

What is SEND?

A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special education provision is additional to, or different from, that OA for others of the same age. Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Vision, values and ethos for SEND

At All Saints' we want to provide a high quality education for every child that attends including those with SEND. The school vision states:

'Our welcoming Christian school is a special place. Children are nurtured to become aspirational and responsible individuals, seizing all opportunities to use their God-Given talents and abilities to make a positive contribution to our school, our local community and the wider world.'

And this extends to our pupils with SEND. Children engage with the vision through the strapline **'Every Child Shines'**. To them this means that every child in school has unique talents, that 'the child' is at the centre of everything we do and that this sentiment extends to every pupil regardless of gender, ethnic background, religion or disability. This is wholeheartedly supported by the whole school community and acted out every day by adults in school at all levels.

SEND Blueprint

Complex Classroom- Pilot

This small class (10 pupils) KS1/KS2 follows the Equals curriculum, which is accessible and pitched to allow children to reach their potential, learn in a way that is developmentally appropriate with emphasis on language and communication and early learning/play skills. Ensuring children can experience success and reducing reliance on adult support. Aspirations for this class are high, with reading, numeracy and communication at the core.

We hope children will feel a sense of belonging and success, truly included and valued; with a peer group that facilitates reciprocal interactions. This class will be taught by teachers to ensure the high quality teaching is at the heart of the mainstream offer. Children will have lunch and break with the rest of the school, and all whole school events. The headteacher will hold a collective worship session every week. Children will have a PE lesson, Forest school and a music lesson weekly. Children will go to lunch earlier when the hall is quieter and have extended play time. Children will have sensory breaks built into their day. Adult ratios are approximately 1:2

Curriculum

All pupils will be provided with high quality teaching that meets the diverse needs of all learners. Our classroom provision is guided by the universal ordinarily available framework, children on the SEND register may also require additional support in line with the Targeted Ordinarily Available Framework which outlines best practices to support different needs, to unify the provision offered across all schools. Pupils with a Special educational need or disability will be provided with reasonable adjustments to overcome any disadvantage experienced in school and increase their access to the taught curriculum and the wide range of opportunities including trips, church services, sporting events and social opportunities. The "Five-a-day" principle refers to a set of five evidence-based teaching approaches that are integrated into daily practice to support all learners, particularly those with special educational needs and disabilities (SEND) in mainstream settings. These approaches aim to enhance teaching quality and improve student outcomes. Interventions and booster groups aim to close the gap or stop it widening further.

When pupils are withdrawn for additional support care is taken to ensure this does not affect their access to a full and balanced curriculum. Interventions are rotated to reduce their impact on accessing other learning. Interventions do not impact core lessons.

1	Explicit instruction	Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.	
2	Cognitive and metacognitive strategies	Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.	
3	Scaffolding	Offer students an existing or a written task, provide a support line task or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.	
4	Flexible grouping	Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional writing instruction based on current need, before re-joining the main class.	
5	Using technology	Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, one might use a class set of iPads to show students' work or to jointly research an assigned topic.	

Identification of SEND, assessment and provision

Monitoring

Pupils who are not making the expected level of progress or where there are concerns, are discussed and additional **Universal OA** provision is identified and planned, progress is reviewed termly. Teachers share information about this with parents informally.

SEND K

- When a child needs **'additional and different to' OA high quality teaching**. Parent views (IPP) and partnership will be sought. With consent children will be added to the SEND register. These may be children who were being monitored or those identified by external services. Action follows an assess, plan, do, review model:

Assess: - September and December, March and July- assessment of need (with parent and pupil views)

Plan: outcomes will be agreed

Do: appropriate evidence-based classroom support and interventions **in line with the targeted OA** are agreed and timetabled.

Review: Termly; September following baseline assessment, January and April. All one-plans should be reviewed using the centralised record of intervention, standardised assessments such as AFALS and SANDWELL, along with classroom observations and teacher assessments. Reviewed One plans are shared with parents termly (before half term). Teachers are available to discuss one plans provision and progress at parents evening and after school as needed.

EHCP

A small number of pupils, whose needs are significant or complex and cannot be met the OA provision, a request is made to assess education, health and care needs. This may result in an Education, Health and Care Plan (EHCP). This funds additional support and resources. Teachers meet with parents and SENDCo termly to review progress and plan provision in line with Section F

Ordinarily available and practical support strategies.

The 4 broad areas of need and generalised supportive strategies (5 a day):

Communication and Interaction: For example learners with Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD).

- * Visual cues, infographics, objects of references and modelling 'dual code' information and instruction.
- * Pictorial timetables can help learners understand daily routines
- * Time for speaking and listening (oracy) address the 'word gap'. Structured interaction opportunities, paired activities.
- * Time to process (10 second rule - thinking time!)
- * Equal opportunity to contribute
- * Chunked instructions
- * Model back words with correct pronunciation and repeat sentences back with an additional word - blue bike- ' yes, fast blue bike'-

Cognition and Learning: For example pupils with persistent literacy difficulties (dyslexia), developmental delays, attention deficits (ADHD)

- * Differentiation and adaptation is intentionally planned to allow children to access the learning.
- * Build on prior knowledge, pre-teach and revisit.
- * Little and often, and Model, lead, test approach (my turn, your turn)
- * Explicit instruction - chunked
- * Support memory by - gaining pupils attention, reduce working memory load and visual clutter, present new learning visually linked to exciting knowledge (mind maps, diagram, visual hierarchies), retrieval activities.
- * Modelled examples, guided practise and magpie sentence starters
- * Providing additional time for processing and written tasks
- * Model and promote Growth Mindset - pupils and teachers value effort
- * Manipulatives, objects of reference, visuals such as number lines.

Social, Emotional and Mental Health: For example children with anxiety, low mood and those impacted by trauma and adverse childhood events.

- * Relationship building opportunities and time to talk and children to feel heard
- * Regular check-ins (verbal or non-verbal) and mindfulness activities
- * Keeping you in mind- let them know you thought of them.
- * Soft landing into school
- * Curiosity about behaviours and empathy (compassion)
- * Actively seek to build positive relationships with family
- * Teachers model resilience (growth mindset)
- * Teachers help children connect and belong within the class/group
- * Teachers model self-regulation and use the language of Zones of Regulation
- * Intentionally plan for transitions and additional support.

Sensory and Physical Needs: For example students with physical disabilities, V.I.H.I and sensory needs- always follow CARE PLAN

- * Modified resources and accessible classroom layouts, well considered seating
- * Offering assistive devices (ICT/special equipment-chairs) and sensory supports (wedges, sit and move, sensory manipulatives, Theraband, ear defenders)

Movement breaks and sensory circuits (Alerting, Coordinating and Calming) support all pupils.

Monitoring and Evaluating SEND Practice

The SENDCo meets regularly with the Head Teacher and inclusion partner to monitor current SEND provision, development of new initiatives, hold strategic meetings to work on key areas of SEND across the school. The SENDCo and Head Teacher collate information for the reports to Governors. The SENDCo evaluates the effectiveness of SEND provision in the school through monitoring and analysis of pupil progress and achievement using termly tracking data, teacher meetings, intervention logs, pupil review meetings and collecting pupil, parent and staff views as an integral part of the person-centred review process. Classroom provision is monitored through: Informal learning walks, Classroom observation by the senior leadership team and external verifiers, SENDCo observations of specific children. Ongoing assessment of progress with work sampling and discussion of planning meetings with outside agencies to provide guidance on meeting the needs of pupils with SEND, Pupil and parent feedback and Attendance and behaviour records.

Meeting Physical / Medical Needs of pupils

The school publishes an accessibility plan every 3 years which outlines the improvements being made to make the school environment more accessible. Teacher consider how the needs of their pupils can be met to ensure that school extracurricular events and trips are safe and inclusive.

IPRA funding is secured where the medical need requires a high level of adult support. Medical Care-plans are held in the medical room and relevant staff undergo appropriate training. When children do not have a care-plan for health, parents work with SENDCo to agree an support and actions. Children who have toileting needs also have an intimate care-plan.

Pupil and Parental voice Involvement and Engagement

All efforts are made to engage parents and relationship is key. Ideally first point of contact for parents is class teacher, if more SEND advice is needed SENDCo can then meet with teacher or teacher and parent. Parent views are valued and parents are recognised as having expert knowledge about their children, helpful allies in understanding children their needs. Parents can speak to teachers at the end of the school day directly, or via email. Parent involvement is encouraged and proactively sought as parents are invited to meetings and greeted in the playground. Family Liaison, reaches out to harder to reach families. When one plans are shared every term, parent view forms are also shared. An accompanying letter invites and welcomes parents to come and speak to teachers about plans to better understand the provision and children's progress. These are working documents which are adapted as needed to take parent views and concerns into account.

Pupil views are incredibly important. Children help to create an All about me document (all children on the SEND register) this one page profile is written in collaboration with children in September and should be updated throughout the year as needed and at the start of the Summer Term - in readiness to support transition. Children who can not communicate verbally can be supported to share view through their preferred method or through talking mats. Important to note some important information such as diagnosis is included on this and children may not always be aware - please ensure these boxes are blanked when working with children on them.

Staff training

Teaching and support staff have regular training - once a term a dedicated staff training is given to updates in SEND approaches, and SEND specific training. However, during other training sessions for example maths lead, English Lead, TTP staff consider the impact and considerations for SEND this is a valued lens in many training sessions and shines a light on inclusion throughout the year. During general weekly meeting SEND developments and updates from within school are shared. CPD opportunities, resources and websites are routinely shared. As the need arises, the SENDCo works with external agencies for specific training to ensure specific adults are well equipped to manage the needs of the children they support. IP training is also being explored for whole school approaches.

Partnership with outside agencies

Some children on the SEND register have care-plans and recommendations from specialist teachers, these targets and provisions are included in provision maps and one plans. All teachers should read the care-plans that are shared and available on the drive in pupil folder

If you have any concerns about a child in the class, monitor and log, discuss with SENDCo who can make referrals to school nurse, speech and language services, OT and Physio, CAMHS, paediatrician for ASD and ADHD diagnostic pathways, as well as specialist teacher team for PNI, HiVi, MSI. Advice can be sought from our Inclusion Partner, EP and Engagement facilitator when needed.