible arrangements in planning learning, environment and structure of school day e.g. more breaks, learning in different locations, visual reminders and specific repetitions of next steps and expectations etc.

Frequent contact between home and school to ensure needs are being met effectively and consistently.

The below link explains the EHC process in more detail

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=KmTSiw8XaVU>

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. 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.

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 essential.

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: February 2027