



**ALL SAINTS UPTON CE PRIMARY SCHOOL**

**SEN Policy**

**Adopted/Reviewed Summer 2015**

**Review annually at Autumn Safeguarding and  
Inclusion Committee Meeting**

**2016 Signed..... chair/vice-chair**

**2018 Signed..... chair/vice-chair**

**2020 Signed..... chair/vice-chair**



## **All Saints Upton C.E. Primary School: S.E.N.Policy.**

**This policy was reviewed in the summer of 2015 and is based on the new “Draft Code of Practise” published in April 2014.**

**At All Saints Upton C.E. Primary School we encourage and enjoy achievement together in a stimulating and safe environment. We acknowledge effort, celebrate achievement and value the work and effort of all our pupils. We set standards and raise expectations in an environment where every child can value their work and be proud of their achievements.**

**In the new draft code special educational needs (SEND) is defined as a :**

**“child or young person who has a learning difficulty or disability if he or she :**

- has a significantly greater difficulty in learning than the majority of others of the same age, or**
- has a disability which prevents or hinders him or her 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”.**

### **Accessibility at All Saints Upton C.E. Primary School:**

**At All Saints Upton C.E. Primary School we make sure that a child with SEND receives the support they need. Following the code of practice we help children with SEND:**

**“...engage in the activities of school alongside pupils who do not have SEN.”**

All saints Upton is a new school building. It shares the site with Upton Pre School which offers families a “Breakfast” and “After School Club” and Upton Children’s centre which is open during the school holidays. All classrooms open out on to the playground facilitating easy access both into and out of the school building. We have 3 “disabled” toilets: by the main reception and office, beside the school hall and within the EYFS setting. We have extensive grounds comprising of a small wooded area currently under development, two playing fields, each with its own “trim trail”, and two separate playgrounds for both Key Stage 1 and Key Stage 2 which we are currently looking to further enhance with additional play equipment and seating areas. Adjoining each “pair” of key stage 1 classrooms we have 3 small rooms used for short small group interventions, therapy sessions from e.g. S.L.T. and 1:1 counselling outside the classroom. In addition we have access to a “meeting room” for multi professional meetings and SEN reviews, private discussions with families and training sessions for staff, plus a “medical room” which is used to complete medical reviews. We also have a room designated for intervention groups to build emotional resilience.

## **Identification of SEND:**

### **The draft Code of Practice outlines 4 broad areas of need in SEND:**

- **Communication and interaction (speech, language and communication needs –SCLN)**
- **Cognition and learning ( where learning occurs at a slower pace than the child’s peers)**
- **Social, emotional and mental health difficulties**
- **Sensory and/physical needs**

Before transition to our school we meet with parents to talk about any concerns they may have. We will also discuss to their child’s previous setting with regards to possible SEND needs, so that we can use any relevant and up to date information available, to identify the type of support their child will need in our school.

As stated in the draft code of practice:

**“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.”**

If parents tell us that they think their child has additional needs or SEND, we will discuss this with them and carry out assessments. We will share what we find and agree next steps about how we can support their child.

If a child does not appear to be making the same level of progress as other children of their age, after consulting with parents, we will offer targeted support and accompanying resources and information so that parents can also be involved in the practise of small interventions to help support their child at home. If after a further period of consolidation and assessments school still have concerns, we may, with parental permission, also seek advice from other professionals from the Local Authority to help identify possible barriers to their child’s learning. Parents and carers as well as the child, will be involved at all stages. In the draft code of practice this is referred to as a four part cycle: **“assess, plan, do and review”**. A record of the outcomes, action and support agreed to through discussion, will be given to the family, as well as appropriate school staff.

When we are assessing SEND, we discuss with the family if their child’s understanding and behaviour are the same at school and at home. We will always work with the family so that we can all help the child in the same way and provide a consistent approach.

Sometimes school will write a “Pupil Support Plan” (I.E.P.) or an individual behaviour plan (I.B.P.) with pupils and parents/carers. These are to help target a small number of “learning steps” which we can then measure in school over the period of 6-12 weeks. In addition we may also draw up a “person centred plan” in which we collect all the information about your child to make sure we identify all their strengths as well as all the areas we need to focus on together. You and your child will be at the centre of these plans and involved at all times.

## **Education, Health and Care Plans ( EHC plans):**

The guidance in the new draft code of practice for SEN states that:

**“The majority of children and young people with SEN or disabilities will have their needs met within local mainstream and early years settings ... Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.”**

These plans will be drawn up if the child’s needs :

**“cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post - 16 institutions.”**

As is stated in the new draft code an EHC plan will only be necessary for a very small number of pupils. Assessments, identification of barriers to learning, planned interventions and reviews, assessments by outside agencies will all form part of a body of evidence to demonstrate an EHC assessment is necessary

The local authority decides whether or not to proceed with an EHC assessment and must inform the family of their decision within a maximum of six weeks from receiving a request. In the event of the local authority deciding against the need for an EHC plan they must inform all parties involved and give their reasons for their conclusions.

If an EHC plan is created by the local authority to support a child:

**“Decisions about the content of EHC plans should be made openly and collaboratively with parents, children and young people”.**

The focus of the plans will be on education and training, health and care outcomes that will:

**“enable children and young people to progress in their learning, and as they get older, to be well prepared for adulthood.**

See Appendix 1 for more information re EHC plans.

### **Extra support we can bring in to school to help us meet SEND:**

- We have support from specialist teachers/support staff to help children at our school access the curriculum, and additional input for specific needs e.g. speech, language and communication, behaviour related difficulties, autism spectrum conditions, moderate/severe learning difficulties and physical disability.
- We have access to extra advice and support from the local authority which provides a wide range of services e.g. outreach teachers to observe and help plan interventions, behaviour specialists and educational psychologists.
- We access support from: occupational therapy, physiotherapy and speech and language therapy through a referral, if a child needs this input, and specific resources.
- When a number of support agencies are involved with a child we will hold “multi-professional” meetings so that both the parent/carer and child can be involved in discussions about their support needs. At these meetings we will discuss:

What supports are being used?

What targets do we have to measure effective learning?

Set a review date to explore how well the pupil is doing. This will follow the :  
**“assess, plan, do, review”** model from the code of practice already alluded to in this policy.

## **How we provide access to a supportive environment to help children with SEND:**

We aim to provide a stimulating and supportive learning environment for all our children, providing a variety of resources to support every child's learning. We tailor our support for a child with SEND to ensure that we have appropriate resources in place. We follow the code of practice to ensure we provide high quality teaching, differentiated for individual pupils, (which is the first step in responding to pupils who may have SEN). We use assessments, effective teaching approaches, appropriate equipment, strategies and interventions in order to support a child's progress.

Resources we have used recently are:

1. individual workstations
2. use of "sit and move" cushions
3. "ear defenders" to aid concentration.
4. "time out" areas where for a short time, a child who is having difficulty settling /sustaining an activity can withdraw and refocus/calm
5. use of "posture packs" to encourage a good writing/reading posture
6. "Irlen overlays" to help children with visual perception/disturbance difficulties to be able to read more comfortably
7. "Comic strip conversations" to help children with communication difficulties to talk about worries/upsets
8. Lunchtime club to help children who have difficulties managing their behaviour in the playground.
9. Visual timetables to help children understand and prepare for the many different activities and transitions during a school day
10. Prompt cards, task planners and symbols to help a child with organisational difficulties

11. ICT resources such as lap tops/ I Pads.
12. “Social stories” to help explain difficult situations to a child and for them to learn strategies to help them understand and interpret it.
13. Speech recorders “Talking Tins” to help children with word finding/ memory recall difficulties.

### **Strategies/programmes/resources available to support speech and language and communication including social skills:**

1. Interventions from the Speech and Language Therapist delivering therapy in school.
2. Reinforcement of SLT intervention by daily practise with the child in class.
3. Support from the teaching assistant within the class to embed the SLT intervention plan.
4. We use a range of language resources and programme materials from which to draw on.
5. Use of visual timetables for children who need to know the structure of the school day and be able to anticipate “what comes next” in school.
6. For children with social and communication difficulties we use “choice cards” to build in rewards for the completion of tasks. Similarly for children who do not understand social rules and structures both within the classroom as well as in the playground, “social stories” are written, to help make the rules explicit.
7. The use of workstations for children needing a more individual space in which to work can be created to help with concentration, and “time out” periods in which to regain calm before returning to the class, are all used to good effect.
8. We are well supported by outreach teachers from “Brookfields” school who regularly come in to observe, advise, and help draw up action plans with staff and family for children with social communication difficulties. They meet with parents and teachers to discuss any concerns and offer advice and support to ensure that good provision and planning are made for the child. If we have concerns about a child’s language and

understanding we will always keep parents/carers informed so that we can work together to support the child.

### **Strategies to support the development of literacy (reading)/writing).**

1. Small group support in class for guided reading/writing.
2. Individual daily reading practise.
3. Withdrawal intervention group
4. Precision teaching
5. Phonological Awareness Training (P.A.T.)
6. "Toe by toe" reading programme.
7. "Firm Foundations in Phonics".
8. Peer tutoring at the start of each day.
9. First class writing.

### **Strategies to support the development of numeracy:**

1. Small group support in class through guided teaching.
2. Withdrawal in a small group for "catch up" maths activities using specific programmes such as "First Class Number"
3. Resources such as "numicon"
4. Daily practise using the maths programme "The Power of Ten".
5. Peer tutoring at the start of each day
6. 1:1 tuition before school
7. Use of specialist maths resources online for reinforcement.

## **How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.**

1. Personalised and differentiated curriculum
2. Small group support in class /small group withdrawal support
3. 1:1 support in class from a Teaching Assistant to facilitate access or modify resources.
4. Specialist equipment
5. Individual plans
6. Provision map
7. Strategies introduced by professionals/specialist services/outreach.

## **How we assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers), and what do we do when provision of interventions need to be extended or increased.**

At All Saints Upton C.E. Primary School we use a variety of measures

1. Observations
2. Target setting and pupil progress meetings
3. Individual plan, targets, assessment and review (assess/plan/do/review)
4. External professionals to undertake observations, proffer advice and assessments.
5. Regular reviews and updates of targets with child/parent/carers.
6. Assertive mentoring

We aim to meet regularly with, and listen to parents, at least 3 times of year, not only to discuss the activities and support being given to the child with SEN but also to identify what the responsibilities of the parent, the pupil and the

school are. In this way we can provide a consistent and transparent approach in order to support the needs of the child.

### **Supervision/support at unstructured times of the day including personal care arrangements.**

1. Teaching assistant responsible for personal care of named pupil.
2. Named midday supervisor at lunchtime for named child.
3. Teaching assistant support for named pupil at lunchtimes/playtimes.
4. Teaching assistant support for lunch club for named pupil with difficulty managing his behaviour at unstructured times.
- 5.

### **Strategies used to reduce anxiety, promote emotional wellbeing and develop self- esteem including mentoring.**

- Throughout the school we follow the SEAL curriculum (Social Emotional Aspects of Learning) which helps to build resilience and empathy as well as developing a wider vocabulary with which to express and understand our emotions. In addition we also provide a small group intervention called Silver SEAL for small groups of children from year 2 – 6, who need more opportunities to understand and practise the activities designed to help children express their emotions in different situations. In EYFS(reception) and year 1 we have a comparable small group intervention more appropriate to the developmental age of the children called Ginger Bear.
- For children who have experienced significant change in their lives, or a bereavement, we offer a small group intervention called “Seasons for Growth” which follows a programme of activities to help children from year 2 to process and understand difficulties they may have experienced in the past and build up resilience and confidence to deal with the future.

- For individual children who have difficulties controlling anger and emotional behaviour we have a range of strategies and interventions. We use software called “Em. Wave” which demonstrates to a child how to become more aware of the physical signs of anger and intense emotion in their body such as increased heart rate and quicker shallower breathing. Through practise we show how we can gain control again through calming techniques. Understanding and recognising the “triggers” that fuel a child’s anger /emotion and being able to “read” the signs helps us as teachers employ strategies to reduce the frequency and severity of a child’s behaviour causing concern. Time out to calm down, rewards and consequences for inappropriate behaviour as well as peer support are used to good effect.
- In order to encourage a calm transition from home to school, although school starts at 8.55 am, we allow a “staggered” entry in to school where children can settle calmly at the beginning of the school day. Children can come into school from 8.45am. Staff are present to meet and greet them at the door and are available for any quick messages from parents that need to be given before the beginning of the day or to arrange a longer more private meeting at the end of the day.
- In order to monitor our children’s well- being we use a software programme called “PASS” (Pupils Attitudes to Self and School) on a regular basis to help us identify pupils who need more emotional support in school and to help us tailor interventions that would seem helpful to build greater resilience.
- For some children we offer a home school book so that we can regularly communicate with parents about how a child’s school day has been. For others struggling with confidence, we have a “celebration” book to help children feel more positive about themselves and what they can achieve.

## **What strategies can be put in place to support behaviour?**

1. Our behaviour policy underpins how we deal with and support behaviour management
2. When a child struggles to manage their behaviour in school we will always keep parents informed. It is essential that your child feels supported by a team of people - family as well as school staff - all of whom understand and respect each other and all of whom adopt a consistent approach together. We may write a “person centred plan” or a “behaviour plan” to ensure that we understand what triggers are causing behavioural issues for your child in school and what realistic targets we can put in place for your child to achieve.
3. Consequences and rewards are used in equal measure to help your child learn the boundaries and structures we all need to work within to maintain a happy balance and from which we can reach our potential.
4. Daily feedback to parents either after school or by phone ensures that everyone is working to the same end, to help your child feel in control of their behaviour and an important part of our school community.
5. We use a programme called “Kids Skills” which we share with families to help a child see an inappropriate behaviour as a skill that they still need to learn. Peers, school, family and child all help to support learning that skill.
6. In the event of concerns about a child’s ability to understand the impact their behaviour has on their capacity to learn, we can discuss with the family the need for a referral for outreach support . We can draw on expertise in this area from the local

authority to use both in school and also for the family/carers to access at home from the “Attendance, and Behaviour Support Team”.

7. Some children may find unstructured times of the day such as playtimes quite challenging. We encourage children to play with a variety of equipment which fosters cooperative and imaginative play. We have a high ratio of staff to pupils out in the playground “on duty” at playtime, so that we can be with the children and support play opportunities. Many staff lead in promoting different activities on the yard/field with the children and as a result more positive play skills are learnt.
8. At lunchtimes, some children who need to have the lunch break “chunked” into shorter periods, are supervised doing different activities, sometimes inside and sometimes outside. Some children have had a designated mid- day assistant again to assist outside after lunch to try to ensure that their time with their peers is as enjoyable as possible. At Key stage 2 we have a shortened lunch break -12.20 – 1.00pm followed by 15mis break later in the afternoon.
9. All staff are trained in “Team Teach”. This is a positive handling and a holistic approach to behaviour management, involving policy guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. Restraint is only a small part of the framework.

### **How we support pupils in their transition into our school and when they leave us.**

- Before a child enters our reception class parents/carers will have had the opportunity to have visited school, meeting the staff informally for a tour of the building and a short introduction to life at All Saints Upton. This is an important opportunity for parents to discuss any concerns about their child having SEN. The class teacher and nursery nurse will

visit the home so that the child can once again meet school in their own familiar setting. In the last half term prior to starting we invite each child in to school to have a short visit where they can try some activities and meet their new class mates. We endeavour to make their induction period in their first term as positive and nurturing as we can. This is a time when we can begin to assess and identify if there are any barriers to learning, if less than expected progress is being made and if additional provision and support is needed. In the reception class children start on a part time basis for 3 weeks when they start school. The school day is gradually increased to full time over this period. We have found this to be of great benefit to the children ensuring that transition into school runs as smoothly as possible. For our new starters to the reception class we also try to visit them in their previous “setting”- nursery/ pre -school etc. This gives school an opportunity to meet with the child’s key worker and helps us to prepare thoroughly for the introduction of your child to our school.

- Similarly, when our year 6 children are preparing for their transition to high school we meet with their new school’s staff to give as complete a picture as possible of each child’s learning style and needs. For some children it will be appropriate to arrange a private tour of their new school and an introduction to key staff supporting them. For others we will organise a longer transition period so that your child will visit and stay for a sample of lessons with different teachers. This helps to reassure children that the transition is manageable. Before leaving our school, some of our year 6 may contribute to a “pen portrait” of themselves, which will detail for all their new teachers what their learning style, strengths and needs are. Going to high school is a big but also an exciting step for our children, and we aim to make it as smooth and positive as possible. We are always ready to discuss with parents/carers if there are any worries or concerns they may have around transition. To this end, we work closely with Halton’s “transition lead”, who can help us support families needing further reassurance. We also use “photo voice” provided by the local authority to help children

who may need a more significant amount of support around transition to come to terms with change and new horizons.

## **Access to strategies, resources, programmes to support SEN - occupational therapy/physiotherapy needs and medical needs.**

In the “Children and Families Act 2014 schools are obliged to make

**“...arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils”**

If we are concerned about a child’s coordination, developmental or sensory needs we can, with the consent of the family/carers, make a referral and access assessments, advice and therapy for your child. As teachers we value the advice and support which the Woodview Child Development Clinic provides to our school. Children follow exercise programmes in school, provided by the occupational therapists to help with coordination and fine and gross motor skills. Often on the advice of these professionals we purchase additional equipment to support our children such as “sit and move” cushions, posture packs, special pencil grips and weighted blankets. Children who have been referred are regularly reviewed and assessed by Woodview. Access to support with sleep routines, behaviour concerns, as well as medical needs can all be accessed through a school, or G.P. referral to Woodview. Their nursing staff help draw up “health care plans” for our children who have medical needs, often offering additional training to our staff in the use of best practise for particular new procedures.

## **Extra support for parents and carers and pupils offered by the school/how parents and carers are involved in their child’s education.**

- Pupils’ views are very important to us. We try and put each child at the centre of our planning to meet their needs and involve them through listening to what they have to say. We use “assertive mentoring” individually with each child, from years 1 – 6, to set learning goals and

review progress, which aims to tailor a much more individual approach allowing each child time to express their feelings about their learning.

- We aim to involve parents in their child's learning providing opportunities to share activities in school to support parents' understanding of topics taught. Teachers regularly show parents what they need to know in order to help their child learn more effectively. Workshops, or after school presentations are offered to parents so that we can share our expertise and involve you as much as possible in your child's learning. Theme/topic projects help parents /carers and their children to get involved at home so that they can have a rich learning environment.
- The school works closely with Halton's CART team who are available to help both school and parents, offering advice and expertise to help ensure parents and carers feel supported.
- Having Upton Children's Centre on our shared site is an invaluable resource which offers many training opportunities for our parents. They provide a full programme of activities available for all ages. Positive parenting and behaviour management classes, baby massage, access to the sensory room and crèche facilities are all readily available to help meet your child's needs.
- We have close links with so many agencies and groups working with children and young families in Halton and are happy to talk to parents/carers about the SEN supports that are available.

### **How additional funding for SEND is used within the school for individual pupils.**

- Schools receive funding for all pupils including those with special educational needs and disabilities. This is used to meet children's needs
- The Local Authority may contribute if the cost of meeting an individual's needs is more than £10,000 per year.

- If an assessment of SEND identifies something significantly different to what is usually available, additional funding will be allocated by the Local Authority.
- We use our funding allocations for SEND to maximise the supports and interventions which we offer, prioritising children early so that they can build on strong foundations and reach their potential.

## **Examples of how pupil premium is used within school.**

- We use our “pupil premium” to provide targeted interventions and “catch up” programmes to help our children make excellent progress.
- Equipment and new technology is procured and used to engage and enhance learning.
- Generous staffing levels ensure we provide small group interventions.
- For our most vulnerable children we provide consolidation and extension groups to ensure excellent progress is made and confidence boosted.
- We offer additional classes before school for our older children to recap strategies and key skills.

All Saints Upton has an experienced team of highly professional staff. All our teachers are graduates with either B.ED or PGCE teaching qualifications. We are very fortunate to have a dedicated team of experienced and highly committed Teaching Assistants who not only provide 1:1 support for children with SEND but also support the teachers’ work in the classroom and provide additional intervention both within and outside the classroom. All our staff access good quality training as well as visiting other schools to see best practise. We aim to share our expertise, with everybody on the staff being held in equal value as part of a team.

Head teacher: Chris Mc Connell.

SENCO: Mr Mc Connell

Deputy SENCO Mr Carl Helps

SEN Governor: Heather Martin.

