



# Special Educational Needs Policy

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## OUR MISSION

'I have come that they may have life and have it to the full' John 10:10

**All Saints Academy** ensures that every student is **well-educated**, prepared for the **future** and is able to **live life** to the full.

## OUR VALUES

To achieve our mission, we have four core values:

- **FAITH** – putting Christian faith at the heart of every action and providing a safe environment and caring ethos for all
- **FOUNDATIONS** – creating strong foundations in learning, behaviour and success for all
- **FAMILY** – understanding the importance of family, the value of community and ensuring support for all
- **FUTURES** – preparing for bright futures shaped from excellent progress, achievement and choice for all

This policy and the associated procedures are based on these principles, aims and beliefs.

## Contents

Introduction.....	4
Children with Special Educational Needs or Disability (SEND).....	5
How does All Saints Academy School identify if a child has a special educational need? .....	5
What could you do if you think your child has a special education need? Who can you contact?.....	5
How are children with special educational needs or disabilities (SEND) supported? .....	6
How does ASAP School involve others in meeting the needs of pupils with SEND and support their families? .....	8
For students: .....	8
For families:.....	8
How are pupils with SEND and their families supported when they join or leave ASAP School.....	9
What training or specialist expertise have any of the staff at ASAP had? .....	9
Where can I go for further support or advice?.....	

## Introduction

### Special Educational Needs and Disability [SEND] Policy

This Policy is in line with our Teaching and Learning Policy and Equality of Opportunity Policy and aims to support inclusion for all of our children. The responsibility for the management of this Policy falls to the Headteacher and Assistant Headteachers in charge of SEND, the day to day operation of the Policy is the responsibility of the Special Educational Needs Co-ordinators [SENCo]. The Governing Body, Headteacher, Assistant Headteachers and the SENCo will work together closely to ensure that this Policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of students. Some students will need something additional to and different from what is provided for the majority of students. This is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

All Saints Academy will do its best to ensure that the necessary provision is made for any student who has special educational needs or disabilities. We will ensure that all staff in the Academy are able to identify and provide for those students who have special educational needs or disabilities to allow students with SEND to join in the activities of the Academy.

The Staff and Governors of All Saints Academy will also work to ensure that all SEND pupils reach their full potential, are fully included within the Academy Community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole Academy approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that:

**All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from Teaching Assistants or specialist staff.**

Teaching and supporting students with SEND is therefore a whole Academy responsibility requiring a whole Academy response. Meeting the needs of students with SEND requires partnership working between all those involved, Local Authority [LA], Academy, parents/carers, students, Children's Services and all other agencies.

## **Children with Special Educational Needs or Disability (SEND)**

All Saints Academy consider a child or young person to have SEND (Special Educational Needs and Disabilities) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice, 2015)

The four broad areas of need are:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health difficulties
- 4) Sensory and / or physical needs

### **How does All Saints Academy School identify if a child has a special educational need?**

- A student's achievements and progress are continually assessed throughout the year and subject staff raise concerns should they arise
- Student progress is tracked and children who are not making the expected progress are identified
- If concerns are raised in one subject area, the SEND team will gather feedback from all the student's subject teachers to identify if there is a common area of difficulty.

### **What could you do if you think your child has a special education need?**

#### **Who can you contact?**

Provision for the students with educational needs is a matter for the Academy as a whole, however, should you wish to discuss any concerns contact should be made with the following:

- Your child's Form Tutor
- Head of House/Deputy Head of House

- One of the SEND Inclusion Team; Mrs Green, Mrs Duncan, Ms Wright
- Assistant Headteacher – Director of Inclusion (SENDCo); Mrs Sykes
- SENDCo - Rachel Turner

## **How are children with special educational needs or disabilities (SEND) supported?**

Within All Saints we have an Inclusion area where the SEND team are based. We are aware that the range of needs vary from each child and therefore an individual tailored package would be created to meet the needs of a child with SEND.

Students with an Education Health and Care Plan (EHCP) will be supported to achieve the desired outcomes stated in their EHCP. Our aim is to encourage independence as students' progress through the school to enable them to effectively access adulthood. If appropriate, a teaching assistant (TA) may be used to assist a student in lessons or by providing interventions.

More information on an EHCPs can be found via Plymouth City Council. <https://www.plymouth.gov.uk/>

Other students with SEND are catered for within their lessons by high quality teaching and when appropriate interventions may be implemented to support a student with SEND further.

Below is a range of support that we put in place within school for students with SEND:

- Homework Club after school
- Reading Intervention
- Handwriting Intervention
- Inclusion support base accessible during lesson times
- Staffed Inclusion base before school, break/lunch and after school
- Enhanced home/school communication
- Literacy Intervention
- Numeracy intervention
- Read Write Inc classes
- Lexia literacy intervention
- Anxiety management intervention
- Anger management intervention
- Behaviour choices programme run by CAMHS
- Enhanced transition from primary school
- Help with transitions from year to year
- Enhanced transition to Post 16 education
- Adapted equipment for students where needed

- Physiotherapy exercises
- First aiders
- The classrooms and school environment are continually assessed to meet student's need

## **How does ASAP School involve others in meeting the needs of pupils with SEND and support their families?**

### **For students:**

- Careers South West
- Educational Psychologist
- Communication Interaction Team
- Educational Welfare Officer
- Child and Adolescent Mental Health Service
- Occupational Therapist
- Undergraduate psychology student counsellors
- Young Devon counsellors
- Speech and Language Therapist
- Outreach
- Visual Impairment services
- Hearing Impairment services
- ACE – Health and Welfare
- Multi-agency Support Plans (EHAT)
- Team Around Me meetings (TAM)

### **For families:**

- Termly SEND coffee mornings held in school
- Termly ASC coffee mornings held in school
- Plymouth Information Advice service (PIAS) is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents to reach agreement when issues are faced at school.
- The Plymouth Online Directory (POD) has an Early Help Assessment Tool(EHAT). Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood and applies to any problem or need that the family cannot deal with or meet on their own. The Early Help Assessment Tool (EHAT) is an assessment for multi-agency support.
- For more information see Plymouth's Local offer:  
<https://www.plymouthonlinedirectory.com/kb5/plymouth/directory/home.page>

## **How are pupils with SEND and their families supported when they join or leave ASAP School.**

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible. The SEND inclusion team are actively involved in all areas of transition across phases of education, ensuring the support is available for students who require it at key points in their education. As children approach transition points we will help their children and their families with more detailed planning.

## **What training or specialist expertise have any of the staff at ASAP had?**

ASAP places great value in the professional development of all staff. All staff receive a comprehensive induction to working at the school and SEND training is part of this staff development. The SENCO works closely with the Senior Leadership Team to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of current students.

## **Where can I go for further support or advice?**

Parent Information Advice service (PIAS) is an independent and impartial organisation who can support parents with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents to reach agreement when issues are faced at school.

The Plymouth Online Directory (POD) has an Early Help Assessment Tool(EHAT). Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood and applies to any problem or need that the family cannot deal with or meet on their own. As a school we have regular planning meetings to discuss whether a multi-agency approach is appropriate

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