

# Allscott Meads Primary School and Nursery

‘Our School, Our School Community’

## Special Educational Needs and Disabilities Policy



Allscott Meads

<b>Approved by:</b>	Governors	<b>Date:</b> January 2025
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The objective of this SEN policy is to provide information for parents, governors, teachers and support staff about Allscott Meads School's philosophy and practice in relation to special educational needs.

This policy describes the way we meet the needs of children who experience barriers to learning, which may relate to; learning, sensory or physical impairment, communication and interaction, social, emotional and mental health difficulties.

## **Mission statement for Allscott Meads Primary School**

At Allscott Meads Primary School, we are committed to fostering an inclusive and nurturing learning environment where every pupil is valued as a unique member of our community. We endeavour to achieve maximum inclusion for all pupils while meeting their individual needs and ensuring equal opportunities. With high expectations for all children, we provide a safe and fully equipped environment that recognises and responds to diverse learning styles, enabling every child to achieve their full potential.

Our approach to SEND provision is tailored to ensure all pupils receive the support necessary to thrive. Early identification of needs is a priority, achieved through close monitoring and collaboration with staff, parents, and external agencies. Personalised plans are created to address specific learning, emotional, or physical challenges, with a strong emphasis on fostering independence and confidence. High-quality teaching, differentiated for individual pupils, forms the foundation of our provision, supported by targeted interventions and access to specialist resources or programmes.

All teachers are responsible and accountable for the progress and development of every pupil, including those receiving additional support from teaching assistants or specialist staff. The SEND coordinator works closely with teachers to ensure that every child can access the full curriculum, experience an exciting and creative learning journey, and achieve optimal educational outcomes. At Allscott Meads, inclusion is at the heart of everything we do, and we strive to ensure that every child feels supported, valued, and empowered to succeed.

## **Inclusion statement**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEN policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Pupils may either have Special educational Needs either throughout or at any point during their school career. This policy offers guidelines on the key processes of identification, monitoring and review in line with the graduated response outlined in the code of practice.

## **Definitions of Special Educational Needs (SEN)**

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they,

- have 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 the educational facilities that are provided for children of the same age.

## **Other helpful Definitions**

**Annual Review:** An Annual Review ('AR') is a review of a child or young person's EHC plan. This must be reviewed at least once every 12 months by the Local Authority to check the child or young person's progress and the Statement/EHC plan's continuing relevance.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill. This is often referred to as BeeU in Telford and Wrekin as this is the service provider that runs CAMHS.

Education, Health and Care Plan (EHC Plan): An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the Local Authority after an EHC Needs Assessment of the child or young person has determined that an EHC Plan is necessary, and after consultation with relevant partner agencies.

Graduated Approach: A model of action and intervention at settings, schools and colleges to help children and young people who have Special Educational Needs. This approach recognises that there is a continuum of Special Educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local Authorities in England are required to set out their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have Special Educational Needs or are disabled, including those who do not have Education, Health or Care (EHC) Plans. Local Authorities must consult locally on what provision the Local Offer should contain.

Early Years Foundation Stage (EYFS): This sets out clear, full and statutory entitlement to learning for children up to the age of five, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

National Curriculum: This sets out clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Parent: Under Section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility or who cares for him or her.

Special Educational Needs and Disability Coordinator (SENDCo): A qualified teacher in a school or maintained nursery school who has responsibility for coordinating SEND provision.

Special Educational Provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEND or disabilities to access the National Curriculum at school.

## **The Equality Act 2010**

Everyone covered by the SEN Code of Practice has duties in relation to disabled children and young people under the Equality Act 2010. The definition of disability in the act includes children with long term health conditions such as asthma, diabetes and epilepsy. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children may therefore be covered by both SEN and disability legislation. At Allscott Meads Primary School we will not discriminate and will make reasonable adjustments for disabled children and young people.

## **Supporting Documents**

- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Special Educational Needs and Disability Act 2001
- The National Curriculum in England
- Safeguarding Policy
- Teachers Standards 2012
- SEND Code of Practice 0-25 June 2014
- Children and Families Act 2014
- Equality Act 2010
- Schools SEND Information Report Regulations (2014)
- Ofsted inspection framework 2019
- Every Child Matters 2004

### **1. Principles**

Our Special Educational Needs policy is based on the following principles:

- Provision for pupils with SEND is a matter for the school as a whole and all members of the school community (teaching and non-teaching staff, parents, pupils and governors)
- All teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the advice and support of the SENDCO and external professionals as appropriate.
- Partnership with parents is built in order to establish positive outcomes for the child.
- All children are entitled to a broad, balanced and relevant curriculum which includes the national curriculum. This right extends to every child whether or not they have an identified special need.
- Needs will be identified at an early stage and progress monitored using the SEND code of practice.
- Children with SEND will be fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.

### **2. Aims and Objectives of the Policy**

The aims of this policy are:

- To be an inclusive school
- To ensure that the special educational needs are identified, assessed and provided for effectively through a wide range of provision and teaching strategies.
- To enable all pupils to have full access to all elements of the school curriculum

- To ensure that parents /carers are able to play their part in supporting their child's education.
- To work in partnership with other agencies and schools.
- To share a common vision and understanding with all stakeholders.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.

We demonstrate our commitment to these aims by;

- Creating a stimulating learning environment that meets the needs of all pupils.
- Ensuring positive working relationships with parents.
- Creating challenging teaching and learning opportunities.

### **3. Admission arrangements**

This school follows the Telford and Wrekin Admissions Policy. Places will be offered to those children with an EHC Plan that names the school as the appropriate school for the child, even if it is not the catchment school. In making the decision to name a school, parent's views will be considered carefully by local authority staff. Parents who wish to see if this school is suitable for their child can find details of our offer for pupils with SEND on our website [Allscott Meads Primary and Nursery](#) or ask for a copy from the school office. In line with the SEN and Disability Act we will not discriminate against children with a disability and we will take all reasonable steps to provide effective educational provision.

### **4. Management of SEND within the school**

The Governors and head teacher are responsible for the management of SEND provision. The designated SEND Governor is **Julie Francis (Chair of Governors)**. The Governing Body in conjunction with the school has responsibility for the school's policy and ensures that the school is accountable for the provision it makes. **Kirsty Parkinson (Headteacher)**, is the designated Responsible persons in overall charge of the management and its resourcing.

#### **The role of the Governing Body**

The Governing Body acting through the Head teacher and staff, will;

- Ensure that a pupil passport and a provision is made for pupils who have SEND
- Ensure inclusion of pupils with SEND
- Report to annually to parents on the implementation of the school's policy for pupils with SEND
- Have regard to the Code of Practice when carrying out its duties to pupils with SEND.
- Consult the LA and other schools where appropriate in the interests of co-ordinating SEND as a whole.

#### **The SENDCo is responsible for;**

- Overseeing the day to day operation of this policy

- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing the learning support assistants
- Liaising with parents/carers of children with SEN
- Overseeing the records of pupils with SEN
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Contributing to the in-service training of staff

All school staff have a responsibility for pupils with SEN in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have an Education, Health Care Plan (EHCP). Staff responsibilities are identified in individual job descriptions. Teaching assistants play a major role in the support of pupils with SEN.

#### **The class teacher has responsibility for**

- Following the SEN policy and school's procedures
- Identifying any child who may have a special need and liaise with the SENDCo
- Planning and delivering a differentiated curriculum
- Planning, monitoring and evaluating pupil's targets and progress
- Writing Pupil Passports in consultation with the child/ parents.
- Writing Provision Maps, using advice from outside agencies where available, with support from the SENDCo and in consultation with parents and the child and reviewing these each term.
- Informing parents/carers of targets and interventions
- Reading any reports/statements from external agencies for any child in their class with SEN and act on the recommendations within.
- Attending INSET and training sessions

#### **The role of Teaching Assistants**

Teaching assistants play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is based on the identification of need and expertise.

The role of the Teaching assistant is:

- To work under the direction of the class teacher to support children with special needs within the class.
- To read reports and advice made available.
- To have knowledge of class and individual Provision Maps.
- To share knowledge and expertise with class teachers to enable each child to reach their full potential.
- To work with outside agencies to support the provision made for pupils.

#### **5. Identification and Assessment**

Early identification of special educational needs is essential for improving long-term outcomes for pupils. At Allscott Meads Primary School, we adopt a graduated response in line with the SEND Code of Practice, ensuring needs are identified promptly and addressed through effective interventions.

The process begins with the collection of evidence through regular assessment and monitoring. If a pupil is not making expected progress, the class teacher consults the SENDCo to determine whether additional or differentiated provision is necessary. Pupils are identified as having SEND only when their needs require interventions beyond the standard differentiated teaching and support provided in the classroom. If a pupil previously identified with SEND makes significant progress and no longer requires additional provision, they are closely monitored to ensure their continued success.

The SENDCo collaborates with the leadership team, utilising whole-school data as an early indicator of SEND, alongside additional factors such as:

- Tracking individual progress over time.
- Information from previous schools or settings during transitions.
- Local authority SEND criteria.
- Parental concerns.
- Insights from external services.

When a pupil is not making progress despite high-quality teaching, the class teacher, SENDCo, and parents collaborate to determine necessary additional provision. This provision is detailed in an **Individual Learning Plan (ILP)**, developed in consultation with pupils, parents/carers, and, where appropriate, external professionals. ILPs outline:

- Short-term, personalised targets.
- Teaching strategies to support progress.
- Additional provision to be implemented.
- A review schedule.

### **Graduated Response and SEN Support**

If progress remains limited despite interventions, the pupil is identified as requiring SEN support. This involves the use of additional school resources to meet their needs. Triggers for SEN support may include:

- Persistent attainment below expected National Curriculum levels.
- Limited progress despite high-quality teaching and interventions.
- Social, emotional, or mental health difficulties that impact learning.
- Sensory or physical challenges requiring specialist equipment.
- Communication and interaction difficulties despite a differentiated curriculum.

The SENDCo, class teacher, and parents develop a **Provision Map**, which includes:

- Attainment data and identified needs.
- Specific interventions, success criteria, and teaching strategies.
- Timetables for interventions and staff responsibilities.

Provision Maps are reviewed termly, with input from pupils, parents, and any involved external professionals. If progress remains insufficient, additional external advice may be sought, and recommendations integrated into the Provision Map.

### **Education, Health, and Care Plans (EHCPs)**

When significant and persistent needs are evident despite high-quality interventions and external advice, the school may recommend an Education, Health, and Care needs assessment. The local authority evaluates whether an EHCP is necessary to secure the best possible outcomes for the pupil across education, health, and social care.

The EHCP outlines provision and outcomes to support the pupil's development and prepare them for adulthood. For pupils with an EHCP, progress and support are reviewed annually, with findings reported to the local authority.

By adopting this structured and collaborative approach, Allscott Meads ensures that every pupil receives the personalised support they need to succeed academically, socially, and emotionally.

## **6. Record Keeping**

Staff who work with identified children keep day to day records and planning of provisions. Progress of children can be tracked through these records and will provide evidence of support and progress.

The SENDCO ensures that all appropriate records are kept and available when needed. All class teachers have their own intervention folder with information relating to the children in their class, these will include

- Information from parents
- Information on progress and behaviour
- Information from other agencies
- Pupils own perceptions of difficulties
- All Provision Maps for a child

## **7. Curriculum entitlement**

All children are entitled to a broad, balanced and enriched curriculum. The curriculum is adapted or made accessible for pupils with SEN. In order to meet the learning needs of all pupils teachers differentiate work to enable them to;

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement
- Work with teachers and TA's who use a wide range of strategies to meet children's special educational needs

The School Offer lists the possible interventions against the areas of needs (Appendix A). The range of provision includes

- In class support for small groups
- Small group or 1:1 withdrawal
- Individual class support
- Differentiation of resources
- Specialised resources e.g. overlays, wobble cushions, writing slopes
- Interventions
- Access to Specialist Teaching and support for advice on strategies, equipment or staff training.

## **8. Resources**

Resources are delegated through a formula following submission of the DfE School Census. A proportion of the school budget is allocated for resources, which include identified materials for use to support children who need additional or different activities. The provision of additional support is made, as appropriate from the delegated SEN budget or from the main



delegated school budget. Advice on appropriate resources for groups of children is sought from other professionals.

## **9. Specific Facilities and Access**

The school has the following special facilities:

- Disabled toilets with hand rails.
- Main school building is accessible by wheelchair.
- Ramps allowing access to all playground areas.
- Carpeted classroom with rubber soled tables and chairs and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing impaired pupils.
- Blinds and curtains in classrooms to reduce glare
- Individual adaptations will be made for specific pupils where needed e.g. individual work stations.

## **10. Partnership with Parents and Carers**

The school works closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through ongoing dialogue with parents and carers by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Providing all information in an accessible way, respecting the differing needs of parents/carers such as a disability or communication/linguistic barrier.
- Making parents and carers aware of the Parent Partnership services.
- Involving parents and carers in agreeing and reviewing the targets and intervention strategies on provision maps.
- Informing them as soon as possible when there is a concern about their child and keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having.

## **11. Pupil participation**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils are involved in monitoring and reviewing their progress. We encourage pupils to:

- State their views about their education and learning
- Identify their own needs
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets.

## **12. Transition**

The SENDCo and Early Years staff will liaise with Pre-School Providers to arrange Transition Plans for pupils with EHC plans (and other pupils with SEND who may benefit from a personalised transition plan). The SENDCo and class teachers will liaise with staff from receiving schools on transfer when leaving Allscott Meads Primary School. This will take place in spring and summer terms before transfer takes place or as soon as we have been informed that the child has moved to a new school if it is not at the 'usual' transfer time. We will engage in regular liaison to share information and familiarise students with the new school environment which will include visits by pupils and meetings between staff and parents as appropriate. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education [Pupil Information] Regulations 2000.

### **13. External Agencies**

We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals. A wide variety of agencies are available to support children with SEN and multi-agency co-operation is in place to ensure provision meets the needs of children with SEN. The school refers and liaises regularly with the following services:

- Educational Psychologist
- LSAT- Learning Support Advisory Teacher
- SALT- Speech and Language Therapists
- SIS- sensory Inclusion service
- BSS- Behaviour Support Services
- OT- Occupational Therapist
- 0-25 Emotional Health and Wellbeing Service
- EWO- Education Welfare Officer

The SENDCO attends termly CPD training sessions through the SENDCO network and Complex needs meetings. In addition to the above the school regularly uses services from the voluntary sector such as Beanstalk to support pupils with SEND.

### **14. Professional development for Staff**

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. All staff and Governors are encouraged to attend all relevant INSET. In addition, teaching staff and TA's are encouraged and supported to attend training sessions relating to their specific roles within school. The SENDCO plays an important role in advising and contributing to the professional development of teachers and staff. There are regular staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or to ensure staff are kept up to date with information and legislation. There is an induction procedure for ECT's and new staff into the school's policy and procedures for SEN.

### **15. Procedures for Concerns**

We endeavour to do the best for all our children but if there are any complaints regarding SEN provision these should initially be discussed with the class teacher. If this fails to provide a satisfactory answer the issue should then be raised with the Head teacher. Ultimately, if not resolved, concerns should be addressed to the Governing Body in line with our complaints policy [Policies and public documents - Allscott Meads Primary and Nursery](#). If you require

further independent support and advice we recommend you contact the SEND IASS (information, advice and support service) [Telford SENDIASS | SENDIASS Telford](#).

#### **16. Review of the Policy**

This policy is reviewed annually by the SENDCo and Governors with responsibility for SEND.