



# All Saints' Church of England Primary School

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

The SEND policy reflects the principles of the SEND Code of Practice: for 0 to 25 years (Jan 2015).

### OUR VISION

Our vision is to be a nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated as an individual and no matter what their starting point will achieve their true potential within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and their abilities, ready to go from strength to strength.

#### Our Values

All Saints' has an ethos built around our core Christian values of Compassion, Koinonia (community)

and Love. Our key aims are linked to scripture (See full mission statement), culminating in our strap line of '*Growing Stronger Together in God's Love.*'

<b>Compassion</b>	Be kind and compassionate to one another, learning from our mistakes and forgiving others for theirs.
<b>Koinonia (community)</b>	Value and celebrate diversity, welcoming families from all faiths and backgrounds.
<b>Love</b>	The love within our school is one of family and friendship, enabling each child to grow and flourish.

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Head Teacher: **Mrs A Filsell**    SENCo: **Mrs A Wilkinson**    SEND Governor: **Edward Lockwood**

## All Saints' C of E Primary School SEND Policy

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014.
- SEND Code of Practice: for 0 to 25 years January 2015.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012

This policy should be read in conjunction with the following school policies and documents:

SEN Information Report, Anti-Bullying Policy, Health & Safety Policy, Medical policy, Safeguarding policy, Complaints policy, Flow chart for Identification and support of SEND at All Saints' and Equality policy.

### **Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.**

A child or young person has special educational needs if he or she has 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 they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age, or

(b) have 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All Saints' C of E Primary School is a two form entry primary school which includes a Nursery.

The school has three phases:-

Early Years – Nursery and Reception

Key Stage One – Years One and Two

Key Stage Two – Years Three, Four, Five and Six

**SECTION A – SPECIAL EDUCATIONAL NEEDS AND DISABILITY PROVISION AT  
ALL SAINTS' C OF E PRIMARY SCHOOL**

We have high expectations for all our learners and we aim to provide every child with equal opportunities to access a broad and balanced education. This includes the Foundation stage and National Curriculum in line with the SEND Code of Practice: for 0 to 25 years January 2015.

**1. Objectives:**

- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEND as early as possible by gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible, pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEND.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act 2010.
- To ensure that support agencies are used effectively.
- To encourage confidence and raise self-esteem by providing a caring and well organised environment so children with SEND can achieve their best.
- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

## 2. How we aim to meet these objectives:

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- Ensuring clubs, trips and activities offered to children at All Saints' are available to children with special educational needs and disabilities. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.
- Early identification of pupils who need extra help through information received from previous settings, ongoing teacher observation and assessment, discussions with parents and information gathered from outside agencies.
- We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed through teacher appraisals against the teaching standards, lesson observations, coaching and whole school monitoring.
- Ensuring that all staff receive training on the expectations of the most recent Code of Practice and are able to recognise emerging needs and implement a graduated approach to SEND.
- We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs and disabilities. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.
- Termly planning and reviewing of SEN Support Plans (SSP) for all pupils with SEND, involving both parents and pupils.
- Ensuring that advice from outside agencies is sought and incorporated into SSPs.
- To focus on outcomes not difficulties. Positive reinforcement to encourage pupils' achievements' and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements, enabling all children to feel valued for their efforts.
- Monitoring the provision and progress of pupils with Education, Health and Care Plans (EHCP).
- Ensuring that SEND is featured in the School Development Plan, reflecting the training needs of all staff.
- Ensuring that we have high expectations of pupils, set suitable and challenging targets.
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.
- Supporting social, emotional and mental health through extra provision when needed.

## **SECTION B - ARRANGEMENTS FOR FULL ACCESS TO A BROAD AND BALANCED CURRICULUM**

*Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. (SEND Code of Practice: for 0 to 25 years, Jan 2015)*

All children are entitled to full and equitable access to the Curriculum and Quality First Teaching.

All Saints' sets out to ensure that:

- All subjects and school activities are accessible for all pupils.
- All efforts are made to overcome individual pupils' barriers to learning (see Appendix 1 titled All Saints' Inclusive Teaching Checklist).
- All staff are knowledgeable and confident in using the Ordinarily Available Guidance published by the Local authority to provide inclusion for all pupils.
- All classrooms have well planned activities with clear learning intentions, adjusted to enable all pupils can access the learning and make progress.
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task.
- A range of teaching styles are used including auditory, visual and kinaesthetic.
- The successes and achievements of all pupils are celebrated through the school's reward system.
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued.
- A range of different organisational settings are planned to provide class, group, paired and individual work.

When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

## SECTION C – IDENTIFICATION, ASSESSMENT AND RESPONSE

### 1. Identifying needs at All Saints'

*Please look at numbers 1 and 2 of the All Saints' SEN information report (Local offer) on the school web site and the Flow chart for Identification of SEND at All Saints' for more detailed information (appendix 1).*

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEND Code of Practice: for 0 to 25 years, Jan 2015.

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

The SEND Code of Practice: for 0 to 25 years (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point.
- Matches or improves on the pupil's previous rate of progress.
- Which allows the attainment gap to close between the pupil and children of the same age.

### 2. Assessing needs at All Saints'

**If a child does not make adequate progress compared to peers, their starting point or previous attainment, this would raise concerns that they had learning difficulties.**

We aim to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments. The assessment process includes the child's learning characteristics, the learning environment, the tasks set and the teaching style. We may look at a child's emotional needs, social skills and behaviour in different situations. There are whole class formal assessments every term and the data collected from this is analysed by the Assessment co-ordinator.

Class teachers will raise concerns with parents and if it is agreed that further support is required, additional targets will be put in place which are closely monitored by the class teacher and SENCo. If concerns remain after the targets have been reviewed, then the child may be included on the SEND register and a SEN Support Plan is written to identify how the needs are to be addressed.

### 3. Graduated Response

*Please look at numbers 1 to 6, 10 to 11 and 15 to 17 of the All Saints' SEN Information Report on the school website for additional information.*

***Quality First Teaching is the first step in responding to pupils who have or may have SEND.***

*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff. (SEND Code of Practice: for 0 to 25 years, Jan 2015)*

The graduated response is a four-part cycle of assessment, planning, doing and reviewing which is recorded on the child's SEN Support Plan. This process will happen termly in line with the assessment policy.

#### **Assess**

The teacher identifies pupils with learning needs in the class; 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 recorded and compared with the school's information and assessment data on how the pupil is progressing.

#### **Plan**

Planning will involve consultation between the teacher, SENCo and parents to agree longer term learning objectives and hoped for outcomes. Adjustments, focus groups and support that is required will be recorded on the child's SEN Support Plan (SSP) with a clear date for review. Parental involvement will 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. To track a child's long term progress and level of intervention, he/she will be included on the SEND register by the SENCo.

#### **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 class by a Teaching Assistant. They will work closely with Teaching Assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The impact on progress, development and or behaviour that is expected will be recorded by class teacher and other staff and summarised on the SSP in preparation for the termly progress review.

#### **Review**

Reviews will be undertaken in line with agreed dates. 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 their parents. If necessary, outside assessments may be considered at the progress review with parents to inform a future cycle of response. Advice can be sought from outside specialists at any point; to advise on early identification of SEND, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

**The majority of children and young people with SEND will have their needs met within the school – effectively at 'SEN Support' level.**

This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different intervention and their needs can be met within the school's SEND budget. We will continue to identify the child as having special educational needs.

If the child is able to maintain good progress **without** the additional and different resources he or she will not be identified with special educational needs and be removed from the SEND register.

However, the special educational provision required to meet some children's needs cannot reasonably be provided from within the normal resources here at All Saints'. Where this is the case, we will gather all the information in the format required by the Local Authority to request an assessment of Education, Health and Care needs.

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

If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can also be requested by a parent. This would be discussed at a review meeting with parents and possibly outside professionals. (See Flow Chart for Identification and support of SEND at All Saints')

A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEND budget.

*(See numbers 15 to 16 of the All Saints' SEN Information Report on the school website)*

## **SECTION D: MANAGING PUPILS ON THE SEND REGISTER**

### **1. NAMED STAFF**

Mrs A Filsell, Headteacher, is the designated named person for SEND.

Mrs A Wilkinson, SENCo, is responsible for co-ordinating and monitoring the day to day provision of education for all pupils with SEND.

All class teachers deliver and review the SEN provision for the children with SEND in their classrooms, along with their Learning support staff.

Rachel Hornegold is the first point of contact for medication on Hanover road and Bernie Agnew is the first point of contact for medication on Haydons road.

### **2. ARRANGEMENTS AND RESPONSIBILITIES FOR CO-ORDINATING AND MONITORING THE GRADUATED RESPONSE**

#### **General Monitoring**

The SENCo updates information about pupils on the SEND register each term through monitoring the SSP paperwork. Class Teachers meet regularly with the SENCo to discuss pupils on the Register.

The school's SEND Register is sent to the Local Authority, when requested, along with a sample of SEND files for a Borough wide moderation audit. This ensures that there is a consistent standard of recording and reviewing SSPs in schools, and that the conditions of graduated support for SEND are consistent across the Borough.

#### **2a. The Class Teacher**

The Class Teacher is responsible and accountable for progress and development of all pupils in their class:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENCo.
- Planning and delivering support for all pupils with identified SEND. These should be additional to those provided as part of the school's usual adapted curriculum.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.

- To inform parents of concerns and the support that is proposed and involving them in any reviews of their child's progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEND documentation in accordance with the Code of Practice and liaising with the SENCo, parents and pupils.
- Collaborating with the SENCo to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach, to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with learning Teaching Assistants to ensure quality provision for pupils with SEND focused on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEND pupils.

**The class teachers are responsible for the timetabling and directed work load of the additional staff supporting children in their class.**

## **2b. Teaching Assistants**

They are responsible for the following:

- Collecting evidence of progress through observations both formal and informal.
- Alerting the class teacher to concerns which have been observed through close working with the pupils.
- Tracking progress towards outcomes set by a class teacher for specific SEND pupils.
- Providing effective feedback to the teacher on interventions.
- Collaborating with the SENCo to match classroom provision to the specific needs of the pupil.
- Contributing to SEND progress reviews and annual reviews.

## **2c. The SENCo**

**In line with the recommendations in the SEND Code of Practice: for 0 to 25 years (Jan 2015), the SENCo will oversee the day- to-day operation of this policy in the following ways:**

- Maintenance and analysis of whole-school SEND register.
- Identify through provision mapping those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education, Health and Care Plans.
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners.
- Overseeing the records on all children with Special Educational Needs and Disabilities.
- Liaising with and advising all staff on the graduated approach.
- Liaising with parents of children with SEND, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on SSPs.
- Termly review of progress against expected outcomes as identified on SSPs by the class teacher; ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education, Health and Care Plan.
- To implement a programme of six monthly reviews for Early Years pupils with Education, Health and Care Plans.
- Carrying out referrals to outside agencies for professional advice and Merton Local Authority to request High Needs funding for an Education, Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant long term support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as SEND or vulnerable learners.

- Working with Early Years staff and Merton Early Years support team to ensure successful transition into school/nursery or from other Early Years settings for children with identified SEN or disability.
- Ensuring interventions for SEND pupils are effective and evidence based.

## **2d. Members of the Senior Leadership Team**

- The day to day management of the SEND Policy and the Health & Safety Policy.
- Allocating and monitoring appropriate resources for SEND from the delegated budget and EHCP funding.
- Ensuring the effective use of the COP (Code of Practice) especially through professional development and appropriate time allocations.
- To ensure that staff are delivering high quality teaching adapted for individual pupils through the teacher appraisal process using the teaching standards.
- Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through.
- Reporting to Governors on COP procedures and SEND resourcing.
- Liaising with the SENCo to advise on timetabling and direct the work of support staff.
- To identify vulnerable learners who are not on SEND register to ensure their needs are being supported.
- To monitor the outcomes of additional support for vulnerable learners.
- Attend Annual Reviews when deemed necessary by SENCo.
- Support teachers and the SENCo with parent meetings when requested.
- To ensure that any special arrangements are in place for SEND pupils when taking formal end of KS1 and KS2 tests.

## **2e. The Governing Body is responsible for:**

- Ensuring that the best possible provision is made for all pupils with SEND
- Monitoring the quality of SEND Provision.
- Ensuring information about the implementation of the policy for SEND is published on the school website and this is updated annually.
- Ensuring the integration of pupils with SEND in the school community.
- Ensuring that the budget for SEND is allocated appropriately.
- Electing a designated SEND Governor to liaise with the SENCo.
- Defending the school should a complaint be brought to the SEND Tribunal.

## **3. ADMISSION ARRANGEMENTS**

Pupils identified with SEND have the same rights of admission as all other prospective pupils.

The school follows Merton's Admissions Policy.

Pupils with Education, Health and Care Plans are admitted following LEA policy and ensuring that the school can meet their needs under the Code of Practice.

## **4. TRANSITIONS**

Early Years staff make contact with other Early Year providers in the term before the child enters Nursery or Reception. Meetings are arranged for exchange of information. Additional meetings may be held for children with identified SEND.

Close links exist with the secondary schools to which pupils transfer in September each year.

Meetings are held between SENCos of all Merton High schools and primary schools at which SEND pupils are discussed. This is part of the SENCo Support Programme organised by the LEA.

Additional visits are made for pupils with Education, Health and Care Plans. Staff from the feeder secondary schools are invited to attend the annual review and any other relevant meetings held in the Summer term before transferring to High School.

## **SECTION E: SUPPORTING PUPILS AND FAMILIES**

*See All Saints' SEN Information Report numbers 16 to 20.*

The London Borough of Merton Local offer can be found on the Merton web site  
At <http://www.merton.gov.uk/learning/edinclusion/sendis.htm>

### **1. Contacts and meetings**

Parents and carers are always welcome to the school. At All Saints', working as a partnership is recognised as an essential element in the successful education of all pupils, in particular for those pupils with special needs; therefore we maintain an open door policy.

There are regular, planned meetings with parents in the Autumn, Spring and Summer term to set up and review progress documented on SSPs. Pupils and parents are both involved in the target setting and review process.

Day to day contact with parents takes place before and after school, or during school times if pre-arranged. Parents may arrange an appointment to see staff whenever necessary. Written reports are issued in July at the end of the academic year.

For children in Years 1 to 6 with Education, Health and Care Plans, an annual review is held. For Early Years children with an Education, Health and Care Plan there are 6 monthly reviews. Parents/guardians and pupils contribute to all reviews as well as staff from any outside agencies who are involved with the pupil. If parents or staff have additional information or concerns an interim review can be arranged at any time throughout the academic year.

Pupils in Early Years may require family meetings with Portage and the Early Years Inclusion Team; these may take place in the Early Years setting or at home.

Following consultation, parents may be invited to meetings with professional specialists in school or as a result of a referral in a clinic setting.

### **2. Support and advice**

The school recommends and introduces parents to the Information and Advice Officer who supports parents and is independent of the school and the LEA.

Information and Advice Officer  
Merton SEND Information Advice and Support Service  
Formerly Parent Partnership Service  
C/o Joseph Hood School.  
Whatley Avenue  
London SW20 9NS  
Telephone: 020 8543 8854  
Email: [miass@merton.gov.uk](mailto:miass@merton.gov.uk)

### **3. Parent and pupil views**

One of the key principles of the SEND Code of Practice: for 0 to 25 years (Jan 2015) is that it puts children, young people and their families at the heart of the legislation.

At All Saints', parents' opinions and aspirations for their children will be taken seriously.

In the four-part cycle of assess - plan - do - review parents will have an opportunity to be part of the planning process for both short and long term outcomes. Pupils also have an opportunity to be part of their own target setting process.

For formal annual/interim reviews pupils contribute their voice in a style and format most suited to their age and aptitude.

When applying for an Education, Health and Care Plan, part of the formal application is for families to outline their short and long term aspirations for their child.

### **4. Dealing with Complaints around SEND**

*Please refer to the school's 'Complaints policy' for further details.*

Parent/carer complaints are dealt with at the school in the following ways:

- Discussed informally with the Class Teacher.
- Referred to the SENCo
- Referred to the Head Teacher.
- In writing to the Governing Body, following which a written reply will be given.
- The parents may contact the LEA who will then contact the school.
- The parents may go to SEN/Disability Tribunal. Support for this is available from Independent Parent Special Education Advice <http://www.ipsea.org.uk/>

At any stage in the complaint process, parents may request the advice of Merton's Information and Advice Officer, (see contact details above).

## **SECTION F: SUPPORTING PUPILS WITH MEDICAL CONDITIONS OR A DISABILITY**

*Please refer to the school's Health & Safety policy and Medical policy for further details.*

All Saints' recognises that children with medical conditions should be properly supported so 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, we will comply with our duties under the Equality Act 2010.

Some children may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special education needs provision; All Saints' follows the SEND Code of Practice: for 0 to 25 years (Jan 2015) for these children.

### **1. Facilities at All Saints' for children with medical conditions, disability and SEN.**

All Saints' has disabled toilets in each building and permanent ramps to enable wheelchair access to both buildings.

Additional equipment recommended by outside agencies such as Occupational Therapists are bought out of the SEND budget for individual children.

## **SECTION G: TRAINING AND RESOURCES**

### **1. Funding**

Funding for SEND is received from the following sources:

- SEND Funding Formula
- Specific Funding Payment for some pupils on the SEND Register
- Education, Health and Care Plan funding according to Merton's banding system
- Additional Money allocated from the school budget

Spending and provision for pupils with EHC plans are monitored annually by the Local Authority.

Funding is used to provide:

- SENCo time
  - Learning Support Assistants
  - Training from agencies both within and outside of Merton for all staff
  - Appropriate books, computer programmes and recommended equipment are purchased for all SEND pupils across the school.
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- Specialist services from Merton's SEND Support and Inclusion Service are purchased as needed, to assess pupils needs and provide staff training where necessary.
  - Additional service is bought in from Merton's Speech and Language Service.
  - Additional provision is bought in from Merton's Educational Psychology Service.

## **2. In-service Training for staff in relation to SEND.**

Training needs for the staff for SEND are identified via Personal Development reviews and the School Development Plan.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school uses LEA Agencies, Service Level Agreements and the central INSET programmes to support Governors, the Senior Leadership Team, teachers, Teaching Assistants, and the SENCo to fulfil their roles and responsibilities.

There is regular staff training to inform and update staff about any changes in legislation with regard to SEND.

The SENCo attends Merton SENCo network meetings and workshops every term.

## **3. Links with Support Services for SEN and disabilities.**

Parental consent is always sought before the school requests involvement of any outside agency.

- **Educational Psychology Team:** All Saints' buys into the LEA's Service Level Agreement and buys in specified hours each year according to need as identified on our SEND Register.

- Merton's SEND Support and Inclusion Service and Speech and Language Service: All Saints' buys into the service level agreement each year as required, to support pupils with behaviour and emotional needs and for advice and assessment for pupils with specific learning or language difficulties.

- Children with EHC plans may receive speech and language input as described on their EHC plan.

- Early Years pupils access S&L therapy through the NHS clinics.

- Portage and Early Years Inclusion Service is available on request.

- All Saints' accesses the school nursing service.

Additional services are bought in as agreed at SEND progress termly meetings as part of the graduated approach.

The school also works closely with NHS Physiotherapy Therapy Service, the Occupational Therapy Service, Merton Virtual School for looked After Children, Polyclinic, the Educational Welfare Officer, Early Help, Portage, Early Years support advisors, Social Services and Young Carers service.

## **4. Evaluation of SEND at All Saints' by the Governing Body.**

The Head Teacher keeps the Governing Body informed about all SEND matters – such as, the number of pupils on the SEND Register, the number of EHC plans and provision for those pupils, provision across the school, resources, funding, employment and use of Teaching Assistants, progress made by pupils with SEND and parts of the SDP related to SEND.

SEND appears as an item on the agenda at Governing Body meetings at least once per year and at the Finance Sub Committee. Governors have been involved in training for SEND.

### **SECTION H: STORING AND MANAGING INFORMATION**

Information at All Saints' is stored in line with Merton's policy on Management of Information and Freedom of Information.

All staff are aware of sharing information on a 'need to know' basis.

Class teachers have the most recent and relevant SEND documents stored in their SEND folders in a cupboard in their classrooms.

More sensitive information is stored in filing cabinets in the SENCo's office.

Medical Healthcare plans and asthma plans are available for relevant pupils in the teacher's SEND folder in a cupboard their classroom, both school offices and in the SENCo's office.

### **Reviewing the Policy**

This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school web site.

**Reviewed in September 2025 by Mrs A Wilkinson, SENCo.**

**Seen by SEN Governor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Review Date September 2026**

### **Addendum:**

All Saints' Primary School is a Rights Respecting School. The articles in the United Nations Convention on the Rights of a Child have been used as a reference point for this policy. The following articles are considered to be the most relevant:

- *Article 2 – The convention applies to everyone, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from.*
- *Article 3 – The best interests of the child must be a top priority in all things that affect children.*
- *Article 12 – Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.*
- *Article 14 – Children have the right to think and believe what they want, as long as they are not stopping other people from accessing their rights.*
- *Article 23 - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.*
- *Article 24 – Children have the right to the best possible health. This includes good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being.*
- *Article 28 – Children have the right to an education.*
- *Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.*
- *Article 31 – Children have the right to relax and play.*