



***“Let your light shine”* Matthew 5:16**

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

POLICY AND TERMS OF REFERENCE DATES:

- **Review undertaken by SEND Governor, Headteacher & SEND Leader**
- **Policy Review Period: Every three years, or sooner if legislation changes**
- **This revision: September 2025**

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*Published 11th June 2014, updated 12th September 2024*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE published 6th February 2013, updated 28th June 2018*)
- SEND Code of Practice 0 to 25 (June 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher, **Mr Nigel Roberts (Tues-Fri) and Mrs Lisa Regan (Mon)**, has overall responsibility for Special Educational Needs and Disability at All Saints Primary School.

The designated person who is responsible for leading SEND provision for children is: **Mrs Lisa Regan**. This person is also a member of the Senior Leadership Team.

Ms Sarah Barnes, is additionally trained as a SENCo, and completed her national professional qualification for SENCOs. She leads mental health and well-being across the school.

Miss Lorna Amor and Rachel Amor are the school's ELSAs (Emotional Literacy Support Assistant) and works to support children with social and emotional needs.

The Governor with oversight of the arrangements for SEN and disability is: **Mrs Sarah Wicks**, who can be contacted through the school: sen@bishopscaundle.dorset.sch.uk

Outside Agencies that currently support our school are:

Emma Cook – Educational Psychologist

Mary Carson, Fleur Parker, Natasha Gaylard and Hannah Beckett – Speech and Language Therapists

Michele Rozyki – Family Worker

David Sharpe - Behaviour Support

School Nurse

Alice Richardson - Specialist Teacher – ASC, ADHD, ADD, Sensory needs in the classroom, dyslexia

Amy Holmes - Occupational Therapists

CAMHS

Sharon Cade and Kay Lock – Vision Support Services

Ken Tucker – Hearing Support

Our school mission statement is: 'Nurturing hearts; Inspiring minds' and to encompass our Christian values as well as our Rights Respecting School status, we value: Christian Love, Inclusiveness, Perseverance, Respect, Forgiveness and Thankfulness.

Specialist SEN provision

The school has 20 children currently with SEND. This represents 16% of the school population.

4 children have an Educational Health Care Plan (EHCP).

We have 5 children with a medical care plan and 2 children with an allergy plan.

We employ staff who specialise in SEN provision and support.

This policy was developed in conjunction with senior leaders, governors and school staff. Children of All Saints helped develop our 'SEND Policy for Children', which is updated alongside this policy by our SEND Governor and children with SEND (most recent review: November 2025).

AIMS AND OBJECTIVES

All Saints has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. We aim to provide every child with a broad and balanced education based on the National Curriculum (2014) and in line with the *Special Educational Needs Code of Practice (2014 - DfES)*. We are committed to a fully inclusive society where all children are valued and included and where they have a secure sense of

belonging.

Our aims are:

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To ensure the safeguarding of all children and enable them to learn and grow independently in a safe environment;
- To identify at an early age, individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support their children's learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support children with special educational needs and disability.

Objectives:

- Monitor the progress of all children to ensure that those with special educational needs have the opportunity to maintain the same rate of progress in their learning, or better, than children without special educational needs.
- Promote social inclusion that allows children to develop a sense of belonging.
- Work together effectively with special educational needs specialists who visit our school.
- To foster emotional wellbeing.
- Create an environment where children feel safe and free to voice their opinions of their needs.
- Eliminate unlawful bullying and tackle discrimination.
- To identify and provide for children who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability.
- To employ a Special Educational Needs Co-ordinator (SENCO) who will work within the bounds of the SEN Inclusion Policy.
- To provide support and advice to all members of staff who work with children with special educational needs.

ROLES AND RESPONSIBILITIES

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that All Saints' arrangements for supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

SENDCo:

- Ensures all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND;
- Advises and supports colleagues;
- Ensures parents are closely involved throughout their child's educational journey;
- Liaises with professionals or agencies beyond the school setting;
- Oversees the records on all children with special educational needs and disabilities;
- Contributes to the in-service training of staff.

Teaching Staff:

All members of staff have access to the following information:

- All Saints Primary School SEND Policy;
- A copy of the full SEND Register;
- Information on individual children's special educational needs, including termly targets, provision maps, pupil profiles, specialist reports and programmes and copies of their EHCP (if appropriate);

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on current legislation and SEND provision.

SEND Link Governor:

The SEND Link Governor represents the Governing Body and liaises with the school staff. She also accesses training for her role as SEND link Governor. She oversees the SEND provision and supports the school by:

- Helping raise awareness of SEND issues at LGC (Local Governor Committee) meetings and giving up-to-date information on SEND provision within the school;
- Assisting in the regular review of provision for children with SEND;
- Being familiar with the statutory elements of this policy and how they are implemented;
- Understanding changes in law associated with the delivery of SEND within the school;
- Challenging and holding to account those who coordinate SEND by reviewing SEND achievement data, and seeking to reduce any SEND curriculum performance gap;
- Reviewing the effective and efficient use of SEND funding delegated to the school.

Other key staff:

Designated adult for 'Looked After Children' – Mrs Lisa Regan, Deputy Head Teacher (Headteacher Monday).

Outside Agencies:

All Saints Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. Parental consent is always sought before the school requests involvement of any outside agency. The SENDCO and Head teacher are the designated people responsible for liaising with the following:

- County Psychological Service – the school accesses support provided by the Local Authority at a cost.
- Behaviour Support Service – the school buys into this service when required.
- Social Care.
- The virtual school for Children in Care.
- Speech and Language Service - children access Speech and Language therapy through NHS clinics and in some cases in school.
- Hearing and Vision Specialist Services Sensory Team (Local Authority) - support and advice is sought according to need.
- Equality and Diversity.
- Early Help in Dorset.
- School Nursing Service.
- Dorset Young Carers Service.
- Links have previously been established with Yewstock Special School to share their expertise and resources as well as Portfield School (Autism Wessex) – TADSS outreach.
- Child and Adolescent Mental Health Service (CAMHS).
- Health Visitors.
- Home Start.

ADMISSION ARRANGEMENTS

All Saints uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this, All Saints makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, All Saints liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website and the school's website.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is reviewed and reported during Local Governor Committee Meetings, in line with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place:

- The physical environment has acoustic tiling.
- Increased access to the curriculum and assistance during examinations.
- ELSA designated room.
- Wheelchair access, including disabled toilet with a moveable changing bed.

SEND INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. The school complies with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND as part of our Information Report which is posted on our school's website.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

All Saints staff members use a wide range of tools to assess the amount and level of SEND support needed and required. These include:

- Children with SEND (new to the school) are initially identified by the SENDCo and are placed on the school's 'watching' register where children will be timetabled on the intervention timetable, and observations of learning and achievement are collated to inform a judgment by the SENDCo and class teacher about their SEND level and therefore provision. This will include assessment data. Parents are consulted to gain their insight into their child's progress. If after consultation with parents it is decided that a child has underlying needs, then he/she will be put on the SEND register and an Individual Education Plan 'pupil profile and 'termly SEND review' document is written to identify how the needs are to be addressed and outcomes identified. This will be written in conjunction with staff at All Saints, parents, carers and children.
- Identification of children with SEND also takes place by teachers who will inform the SENDCo. The SENDCo is then able to look in detail at an individual child's case to make a decision, or refer to external professionals for advice.
- The SENDCo monitors the whole school's interventions timetable and monitors the assessment and progress of children who are receiving intervention.
- Feedback is provided to teachers, parents/carers and children about progress and achievement on the outcomes of interventions.
- Parents/Carers are invited to meet with the school three times in one year to discuss the progress of their child. The SENDCo, class teacher and or head teacher is also available at any time to meet with parents/carers who are concerned about their child's progress or who may believe their child

- possesses a SEND.
- The SENDCo may also call on other professionals, such as Educational Psychologists or Occupational Therapists, to assist in determining a child's needs.
- The needs of children with Education and Health Care Plans are reviewed through the Annual Review Meeting process which takes the form of a person-centred review. Prior to this meeting, information is collected from all professionals, parents and the child. The SEND leader is 'person-centred' trained by Dorset Council.
- In assessing needs, All Saints aims to identify as early as possible, if a child is not making adequate progress, using a process of summative and formative assessments. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. In addition, a child's emotional needs, social skills and behaviour in different situations may be assessed.
- Each term following formal assessments, data is analysed by the head teacher and SENDCo and meetings held with class teams to discuss data, when required. Each week, during staff meetings, any child showing concern, with regards to their progress, are highlighted. A solution focused discussion takes place to support the class team in supporting any child of concern.
- Criteria for inclusion on the school's SEND register include when:
 - A child makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
 - A child shows signs of difficulty in developing literacy or numeracy skills that result in significantly poor attainment in some curriculum areas.
 - A child presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
 - A child has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
 - A child has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- If a child's progress remains inadequate, the SENDCo will consider an Education and Health Care Plan.
- If a child makes consistently adequate progress and no longer requires SEND provision, the SENDCo may recommend that an Education and Health Care Plan be removed in agreement with parents.

CURRICULUM ARRANGEMENTS

All children with SEND are taught without exception in mainstream classes and are supported by a Teaching Assistant or Teacher according to the provision in their EHCP. Children with SEND are sometimes withdrawn from mainstream lessons to be taught in small intervention groups by a Teacher or a Teaching Assistant. Their literacy and/or numeracy skills and achievement may be addressed by appropriate, personalised programmes designed by the class teacher or professionals who are writing specific programmes. All children with SEND take part in the school's standard curriculum. Our home/school agreement is all inclusive and is monitored annually by the Head Teacher.

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents / carers and children throughout the year. The school strives to narrow the achievement gap between children who have special educational needs and those who do not.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school.

Staff members at All Saints are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff. Quality first teaching, adapted for individual children, is the first step in responding to children who have or

may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs, a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers must be informed both in writing and through a discussion, that special educational provision is being made.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Members of staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress that All Saints recognises are:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues

MANAGING CHILDREN WITH SEND IN OUR SCHOOL

Where a child is identified as having SEND and or a disability, All Saints adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

Following assessment, an intervention timetable is put into place and directs teachers and teaching assistants in its implementation. A clear record of intervention is kept and targets set are regularly reviewed.

The school nurtures strong working relationships with external support services in order to support children.

Sharing knowledge and information with our support services is key to the effective and successful provision of special educational needs within our school. Any one of the support services may raise concerns about a child. This will then be brought to the attention of the SENDCo and the child's parents / carers.

The following services will be involved as and when is necessary:

Specialist Teacher Services
Behaviour Support Services
County Psychological Service
Speech and Language Therapy
Hearing and Vision Specialist Support Services
Sherborne Early Intervention Team
Occupational Therapists

School Nurse

All Saints Primary School embraces the recommendations of the Lamb Inquiry (2009) and believes that a close working relationship with parents / carers is vital in order to ensure:

- early and accurate identification and assessment of special educational needs so that the child's requirements are provided for;
- continuing social and academic progress of children with special educational needs;
- that personal and academic targets are set and met effectively;
- that consideration is given to the most appropriate form of evaluation and planning to meet the special educational needs of individuals – e.g. Person-Centred Reviews.

The school welcomes parents' comments and suggestions; parents / carers can make an appointment to speak to any member of staff including the SENDCo throughout the year for any reason. If parents / carers have concerns about staff supporting their child with special educational needs, they should talk in the first instance to the SENDCo, or to the Headteacher if the concern regards the SENDCo.

Parents / carers are kept up to date with their child's progress through parents' evenings, provision reviews, and reports at the end of each year.

If required, more regular communication can be arranged with parents / carers. The school will provide information on how to contact Dorset SENDIASS who offers independent and impartial advice, guidance and support for parents / carers.

If, at any time, an assessment or referral indicates that a child has additional learning needs, they and their parents / carers will always be consulted with regards to future provision. Parents / carers are invited to attend any meetings with external agencies regarding their child, and are kept up to date and fully consulted on any points of action drawn up with regard to the provision for their child. The school's SEND Link Governor may be contacted at any time in relation to SEND matters.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents / carers and children throughout the year.

At All Saints Primary School, we assess children's progress and learning each half term. Closely monitoring pupils enables us to identify the children who are not making expected progress and implement change quickly and appropriately. We use different assessment tools to measure children against age related expectations, including end of Year National Curriculum expectations and Early Learning Goals.

Where a teacher identifies that a child is not progressing as expected, they will invite parents to discuss any concerns and agree actions to support the child. If a child has an EHCP parents are invited to attend review meetings at least three times a year with the class teacher. One of those meetings will be the child's Annual Review. All staff involved with the child contribute to the review. The child will take part in these meetings and will also be expected to contribute.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo and information is gathered from different sources such as School Tracking systems, informal discussion, child and parent surveys and parents evening feedback.

Evidence collected will help inform school development and improvement planning and impact upon future, more effective ways of supporting children with Special Educational Needs and Disabilities. The results of all evaluations are used to find more effective ways of supporting children who have special educational needs.

Our SEND Link Governor also completes a monitoring report termly, evaluating SEND provision at All Saints. A variety of monitoring and evaluating takes place, including speaking with children, completing learning

walks, challenging staff, meeting parents and analysing data. Findings are reported to Governors during Local Governor Committee meetings. Pickwick also lead SEND reviews within the school.

COMING OFF THE SEND REGISTER

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully and independently. All children however will continue to be monitored and their progress tracked so that staff will be alerted to subsequent learning needs. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents /carers will be consulted at each stage if support is needed once again.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However, a child's progress will continue to be monitored by using the school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection Law.

All paper records will be held in line with the school's policy/protocol on security of information.

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

All Saints will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that All Saints are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See All Saints policy on "Supporting children at school with medical conditions".)

TRANSITION ARRANGEMENTS

All Saints is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

Our SENDCo attends termly meetings, led by Dorset Council. This enables the sharing of new legislation, build a bank of resources and to share advice, training and development activities and expertise. Equally, The SENDCo is part of Pickwick Professional Learning SENDCo communities who meet termly.

Transition arrangements:

Pre-school children take part in a transition programme in the summer term. They visit the school for a couple of mornings to familiarise themselves with the new classroom environment, the staff and routines. Parents/carers are also encouraged to stay for one of these sessions. The Early Years teacher, and possibly the Head Teacher and/or SEND Leader carry out Home Visits. The Early Years teacher also visits pre-schools to gather any SEND information/records from the staff so that on starting, school has a full picture of the children's individual needs and appropriate provision can be put in place from the beginning.

When leaving for secondary school there is a comprehensive range of strategies in place to ease transition. Information is shared between schools either in person or virtually. All SEND information is passed to the feeder school. Extra opportunities to visit the feeder school before starting are available to children to ensure the move is smooth and without anxiety. The school also provides a transition to secondary school ELSA programme in the summer term, for those who would benefit.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required.

Staff at All Saints staff have received recent training on

- Emotional support

- Storm Break (movement led positive mindset daily activity)
- 'Learn to move, Move to learn' (fine and gross motor)
- Relational Practice
- Therapeutic Thinking
- Dealing with challenging behaviour
- Supporting children and families with Autism
- Supporting children with speech and language difficulties
- Supporting children with difficulties in visual processing
- Supporting children with dyslexia
- Supporting sensory needs in the classroom
- Supporting children with EAL
- Bereavement (Training by Mosaic)

The SENDCO will provide information on specific needs for new staff. The SENDCO also participates in termly network meetings for therapeutic thinking.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of children with special educational needs. This includes Governor training when necessary. The SENDCO in liaison with the Head teacher will recommend or arrange appropriate SEND training for staff where needed ensuring that training opportunities are matched to school development priorities and those identified through the use of provision management.

Two staff members are trained in ELSA and attend supervision regularly.

Two trained TAs currently run our 'Learn to move, move to learn' programme within school.

We also have five members of staff trained to deliver and assess Colourful Semantics and Vocabulary Intervention (supported by speech and language service).

Our SENDCOs are both SALT champions.

SEND INFORMATION

All Saints presents its SEND information in two ways:

- by information placed on the school website.
- through information contained in this policy which is also published on the school website.

Core information about All Saints is posted within Dorset Council's Family Information Directory. A link at the end takes the reader directly from the Directory to the school's SEND website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and Local Authority's websites.

ACCESSIBILITY

All Saints publishes its Accessibility Plan on the school website; this information can be found at https://www.bishopscaundle.dorset.sch.uk/web/school_policies/49808.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO.

All Saints publishes its Complaints Policy on the school website; this information can be found at https://www.bishopscaundle.dorset.sch.uk/website/school_policies/49808.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated every three years, or sooner if legislation changes by representatives of SENDCo, Head teacher, Governors and teaching staff. Children will also review the 'Child SEND Policy'. This will be achieved through a meeting that will be chaired by the SENDCo. The policy will then be forwarded for adoption by staff at a staff meeting and to Governors at a Local Governor Committee Meeting. Each year, the SENDCo and SEND Link Governor will report to Governors concerning the effectiveness of the policy.

LINKS TO OTHER RELATED POLICIES

Supporting children at school with medical conditions

Accessibility Plan

Equality / equality information and objectives

Safeguarding

Anti-bullying

Vulnerable Groups

Data protection

Signed _____ Mr N. Roberts (Headteacher) Date _____

Signed _____ Mrs L. Regan (SENDCo) Date _____

Signed _____ Mrs S. Wicks (SEND Link Governor) Date _____