


All Saints' CE (VC) Primary School Maldon		
Title: Special Educational Needs and Disabilities Policy		
Full Governing Body Ratification	Date November 2025	
Total Number of Pages 10	Review Date: November 2026	
File Name: Special Educational Needs and Disabilities Policy		
File Location: Google Drive – Shared Drive - Policies		

Equality and Diversity Statement

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

Special Educational Needs and Disabilities Policy

This policy complies with the Special Educational Needs Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: Advice for schools DFE Feb 2013

The Special Educational Needs and Disability Regulations 2014

SEND Code of Practice 0-25 (2014)

Statutory Guidance on Supporting pupils at school with medical conditions Dec 2015
The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2013

NOTED AMENDMENTS

This policy was created by the School SENDCO in liaison with the SLT.

The Special Educational Needs Co-ordinator (SENCo)

The members of staff responsible for SEND are:

Miss Kathryn Barnett - SENDCO for All Saints' Primary School

Contact Details:

Telephone: 01621 853519

E-mail: senco@allsaintsprimaryschoolmaldon.co.uk

The nominated school governor with responsibility for SEND is **Mrs Austin** who can be contacted via the school office or e-mail.

Information for parents (further information can be found later in this policy)

Information about Local Authority services for SEND can be found at

<http://www.essexlocaloffer.org.uk/> and via Essex SENDIAS

<https://www.essexsendiass.co.uk/>

The aims of this SEND policy are:

- To provide an inclusive, caring and nurturing environment within which all pupils can learn and develop academically, personally and socially to their full potential
- To recognise and value the contributions and achievements of all pupils within a supportive environment to promote positive self-image and raise self esteem

The objectives of this SEND policy are:

- To promote a focus on inclusive practice and remove barriers to learning by identifying special educational needs and disabilities and deploying appropriate provision.
- To work within the guidance provided in the SEND Code of Practice, 2014 To provide a Special Educational Needs Co-ordinator who will work with the SEND Inclusion Policy. implement a National framework, legislate and guide in a child-centred approach, communicate with, and involve, pupils and their parents/carers in discussions and decisions about support and provision for the pupil.
- To provide support, training and advice for all staff working with special educational needs pupils to ensure staff understand and consistently implement the SEND policy to allow pupils to access a broad curriculum through appropriate provision .
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable pupils
- To support pupils with special educational needs, disabilities and medical conditions to achieve full inclusion in school activities ensuring opportunities are accessible through consultation with parents, outside agencies, Inclusion partners and health and social care professionals in order to meet the medical needs of pupils.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: 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 educational or training means **educational training or provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: 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.**’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Admission Arrangements

The arrangements for the admission of pupils with SEN and/or disabilities are outlined in the school prospectus:

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on a placement is made. In addition the local authority must also seek the agreement of the school where the draft EHCP sets out provision to be delivered on their premises, that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if their child's needs can be better met in specialist provision. Parents of children with an EHCP are welcomed and encouraged to take a tour of the school and book an informal meeting with the SENDCo to discuss the suitability of the school and the provision required to meet a child or young person's needs.

Accessibility and Special Facilities

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

This policy, by its nature, makes particular provision for those with a special educational need or disability which prevents or hinders them from making use of the typical range of educational facilities. Action has been taken to ensure as far as possible that the school

buildings are safe and accessible and that special equipment can be provided when appropriate to support learning.

Our accessibility plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. It is updated annually and is available via the school website.

Existing adaptations that have also been made to the school environment to make it more accessible include:

- Disabled parking bay marked and located in the staff car-park behind the music-room.
- Portable ramp to provide access to the main front entrance of the school
- Purpose built disabled WC opposite the SENDCO room.
- Disabled accessible changing room with height adjustable bench.
- The Burrow Provision for accessible play and learning opportunities, and sensory input, for identified children who require an alternative curriculum offer.
- An EpiPen kit and defibrillator have been provided.
- A grab rail has been fitted to one of the toilet cubicles in the foundation stage base.
- A medical room to provide a safe place for medication to be given in accordance with medical care plans for named children
- Tailored Equals Curriculum delivered in our dedicated classroom for children with complex learning needs.

Identification of SEND, Assessment and Provision

The SEN Code of Practice (2014) identifies 4 broad categories of need:

Communication and Interaction
Cognition and Learning
Social, Mental and Emotional Health
Sensory / Physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, to best support a pupil, not to fit a pupil into a category.

At our school we consider the needs of the whole child which will include not just the academic special educational needs of the child.

Factors that may impact on the progress and attainment of a child but which are NOT SEND include:

- Attendance and Punctuality
- Health and Welfare

Special Educational Needs and Disabilities Policy

- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

At All Saints' we use a range of strategies to assist early identification of pupils with SEND. including:

- A whole school planned cycle of assessment and review of attainment outcomes for all pupils in the school, including the use of standardised tests, Sonar data and termly tracking grids
- Observation of the pupil that indicates they have additional needs in one or more of the four broad areas of need
- Concerns and recommendations raised by parents/ carers, outside agencies, teachers or support staff regarding a child's progress or inclusion
- Pupils asking for help or sharing pupil voice around worries or school and educational challenges

The school follows the graduated approach to SEND Support outlined in the Code of Practice

All pupils will be provided with high quality teaching that supports the diverse needs of all learners. Our classroom provision is guided by the ordinarily available framework, children on the SEND register will be supported through universal targeted Ordinarily Available good practice, strategies and resources. This Framework which outlines best practices to support different needs and unifies the provision offered across all schools.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services, and additional support accessed when needed through referral processes) to overcome any disadvantage experienced in school and ensure their access to the taught curriculum and the wide range of opportunities including trips, church services, sporting events and social opportunities.

Pupils on the SEND register or those not yet on the register but identified as failing to make the expected level of progress and attainment, or with difficulties in non-academic areas, are discussed between class teacher and SENDCO. Senior Management and school leaders are made aware of the needs of children and individuals are discussed, in order to support strategic planning of SEND support across the school. Additional action to increase the rate of progress will be discussed, identified and recorded that will include a review of the impact of the adapted teaching being provided to the child.

Where it is decided that special educational provision-is additional and different to that provided, parents will be informed that the school considers their child may require SEND Support and their partnership sought.

Action relating to SEN Support will follow the graduated approach of an assess, plan, do, review model:

Assess: data on the pupil held by the school will be collated to make an accurate assessment of the pupil's needs.

Plan: outcomes will be agreed by the school, parents, the child and any outside agencies involved

Do: appropriate evidence-based group, paired and 1:1 interventions will be identified and recorded with details of how and when they will be implemented by the school. Parents and the child will be consulted on the action they can take to support attainment of the desired outcomes and a date for reviewing progress agreed.

Review: Progress towards the agreed desired outcomes will be reviewed and shared with the child and parents. Class teachers access a centralised record with details of each intervention session and assessment, and use this along with classroom assessments and observations to review each outcome. If the attainment and progress of the child is then within the range expected for the majority of pupils that age SENS will cease. If additional SENS is required new outcomes will be agreed, provision is planned accordingly, and advice from appropriate outside agencies may be sought with parental permission. This is outlined in a one-plan document. This working document is shared with parents termly and parents are invited to share their views and contribute to the document. Pupil views are also collected termly.

For a very small percentage of pupils, whose needs are significant and complex and the SENS required to meet their needs cannot reasonably be provided from the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This funding may support identified pupils accessing The Burrow provision or a higher level of additional adult support within the classroom (with adult ratios to children of between 1:1 to 1:4 depending on the specific needs of individuals) to deliver the support documented in Section F of EHCP provision.

Meerkats follow a pre-National curriculum offer using the multi-sensory Equals Curriculum. This is a small teacher led class with 1:2 support. This is a very limited provision and places are allocated on need. Children in Meerkats have complex care needs.

The school receives funding to respond to the needs of pupils with SEND from a number of sources that include:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the armed services.
- For those pupils with the most complex needs the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN

Funding allocation.

This funding is then used to provide the equipment, resources and facilities to support pupils with SEND.

Resources are allocated to meet the needs of SEND pupils through individual and small group teaching and intervention.

Support is provided by the SENDCo, Class or set teacher, Learning Support Assistant or an outside agency at a level appropriate to the needs of the individual child; the school allocates a proportion of the total school budget to SEND support with reference to current Local Authority recommendations for budgetary allocations for pupils with SEND.

Class teachers adapt work within class to meet the needs of all pupils. For pupils with SEND, emphasis is placed on providing support in class wherever possible, with some pupils withdrawn for short specific intervention programmes including those to meet Social, Emotional and Mental Health Needs. When pupils are withdrawn for additional support care is taken to ensure this does not affect their access to a full and balanced curriculum.

Additional support may incorporate strategies including

- different learning material
- adapted curriculum
- provision of special equipment
- use of ICT
- group or individual support
- support for teachers for curriculum planning/differentiation
- management strategies and/or alternative arrangements based on specialist advice
- implementation of specific interventions as recommended by SENDCO or recommended by appropriate outside agencies
- a range of teaching approaches to meet different learning styles including EEF 5 a day principle
- individually agreed timetable arrangements for identified pupils, reviewed termly
- staff development and training
- sensory adjustments including movement breaks
- reasonable adjustments to facilitate access

Pupils with Medical Needs

Pupils with significant medical needs, including but not limited to physical and neurological impairment, diabetes, visual impairment, hearing impairment and multi-sensory impairment and medical condition will be supported in line with health care plans developed by health professionals. If a health care plan is not available, school will create one, compiled in partnership with the school nurse, or other appropriate health professional, and parents and if appropriate the pupil themselves. Medical IPRA or EHCP may be sought to provide funding to meet high level support needs.

Staff who administer, supervise medications and monitor the pupil will complete training and be verified by the school nurse, or other appropriate health professional, as being competent.

All medicine administration procedures adhere to the Local authority policy and Department of Education (DFE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2017

Staff Training

The school's SENDCo regularly attends local authority SENDCo meetings in order to keep up to date with local and national updates in SEND and has a lead role in disseminating information and delivering in-house SEND training to both teaching and non-teaching staff as appropriate. Use is made of any available local authority training and outside agencies (see Partnership with Outside agencies below). Needs specific external training is also facilitated as required.

Partnership with Parents

The school encourages a close working partnership with all parents. Parents of pupils with SEND are supported and informed at all stages. They are invited to meet with teachers to discuss and review one plan provision termly. The SENDCo is available to meet with parents following a meeting with the class teacher or if outside agencies and services are involved to coordinate support. Parents' views are collected to support one planning; these can be face to face or via the parent views forms. Parents receive copies of SEND paperwork termly and reports from outside agencies are shared with parents. For children with an EHCP, review meetings take place termly with the SENDCo and supporting adults or the class teacher. One of these termly reviews will be the annual review and paperwork is submitted to the local authority, parents, outside agencies and relevant specialist teachers are invited to these meetings alongside the SENDCo and the class teacher.

The school publishes a SEND Information report which can be accessed via the school's website.

Parental access to the complaints procedure is as outlined in the School Prospectus and can be obtained from the school office.

Information about Local Authority services for SEND can be found at <http://www.essexlocaloffer.org.uk/>

Partnership with Outside Agencies

The school liaises and works with a wide range of outside agencies appropriate to the needs of individual and groups of children including -

Local authority Educational Psychology Service
Inclusion Partner and SEND operators.
Speech and Language Therapy Team (SALT)

Special Educational Needs and Disabilities Policy

OT and Physio Services

Community Paediatric Services - including referral for ADHD/ASD assessment

School Nurse

Continence team

Child & Adolescent mental health Service (CAMHS)

Social Services

Kids Inspire/ Yo-Yo project/ Young Carers/ Action for Family Carers/ Essex Family Support Service

Autism Education Trust

Specialist teachers for - hearing and vision impairment and PNI (Physical and neurological impairment)

Transition Arrangements

Early Years Foundation Stage staff and the SENDCo liaise with local pre-schools, nurseries and playgroups to collate information and provide appropriate support for children joining the school in the Reception classes. A planned introduction programme is delivered in the summer term to support transfer for children joining the school in September. Additional or alternative visits are arranged and a Transition Book made for individual children as appropriate. All Saints Primary School also works in partnership with the Plume to support the transition of Year 6 pupils with Autism, (the Stay Project).

Transition between classes in school is supported through additional visits and preparation of a Transition Book for SEND pupils identified as requiring these, e.g. children with a social communication difficulty. Class teachers have time to meet and liaise about each pupil's needs and support strategies. Support staff when needed, for children with very specific needs and support programs, have the opportunity to observe effective provision in the current classroom, in order to replicate it in their new class.

The school's Year 6 teachers and the school's SENDCo liaise with SENDCos and other relevant staff from local Secondary schools to share information and support pupil's transition to Key Stage 3. Additional visits to relevant secondary schools are arranged and a Transition Book prepared for SEND pupils where a need is identified. The SENDCo and staff from local secondary schools are invited in to school to meet children and staff, additional in school visits are organised for children with SEND. The School has entered into a program, called STAY, with The Plume, facilitated by the Autism Education Trust to ensure successful transition.

In the event of a child transferring into All Saints' School or to an alternative setting between key stages, staff at All Saints' liaise with staff at the other setting to support a smooth transition for the child with appropriate support aides and additional visits where needed.

Monitoring and Evaluation of SEND Practice

The SENDCo meets regularly with the Head Teacher and inclusion partner to monitor current SEND provision in the school, development of new initiatives, hold strategic meetings to work on key areas of SEND across the school. The SENDCo and Head Teacher collate the Annual Report to Governors. The Governor with responsibility for SEND completes at least one monitoring visit each year as part of the monitoring schedule, to discuss current issues and priorities for action.

The SENDCo evaluates the effectiveness of SEND provision in the school through monitoring and analysis of pupil progress and achievement using termly tracking data, intervention monitoring sheets and collecting pupil, parent and staff views as an integral part of the person-centred review process.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of procedure that includes:

- Classroom observation by the senior leadership team and external verifiers
- Ongoing assessment of progress made by pupils with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Teacher meetings with the SENDCo and outside agencies to provide guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records