

Inspired by Christ - Reaching out to all - Being the best we can be.

ALL SAINTS' C of E PRIMARY SCHOOL (N20)

As Christ the Sower offered his love freely and for all, so at All Saints' we seek to nurture Christ's love and his image in

Special Educational Needs and Disability Policy

Ratified by the Board of Governors: February 2026

Signed Headteacher Breda McKelvey

Chair of Governors Elaine French

Review Date: February 2027

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice

0 – 25 years (July 2014) 3.65 and has been written with the following guidance documents:

- Equality Act 2010: advice for schools DfE (Published February 2013)
- SEND Code of Practice 0 – 25 years (January 2015)
- All Saints' School's Information Report (February 2025)
- The National Curriculum in England Key Stage 1 and Key Stage 2 (Published September 2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (Published April 2014 updated December 2015)
- All Saints' First Aid Arrangements Policy (September 2024)
- All Saints' Child Protection and Safeguarding Policy (September 2024)
- Teachers Standards (July 2011, latest terminology updated December 2021)

Introduction.

Contact details for those responsible for managing our response to the provision we make for children with SEND.

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At All Saints' School we believe that we are all unique, created in the image of God and equal in the eyes of God. As a C of E primary school our policy is based on Christian values of friendship, forgiveness, fairness, respect, honesty and perseverance.

We believe that every pupil has the right to an education that maximises his/her personal potential and life opportunities. A teacher is a teacher of every child including those with a special educational need. Every pupil with a special educational need has the right to a broad and balanced curriculum, including full access to the national curriculum. The needs of all our pupils with special educational needs, whether short or long-term, should be effectively addressed. These rights can only be ensured in a positive learning environment that fosters

respect and dignity, values differences, and ensures high expectations, whilst providing the support needed to meet these expectations.

The Special Educational Needs and Disability Policy (SEND policy) should always be seen in the context of the School Improvement Plan and the following policies:

- Behaviour
- Teaching and Learning
- Equal Opportunities
- Record Keeping and Assessment
- Marking and Feedback
- Homework
- Child protection and safeguarding

AIMS AND OBJECTIVES

The following principles underpin our practice and ensure that our vision for all pupils in the school is carried out.

- Identify and provide for pupils who have special educational needs and additional needs.
- The responsibility for meeting the special educational needs of pupils is seen as a collective responsibility and this is reflected in all areas of school life, including all aspects of policy making and planning.
- Children's self-knowledge and their concerns about their own learning are valued highly, and children are supported to be able to express their views and to actively participate in all decisions about their education.
- Working with parents as partners in their child's education is essential and the school will be proactive in facilitating this.
- We aim to educate pupils with special educational needs alongside their peers in the classroom for the majority of the time. However, we acknowledge that there will be times when an individual pupil's needs require some withdrawal sessions for a specific purpose.
- Raise the aspiration of and expectations for all pupils with SEND.
- The pursuit of early identification of SEND is essential, followed by an effective, relevant, graded response, based on careful assessment, planning and monitoring.
- We welcome the contribution that other professionals are able to make and seek an inter-agency approach to meeting our pupils' needs.
- All interventions for pupils with SEND will be recorded and evaluated.
- Good relationships with preschool provisions, secondary and special schools maintained to ensure the smooth transition of pupils from one phase to the next.
- The effectiveness of the special educational needs provision in the school will be continuously monitored and evaluated.
- Focused, in-service training will be provided to further all staff's knowledge and expertise in the area of special educational needs.
- To work within the guidance provide in the SEND Code of Practice (May 2015)
- To provide a SENDCo who will work with the children with SEND as well as their families and external agencies.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The 4 broad areas of need are as follows:

Communication and Interaction, including:

- Autistic Spectrum Condition
- Speech, Language and Communication (SLCN)

Cognition and Learning, including:

- MLD (Moderate Learning Difficulty)
- SLD (Severe Learning Difficulty)
- PMLD (Profound and Multiple Learning Difficulties)
- SpLD (Specific Learning Difficulties- e.g. Dyslexia, Dyspraxia, Dyscalculia)

Social, Emotional and Mental Health Difficulties including:

- Behavioural difficulties
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit and Hyperactivity Disorder)
- Attachment Disorder
- A wide range of difficulties may manifest themselves in many ways. They may reflect underlying mental health conditions such as anxiety, depression, eating disorders etc.

Sensory and/or Physical needs, including:

- Physical Disability (PD) and Complex Medical Needs
- Sensory Impairment such as Hearing Impairment, Visual Impairment and Multi-Sensory Impairment
- Sensory processing difficulties

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to plan what action needs to be taken, not to fit a pupil into a category. At All Saints' the needs of the pupil are identified by considering the needs of the whole child, not just any special educational need.

SECTION 4 – A GRADUATED APPROACH TO SEND SUPPORT

At All Saints', our high quality teaching is the first step in responding to children who have or may have SEND. They will be taught strategies to overcome any difficulties or challenges they may experience. This involves:

- Knowing how well pupils are achieving
- Knowing how to prevent underachievement – highlighting next steps and tracking progression
- Identifying potential barriers to learning – during a thorough hand over at the start of the year, the previous and new class teacher discuss and consider the position and progress of each child and therefore are more aware of any potential barriers
- Knowing what to do to meet all children's needs and prevent underachievement
- Continuously reviewing provision as well as its impact during 'Pupil Progress Meetings' and staff meetings.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Any additional intervention or support works in conjunction with (not in place of) high quality teaching. This high quality teaching is regularly and carefully reviewed. Where necessary, measures to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered, may be put in place. Subject Leaders provide additional support on how to further differentiate teaching in order to meet the needs of individuals.

The decision to make special educational provision involves the teacher and the SENDCo considering all information regarding the pupil's progress, alongside national data and expectations of progress. This is a holistic process where we look at the child as a whole and consider how we can best meet their needs. This decision will also involve discussion with parents/carers and if needed, external agencies to ensure we are all working together.

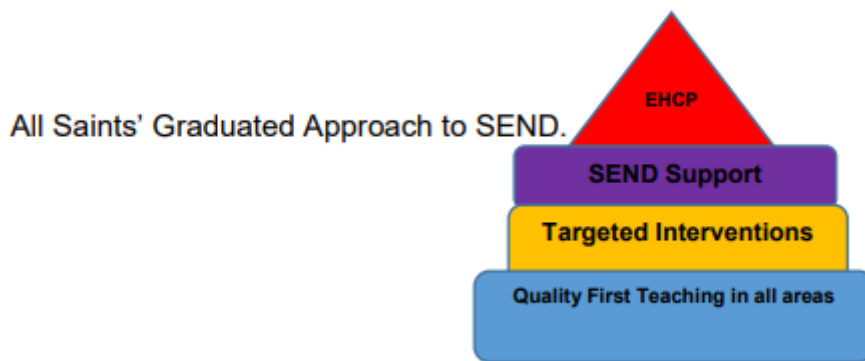
We follow the **ASSESS – PLAN – DO – REVIEW** cycle. Before implementing any provision, there will be thorough assessments to ensure that the provision is the most suitable for the need and the desired outcome. The provision will be implemented and then the outcomes reviewed according to the specific criteria.

For a higher level of need we will also draw on the expertise of external agencies and professionals such as Educational Psychologists, Speech and Language Therapists, CAMHS workers, advisory teachers etc. Any referrals require the consent of the parent/carers.

As previously stated, at All Saints' we strive to work closely with parents/carers. A holistic approach works best when all those close to the pupil are involved and committed to ensuring the best possible outcome. Further information may be found in the school's SEND Information Report, available on the website www.allsaintsn20.barnet.sch.uk

MANAGING PUPILS' NEEDS ON THE SEND REGISTER

Through termly pupil progress meetings for each class with the Deputy/Headteacher, SENDCo and class teacher, children not making adequate progress or/and lacking effort and who are at risk of underachieving can be identified. Pupil's difficulties are discussed and strategies to support them are identified. Pupils will be plotted on a class 'Graduated Approach to SEND' document. Pupils with an EHCP and on the SEND Support layers will have a Support Plan.



Strategies and approaches will be monitored by the class teacher and SENDCo and additional interventions and targeted support will be provided. Pupils will only be identified as SEND and placed on the register if they do not make adequate progress once they have had access to interventions and good high quality personalised teaching.

For pupils placed on the SEND register, a review of the strategies and approaches used may be necessary to make provision which is additional to, or different from, that which is already provided. We will seek additional information from the parents/carers, and in some cases, we will seek advice from outside agencies. We may reassess needs, if appropriate, through diagnostic assessment. When we have all the available information, we will consider the findings with the parents/carers and the pupil, and plan the next strategy for action. This may involve engaging the pupil in an appropriate programme as part of our Provision Map and drawing up a support plan written (where possible) alongside the pupils themselves and their teachers and parents/carers.

Any provision and progress made by the pupil will be discussed with parents at termly meetings. Provision will be closely monitored to ensure it is having an impact on achievement. Where, despite all of our best efforts, the pupil still continues to make little or no progress in relation to the outcomes set, or is working significantly below the expected standard for their age, we will draw on more specialised assessments from external agencies and professionals.

We will seek advice on outcomes and strategies, or more specialist assessments that can help us with our planning. An outcome document (Support Plan) will be written to reflect these new outcomes after consultation with these agencies, parents/carers, the pupil, the SENDCo and the class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

A Support Plan will detail:

- Exactly what needs are identified as well as drawing on the existing strengths of the pupils
- Clear outcomes to be achieved within a given time frame
- Strategies to remove key barriers to learning effectively
- The teaching strategies
- What additional provision will be made
- When we will monitor and review the plan
- How we will judge progress (success criteria)

- Any outcomes after a review
- Pupils' areas of strength and concerns
- Where possible, pupils' views about the learning and support from school, including their wishes for their future
- Where possible, parent/carers' views
- Additional information that notes changes in behaviours, health or family circumstances that could impact on learning

Support Plans are reviewed termly. We acknowledge that they are only effective if they are living records that are regularly monitored and revised. Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and pupils the need for either of us to approach the Local Authority (LA) to request a statutory assessment. This may or may not result in the LA issuing an Education and Health Care Plan (EHCP). Where a child has an EHCP, we will carry out an annual review which parents/carers, the pupil, outside agencies, the SENDCo and other staff as appropriate, will be invited to attend. A six-month review will be held for children in Foundation Stage and may be used, if necessary, for any child in Key Stage 1 or 2.

It is important to mention that we celebrate small steps at All Saints'. Not all children develop at the same rate and so it is important that the individual **progress** of all our pupils is valued and celebrated.

CRITERIA FOR EXITING THE SEND REGISTER

During pupil progress meetings and Support Plan meetings, progress and outcomes following any intervention will be discussed. If all involved feel that the pupil has met their outcomes and that their needs can be addressed through high quality first teaching, the pupil may be removed from the SEND register. They will then be placed on a Monitoring List to keep a close eye on their progress and ensure their needs continue to be met in class. At the termly assessment meetings, progress will be discussed. The class teacher will also be monitoring progress carefully. Any systems of support may remain in place if agreed by all e.g. buddy system, nurture group, lunchtime clubs.

SUPPORTING PUPILS AND FAMILIES

Details of the special education provision and training which local authorities expect to be available within its local offer can be found within regulations 51 and 53 of the Special Education Needs and Disabilities Regulations 2014.

All Saints' maintains links with outside agencies and professionals on a regular basis. The school contacts them when appropriate for help and advice on individual pupils. Professionals involved with the school may include:

- Educational Psychologist
- School Nurse
- Educational Welfare Officer
- Local Authority Advisers
- Speech and Language, and Occupational Therapists
- Child and Adult Mental Health Service (CAMHS)
- Barnet Integrated Clinical Services (BICS)
- Pre-school and Secondary school providers

- Barnet Autism Advisory Team
- IAT- Inclusion Advisory Team
- The Virtual School (for Looked After Children- LAC)

Please see our admissions policy (available at the school office and on the website [Home - All Saints' CofE Primary School](#)) for further information on the admissions arrangements including for children with an EHCP (Education and Health Care Plan) naming the school, or who have a specific medical or social need which the school is particularly able to meet.

If appropriate All Saints' will apply for or provide any support that may be available to assist SEND children with access to exams and other assessments. This is the responsibility of the SENDCo and Headteacher.

Transitions from class to class are very carefully managed. Teachers are given time to hand over their classes to the new teacher, including those children on the SEND register. Pupils and their parents are very much included in this. This handover includes lengthy discussion time, as well as any relevant paperwork. The SENDCo is also available for any further discussions where needed.

Transition to Secondary School is also carefully managed. Where possible (usually when there are a significant number of pupils moving to a school) there is a meeting with the Year 6 teacher at All Saints' and the Year 7 teacher / head of year of the new school to discuss each pupil. Where possible, there is also a meeting with the SENDCo of the new school and the SENDCo at All Saints' to discuss each pupil on the SEND register. Where this is not possible, telephone discussions can take place between SENDCos. All paperwork will be sent to the Secondary School.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may have SEND and may also have an EHCP which brings together health and social care needs, as well as their special educational provision. In this situation, the SEND Code of Practice (May 2015) is followed.

MONITORING AND EVALUATION OF SEND

At All Saints' the quality of provision offered to all pupils is carefully monitored and evaluated by regular audits, sampling of parent views, pupil's views and staff views. Our governors are also involved in monitoring and evaluating our provision. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

TRAINING AND RESOURCES

Provision for SEND is funded from the school budget, with additional funding sought, where appropriate.

The training needs of staff are identified by regular consultation with staff at staff meetings as well as appraisal meetings and feedback following lesson observations. Needs are also identified by the SENDCo keeping updated with current research and thinking and ensuring staff are aware of new strategies. Training can be from an external agency/ professional or internal expertise.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENDCo regularly attend the LA's SENDCo network meetings in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

- Named SEND Governor: Elaine French
- SEND Teaching Assistants, managed by the Deputy head Rachel Adams-Constantine
- Responsibility for safeguarding lies with the Headteacher, and Deputy Headteacher.
- The Headteacher and SENDCo are responsible for managing PPG(pupil Premium Grant)/LAC (looked After Children)funding.
- The Headteacher and SENDCo have responsibility for managing the school's obligations for meeting the medical needs of pupils.
- The Headteacher and Governing Body determine the school's general policy and resources allocation.

Teaching staff are responsible for:

- Meeting SEN in their own class and liaise with the SENDCo, who coordinates SEN within the school. The SENDCo in turn keeps the Governing Body fully aware of SEND issues.
- Identifying each pupil's needs and skill levels.
- Adapting lessons to ensure the needs of all learners are met.
- Monitoring and assessing progress and maintain appropriate records.
- Recognising the needs of parents/carers, give clear and careful explanations at every stage and arrange for the parents/carers to see the SENDco if appropriate.
- Writing School Support Plans with support from SENDco for pupils with EHCP and SEND Support.
- Sharing School Support Plans with parents/Carers and seek their involvement/partnership.
- Involving the pupils in the writing and evaluating of their School Support plan.
- Involving LSA's in the planning, teaching and assessing of pupil's with SEND.
- Ensuring that delivery of the curriculum allows each pupil to experience success.

- Providing reports for external agencies.

The Special Educational Needs Co-ordinator (SENDCO):

- Manages the day-to-day operation of the policy.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises teachers and support staff.
- Maintains the school's SEN register.
- Contributes to and manages the records of all children with special educational needs.
- Manages the school-based assessment and completes the documentation required by outside agencies and the LA.
- Acts as the link with external agencies and other support agencies.
- Acts as the link with parents.
- Maintains resources and a range of teaching materials to enable appropriate provision to be made.
- Monitors and evaluates the special educational needs provision and reports to the governing body.
- Manages a range of resources, human and material, linked to children with special educational needs.

The Role of the Governing Body has a duty to:

- In cooperation with the Head Teacher, make every effort to see that the necessary arrangements are made for any pupil who has SEND, including appropriate access to the buildings and school facilities as well as the curriculum
- Ensure that school staff are aware of the importance of identifying pupils who have SEND and provide an appropriate education
- Consult the Local Authority and the governing bodies of other schools when it seems necessary to coordinate SEND provision in an area.
- Take account of the Code of Practice when carrying out duties towards any pupil with SEND.

STORING AND MANAGING INFORMATION

Please see the ICT Procedures and the Child Protection Policy on the website, regarding information management and confidentiality. All written information including reports from outside agencies are stored in a locked cabinet.

REVIEWING THE POLICY

This SEND policy will be formally reviewed by the Board of Governors annually. It is important to note however, that this is a working document, detailing a co-produced policy in the spirit of current reform. Any feedback will be gratefully received.

ACCESSIBILITY- Statutory Responsibilities

The Equality Act 2010 places a duty on all schools and LAs to ensure the accessibility of schools for disabled pupils.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans and strategies must be in writing.

We are a values based school and an inclusive community. We welcome all pupils to our happy, caring school. Our aims, our curriculum, our daily teaching routines and our teaching principles are all based on our mutual respect for one another. Identifying and removing barriers to learning is part of our school ethos.

We provide a wide variety of after school clubs to enrich the schools provision. We welcome visits from friends and family from all cultural backgrounds.

Accessibility is constantly assessed in the light of each new pupil or cohort. The school has ramps in place to provide access to and from each of the buildings.

Communication with parents/carers can be made through a variety of means including email, texts, letters and phone calls. We have an open door policy for parents/carers to meet with teachers or the SENDCo. Whilst at the start of the school day teachers are busy with their classes, a quick chat can usually be had at the end of the day or a meeting can be arranged for a longer discussion. Anything more urgent can be discussed or passed on through the school office.

DEALING WITH COMPLAINTS

The school works, whenever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs. All complaints are taken seriously and are heard through our school complaints policy and procedures. We encourage parents to discuss their concerns initially with the Class Teacher, SENDCo, Deputy or Head Teacher to resolve the issue before making the complaint formal via the Chair of Governors.

Please see the school Complaints Procedures, available at the office.

BULLYING

Please see the school's anti-bullying policy, which can be found on the school website.