



**Learn with Love, Flourish in Faith**

*Do everything in love (1 Corinthians 16:14).*

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

### **Special Educational Needs and Disability Policy**

#### **Key personnel relating to this policy are:**

Head Teacher: Mrs L. Mason

SENCO: Miss A. Jones

School Governor with SEND responsibility: Mrs S. Freeman

Designated Teacher with Specific Safeguarding Responsibility: Mrs L. Mason

Designated Teacher for Looked After Children: Mrs L. Mason

All teaching and support staff

#### **Mission Statement**

At Church of the Ascension Primary School, we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Our educational aims for children with special educational needs and/or SEND are the same as those for all children in school. Special educational needs may be experienced throughout, or at any time during their school career. At Church of the Ascension Primary School, we believe that every teacher is a teacher of every child, including those with SEND.

## **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Needs Code of Practice 0-25 Guidance (2015).

- To ensure that the needs of all pupils are met.
- To raise the aspirations and expectations of all pupils with SEND.
- To provide equal opportunities for all.

## **Objectives**

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years' settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Head Teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

## **Identification of Pupil Needs**

At Church of the Ascension Primary School, we adopt the definition of SEND as stated in the Special Educational Need Code of Practice 0-25 Guidance (2015).

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Pupils with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

#### **Communication and Interaction:**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Their profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and Learning:**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health Difficulties:**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety and depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or Physical Needs:**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. 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. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND register if/when their needs no longer require special educational provision.

There are other factors which impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines that 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of a serviceman/woman

## **A Graduated Approach to SEN Support**

### **Quality First Teaching**

At Church of the Ascension Primary School we believe that all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

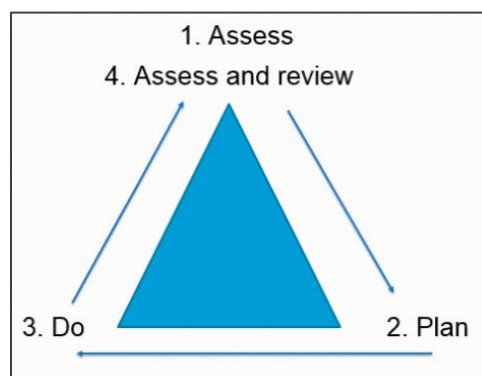
i) Parent's evenings are used to monitor and assess the progress being made by children.

### **SEND Support**

Some children need educational provision that is additional to or different from that made generally for other children.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess • Plan • Do • Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and

compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://fis.dudley.gov.uk/localoffer/>

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on:

01384 236677

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

a. Following Statutory Assessment, an EHCP will be provided by Dudley County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.



## **Arrangements for coordinating SEN provision**

SEND records linked to the Assess – Plan – Do – Review cycle are maintained for individual pupils.

All staff can access:

- SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Dudley's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

## **Admission and Inclusion Arrangements**

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.

The school follows the current admissions criteria as laid down in the Dudley LA admissions team, which is available to all parents. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs/EHCP must do so through the Dudley LA's SEND Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

## **Liaising with External Agencies**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Services which may be drawn upon include:

- The LA's specialist advisory services for children with learning difficulties (Learning Support Team)

- Language and communication difficulties (Speech & Language Support Service)
- Behavioural, emotional and social difficulties (PRUs)
- Physical and Medical conditions (PIMIS – Physical Impairment and Medical Inclusion Service)
- Autistic spectrum (AS) (Autism Outreach)
- Educational Psychologist
- Community Paediatrician
- Pre-school Special Needs Service
- Visual Impairment
- Hearing Impairment
- Home and Hospital (Cherry Tree)
- CAMHS
- Physiotherapy
- Occupational Therapy
- Social Care
- Dudley Counselling
- Sycamore Centre
- School Nurse
- Reflexions – Mental Health Service

Referrals to these services will be made by the SENCO in discussion with class teachers and will always be shared and agreed with parents/carers.

## **Transition**

### **Inter-School/Nursery to School Transfers**

Records are received from previous schools/year group and passed to class teachers and the SEND team. Where appropriate, further meetings between and home may take place and an enhanced transition may be arranged.

### **Transfer to Secondary School**

Where possible, the SENCO meets with Secondary SENCO's to discuss the Special Educational Needs of children moving to Year 7. All records are passed onto Secondary SENCO's.

## **Supporting Children 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 may also have SEN and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **Monitoring and Evaluating SEND**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual education plan, which is updated on a termly basis by the class teacher and monitored by the SENCO. These reflect information from previous class teachers and any interventions / assessments, all of which is passed on at the beginning of an academic year. These interventions are monitored and evaluated termly and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **Training and Resources**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO attends relevant SEND courses, including Dudley's SENCO network meetings, in order to keep up to date with Local and National updates in SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

### **Roles and Responsibilities**

#### **The Special Educational Needs Co-ordinator**

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy. He or she will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies.

SEND at Church of the Ascension Primary School is led by the Special Educational Needs Co-ordinator who works with pupils, staff, parents and outside agencies.

### SEND Governor

A member of the Governing body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

### Teaching Assistants (TAs)

Our TAs are mainly class based at present. They work with small groups, under the guidance of the class teacher, to provide support for identified children in differentiated activities. Some TAs provide Speech and Language support within the class setting as and when appropriate and may also supervise children taking part in the Get Moving programme. This work is carried out under the direction of the class teacher, SENCO and/or external agencies.

Support for children with social, emotional or behavioural difficulties is provided by a named TA who also works with the SENCO to run Nurture Groups, which provide a safe and secure environment for children to talk to an adult, and enables them to participate in activities which address issues such as low self-esteem, poor social skills or feeling differently from their peers.

### SEN Teaching Assistants

Our SEN TA works with children who have specific IEP targets, providing support in small groups and individually, mostly out of classrooms but occasionally within the classroom. Regular meetings are arranged to plan for the provision for children with SEND within the school. She and the SENCO attend specific SEN training and also help and advise class TAs and teachers on resources available within the school and children's progress against their current IEP targets. She carries out specific learning difficulties' assessments and works with the SENCO to collate and record information required to make referrals to external agencies.

### Specialist Support Teaching Assistants (SSTAs)

SSTAs work with children with Education and Health Care Plans (EHCPs) to support them in the classroom through 1:1 and small group work. They plan with the class teacher, SENCO and/or external agencies to support the child's IEP targets and record their work. They also liaise with external agencies, where appropriate, and parents. Support is tailored to suit the individual needs of the child as identified within their EHCP.

## **Accessibility**

The school complies with all the relevant accessibility requirements. Please see the school accessibility plan for more details.

[Accessibility-plan-1.pdf](#)

## **Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or SENCO, who will be able to advise on formal procedures for complaint.

[EDLT-Complaints-Policy-1.pdf](#)

## **Bullying**

The school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. It has a comprehensive bullying policy available to Staff and parents.

[Anti-Bullying-Policy-Autumn-2024.pdf](#)

**This policy was developed through consultation with eight local Dudley primary schools and complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2015 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) .**

**The school's SEND information report can be viewed on our website:**

**This policy has been written with reference to the following guidance and documents:**

- **Equality Act 2010; Advice for Schools (February 2013)**
- **Schools SEN information report regulations (2014)**

**Signed (Head teacher): L.Mason**

**Date:** September 2024

**Signed (SEND Governor): S. Freeman**

**Date:** September 2024

**Signed (SENCO): A. Jones**

**Date:** September 2024