

Peter 2: Verse 17-23.

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SEND PROVISION POLICY

Author:	AP SEND & PP
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Our Academy Vision is "Living Well Together with Dignity, Faith and Hope". We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures.

At All Saints Academy, our vision is "Living Well Together with Dignity, Faith and Hope and this translates into our everyday practice. Our Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We focus on the well-being and progress of every child and where all members of our community are of equal worth.

Our SEND provision policy is closely linked to our values and particularly those of respect, trust, wisdom, resilience, determination, courage and happiness.

Introduction

All Saints Academy is committed to ensuring opportunities and access for all and values the abilities and achievements of all our students as God gives potential for all.

We aim to identify, make provision and make reasonable adjustments where possible, for students with special educational needs and disabilities by providing a place of nurture and support.

We aim to create and maintain awareness within the Academy of the needs of students with special educational needs and/or disabilities, so all members of the Academy share the responsibilities.

We recognise the value of parents/carers in supporting their children and will look to engage them in planning to meet the needs of individuals.

Children have a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

At All Saints Academy, the provision we make for SEND is incorporated into the Student Services Curriculum Area. Due to the nature of the Academy, we offer a broad support system for students and their families.

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Our objective is to meet all the diverse needs that our students encounter to ensure that they can access their education in a fully inclusive environment.

Our primary aim is to ensure that staff are prepared and equipped to meet student need within the classroom. Any needs additional to those that can be met in the classroom should be met through interventions and sometimes personalised provision.

Governors recognise the fact that for some students, additional learning needs are long-term whilst for others; additional needs may be short in duration. Governors also recognise that needs may be directly related to learning, may be emotional, social, physical or may be language-related.

1. Purpose

Our purpose is to ensure that students with SEND and wider additional needs engage in all the regular activities of the Academy, as far as is reasonably practicable and is compatible with:

- the student receiving the special education provision which his/her learning difficulty/need calls for
- the provision of efficient education for the students with whom he or she will be educated
- the efficient use of resources

In meeting these responsibilities, All Saints Academy has regard to the SEND Code of Practice 2014

The guidance in this Code covers in detail:

- school-based assessments and interventions for SEND students
- statutory assessments of special educational needs & disability
- statements of special educational needs Education Health & Care Plans
- assessments for those in early education settings
- annual reviews
- transition planning.

2. Procedures

At All Saints Academy, the Student Services Curriculum Area (CA) exists to meet the additional needs of students and their families. This is made up of four elements:

- Additional Needs including SEND
- Inclusion Unit
- Safeguarding
- Attendance

Referrals to Student Services are accepted from Heads of Year, from parents and from self-referrals from students. Before agreeing to register a student, supplementary evidence must be provided of the support already provided at a classroom, and/or Head of Year level to meet the

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Treat everyone you meet with dignity. Love your spiritual family. Revere (*worship*) God. This is the kind of life you've been invited into, the kind of life Christ lived. He never did one thing wrong, not once said anything amiss." student's needs without reference to Student Services. These referrals are reviewed during weekly "Team Around the Child" meetings led by the Inclusion Manager.

3. Student Support: Additional Needs

Where a student is identified as having learning needs which require additional support to that given to a whole class, the student will be placed on the Academy's Support for Learning Directory (which incorporates the SEND Register). The type of SEND provision includes the four main areas of need as set out in the Special Educational Needs and Disability code of practice June 2014.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If the need is met internally by the Academy, the position on the register will be at 'K1'. Should the student's need warrant external intervention or support from other agencies, the student will be moved to the stage of 'K2'.

Where these needs cannot be met, the school may consult with parents/ carers to submit an application for an Education Health & Care Plan. Should this application be successful, the student undergoes statutory assessment and receives an Education Health & Care plan and is identified under 'E' of the SEND Register.

All Saints Academy has a duty to show how it is meeting the needs of each student placed on the Student Services Register and does this in two main ways:

- Individual Provision maps are written for students with ECHPs and extreme needs often recognised at K2
- Support for Learning Directory – this contains information on every student on the Register along with information about the difficulties students may experience and strategies on how to address them. This directory should be used by each member of staff within to ensure that every lesson is planned to take regard of student need. All lesson observations will expect to see student needs being met in line with the directory entries.

This Directory provides lots of useful information to staff about specific needs and how they might be supported in the classroom.

Parents will be informed via a letter when their son/daughter is placed on the Student Services Register and will be involved in discussion about this and the provision that is made. Staff will also involve students in planning their support and feeding back on its effectiveness for them. Letters will be sent out annually to ensure that parents are aware of whether the student is on the register on an ongoing basis.

4. Admission:

Students with statements of Special Educational Needs or EHCPs will always receive a place at All Saints Academy Dunstable, unless the Academy is unable to meet their needs.

Students on the SEND Register at K1 or K2 level are subject to the same admissions protocol as all students making an application to the Academy for a place. The Academy runs an open admissions policy where no student is disadvantaged in their admission due to their particular needs.

Facilities at All Saints Academy for those with special educational needs are primarily based around Student Services facility and the Inclusion Unit. This team includes a number of Student

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Support Workers who may accompany students to some of their mainstream lessons depending on the level of need a student exhibits.

Within Student Services there is a dedicated classroom for students to receive support outside of the mainstream curriculum. For those with a physical impairment, there is a lift to ensure that all students can access specialist facilities on all floors. It is possible for all other lessons to be rearranged into alternative classrooms to ensure that all students can access full curriculum provision. Where a student enters the school needing specialist equipment, this need would be determined upon entry and arrangements made to accommodate these needs.

5. Identification, assessment and provision:

The Academy's Student Services Team visit all new students with identified needs during year 6 to attend any annual reviews for students with EHCPs . Through collaboration with feeder schools and parents as appropriate, the school seeks to understand the needs of its students prior to entry to All Saints, thus ensuring that provision is set up to ensure a smooth and successful transition to Secondary school. A similar process is undertaken where a student transfers mid-year or where needs are identified during the course of a year.

The Academy screens all students for reading and spelling ages as well as undertaking NFER CATs testing and using other prior data upon entry. Where further needs are identified that have not already come to light, these too will be addressed.

Needs are reviewed as stated above through SEND Support Plans and the Learning Support Directory on a regular basis.

Provision of support is determined on a needs basis. The Academy's priority is to ensure that students are able to access a broad and balanced curriculum in an inclusive environment in the main body of the Academy which does not penalise them for their particular need. Where possible this will be done in a way that promotes independence in our students in order to prepare them for life beyond school by equipping them with skills to succeed. Where this is not possible, a more intensive support will be provided which may include Student Support Worker help, time in the Inclusion Unit, time in Student Services or an individualised timetable.

6. Working with students

Targeted support will be provided through a graduated approach, a continuum which moves from Quality First Teaching within the classroom to individualised 1:1 support for those pupils with the most complex needs.

1. The class teacher will provide targeted classroom teaching (Quality First Teaching) for a child designated K1, this means that:

- The teacher will have the high expectations for that child.
- The teacher will plan work which builds on what the child already knows, can do and understands.
- Teaching styles will be adapted to meet the needs of the child within the classroom.
- Specific strategies may be in place to support the child in accessing the curriculum.
- The teacher will have checked on the child's progress, and will have decided if they have a gap / gaps in their learning. The teacher will then plan additional intervention / support to enable the best possible progress. This intervention may take place within the classroom or in small group withdrawal sessions.
- The child will be actively encouraged to take responsibility for their own learning. They will be expected, where possible, to express their opinions about what they are learning and the

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progress they are making. They will be supported to contribute to the review process and the planning of any intervention they will be participating in.

2. School Support

If the child continues to progress at a slower rate than their peers, and attain at a lower level despite the intervention outlined above, or continue to struggle to overcome barriers to learning, the Academy may identify the child as having Special Educational Needs, and will place the child on the SEND list at School Support level. This will happen in collaboration with parent and child. When the child is placed at School Support, the class teacher remains responsible for monitoring, evaluating and delivering provision for the child, in collaboration with parent, child, other staff within school and the Student Services Curriculum Leaders.

Typically the child might:

- Have a provision map which identifies their needs, the targets for progress, how these targets will be implemented, the frequency of support received by the pupil and have clear criteria for success within an agreed time frame.
- Have reviews of progress where next steps will be identified.
- Have some parts of curriculum adapted so that they can access learning to ensure they make progress.
- Have some additional adult support, either within the classroom, or in small group withdrawal sessions.
- Follow intervention programmes designed to address the identified needs for the child. At All Saints Academy these interventions include Toe by Toe, Early Reading Research, support with ASD and ADHD, and Social Skills sessions.

At this stage the class teacher or Curriculum Leader for Student Services may approach the parent/carer to discuss referral to a specialist service to enable us to understand the child's needs better, and support them in school. These specialist services may include Speech and Language therapy, Occupational therapy, Educational Psychology, Edwin Lobo – Child Development Centre, CAMHS (Child and Adolescent Mental Health Services).

3. Specified Individual Support

- This type of support is available for children whose learning needs are more severe and complex. This is usually provided via a Statement of Special educational Need or an Education, Health and Care Plan (EHCP). This means the child will have been identified by professionals as needing a particularly high level of individual or small group teaching.
- This type of support is available for children with specific barriers to learning which cannot be overcome by Quality First Teaching and intervention groups.

For the child this would mean

- The school (or parent/carer) will request that the local authority carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided for the child.
- The request/ application is made by the Academy to a panel of professionals within the Local Authority (with a lot of information about the child, including some from parents/carers), they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the

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case, they will ask parents/carers, and all professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue with the current support.

- After the reports have all been submitted, the panel of professionals will decide if the child's needs are severe and complex. If this is the case they will write an EHCP (Education Health and Care Plan or Statement of SEND in old terms). If it is not the case they will ask the school to continue with the current level of support.
- The EHCP once it is issued will outline the additional support the child will receive from the local authority, how this support should be used, and what strategies must be put in place. It will also have long and short term goals for the child. This additional support may be an additional adult to facilitate access to individualised learning or may be to fund specialist equipment/ provision.

7. Funding

- Quality First Teaching is funded through the money allocated to the school based on student numbers. This money is then delegated by the Principal and governors to meet the needs of all children within the Academy.
- School Support funding is received by the school via the additional needs funding formula. This money is allocated by the Principal, in consultation with the governors on the basis of need within the school. Funding is allocated following Pupil Progress and SEND review meetings which identify areas of need within the school.
- Children with a statement of SEND, or an EHC Plan are allocated additional Higher needs funding and this funding is used to meet their individual needs that cannot be met from the additional needs funding the school already receives.

The Governing Body ensures that its data analysis each year is mindful of the performance of students who are on the school's Learning Support/SEND Register. It does not consider underperformance against their target grades by this group of students to be acceptable and aims to ensure that this does not happen. The Governing Body also analyses exclusion data to monitor the success of students in maintaining their place in a mainstream setting without exclusion. Should a parent wish to complain about the provision for special educational needs at All Saints Academy, they are encouraged to follow the Academy's complaints procedure as set out in the Complaints Policy. The Governing Body always investigates such complaints thoroughly.

8. Support through transition phases

All Saints Academy recognise that transitions can be difficult for students with SEND, and we take steps to ensure transitions are as smooth as possible. We also recognise that every child is unique, and we therefore tailor the transition process to suit individual children and their needs. The following gives some examples of the type of transition opportunities we provide.

If a child is joining us from another school:

- Where possible the Student Services staff will visit the child's current setting to meet them and gather as much information about their needs as possible.
- If the child has an EHC plan or a statement of SEND, where possible the Learning Support Assistant who will be supporting that child will make several visits to their current setting to begin to build a relationship with them.
- If the child has an EHC plan the Curriculum Leaders for Student Services will arrange a transition meeting, which will involve parents/carers and all professionals involved in their care so that there is an opportunity to share information.
- Where possible we will invite the child to several sessions at the Academy before they start so they can familiarise themselves with our Academy. This may include visits after the Academy day so they can experience the environment and meet staff without the pressure of having to meet the children as well.

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- If appropriate All Saints Academy could provide a photo book about our Academy and staff they will come into contact with regularly to share at home.
- The Curriculum Leaders for Student Services will liaise with any external professionals already involved in the child's provision.

If the child is moving to another school:

- We will contact the receiving school to ensure a smooth transition of information, and to inform them of the special arrangements we have in place.
- Where possible we will actively encourage a transition planning meeting be arranged with the receiving school, which will include ourselves, parents/carers and staff from the new setting.
- We will ensure smooth transfer of records.
- We will organise additional visits to the new school for the child. These may be times when the child is accompanied by a familiar adult from our school.
- If possible we will encourage the Learning Support/ Teaching Assistant and SENCO from the receiving school to visit our school to meet them.
- If appropriate we will arrange for the receiving school to provide a photo book, social story or any other supportive documentation.

When moving classes in school:

- Achievement Leaders inform all staff of students being moved between the 2 teaching bands.
- Staff are informed of a student's SEND on the register. Teachers are asked to consult the Support for Learning directory and/ or student profile on SIMS for further information on SEND.
- Class teachers are asked to contribute to sharing information with new class teachers if students are moved.
- The current class teacher is asked to ensure that plan's, planning materials and assessment records are passed on to the new teacher.
- Staff from Student Services will meet with the new class teacher to outline current levels of support and strategies in place to support the child.
- If the child has 1:1 support the Learning Support Assistant will also meet with the new teacher to share information.
- Should Learning Support Assistants change we ask the new LSA to shadow the current LSA.

9. Monitoring, reviewing and evaluating the effectiveness of SEND provision:

SEND student progress and attainment is monitored using several mechanisms. Six times per year subject staff enter student progress and attainment data. This academic data is analysed by SLT, departments and the Assistant Principal in charge of SEND to monitor and track student progress and identify students not making progress and requiring intervention. SEND student academic progress will be measured against outcomes on their EHC plans and/or Student targets. SEND students personal, social and emotional progress will be measured against the outcomes identified on their EHC plan or Student Profile at SEND support review meetings. Evaluation of SEND provision will also formally be conducted at SEND support review meetings by asking parents and students for their views on progress and provision.

10. Accessibility

All Saints Academy Dunstable is fully compliant with statutory duties linked to the DDA requirements. We have an Accessibility Plan in place which seeks to maximise access to the school curriculum for any disabled pupil.

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- Access to the school building is flat on entry and there is lift access to floors on upper levels.
- The MUGA (multi use games area) and the field are fully accessible to wheelchair users or those with physical difficulties.
- There are disabled toilets on site.
- We ensure that, wherever possible, equipment used is accessible to all students regardless of their needs, and we provide specialist equipment when required to ensure equality of access to the curriculum.
- Breakfast club is accessible to all children, including those with SEND.
- All extra-curricular activities are accessible for children with SEND.
- All children at All Saints Academy Dunstable are entitled to attend visits off site, and all reasonable adjustments will be made to ensure this can happen for your child. This may mean additional staffing is provided to support your child on a trip / visit outside the school.
- The Academy will make all reasonable adjustments to the curriculum and the environment to ensure equality of access for your child.

11. Policy and partnership:

The Academy seeks to ensure that staff are trained to support the needs of all. This is done through the Performance Management cycle which encourages all staff, in partnership with their team leader, to identify their training needs on an annual basis, and also through organised group training, either for the Student Services team, or for all staff.

All Saints Academy Dunstable has a multi-agency approach to supporting additional needs and engages closely with a wide range of external agencies including:

- Autism Outreach service
- Educational Psychology service
- Sensory service for children with visual or hearing impairment
- Speech and language therapy
- Jigsaw centre – support for children experiencing emotional, social or mental health difficulties
- Occupational Therapy
- Physiotherapy
- Community Paediatrician team
- School Nurse
- Medical needs support team
- Parent partnership team
- CHUMs
- Community adolescent mental health department (CAMHS)
- ACB

The Academy can also request further support for your child and your family through the Early Help Assessment (EHA) process, which will identify the "best fit" service to support your child and your family depending on need.

The Local Offer, published by Central Bedfordshire outlines all services currently available in the local authority which may support your child and your family.

Monitoring, Evaluation and Review

The Governing Body has delegated the Principal responsibility for reviewing the implementation and effectiveness of this policy. The Governing Body will approve all major changes to this policy. The policy will be promoted and published throughout the Academy.

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