



**ALL SOULS'**  
**CHURCH OF ENGLAND**  
**PRIMARY SCHOOL**

**SEN Policy**

Reviewed: December 2018  
Next Review Date: December 2019

*'Individually, we are wonderfully made. Together, we are God's masterpiece.'*

*Each member of the All Souls' family supports each other to flourish as happy, confident, respectful and resilient lifelong learners, valuing and celebrating the diverse community we share.*

*By working together, trusting in God and living out our Christian Values, everyone will reach their full potential and realise their dreams.*

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

At All Souls Primary School we strive to support all children to enable them to achieve well at school. In order to do this many steps are taken to support them through their learning journey. Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. At All Souls School all staff take responsibility for Inclusion under Senco Ione Hart. Mrs Hart is supported by the SEN Governor .

### **Children and Families Bill 2013**

The Children and Families Bills takes forward the Coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in the support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- Replacing statements and learning difficulty assessments with new birth-to-five Education, Health and Care plans.
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together; and
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a “local offer” of support.

### **What is the Local Offer?**

The Local Offer was first introduced in the Green paper (March 2011) as a local offer of all services available to support disabled children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional support.

### **Link to Local Offer**

<http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/kent-parent-partnership-service>

### **What will it do?**

The Kent framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers on make decisions about how best to support their child's needs.

### **All Souls Information Report**

- 1a. How does All Souls know if children need additional help?**
- 1b. What should I do if I think my child may have special educational needs?**
- 2. How will I know how All Souls will support my child?**
- 3. How will the curriculum be matched to my child's needs?**
- 4. How will I know how my child is doing?**
- 5a. How will you help me to support my child's learning?**
- 5b: What support will there be for my child's overall well-being?**
- 5c: Pupil with medical needs**
- 6. What specialist services and expertise are available at pr accessed by the school?**
- 7. What training are the staff supporting children and young people with SEND had or are having?**
- 8. How will my child be included in activities outside the classroom including Educational Visits?**
- 9. How accessible is the school environment?**
- 10. How will the school prepare and support my child when joining All Souls or transferring to a new school?**

**11. How are the school's resources allocated and matched to children's special educational needs?**

**12. How is decision made about how much support my child will receive?**

**13. How will I be involved in discussions about and planning for my child's education?**

**14. Who can I contact for further information?**

**1a. How does All Souls know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, teaching assistants or the pupils previous school
- There is a lack of progress
- Attainment is below national expectation
- There is a change in pupil's behaviour
- A pupil asks for help

**1b. What should I do if I think my child may have special educational needs?**

If you have concerns please contact your child's class teacher in the first instance

If appropriate the class teacher will raise their concerns with the SENCo.

If you are a new parent you should contact the Senco directly on 01303 (275967)

**2. How will I know All Souls will support my child?**

Each pupil's learning is planned by the class teacher; it is differentiated to ensure the pupil's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of our quality first teaching.

Every pupil is discussed six times a year at All Souls Pupil Progress meeting with members of staff that are involved with the child.

During Pupil progress meeting pupils are identified for intervention and support e.g. writing, maths, social skills, fine motor skills. Interventions are detailed on a class group provision map. Parents are informed if their child is receiving additional support at parent teacher consultation meetings. If your child is having specific intervention you will receive a letter explaining this to you.

Some children will be identified by the schools Achievement For All Champion and parents will be invited to be involved in this programme supporting their child.

If your child has a statement you will receive an Individual Education Plan detailing your child's specific support and interventions, each academic year.

### **3. How will the curriculum be matched to my child's needs?**

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants may be allocated to work with the pupil 1-1 or in a small group focus group to target more specific needs. Additionally, your child may work with a member of an outside agency if they have more specific needs.

If appropriate, specialist resources may be given to the pupil e.g. writing slopes, coloured overlays, pens/ pencils grips or specialised scissors.

### **4. How will I know how my child is doing?**

At All Souls we operate an open door policy, all teachers are available at the end of the school day.

Additionally parents are formally invited to discuss their child's progress in our parent consultation meeting.

Pupil Progress, attainment and attitudes to learning are formally shared with parents three times a year.

On a daily basis home school contact books are available.

Written reports are sent to parents once a year and tracker sheets 6 times a year.

You may make an appointment with your child's class teacher throughout the year to discuss progress at a time that is mutually convenient.

### **5a. How will you help me to support my child's learning?**

The class teacher may suggest ways of supporting your child's learning through messages in the home school liaison book, personally or at parents' evenings.

The Senco may meet with you to discuss how to support your child, if this is appropriate.

If outside agencies have been involved with your child they may provide ideas and suggestions that can be used with your child both at school and at home; and copies of these reports will be sent home.

### **5b What support will there be for my child's overall well-being?**

The school offers a range of pastoral support for all pupils who are experiencing emotional difficulties at any one time.

Some pupils may attend social skills groups, the Quiet Zone at lunchtimes and speak to the Family Liaison Officer or Learning Mentor.

Some children may be eligible for bespoke counselling which the school can access through CHATs.

### **5c Pupils with medical needs**

If a pupil has a medical need they will have a Care Plan which is compiled in consultation with parents/carers. The plan is discussed with all staff who are involved with the pupil.

All staff receive regular epi-pen training delivered by the school nurse team.

Where necessary and in agreement with parent/carer medicines are administered in school but only with signed consent and with medicines in labelled packages.

### **6. What specialist services and expertise are available at or assessed by the school?**

At times it may be necessary to consult with outside agencies to receive specialised expertise.

The agencies used by the school include:

STLS – Specialist Teaching and Learning Services

Educational Psychologist

CAMHS (Child and Adolescent Mental Health Service)

Social care

Children's Therapy Team (Speech & Language/Occupational Therapy)

School Nursing

CHATS Counselling – Children and Adult Therapy Service

### **7. What training are the staff supporting children and young people with Special Education Needs and/or disabilities had or are having?**

The Senco has completed the National Accreditation for SEN.

All Staff are trained in Safeguarding.

First Aid and Paediatric First Aid.

Each member of staff has specific training to match the needs of their new year group.

All staff receive regular training as well as local and national updates.

### **8. How will my child be included in activities outside the classroom including Educational Visits?**

All pupils are eligible to participate in activities, events and educational visits.

Risk assessments are carried out and procedures are put into enable all children to full participate.

However, if it is deemed that an intensive level of 1-1 support is required a parent or carer may be asked to accompany their child during a specific activity or visit.

### **9. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements.

Facilities at present include

- A toilet adapted for disabled users
- Ramps to enable movement where there are a few steps.
- LIFT
- Double doors throughout the main corridor
- Handrails on stairs

***Governors Accessibility Plan should be put here.***

### **10. How will the school prepare and support my child when joining All Souls or transferring to a new school?**

As a school we understand that changing schools and classes can be distressing for many children and therefore we aim to make the transition process successful throughout:

- New entrants are invited to visit the school. We also contact the child's previous school so that we can properly prepare for their arrival
- To support a child leaving to join another primary school we ensure that all relevant information is shared.
- To support a child joining a secondary school the Senco meets with the Secondary School Senco and/ or completes transition documents. We arrange additional visits other than those planned for all pupils if we feel it necessary.
- We prepare personalised transition profiles for children as they move throughout the school.

### **11. How are the schools' resources allocated and matched to children's special educational needs?**

The inclusion budget is allocated each financial year. The money is used to provide additional support and/or resources dependent on an individual's or cohorts needs.

For pupils where a high level of support is required we will discuss their individual needs at SEN Support Meetings with parent/carers

### **12. How is the decision made about how much support my child will receive?**

All pupils are discussed at Pupil Progress Meetings several times a year and support, resources and intervention programmes are allocated and evaluate at these meetings to ensure best use of the budget and pupil's needs are met.

Parents are informed if their child is receiving additional support each term.

### **13. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the Senco and other professionals.
- Discussions with the class teacher
- During parent teacher consultation evenings.

#### **14. Who can I contact for further information?**

Your child's class teacher, in the first instance.

If you are a new parent you should contact the Senco directly on 01303 275967

You can also contact our Family Liaison Officer (FLO) on the same number.

If you would like impartial information and feel you are not able to contact the school you can email

[kentparentpartnership@kent.gov.uk](mailto:kentparentpartnership@kent.gov.uk)

