



All Souls CE Primary School

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Experiencing life in all its fullness, we grow to be the best that we can be. (Based on Biblical Reference John 10:10)

Special Educational Needs and Disability Policy

Date of Policy: May 2026

Review Date: May 2027

Lead Person: Alix Ascough (Executive Head Teacher) and Eirini Lymperi (interim SENCO)

Committee: Full Governing Body

1. Introduction

This is a working document and elements of both policy and practice may be revised when it is decided by staff and governors that such changes will help us to better meet the aims and objectives which we have set out. This document has been discussed with the teaching staff, the Executive Head Teacher, Head of School, the Chair of Governors and the SEND Governor and all staff, teaching and support staff have access to it.

This 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;
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report;
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities;
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it;
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND;
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its

duty not to disadvantage unfairly children with a disability or with special educational needs.

2. Rationale

In the Bible, we read these words that Jesus spoke:

The thief comes only in order to steal, kill and destroy. I [Jesus] have come in order that you might have life – life in all its fullness. (John 10:10)

At All Souls CE Primary School, we believe that all children are individuals and should have equality of opportunity to develop their full potential and to live life in all its fullness.

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum and to be educated alongside their peers.

We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to ensure full inclusion.

We recognise neurodiversity and value the strengths and differences of all learners. Our approach is underpinned by high expectations for all pupils and a commitment to inclusive practice.

We recognise that this must be a collaborative process between the child, parent, school and, where appropriate, additional agencies.

3. Objectives of the Policy

We aim to:

- Identify and assess the needs of pupils with SEND at the earliest opportunity.
- Encourage and foster the involvement of parents at all stages of provision for pupils with SEND, recognising that parents hold key information and have a critical role to play in their children's education.
- Encourage and foster the involvement of pupils when making decisions about or providing provision for them.
- We ensure that high-quality, inclusive teaching (Quality First Teaching) is the primary approach to meeting pupils' needs.
- Ensure that pupils with SEND make progress which compares well with the progress of other children, and experience success across the curriculum by differentiating their work using varied teaching methods and providing additional support as appropriate to their needs.
- Ensure that pupils with SEND have access to a broad and balanced curriculum.

- To meet needs, wherever possible within the mainstream classroom through collaborative teaching and learning.
- To create a positive climate in school where children develop their confidence and self-esteem and celebrate diversity, including neurodiversity whilst supporting each other.
- Support SEND pupils become confident learners in life and achieve the greatest independence possible in their learning.
- Monitor and review children's progress through accurate assessment and record keeping.
- Make all staff aware of their responsibilities in supporting pupils with SEND and to ensure all staff have access to training and advice to identify and support pupils with SEND.
- Work closely with all outside agencies that are involved in supporting the child.
- Provide an inclusive education that values equality of opportunity for pupils with SEND and enables their participation in the life of our school.
- Provide a high quality specialist provision for children who benefit from a more structured and specialist learning environment alongside mainstream inclusion (The Village at All Souls Primary School).
- Have a designated member of staff who is SEND co-ordinator and similarly, a governor with a particular responsibility for SEND provision in the school.

4. Definitions

Definition of SEND from the SEND Code of Practice 2015:

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

At compulsory school age this means he or she has:

- a significantly greater difficulty in learning than the majority of others of the same age; or;
- a disability which prevents or hinders him or her from making use of the facilities of the kind generally provided for others of the same age in mainstream schools;
- a child under compulsory school age has special educational needs if he or she is likely to fall into the above definition when they reach compulsory school age or would do if special educational provision was not made for them.

A child is **not** seen as having a learning difficulty solely because the language more commonly spoken is different from the language in which the child will be taught.

A special educational provision means anything **different or extra** to the educational provision made generally for children of the same age in maintained schools, other than special schools, in the Local Authority.

The definition of SEN does not include those children who are gifted. However, All Souls Primary School is aware of the need for differentiated provision to meet the needs of these children.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. The school recognises that within each category of special need there are sub-divisions and types, and that each child with SEN should be viewed holistically.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>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. The 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.</p> <p>Autistic pupils may experience differences in communication and social interaction, as well as sensory processing and flexibility of thinking. These differences can influence how they understand and engage with their environment and with others. Each pupil will have a unique profile of strengths and needs, and provision will be adapted to support their individual learning and wellbeing.</p>
Cognition and learning	Support for learning difficulties may be required when children learn at a slower pace than their peers, despite

	<p>appropriate differentiation.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties. • Severe learning difficulties where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example as behaviour that may indicate underlying needs or distress, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment. • A physical impairment. <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles and responsibilities

5.1. The SENCO

The SENCO at our school is Kate McCarter.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Developing effective working relationships with parents under the principles of co-production to best support pupils with SEND.
- Work with the Executive Head Teacher, Head of School and SEN Governor 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 SEN, including those who have EHC plans.
- Arrange referrals for pupils needing specialist help from outside agencies such as Speech and Language Therapist, Occupational Therapist, Educational Psychologists, liaise with them and ensure that report recommendations are implemented and link with the Learning Support Profiles.
- Apply for Education Health and Care Plans where required.
- Convene and chair annual reviews of those children with Education Health and Care Plans following the person-centred approach.
- Raise awareness amongst the whole staff team about individual children's needs and advising members of staff on sources of information regarding SEN.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and quality first teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods, including interventions, appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.

- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- › Work with the Executive Head Teacher, Head of School and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- › Keep own skills updated by reading, researching and attending INSET/courses on SEND.
- › Know how to recognise and deal with stereotyping in relation to disability or race.
- › With the Head of School, monitor, to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- › With the Executive Head Teacher and Head of School, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy.
- › With the Head of School and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

5.2. The Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- › Do all it can to make sure that every pupil with SEND gets the support they need.
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- › Inform parents when the school is making special educational provision for their child.
- › Make sure that the school has arrangements in place to support any pupils with medical conditions.

- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.

5.3. The SEND link governor

The SEND link governor is Sophie Stileman

The SEND governor will:

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

5.4. The Executive Head Teacher/ Head of School

All Souls Primary School has an Executive Head/ Head of School leadership structure.

The Executive Head Teacher is Alix Ascough. The Head of School is Jo Plesniak.

5.4.1. The Executive Head Teacher

- Work with the SENCO, Head of School and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO, Head of School and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- With the SENCO and Head of School, appointing and deploying staff to ensure that all children's educational needs are met.
- Ensuring the SEN policy reflects the ethos of the school and integrates well with other policies and the School Improvement/ Development Plan.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- With the SENCO, advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO and Head of School, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- Communicate policy and practice to the Governing Body.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Update their own knowledge and understanding of matters pertaining to SEND.

5.4.1. The Head of School

The Head of School is Joanna Plesniak

- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- With the Executive Head and SENCO, have responsibility for, and awareness of, the provision for pupils with SEND, and their progress, including analysing pupil learning outcomes to monitor pupil progress and standards of attainment achieved by pupils with SEN and reporting findings to Governing Body.
- Communicate policy and practice to the Governing Body.
- With the Executive Head and SENCO, appointing and deploying staff to ensure that all children's educational needs are met.
- Make sure that the SENCO has enough time to carry out their duties.
- With the Executive Head and SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.

- Manage CPD budget alongside the Executive Head and, with the SENCO, provide staff with relevant training.
- Update their own knowledge and understanding of matters pertaining to SEND.

5.6. Role of class teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class, including maintaining records of children with SEN in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Deploying additional staff effectively to maximize all children's learning opportunities.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Identifying and assessing children with SEN in their class using the SEN thresholds in the Code of Practice (alongside the SENCO and other external professionals as necessary).
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them;
 - Discuss the activities and support that will help achieve the set outcomes;
 - Identify the responsibilities of the parent, the pupil and the school;
 - Listen to the parents' concerns and agree their aspirations for the pupil.

Updating their own knowledge and understanding of matters pertaining to SEND through attending INSETs and CPD where appropriate

5.7. Role of the teaching assistant/learning support assistant:

- Support the class teacher to implement targets in pupils' One Page Profiles and/or Learner Support Profiles and provide learning experiences relevant to the needs of pupils with SEND.
- Carry out intervention programmes planned in conjunction with the SENCo, external professionals and/or class teacher, following the delivery accurately and keeping records updated including an attendance register, baseline assessments and end of intervention assessments.
- Communicate with other professional agencies involved with pupils with SEND, with the SENCO and class teacher's support, taking on their expert advice and feeding back at future meetings.
- Attend INSET and courses when appropriate.

5.8. Role of parent/carers

We are committed to working in the fullest possible partnership with parents/carers of pupils with SEND with an understanding that parents/ carers know their child best.

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents/ carers will be informed of school's decision to place their child on the SEN register. They will be informed of:

- The nature of the SEN;
- The stage of SEN their child is being placed on, based on the Code of Practice;
- The basis on which the judgment has been made;
- The type of support the school is putting in place to support their child.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Provided with termly written updates about their child's progress through their child's Learning Support Profile.
- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.

- Given an annual school report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

Should a disagreement arise between parents/ carers and school over the nature of the child's SEN or the school's provision to address this, parents should discuss this with the Head of school/ SENCO. Head of school/ SENCO should initially attempt to resolve the matter to the satisfaction of both parties without recourse to external arbitration. If this proves impossible, the Head of school/ SENCO should make parents aware of parent support and SEN arbitration services available in the LEA.

5.9. Role of the Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are;
- Contributing to setting targets or outcomes;
- Attending review meetings;
- Giving feedback on the effectiveness of interventions.

Have an opportunity to talk about and raise issues as a member of the school and wider SEND community.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be reviewed and, if necessary, updated annually and as soon as possible after any changes to the information it contains.

7. Our approach to SEND support

7.1 Available Provision

At All Souls CE Primary School, we provide a range of support for pupils through ordinarily available provision before considering additional or specialist interventions. This includes:

- High-quality adaptive teaching strategies;
- Visual supports and structured environments;
- Targeted small group interventions;
- Use of assistive resources and scaffolding.

This provision is reviewed regularly and aligned with the Westminster Local Offer.

7.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

It is important to identify those pupils with SEND at the earliest opportunity, preferably in the Early Years Foundation Stage.

The school undertakes the following assessment for all children:

- Baseline assessment on school entry, following a period of settling, within the Early Years Foundation Stage;
- Observations for the Foundation Stage Profiles;
- A Well Comm speech and language assessment whilst in Reception;
- Ongoing phonics assessments in Reception and Year 1 (these continue into Year 2 and beyond if necessary for children who have not met expected levels of phonics by the end of Year 1);
- Reading fluency assessments in Year 2 (and in Key Stage 2 if deemed necessary);
- A minimum of twice yearly formal assessments in reading, writing and maths in Years 2 – Year 6;
- Times table screening in Year 4;
- Year 6 statutory SATS.

This is in addition to:

- High quality formative assessment that is carried out daily in the classroom.
- Observations (both informal and formal) carried out by the class teacher and/ or SENCO during learning or social times (such as the playground). These observations will describe, amongst other things, learning attitudes, interactions with adults/ peers and/or behavior.

All Souls may also draw on more specialised assessments. These could be internal screenings such as the Nessler dyslexia screening or through external professional

such as the bi-borough Educational Psychology team. The school may also suggest external referrals. These may include, but are not limited to, the Child Development Team, Speech and Language Service or Occupational Therapy Service. Any specialised assessments or referrals will be discussed with parents in advance.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better their previous rate of progress;
- Fails to close the attainment gap between them and their peers;
- Widens the attainment gap.

This may include progress in areas other than academic attainment, for example, wider development or social needs.

Formal pupil progress meetings are held 3 times a year and involve the discussion of individual pupils by the head of school/ assessment lead and class teacher as well as, at times, class support staff. This information is shared with the SENCO. Children's progress through the school is tracked and the SENCO analyses the progress of pupils with SEN regularly (at least three times a year).

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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 different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN;

- › They are known to external agencies;
- › They have an education, health and care plan (EHCP),

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the parents/ carers and, in an age-appropriate way, the child. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- › We take into account any concerns the parents have;
- › 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 if it is decided that a pupil will receive special educational provision. When it is decided that a child will receive special educational provision and be added to the SEN register, a Learning Support Profile will be put together by the SENCO and created by, at the latest, the next LSP/ISP cycle (this happens termly) and shared with parents.

7.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach. This follows the cycle of assess, plan, do, review. This approach ensures that support is responsive, evidence-based, and tailored to the individual needs of the pupil.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. This will often have taken place at the point of identification.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and shared through an individual Learning Support Profile.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The level of progress the pupil has made towards their individual outcomes;
- Their attainment levels recorded in class assessments and looking for sustained progress appropriate to the child;
- Baseline and post intervention assessment where specific time limited interventions are put in place for the child;
- The views of teaching staff who work with the pupil;
- The views of the parents and pupils.

This review takes place three times a year and is documented and communicated through the Learning Support Profiles. The class teacher and SENCO revise the

outcomes and support in light of the pupil's progress and development. There will be opportunities for parents and pupils to contribute and the evaluation will be used to set new targets and, when needed, revise the support being provided.

If a child has an EHC plan, a Person-Centred annual review will be held each year. Annual Reviews of the child's progress are conducted in school where all relevant parties are invited to attend according to the requirements of the Code of Practice.

If, as a result of the additional or different support received, the child is no longer considered to have SEN (ref criteria below), then, in close consultation with the child's parents, that child's SEN records are closed.

The criteria used in the school are as follows:

- a) The attainment gap has narrowed between him/her and his/her peers.
- b) His/her rate of progress has improved.
- c) He/she now has full access to the curriculum.
- d) He/she has improved levels of self-help/social/personal skills.

A child will remain on the school's SEN register if they have a specific diagnosis, even if these criteria have been met, in order to ensure that reasonable adjustments continue to be put in place to enable them to thrive.

7.4 Levels of support

7.4.1 Mainstream provision

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

A small number of pupils may need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The school or parents can request a statutory assessment from the local authority in which the child lives. The Local Authority will then decide whether statutory assessment is appropriate and reasonable. Following the assessment, an Education, Health and Care Plan may be agreed and drafted. The time frames around making an application will differ depending on a child's needs and the evidence already available. Following an application, the local authority have a statutory time frame of 20 weeks to finalise a plan if an EHCP is agreed.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

7.4.2 Specialist provision – The Village

At All Souls Primary we are commissioned by the Local Authority to provide 10 places within our autism resource provision, The Village. These places are all linked to the child's chronologically aged mainstream class. The Village provides specialist support for children with a primary diagnosis of Autism with an EHCP. This provision is designed for pupils who benefit from a more structured and specialist learning environment alongside opportunities for inclusion within their mainstream class. The Village caters for children from Reception to Year 6 across two small classes. Children in The Village are expected to be able to access their mainstream link class and benefit from those inclusion opportunities. The amount of time spent within their link class is decided on a child by child basis. Children are allocated places through the bi-borough SEN team in consultation with school. Children already attending All Souls do not have priority for a place. Where a child accesses The Village, this provision will be identified in Section F of their EHCP.

7.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress through individualized Learning Support Profiles and whole school assessment processes.
- Monitoring progress of all children, including children with SEN.
- Monitoring attendance of all children, including children with SEN.
- Carrying out the review stage of the graduated approach in every cycle of SEN support.
- Robust and regular evaluation of policy and practice.
- Implementing a SEND action plan through the School Development Plan and evaluating the areas of priority.

- Monitoring of quality first teaching by the SENCO and the Senior Leadership team through learning walks and official observations.
- Book scrutinies.
- SENCOs attending SENCO network meetings.
- Holding annual reviews for pupils with EHC plans.
- Getting feedback from teachers, pupils and parents/carers.

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Head of School and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Training is often, although not exclusively, accessed through the Bi-borough's Education Service portal, Services2Schools. It is also provided through work with external professionals such as speech and language therapy or occupational therapy or through internal CPD.

Funds from the SEN budget may be allocated for staff training, at the discretion of the senior management team.

9. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists;
- Specialist teachers or support services;
- Educational psychologists;
- Occupational therapists;
- Physiotherapists;
- School nurses;
- Child and adolescent mental health services (CAMHS);
- Child Development Team;
- Sensory impairment team;
- Creative arts therapists;
- Education welfare officers;
- Social services;

- Autism Advisory Team;
- SEND Inclusion and Education;
- Outreach Autism Team.

These services are able to offer:

- Education and/or health assessments;
- Advice on teaching strategies and resources;
- Advice on target setting;
- Advice on adapting the school environment and modifying the curriculum;
- Providing input for Local Authority statutory assessments and Annual Reviews;
- INSETS to staff on developing skills and knowledge about SEN;
- Direct support through specialist teaching;
- Advice to parents and families.

Access to these services may need to be prioritised according to need. There may also be waiting lists for referrals to be made as well as waiting lists following a referral.

10. Admission and accessibility arrangements

10.1 Admission arrangements

All Souls makes specific reference to pupils with SEND in our admissions policy.

Parents of children with an Education Health and Care Plan are required to apply for school places separately through their local authority. The Local Authority will then consult with the school to ascertain whether we are able to meet the child's specific needs. The decision to name All Souls in the EHCP will ultimately be the decision of the local authority. If a child with an EHCP is placed in the School by the Local Authority before the normal admission round, the number of places available to other applicants will be reduced. This includes children placed within The Village provision.

This process applies to admissions to The Village as well where decisions will be made by the Local Authority SEN panel in conjunction with the school. Children already attending All Souls Primary will not have priority admission into The Village provision.

Pupils with SEND but without an EHCP are treated as fairly as all other applicants for admission and are considered on the basis of the school's published admissions criteria.

If it is known that a child due to start at All Souls has SEND, the SENCo and class teacher will make every effort to contact the current school setting to obtain as much information as possible in order to facilitate a successful transfer to this school.

10.2 Accessibility arrangements

Facilities for Pupils with SEND (including facilities which increase or assist access to School by pupils who are disabled).

The school is committed to making reasonable adjustments to support pupils with physical disabilities and to enable access to the curriculum and school environment. The building has been adapted where possible, and advice is given by Occupational Therapists for particular children. The school is continuing to develop facilities and access for pupils with SEND as outlined in the Disability and Access Policy.

At present, the school's design unfortunately does not allow us to accommodate children with certain physical disabilities after EYFS. All children have to be able to manage the stairs.

11. Safeguarding and child protection

We recognise that pupils with SEND can face additional safeguarding challenges and that barriers may exist when identifying abuse and neglect in this group.

The Designated Safeguarding Lead (DSL) has oversight of safeguarding for pupils with SEND and works closely with the SENCO to ensure appropriate support is in place. All staff are expected to follow the school's safeguarding procedures and report concerns in line with the Safeguarding and Child Protection Policy. Staff receive regular training to recognise how safeguarding concerns may present differently in pupils with SEND.

These additional challenges may include:

- assumptions that indicators of possible abuse, such as behaviour, mood or injury, relate to the child's SEND without further exploration;
- increased risk of peer isolation;
- a greater likelihood of being disproportionately affected by bullying or harmful behaviours, which may not always be outwardly evident;

- communication barriers, including difficulties in expressing concerns or being understood.

For these reasons, all staff must remain vigilant and proactive when following safeguarding procedures for pupils with SEND.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. If this does not resolve their concerns, they should be escalated to an informal complaint to the Head of School. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. These will be handled in line with the school's complaints policy ([School Complaints Policy and Procedures](#)).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Further information about disagreement resolution and mediation services in our local area, is available [here](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

The school is committed to continuous improvement of SEND provision through regular evaluation and review. We will do this by evaluating whether or not we are meeting our objectives set out in section 3.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term;
- How early pupils are identified as having SEND;
- Pupils' progress and attainment once they have been identified as having SEND;
- Whether pupils with SEND feel safe, valued and included in the school community;
- Comments and feedback from pupils and their parents.

13.2 Monitoring the policy

This policy will be reviewed by Kate McCarter **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents.

This policy links to the following documents – available [here](#)

- SEN information report
- Disability and Access policy
- Behaviour policy
- Curriculum policy
- Equality policy
- Admissions Policy
- Toileting and continence policy
- Supporting Children with Medical Needs (can be requested through school office)
- Attendance policy
- Safeguarding and child protection policy
- Complaints policy and procedures

In addition to school policies, further information on the SEN offer in Westminster can be found on the [Local Offer Website](#). This is a guide to services available to children and young people who have special educational needs and disabilities.

Parents can seek impartial, independent advice through Westminster's Information Advice Support Service (IASS) <https://westminsteriass.co.uk/>