



**ALL SAINTS
MULTI ACADEMY TRUST**
BIRMINGHAM
GOD'S LOVE IN ACTION

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SEND Policy

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Trust Board

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Mission Statement

All Saints Multi Academy Trust, Birmingham

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self-belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At All Saints Academy Trust Birmingham, we take pride in taking on an inclusive approach, meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We ensure all children are made to feel welcome and part of our school family. We work with Birmingham Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We want the best for all children in school, including those with SEND and we aim to make sure all children are happy and safe. To ensure this happens we believe in three fundamental values:

- **Open and honest communication** - Relationships are the heart of everything we do. Honest communication between parents, carers, staff, pupils and any other individuals working in partnership with school is essential to create a positive learning experience for children.
- **A partnership approach** - To ensure children get the best support in school possible it is important that everyone involved works together. We will involve parents/carers in discussions about children's progress and the support they need.
- **Appropriate and effective teaching and learning** - All teachers hold high expectations for all children in their class including those with SEND. All teaching is carefully planned and based on building on what children already know, can do and can understand. Teaching is well differentiated to meet the needs of all children in the class. Children's progress is closely monitored so that if any extra support or adaptations are needed, they are responded to effectively.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENDCO

Our SENDCO is Shecaniah Morgan and she is allocated 5 days a week to manage the SEND provision across the MAT.

Our SENDCO has 9 years' experience working in a range of schools. with pupils who have a diagnosis of autism as a specialist autism teacher.

The SENDCO will:

- Work with the Executive Headteacher, Head of School and SEND governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Executive Headteacher, Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Executive Headteacher and Head of School

The Executive Headteacher and Head of School will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction** – The way in which your child will talk, listen, respond, learn and play with those around them
- **Cognition and Learning** – The way in which your child thinks, learns and understands the world around them
- **Social, Emotional and Mental Health difficulties** – The way in which your child expresses their feelings, approaches, and solves problems or problematic situations
- **Sensory and/or Physical Needs** – The way in which your child interacts, experiences the environment around them using their senses

5.2 Identifying pupils with SEND and assessing their needs

At All Saints Multi Academy Trust we take several factors into account when identifying pupils with potential special educational needs and/or disabilities.

We encourage an open and honest dialogue when discussing the potential needs of our pupils. Any concerns should be raised with the relevant member of staff and escalated accordingly by:

- Having regular general discussions with parents/carers about any concerns you may have regarding your child's learning or progress
- Class teachers raising concerns with parents and the SENDCo following high quality first teaching, observations, and teacher assessments
- Class teachers, SENDCo and leadership team will identify pupils who are not making the expected progress using the assessment tracking system
- Advice from outside agencies may be requested to help identify specific needs using specialist assessments

The SEND Code of Practice is a legal framework which is used in the management of Special Educational Needs in schools. The Code of Practice identifies four key areas of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional or different is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil (where appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil (and other teachers where relevant)
- Their previous progress and attainment or behaviour
- The individual's progress from their personal baseline
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Arrangements will also be made for a carefully planned transition process to support pupils going to new settings where necessary.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We also provide the following strategies and interventions:

- Pre-Teaching
- Wellcomm – Nursery only
- Neli – Reception only
- Phonics intervention (Little Wandle)
- Word Wasp (Dyslexia Intervention)
- No Nonsense Spellings
- Maths Intervention
- Reading Intervention
- Handwriting OR Fine/Gross Motor intervention
- SpaG Intervention
- SaLT Intervention
- SATS Booster Group
- Nurture Groups
- Busy Boxes (Sensory and Regulation)
- Social Stories
- In Print

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum teaching style and content of lesson to ensure all pupils can access it.
- Providing a range of staffing ratios such as 1:1 or small groups to ensure all pupils can access the learning in
- In more specialist cases, we will use an augmented curriculum to ensure pupils can show the smaller steps of progress made.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary/concepts, reading instructions aloud, etc.

5.8 Working with Other Agencies and Additional support for learning

We work with the following agencies to provide support for pupils with SEND:

- Communication and Autism Team – CAT
- Pupil and School Support – PSS
- Physical Disabilities and Sensory Support – PDSS
- Educational Psychologist – EP
- Occupational Therapist – OT
- School Nurse
- Child Development Centre - CDC

5.9 Expertise and training of staff

Our SENDCO is Shecaniah Morgan and she is allocated 5 days a week to manage the SEND provision across the MAT.

Our SENDCo has 9 years' experience working in a range of schools. with pupils who have a diagnosis of autism as a specialist autism teacher.

We have a team of sixteen teaching assistants, including seven higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in several strategies and approaches.

5.10 Securing equipment and facilities

While the school is spread over a range of levels, there is access to an outside lift, disabled toilets and fire exits. There are, however, four classrooms that are upstairs. If there is a child in the year groups taught in these rooms who cannot access them, then alternative rooms can be for that class.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil, staff and parent questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to **all our pupils**, including our before-and after-school clubs. All Saints Multi Academy is an inclusive school that encourages the inclusion of its pupils regardless of ability or disability. We also have a zero-tolerance approach to bullying.

5.13 Contact details for further information

If you would like to contact the SENDCo directly, please use the following email address:

s.morgan@allsaintsmat.school

5.14 The local authority local offer

Our local authority's local offer is published here: <https://www.localofferbirmingham.co.uk/>

6. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Medical Conditions policy