



# SEN POLICY

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**All Saints' CE Federation**  
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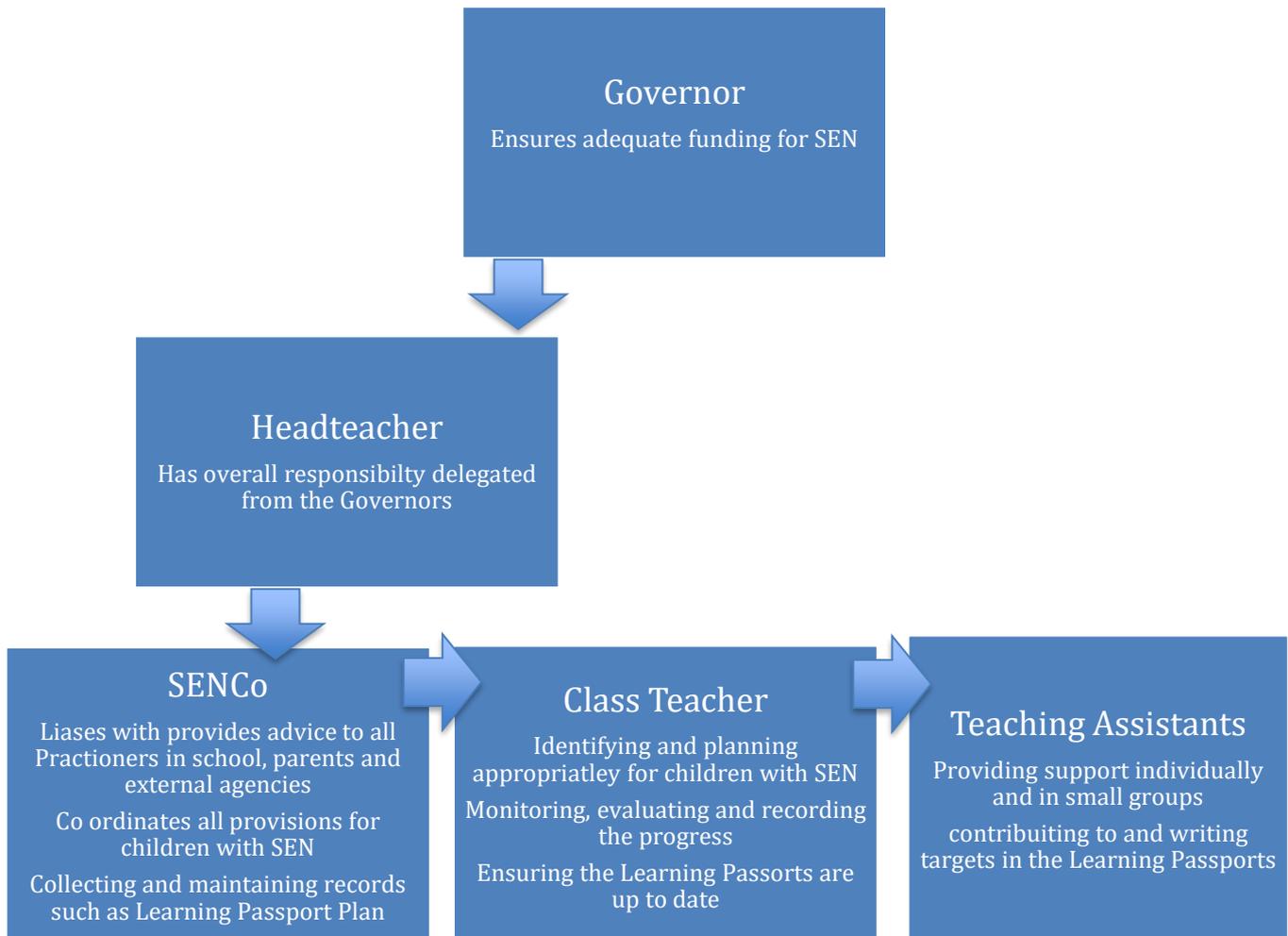
**SEN Policy**

This policy should be read in conjunction with the SEN Local Offer.

All Saints' CE Federation is duty-bound to fulfil statutory standards by the Special Educational Needs (SEN) Code of Practice (DfES 2014). The fundamental principles of the Code of Practice form a framework for professional practice in our school: it is our responsibility to seek the views of a pupil/student with SEN, assess the needs of that pupil/student, do our utmost to meet those needs and offer an education which is balanced and broad and fully accessible to them. We will always seek ways to implement best practice and promote close co-operation between agencies and professionals.

Our policy is a collaborative whole school policy. The Executive Headteacher has overall responsibility for SEN provision across the school. A designated teacher, the Inclusion Lead / Special Educational Needs Co-ordinator (SENCo), is a member of the senior leadership team and is responsible for the day-to-day operation of this policy. Class teachers are responsible for meeting the individual needs of SEN pupils/students in the classroom and are supported by Teaching Assistants and in some cases, 1:1 Teaching Assistants. We are governed by the All Saints' CE Federation Governor's

**Roles & Responsibilities**



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**All Saints' CE Federation aim to:**

- Ensure that every pupil/student with a special educational need (SEN) or disability reaches his/her full potential in school.
  
- To promote the welfare and interests of disabled pupils/students, and to improve the support they receive.
  
- Identify pupils/students who have SEND as early as possible and carry out the necessary assessments.
  
- Record the names of all pupils/students with SEND on the School SEND Register at the appropriate stage.
  
- Provide within the school a staged structure of provision in accordance with the Department of Education Code of Practice regulations on SEND.
  
- Formulate differentiated and individually tailored programmes to address SEND but at the same time ensure these pupils/students receive a broad, balanced and appropriate curriculum.
  
- Establish a record keeping and reviewing system to facilitate efficient monitoring and planning.
  
- Foster mutually supportive links with outside support agencies.
  
- Equip teaching and non-teaching staff with the necessary skills to cater for pupils/students with SEND.
  
- Utilise and encourage volunteer helpers to assist with support programmes.
  
- Establish effective links with Pre-school contacts and Secondary Schools to promote the successful transition of pupils/students with SEND.
  
- Involve Parents/Carers as fully as possible as partners in the education of their children.

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- Develop a mutually supportive framework of consultation between the Governing Body, Executive Headteacher, and the Inclusion Lead / Special Educational Needs and Disabilities Co-ordinator (SENDCo).

## **SEN INFORMATION REPORT**

### **Inclusion for All**

At All Saints' Federation we are committed to providing our pupils/students with a broad, balanced and enriched curriculum, which is accessible to all and promotes inclusion. Pupils/students are fully included in all aspects of school life. All pupils/students are equally valued in school and access an environment where they can flourish and feel safe. We have a team committed to inclusion who ensure that all pupils/students are happy safe and achieving at school both academically and emotionally. The Inclusion Lead/SENCo advises and oversees the provisions and interventions, and monitors their success through stringent observations and data analysis.

Every teacher at All Saints' Federation is committed to the achievement of every pupil/student and through quality first teaching and tailored interventions, all pupils/students fulfil their potential. Progress and attainment of all pupils/students is reviewed by the Inclusion Lead every term at which time provision may be adjusted and put in place to meet identified needs. Further information about each individual intervention is discussed with Parents/Carers, if a pupil/student was to access them.

### **Learning and Cognition Interventions and Provision**

- Phonics Boosters
- Reading Stars
- Lighthouse Reading Comprehension
- 1:1 reading
- Rainbow Writing
- Phonics pre-teach
- Sentence and punctuation boosters
- Clicker
- Precision Teaching (bespoke to pupil/student's need)
- Numicon
- Small group literacy
- Scribing work
- Use of ICT for independent recording
- Homework support
- Peer reading support
- Memory booster work
- Use of specialist equipment – ICT equipment, coloured overlays & books, pencil grips etc.
- 1<sup>st</sup> Class@Number (1)
- 1<sup>st</sup> Class@Nunmber(2)
- Success at Arithmetic Number Sense (3-5)
- Success at Arithmetic Calculations (5-6)
- Memory Games

### **Communication and Interaction Interventions and provision**

- Delivery of individual speech & language programmes
- Singing and Signing
- Language for Thinking
- Talking Partners
- Pre-teaching new vocabulary
- Friends Groups
- Socially Speaking
- Talking Partners Group
- Language for Thinking
- Time to Talk
- Makaton
- See and Learn
- Sensory Room
- Social Stories

### **Social, Emotional and Mental Health Interventions and Provision**

- ELSA provision or mentors by trained ELSAs (Emotional Literacy Support Assistants)
- Restorative Practices
- Emotion Coaching
- Lunch Clubs
- Circle of Friends
- Team Around the Child
- Advotalk
- Social Stories
- Use of visual prompts and timetables
- Mentoring
- Lego Therapy
- Zones of regulation
- Talking therapy
- Organisational support

### **Sensory and Physical Interventions and Provision**

- Squiggle Wiggle
- Dough Disco
- Singing and Signing
- Clever Fingers Fine Motor
- Gross Motor Skills
- Delivery of 1:1 Physio and OT programmes
- Use of sensory resources
- Sensory Room
- Medical support
- Clicker
- Keyboard skills

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**Meeting Individuals Needs**

If a pupil/student continues to have difficulty after intervention, or has a high level of difficulty, they may be considered to have a Special Educational Need (SEN) and be placed on the SEN Register at SEN Support with the SENCo becoming involved.

This would mean that they may need:

- Extra help from teaching assistant in class
- Small group or individual support in or out of class
- Alternative resources.

If a pupil/student continues to have difficulty even with this extra support and intervention in place, we will seek advice from outside agencies such as:

- Health professionals
- Child and Adolescent Mental Health Service)
- Visual/Hearing Impairment teachers
- Educational Psychologist
- Speech and Language Therapists
- Physical and Medical Disabilities Teachers
- Inclusion Practitioners

If your child's needs are more complex or severe, we may suggest that we request the Local Authority for a Statutory Assessment. This usually means that the LA may provide extra funding to help your child. If your child has this additional provision, this will lead to them having an EHCP (Education Health and Care Plan) which you will be involved in writing alongside the class teacher, SENCo and other professionals that have a clear understanding of your child's needs.

**Working Together**

Communication is key. We pride ourselves on strong links with our Parents/Carers and will always keep you informed about what is being done for your child. Termly review meetings are organised for Parents/Carers to come in and discuss progress and provision. Your child will also be invited to part of these review meetings. All staff working with your child will be aware of their specific needs and training/support will be put in place where appropriate. If you would like to know any more information or have concerns about your child, please speak to your child's class teacher or make an appointment to meet with the Inclusion Lead/SENCo. Appointments can be booked through the school office.

Alternatively, please view the relevant LA Local Offer for more information about what they can offer you and your family.

East Riding <http://www.eastridinglocaloffer.org.uk/>

Hull City Council <http://hull.mylocaloffer>

**Please Note:** All Saints' CE Federation has overall responsibility for this policy, however where applicable responsibility is delegated to the individual schools Local Governing Body.

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**Dated: November 2018**

**Review Date: November 2021**

**Review: every 3 years or as and when changes occur**