



All Saints National Academy

SEND(D) INFORMATION REPORT AND POLICY

Policy Review

This policy will be reviewed in full by the Local Academy Council (LAC) on an annual basis.

The policy was last reviewed and agreed by the LAC on.

It is due for review on 30/09/2022 (up to 12 months from the above date).

Signature Date

Executive Principal

Signature Date

Chair of Governors

INTRODUCTION

At All Saints National Academy, we endeavour to help everyone achieve their potential. By following our graduated response, listening to each other, thinking about what we do, checking our outcomes and always striving to improve, we will ensure that everyone can be safe, happy and successful.

We are committed to meeting the needs of all pupils including those with Special Educational Needs and Disabilities (SEND). We will use our best endeavours to make sure that a pupil with SEND gets the support they need to enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Definition

The SEND Code of Practice (DfE, 2014) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

For children aged two or more, special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools and settings.

Purpose

The purpose of the SEND policy and Information Report is to establish procedures for identifying and supporting pupils with SEND and how we implement them at the Academy.

Our Aims at All Saints National Academy

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement (2000) which requires teachers to set suitable learning challenges, respond to pupil's diverse needs and overcome potential barriers to learning and assessment.

- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond the needs of pupils.
- To support and include pupils with medical conditions in school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with a range of outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

1. What kinds of Special Educational Needs and Disabilities (SEND) does the school cater for?

We utilise the expertise and experience of our staff and other professionals to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within our 'quality first' differentiated curriculum. All Saints National Academy welcomes children and young people with SEND in one or more of the four areas of need identified in the Code of Practice 2014:

- **Communication and interaction**

e.g. Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD), Asperger's Syndrome.

- **Cognition and Learning**

e.g. Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Global Development Delay, Dyslexia, Dyscalculia and Dyspraxia, Profound and Multiple Learning Difficulties (PMLD)

- **Social, Emotional and Mental Health Difficulties (SEMH)**

e.g. Attention Deficit Hyperactivity Disorder (ADHD), depression, eating disorders, Attachment Disorder.

- **SENDSory and/or Physical Needs**

e.g. Vision Impairment (VI), Hearing Impairment (HI), Multi-SENDSory Impairment (MSI)

2. How do we identify and assess pupils with SEND?

At All Saints National Academy children are identified as having SEND through a variety of ways. We know when pupils may have a SEND if:

- a concern is raised by parents/carers, teachers, other school practitioners, other settings or the child.
- school assessment/data and pupil progress meetings identify that progress is significantly slower than those of their peers
- attainment is below age-related expectations
- a pupil's progress fails to close the attainment gap between them and their peers
- there is a change in pupil's behaviour, attainment and/or progress

- a concern is raised from other agencies
- a health diagnosis is received from a paediatrician
- observations indicate a difficulty in one or more of the four areas of need
- diagnostic tests that can be done by the Special Educational Needs Co-ordinator (SENDCo) give indicators of possible difficulties.

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils as well as following the graduated response process (see appendices).

The Code of Practice 2014 emphasises an increased responsibility on class teachers of pupils with SEND. They should deliver 'quality first' teaching (QFT) to meet the needs of individual SEND pupils they teach. Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support. The SEND Toolkit (which can be found at <https://www.northstarfederation.org.uk/niat/qft-toolkit>) and the strategy banks (see appendix A for an example of these) are supportive documents for practitioners to refer to in order to support and ensure the implementation of Quality First Teaching (QFT) strategies.

If their progress continues to be slower than expected, then the teacher can then complete a 'record of concern' which will lead to the pupil being 'monitored' more closely and further support for the child as described in the graduated response documentation (see appendix B and C) will be implemented.

If the above measures do not lead to improvement in pupil progress and attainment and enables the pupil to close the gap between them and their peers, then the teacher can complete a 'SENDCo referral form' to the school's SENDCo, who will work with both the teacher and the family to analyse and identify the child's needs and whether they need additional support and individual targets to be put in place.

If necessary, referrals to external agencies/professionals may be made to support the identification and assessment of a pupil's needs and to provide the setting with recommendations to support their individual targets.

There can be many reasons why a child does not make the progress expected of them, for instance there may have been a significant change in family circumstances such as a new baby, move of home or death of a relative. However it may be due to the pupil having a special educational need.

What if my child has medical needs?

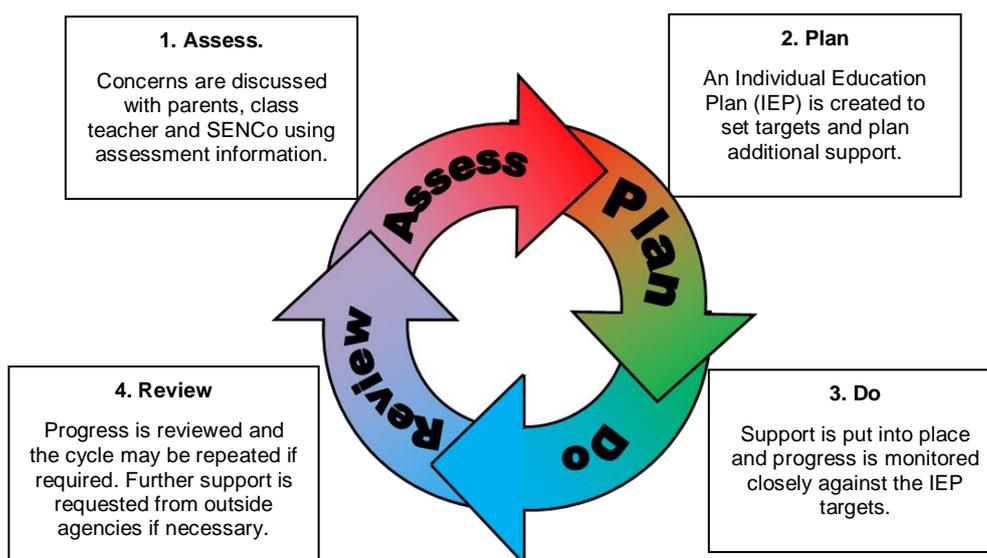
If your child has any medical needs please inform the school immediately. The school will arrange a meeting to discuss your child's needs with the school nurse and a Medical Care Plan will be implemented, indicating any special requirements, whom to contact in case of emergencies, etc. The Care Plans are kept securely in school. The school nurse will provide any training required for relevant staff, for example use of an EpiPen for severe allergies or how to manage a child with diabetes in the

classroom and the school will provide information to all staff regarding the child's condition and arrangements for care, including a list of staff trained to administer medicine. The Care Plan will be reviewed regularly and you will be asked to check the details, but please inform school if any changes in your child's condition occur at any time between reviews.

3. What are the school's policies for making provision for pupils with SEND

We fully comply with the requirements outlined in the Special Needs Code of Practice (2014) and staff have the necessary skills and support in order to meet the needs of all learners. We meet the needs of all pupils through Quality First Teaching, but if a child requires further support we utilise small group/individual targeted interventions to address areas of difficulty. We will always make reasonable adjustments to our practices in order to fully comply with the Equality Act (2010), so that learners are not at a disadvantage due to their particular needs.

If a SEND is identified, discussion with parents will then be initiated and a four part cycle, known as the graduated approach, begins – Assess, Plan, Do, Review.



The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a more detailed approach and more specialist expertise can be accessed if required.

Most of our pupils with SEND have their needs met as part of high quality teaching, also known as QFT. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified as having special educational needs, through the assessment process discussed in section 2, their teacher and SENDCO will consider everything we know about the pupil to determine the support that they need and what provision is required.

Where provision for SEND is needed (see provision map in appendix D), we work with pupils and their families to plan what to do. This usually includes writing an individual education plan (IEP) (see example in appendix E) which includes targets, support and provision details.

Please note that, due to COVID-19, All Saints National Academy adapted the IEP template to support the re-integration of pupils with SEND back into school (see appendix F). Therefore, there will be some adaptations within the assess, plan, do, review process during this period as it is was extremely important that, after seeking advice and guidance from Northern Star Inclusion Advisory Team (NSIAT), All Saints National Academy created targets which supported their emotional well-being, developed vital skills and supported our SEND pupils to transition back into school as we appreciate that pupils with SEND are likely to have regressed and that baseline assessments need to be done in a timely yet supportive manner.

For some children with more complex needs, or when the graduated approach has identified that the provision that school has provided has not been effective, then we would consider involving other agencies, such as the Inclusion Advisory Unit or the Educational Psychology service and/or requesting the local authority to issue an Education, Health, Care Plan (EHCP), previously known as Statements.

An **EHCP** is issued by the Local Authority where necessary and is used by the school to plan SEND provision for pupils with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year or key stage, and the activities that everyone supporting the child will put in place to support them.

The process for requesting an EHCP assessment and the templates/forms can be found on <http://www.mywalsall.org/fis/EHCP/>

a) How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We evaluate the effectiveness of our SEND provision by following the graduated approach and using the 'review' and 'assess' parts to check pupil progress and to see if the agreed targets and outcomes for a pupil are being met. Where professionals from other agencies are involved with the child, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

If assessments and reviews identify that provision is not being effective then the teachers work with the SENDCo, the parents and the child to make sure any SEND support is adapted or replaced by another approach, which would be reviewed again following the graduated response.

The SENDCo, Assistant Principal, Head of School and the Executive Principal report at least termly to the Local Academy Committee (LAC) on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. LACs also consider the attainment data for pupils with SEND and compare it with the progress of other pupils. This helps to ensure that the approaches used to meet SEND are based on the best possible evidence and are having the required impact on progress.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

Every pupil in the school is assessed and has their progress reviewed on a termly basis and this information will be shared with both parents and pupils. Assessments are recorded on a whole school assessment system and analysis is done. Teachers then have pupil progress meetings with the senior leadership team to discuss attainment and progress of all children, including those with SEND.

We provide an annual report to parents on their child's progress, normally at the end of the school year and parents are invited to attend parents' evenings termly (*this will be adapted as necessary to suit COVID-19 measures*). We are always willing to meet or discuss progress with parents to discuss and review children's progress and attainment.

Where a pupil is receiving SEND support, we provide feedback to parents more regularly by following the graduated response of 'assess, plan, do review' and parents are informed and involved with changes to targets and provision as a result of this process. This cycle is repeated every 6 weeks to ensure that progress is constantly reflected on, reviewed and adapted. As part of this approach, we may also use more specific assessments to identify more precise progress in key areas of learning that is related to the child's SEND. For children on Individual Education plans (IEPs), the targets are reviewed termly and parents and children are involved with this process. Education Health and Care plans (EHCPs) are reviewed at least annually.

Some pupils with SEND may have more frequent reviews if they are required. Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher or SENDCo. Reviews involve the pupil, the family and other professionals where this is appropriate.

PLEASE NOTE:

Currently, due to COVID-19, updates, discussions and reviews will be done with no or minimal face to face contact, using either telephone conversations or virtual meetings to communicate.

Reviews are used to:

- discuss what is working well and not working well
- find out if the SEND provision has been delivered as planned

- review the pupil's progress towards their targets and longer-term outcomes
- discuss and agree clear outcomes/targets for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

c) What is the school's approach to teaching pupils with SEND?

All pupils, including those with SEND, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and pupil progress meetings to set targets to encourage pupils to aim high and achieve. This may be done through individual education plans (IEPs) or class/group targets.

Teachers plan their lessons with the SEND of pupils in mind, which means that most pupils with SEND and disabilities will be able to study the full national curriculum along with their peers. Teaching staff always aim to match the work given to pupils with their ability.

School support staff such as Teaching Assistants or key workers may be directed to work with pupils in pairs or small groups and sometimes individually.

The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

The SENDCo and SENDior leadership team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need. The quality of the class teaching is monitored by SENDior leaders and external professionals through lesson observations and learning walks.

d) How does the school adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils including those with SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adjustments to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared to their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments might need to be made. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, as well as gaining additional resources and support.

Teachers will plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. Through quality first class teaching and effective assessment, pupils will be provided with additional support, alternative resources such as visual aids or writing equipment, strategies

and tasks to increase progress and inclusion that may include specialised equipment or resources, ICT, additional adult help or involving other agencies. The layout of a classroom may need to be rearranged and, for certain pupils, a quiet area in school will be created for pupils to go to in order to calm down.

When considering what adaptations need to be made, the SENDCO will work with the Executive Principal and Local Academy Council to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

e) What additional support for learning is available to pupils with SEND?

The school organises the additional support for learning into 3 different levels or 'Waves'.

Wave 1 (Universal): describes quality first teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Class teachers are responsible for the learning of all children in their class including those with SEND.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

Wave 2 interventions are often targeted at a small group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children with more complex needs where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions. Often, outside agencies have become involved if a child requires Wave 3 interventions.

Appendix C shows a 'provision map' for the different types of provision, intervention and/or support available at All Saints for each 'wave' and how they support the 4 areas of need and we are constantly seeking good, evidence-based interventions to develop our provision further.

The aim of interventions is to remove barriers to learning and work towards closing the gap between pupils and their peers if they are falling behind.

We also provide additional support for pupils with SEND to be able to access exams, when needed, such as additional time, scribes, readers.

f) How does the school enable pupils with SEND to engage in activities?

We are committed to giving all of our pupils every opportunity to reach their potential and try to ensure that there are no barriers to prevent this from happening. Before trips or residential visits, risk assessments are carried out and procedures/support are put in place to enable all children to participate in all activities. For instance, it can be arranged that pupils with SEND can visit residential settings prior to their stay. However, if it is deemed that an intensive level of 1:1 support is required, a meeting will be held to discuss how best to ensure the welfare of your child. Further

advice may have to be sought to accommodate pupils on visits where pupils are accommodated overnight.

The school offers extra-curricular activities during lunchtimes and afterschool including a range of sports. We try to make sure that all pupils with SEND can engage in these activities alongside pupils who do not have SEND.

The school also provides access to wrap around childcare, from 7:30am before school and until 6:00pm after school called 'The Zone'. If there are barriers to children with SEND accessing this childcare, the school will work with the family, the provider and other partners to identify any appropriate actions and resources to address these barriers. If you want more information, please contact someone in the office on 01922 710210.

g) What support is available for improving the emotional and social development of pupils with SEND?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND. We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way.

Our 'Be' curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social well-being. It also gives pupils the opportunity to discuss and share issues and concerns, through circle time activities and worship.

Although we are now beginning to revert to pre-COVID restrictions we are still exercising caution. Some small group nurture is beginning to be delivered but this is happening within phase bubbles, rather than whole-school groups. As the year progresses and the academy continues to assess the risk of transmitting COVID-19 our aim is to implement the provision below, as it has been before.

Small group nurture provision for targeted pupils is provided to support children with more complex needs. This is timetabled to suit the needs of both individual and small groups of pupils. These are identified on our provision map and aim to support improved interaction skills, confidence, emotional resilience and well-being. Nurture games and resources are available to support these sessions. This includes breakfast club which aims to provide a positive start to the day for pupils. Nurture and social activities are included to get the children 'socially and emotionally ready to learn'.

Lego therapy will also be available for targeted pupils. This will happen 3 times a week for each group and can be adapted to meet the needs of the pupils.

Due to COVID-19, we are currently having to provide provision within phase 'bubbles,' where suitable. This has meant adapting the provision we currently offer. For instance, lego therapy may happen within phase bubbles and completed by a teaching assistant from that phase. They will be supported by the specialist for Lego therapy.

Whole Class nurture and support for children's emotional well-being and mental health is still a priority as we recover from the impact of COVID-19. The class teacher will use their whole-class Thrive assessment as well as resources from PSHE association to ensure specific needs are addressed. Those children identified as requiring additional support will be provided this through more intensive support

from the practitioners within their phase. Thrive ambassadors now work within each phase across the academy.

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to behaviour issues and concerns. The academy has invested in support from CADMUS to provide support and advice to the academy.

Specialist counselling support from agencies such as Walsall bereavement support service and CAMHS (children and adolescents mental health service) are available for specific pupils with additional needs.

This academic year we will be accredited with Carnegie Mental Health Award based on the provision we currently offer and with a view to continuously improving how we support children with Social, Emotional and Mental health concerns.

4. ROLES AND RESPONSIBILITIES

4a. Class Teacher

The class teacher is responsible for:

- Planning, preparing and delivering lessons which ensure quality first teaching and high quality differentiation to support the needs of all learners, including those with SEND.
- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary of any concerns by following the graduated response process.
- Writing targets and Individual Education Plans (IEPs) and sharing and reviewing these with pupils and parents at least once each half term and planning for the next term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- Communicating effectively with parents and/or carers about any concerns they may have regarding a pupil's potential or identified SEND and gaining their views throughout.

4b. SENDCo

Our Special Education Needs Coordinator (SENDCo) is a qualified teacher working at the school who has responsibility for SEND. Miss Clarke is due to begin working towards her National Award for SEN Co-ordination (NANSENCO) qualification at the end of the Spring term. They work closely with the Assistant Principal, Head of School, Executive Principal and Local Academy Committee as well as all class teachers and teaching assistants. If you have concerns about your child you should speak to your child's teacher before you speak to the SENDCo.

The SENDCo is Miss Jessica Clarke, supported by Mrs Gemma Meers, Assistant Principal for Inclusion. You can contact them via the main office on 01922 710210.

The SENDCo is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policies and procedures to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the new SEND Code of Practice 2014 are implemented appropriately.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing how they are progressing
- Liaising with other professionals and external agencies who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision and report as necessary.

4c. Executive Principal

The Executive Principal is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Delegating responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Local Academy Council (LAC) is kept up to date about any issues in the school relating to SEND.
- Support the school SENDCo in terms of budgeting the SEND provisions.

4d. SEND Local Academy Committee link member

The SEND Local Academy Councillor is Hilary Hastings and can be contacted via email hhastings@asna.walsall.sch.uk.

The SEND Local Academy Committee link member is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

5. What expertise and training do the school staff have in relation to SEND and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEND training is shared between the Executive Principal, Assistant Principal, SENDCo and the Local Academy Council. We closely monitor the training and development needs of our staff through annual performance management reviews.

The following tables show the training and expertise of the school staff.

General SEND training for all staff:

Details of training/expertise	School staff trained	Date
The Write Stuff by Jane Considine	All Staff	September 2018
Schools First Aid	See first aid training log in school – various dates and staffing (training booked for October, November and December 2020)	
Emergency Paediatric First Aid level 3		
First Aid at Work		
Narrative Immersion by Rebecca Bell	16 teachers and 15 TA's	2 nd September 2019
Floppy Phonics	6 Teachers and 7 teaching assistants	September 2019

Specific SEND training and expertise:

Details of training/expertise	School staff trained	Date
SENDCo Specialist Certificate	Assistant Principal	September 2016
National Award for SEN Qualification	SENDCo	Currently studying
The National Award for SENDCos	SENDCo/Assistant Principal	January 2016-2017
WellComm	2 teaching assistants	November and December 2018

KS2 Talk Boost	7 teachers and 8 teaching assistants	December 2018
Lego Therapy	1 teaching assistant	
Thrive	2 x teaching assistant Assistant Principal	2019-2020 (ongoing training and assessments) October 2019
How to support SENDD pupils in the classroom by Rushall Inclusion Advisory Team (RIAT)	All teachers	July 2019
Level 2 Certificate in Understanding Children and Young People's Mental Health (the Skills Network)	4 x teachers and 5 x teaching assistants	July 2019
Thrive Approach Launch	All Staff	September 2019 & January 2020
KS1 Talk Boost	6 x Teaching assistants	November 2019
RAPID Intervention (Reading, Maths and Writing)	All KS2 teaching assistants, SENDCo, Assistant Principal	February 2020
Colourful Semantics	All Staff (Sent virtually)	April 2020
Calm Brain Approach	All Staff (Sent virtually)	June 2020
Precision Teaching	All Staff (Sent virtually)	September 2020
Language First Project (EYFS) supporting the Walsall 'Getting it right for Children' campaign.	Vice Principal, 1 x class teacher (EYFS), 2 x teaching assistants Other staff identified if necessary.	Ongoing over 12 months. July 2020 (SLT only) October 2020 January 2021 March 2021 June 2021

Specialist SEND Training (for specific children)

Details of training/expertise	School staff trained	Date
Speech and Language Therapy	Staff trained when required – when SALT devise programmes	Ongoing

	to be implemented in school for specific pupils.	
Positive Handling Training	8 staff	October 2020

Training is ongoing and we often have support services providing training as and when required for pupils, such as speech and language therapy, occupational therapist and physiotherapists.

6. What equipment and facilities are available to support pupils with SEND and how are they secured?

All Saints National Academy is spread over three buildings, with all classrooms being on one level; there are ramps to main doors with some entrances also having hand rails. There is a disabled toilet in the main building and the office area and disabled parking space marked and located in the car park.

All Saints National Academy receives funding to respond to the needs of pupils with SEND from a number of sources. There is an allocation of school budget for SEND, Pupil Premium funding for pupils who meet certain criteria and, for those pupils with the most complex needs, the school may be given additional funding through Education, Health Care Plans (EHCPs). This funding is then used to provide the equipment, facilities and support to pupils with special educational needs and disabilities through:

- Class support from teaching assistants.
- Small group support from teaching assistants, e.g. nurture groups, Lego therapy, English and Maths groups
- Special support from teachers, e.g. 1-1 tuition
- Bought in support from agencies, e.g. access arrangement assessment, speech and language support
- Parent workshops
- Provision of specialist resources, e.g. assessment software
- CPD relating to SEND for staff

(Please note: some of these may have been adapted to suit COVID-19 measures e.g. virtual parent workshops and intervention within year group bubbles)

Examples of equipment that is available in our school to all children at any time needed are listed below:

- Sensory equipment including pencil grips, sloping desk boards, sensory fiddle toys, ear defenders.
- Aids to help children with specific learning difficulties e.g. coloured overlays, coloured papers, books and card, picture cards, number cards, sound cards etc.
- Devices for additional recording e.g. Cameras and voice recorders e.g. talking tins.

- SEND software - Communication in Print to produce printed matter with visual prompts.

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

7. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

If we think your child needs significant amounts of extra support then we will always discuss this with you and, where appropriate, meetings with the parents and the people supporting your child can be arranged.

All Saints National Academy values the contributions given by parents towards their child's progress and encourages them to support and praise their efforts. Teaching staff and parents working together enhances the progress of children.

It is part of the school's graduated response to consult and seek parental views and, at certain stages, gain parental consent.

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets e.g. for individual education plans (IEPs) and EHCPs
- parents' evenings/meetings
- discussions/meetings with the SENDCo or other professionals
- commenting and contributing to assessment, planning and reviews

We are also keen for parents to support their children at home. Specific support to help you support your child at home includes:

- providing information to parents on the school's website.
- providing information by way of the Academy Newsletter.
- advising on local learning opportunities, e.g. places to visit, libraries, clubs, etc and resources that we have found useful in supporting parents to help their child learn
- the class/subject teacher suggesting additional ways of supporting your child's progress
- parent workshops and activities with the children on different topics to inform and increase participation. These are advertised in the school newsletter and provide useful opportunities for parents to learn more about the curriculum that is being offered to the children
- involving external agencies including health and social services, local authority support services and voluntary organisations in supporting the needs of pupils and their families.

If your child has an Education, Health and Care plan (EHCP) we will discuss their progress with you every term and have a formal review with you and your child at least annually (every 6 months if your child is below the age of 5 years old).

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

8. What are the arrangements for consulting and involving pupils with SEND in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority at All Saints. All children are consulted about their learning on a regular basis.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- involving them in target setting
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)

We ensure that pupils with SEND are included and represented in the school council and any other groups which we may set up to listen to the views of pupils and involve them in decision-making.

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, involving them in child friendly IEPs (individual education plans) or other means to suit their needs.

9. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns as soon as possible and operate an 'open door' policy. Class teachers are available on the playground or at the gates before and after school and you can contact the school office to speak to or arrange a meeting with the class teacher, SENDCo, Assistant Principals or Executive Principal. *Due to COVID-19 measures, parents are encouraged to use Class Dojo as a 'first*

point of contact' and virtual meetings are also encouraged for communication which requires more detailed conversations.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- Class teacher
- SENDCo
- The Executive Principal, Mrs S Cockshott on 01922 710210 or e-mail principal@asna.walsall.sch.uk
- The Chair of the LAC (a letter can be submitted through school office or use the contact details provided in section 4) who will conduct an enquiring under St Chads complaints procedure to try and address the issue.

We realise that parents can sometimes find schools a bit daunting and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint then you may wish to contact Walsall Information, Advice and Support Service. To find out more please visit <https://link.walsall.gov.uk/Local-Authority/Organisation-Support/Walsall-Information-Advice-and-Support-Service-SEND--formerly-Parent-Partnership-Service>. If you require any information regarding Special Educational Needs /Disability please contact the service on 01922 650330 or by email at iassSENDd@walsall.gov.uk.

10. What specialist services and expertise are available at or accessed by school?

We have established relationships with a range of professionals in health and social care, as well as specialist support services who may be involved in your child's education. You will always be consulted before specialist support is provided for your child. Some of the agencies we work with are listed below:

- SALT – Speech and Language Therapist
- North Star Inclusion Advisory Team (previously Rushall Inclusion Advisory Team)
- HI – Hearing Impairment team
- VI – Visual Impairment team
- EP – Educational Psychologist
- Family support workers
- School Nurse
- CAMHS – Child & Adolescent Mental Health Service
- OT – Occupational Therapist
- Social Services & Early Help Team
- Members of the medical team e.g. paediatricians, GPs
- Outreach teams from specialised schools
- EWO - Educational Welfare Officer
- Younger Minds
- Walsall Bereavement Support Service

The above agencies may provide additional assessments, advice or support to school, parents and pupils.

We also have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help secure their progress and engagement with learning. When Looked After Children attend our school, we do our utmost to ensure that they are successful and fulfil their potential. We work alongside the virtual school for Looked After Children, including those from different authorities, Social Workers and Carers, attending review meetings with social services, attending PEP (Personal Education Plan) or LAC review meetings and maintaining a PEP for each child, including reviewing progress and tracking our expenditure.

11. What happens if it is believed that an application for an Education Health Plan is needed?

If a child has received additional support both within school and through external agencies and it is believed that the child would benefit from an EHC plan then this will process will begin. An application will be pulled together using evidence uploaded from everyone working with the child on our electronic platform Edukey. For pupils living in the Walsall Local Authority staff will access the Walsall EHC Hub/ Walsall Family Information Service and complete the relevant paperwork using this electronic method. Parents are able to access the hub to view progress of the application, once it has been submitted to the local authority. If a pupil lives outside the Walsall LA then the school will need to access the hub for that authority. Staff will need to check the requirements needed for different local authorities when completing an EHC application.

12. What local support services are available for the parents of pupils with SENDD?

Information, Advice and Support Service (formerly Walsall Parent Partnership) offer information, advice and support about education, health and social care issues.
Tel: 01922 650330
Website: iasssend@walsall.gov.uk

Walsall School Nurse Team. Offers appointments, advice and sign posts parents to other services.
Tel: 01922 423349
Email: schoolnursing@walsallhealthcare.nhs.uk

13. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?

All children and young people with SENDD and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Entry to Foundation Stage

- Prior to children entering Foundation (in the Summer Term) the Early Years Coordinator and the SENDCO visit all nurseries feeding into All Saints to check whether any of the pupils coming in have identified SENDD and whenever possible to meet those children.
- Parent/carers and pupils are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- The Early Years Coordinator and the staff in Foundation meet with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- Information to introduce a child to Foundation will be provided and 'play and stay' visits are arranged in the Summer term to help children to have a smooth entry to their new class and to settle into school routines. *Due to COVID-19, only one parent meeting could happen. Videos were uploaded onto Class Dojo and transition packs were sent out. Specific team around the family meetings were held for key children to ensure provision was [put in place to support the transition for 2 children. Following these meetings, it was decided that both of these children would start full-time from September 6th 2021.*
- Strategies to familiarise children with their new situation will be in place and may include, for example, providing photographs of key staff and the environment to take home for those with autistic tendencies to enable them to more readily accept change.

- The SENDCO will be available to attend meetings (*possibly virtually*) concerning children identified by EYF (Early Years Forum)

Transferring Mid-Year

- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns if there are SENDD issues.
- Children transferring to another school will have their records sent on. The school will be telephoned if necessary to alert the school of any SENDD issues.

Children who are transferring to the next school (Secondary)

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new schools.
- High Schools offer open days and parent and pupil tours by appointment*.
- Pupils spend 'transition days' at their high school and additional sessions can be arranged if necessary*.
- All records of interventions and support, including reports from outside agencies will be passed on to the new school to ensure a smooth transition of care.

** Due to COVID-19, most of the transition support was done via virtual support and videos however additional support and physical visits were put in place for pupils with significant SENDD needs.*

14. Where is the local authority's local offer published?

Walsall Council provides a Special Educational Needs and Disabilities (SEND) Local Offer that offers information to children and young people, and their families, about issues that may affect them and services that they may find use. To find out more please visit the SEND Local Offer. It is available at:

<https://www.wald.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

15. How do we at All Saints National Academy support the Local Authority?

The Early Years Foundation Stage Team are working with the Local Authority to implement the 'Language First Project' during the academic year 2020 – 2021 as part of the Walsall's 'Getting it right for Children' campaign.

The SENDCO also provides the Local Authority with a banding document which details the pupils on our SEND support register and identifies the level of support/need they are at. With support from NSIAT, we have linked the bandings which most apply to our setting and level of need of our pupils to our graduated response to support this process and aid a more consistent assessment of the bandings provided by the Local Authority. Please refer to appendix G.

Appendix A – Example of Strategy Bank (Cognition and Learning)



All Saints National Academy – Additional to and/or different from Strategy bank

In line with the SEND Code of Practice 2014 the pupil should receive support that is **additional to and/or different from** what their peers receive. In effect this is more than your usual classroom provision/differentiation.

Resources highlighted in green are available in school

Resources highlighted – additional guidance and explanation is saved - P drive, SEND and Inclusion, SEND resource bank

Cognition and Learning	Typical aspect – things that you might see	Suggested Strategies – <u>Additional to and or different from</u> ‘and’ ‘or’ resources
	<p>Concentration –</p> <ul style="list-style-type: none"> • High level of task abandonment • Off task behaviours; such as fiddling with equipment, moving around the room etc. • Work is completed in very short bursts • Failure to follow instructions completely • Very fidgety 	<ul style="list-style-type: none"> • Workstation approach • Short, varied activities with refocus breaks set out on a visual timeline • Use of a table top timer to show how long to work for • Use of a privacy board/screen • Scheduled , frequent movement breaks • Personalised reward system aimed at increasing child’s participation • ‘Key facts’ to listen out for during input/lesson • Ask the child to explain in their own words what they are learning/their task • ‘Private refocus signal’ – child recognising the prompt (rather than over using child’s name and focusing the attention of the class) • Offer a sensory diet • Move it/Wobble cushion • Fiddle and think objects • Fidget busters book LDA
<p>Memory –</p> <ul style="list-style-type: none"> • High level of task abandonment • Instructions are partially completed • Beginning/ending may be very good with a dip in the middle of the lesson (‘Saggy middle’) • Reluctant to start tasks • Work produced is often unrelated to teacher input • Child can ‘blurt’ things out – in an attempt to try and say it while they reminder • Children look generally disorganised 	<ul style="list-style-type: none"> • Black Sheep Press Auditory Memory Pack • Black Sheep Press Working Memory Pack • Auditory memory skills LDA (ensure metacognition work so intervention skills are transferred in the classroom and ‘normal’ everyday practice) • Visual memory skills LDA • Memory fix resource pack • Pre-teaching programme • Revision programme • Creation of visual cues to support recall • Daily practice pack (series of key fact cards that pupils can ‘blast’ through every day) • Precision teaching (spelling/times tables) • Talking tins and talking tin book for guidance • Use of diary/planner • Note taking and jotting – with explicit teaching of how and when to use • Mind mapping / ‘thought showers’ 	

		<ul style="list-style-type: none"> • Reduce language levels – focus on key words and points needed for delivery • Personalise instructions (Name first to focus attention then instruction) • ensure that instructions are correctly sequenced • ‘PHJA learning folders’
	<p>Reading accuracy –</p> <ul style="list-style-type: none"> • Confusing similar looking words • Reading sounds slow • Reliance on only one strategy (for example; Sounding out words) <p>Meaning – prediction based only on the grammar of the sentence</p> <ul style="list-style-type: none"> • Poor comprehension • Pupils look uncomfortable while they are reading – lots of moving, complaining of headaches, feeling sick etc. 	<ul style="list-style-type: none"> • Precision teaching – focused on building a reliable sight vocabulary (starting with high frequency words and then moving to Year group focus words) • Speed reads – using a familiar text containing words that pupil can read to build speed over time • Reading strategy prompt card with reward system for independent deployment of a strategy • Specific prompts to play attention to the visual information on the page – Read to the end of the word / can you think of a word that looks like that • Create ‘Tricky word cards’ for words which pupil is finding difficult (An island is... land/ bed) • Explore the word 3 dimensionally – explore the words using magnetic letters. Children can feel the word and feel with their fingers • Direct instruction – flash card of the word ‘my turn and then your turn and then together’ repeating words • Eye level reading ruler • Trugs – games (Teach reading using games) • ‘PHJA learning folders’
	<p>Reading comprehension –</p> <ul style="list-style-type: none"> • Relies on memory of what has been read without returning to the text • Unable to answer questions about what has been read – often guess to give you an answer • Pupils who can only give factual or literal information – cannot infer, deduce or predict • Unable to locate information • Pupils always select on ‘easy’ read • Pupils that rely on the phonic strategies • Poor general vocabulary 	<ul style="list-style-type: none"> • Highlight key information – colour code according to who, what, where, when etc • Who, what, where, why and when card tins • Picture based comprehension work then transference of skills back to the text • ‘Forced’ processing tasks: recreate the text in another format • Work on question types – for example: what sort of answer do you give for a ‘who’ question • Text marking to support efficient location of information • Word web for developing language • Reading comprehension cards – Smart kids
	<p>Punctuation –</p>	<ul style="list-style-type: none"> • Rainbow sentences

	<ul style="list-style-type: none"> • Punctuation missing and/or incorrectly used • Pupil does not necessarily speak in full sentences or observe punctuation in reading • EAL learner? 	<ul style="list-style-type: none"> • Use post it notes – one idea per post it note then write each one as a discrete sentence • Editing search cards – post it marked at the end of work for example post it note full stop x4 Pupil revisits work to find missing bits (guided editing) • Talking tin (pupil records one idea/sentence at a time) • Colourful semantics
	<p>Number facts –</p> <ul style="list-style-type: none"> • Incorrect recall • Difficulty with remembering overtime • <u>Over reliance</u> on concrete materials such as fingers/cubes/100 square etc. • Written methods are incorrectly calculated 	<ul style="list-style-type: none"> • Precision teaching • Speed challenges • Daily practice packs • Written method procedures – modelled to refer and check against • Allowing the use of concrete materials (such as cubes, counters, number lines etc) with the abstract to relate to (using number line to count and showing the related calculation together) • ‘PHJA learning folders’ • Timetable games • Timetable websites
	<p>Spelling –</p> <ul style="list-style-type: none"> • Incorrect spellings • Inconsistent spelling of the word • Children who can get the words correctly in test situation but not apply independently • Confusion with homophones – Where/were 	<ul style="list-style-type: none"> • Precision teaching • Multi-sensory rehearsal opportunities • Analogy – developing word families and creating a personal spelling dictionary • Phonics intervention programme • Trugs – games (Teach reading using games) • Spelling games • ‘PHJA learning folders’ • Practice packs – Tricky words cards • Mnemonics • SOS – simultaneous oral spelling • Look, say, cover, write and check • Alphabet arch activities • Magnetic spelling board • Hangman
	<p>Handwriting –</p> <ul style="list-style-type: none"> • Uncomfortable pencil grip • General fine motor difficulties • Lack of automaticity (writing does not flow) • Incorrect entry and exit points for formation of letters and joins • Poor posture and book placement • Poor special awareness 	<ul style="list-style-type: none"> • Multi-sensory fine motor rehearsal (tracing in shaving foam, writing in sand) • Writing slope, non-slip matting and additional guide lines • Various Pen/pencil grips • Different shaped pens/pencils • Easy use crocodile rulers • Fine motor fastening cubes • Finger gym • Fine motor fun deck • ‘Speed up’ book kinaesthetic programme to develop fluent handwriting • Masking task on the table for back placement • Photograph of correct posture to match self against • Visual perception skills LDA • Prompt cards for correct orientation • Pre handwriting shapes guidance from OT

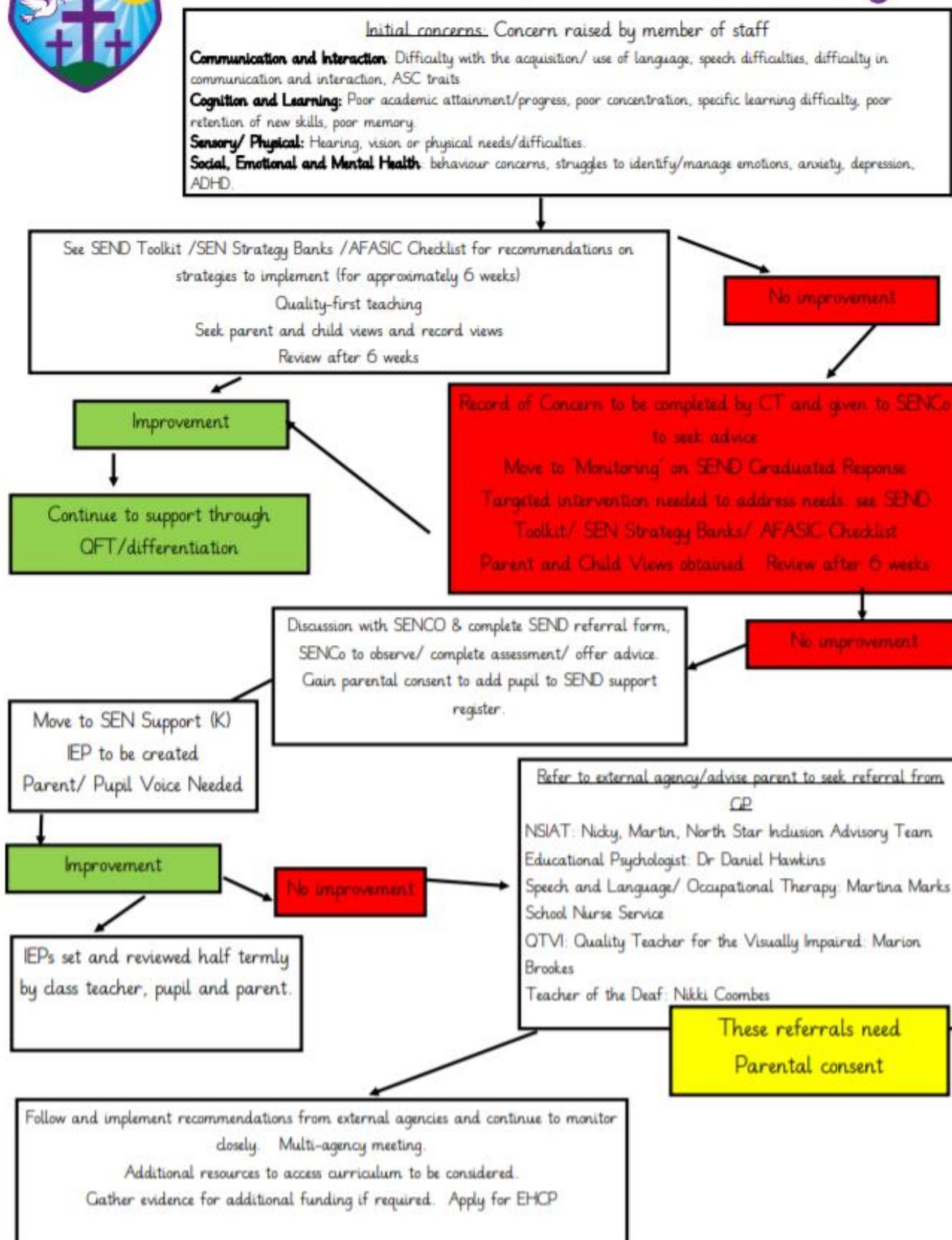
	<ul style="list-style-type: none"> • Whiteboards different guidelines and different colours • Trace and write dry wipe boards • Use of coloured paper • Cutting skills LDA book • Long loop scissors
<p>Letter/number recognition –</p> <ul style="list-style-type: none"> • Unable to recognise and recall letters and numbers consistently over time 	<ul style="list-style-type: none"> • Precision teaching • Multi-sensory rehearsal • Alphabet/number arc activities • ‘PHJA learning folders • Direct instruction • Explore letters and numbers using 3D representations (magnetic letters/.wooden letters) • 1-10 and 11-20 bean bag buckets • Alphabet soup sorting box • Alphabet wooden puzzle
<p>Organisation –</p> <ul style="list-style-type: none"> • Frequently losing things • Child has the wrong equipment on the wrong day/wrong lesson • Look disorganised • Untidy • Pupils who struggle to change task • Difficulties with time management • Always appear to be one step behind – trying to catch up • Difficulty in selecting the correct materials 	<ul style="list-style-type: none"> • ‘Survival’ kits equipment – one for each subject *ensure that pupils know how and when to use each item of equipment • Photo check lists – what pupils need for the lesson/subject • Workstation approach • Task slicing • Reminder mat • Resource menu for a task- with limited choices (rehearse selecting correct equipment and justifying choices) • Use of diary and planner • Visual timeline – class and individual • Time tracker/timer • Allowing extra time for pupil to think through the steps in a task and what they will need • Use of a digital watch or timer • Advance notice of changing of task – pre warning / time reminders • Teaching to project plan (good idea for homework to ensure that pupils are working through tasks systematically) • Group role cards
<p>Seeking help –</p> <ul style="list-style-type: none"> • Learned helplessness – pupil seeks help as default all of the time or does not seek help appropriately • Reluctant to seek help 	<ul style="list-style-type: none"> • Personal private help signal agreed with adults • Asking for help prompt card • Coloured wedges (Red, Yellow and green – signal for help if needed) • Strategies reminder card – before I ask for help I MUST... • 3B4ME
<p>Self-assessment skills –</p> <ul style="list-style-type: none"> • Pupils who cannot recognise when they have done a good job • Pupils who cannot spot their own errors 	<ul style="list-style-type: none"> • Self-marking against pre-agreed criteria • Have a best copy of the pupil’s own work always available for them to compare their work too – does it match? Agreed standard • Develop a personalised achievement collection book

	<ul style="list-style-type: none">• Pupils who do not pick up implicit improvement points (for example recognising that the rest of the group has gone quiet)	<ul style="list-style-type: none">• Narrate the behaviours of others (I can see that everyone is sitting down – what does this mean for you?)• Use of search cards
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Appendix B – Graduated Response Overview



All Saints National Academy



Appendix C - Graduated Response to SEND



All Saints National Academy Graduated Response (SEND)



The following pathway sets out our approach to identifying children with Special Educational Needs.

'Every teacher is responsible for the teaching and learning of children with Special Educational Needs.'

Definitions:

Special Educational Needs: 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Level of Need	Action to be Taken	Paperwork to complete
<p>Initial Concern</p> <p>A concern is raised by a member of staff/ parent/ carer.</p> <p>Concerns over progress and attainment from assessment process (TA/PRA/PUMA)</p> <p>A child who is working below expectation in relation to year group expectations.</p>	<p>Provide differentiated learning opportunities and quality first teaching (QFT) strategies to target areas of need on a daily basis and ensure that all staff are aware of specific needs and approaches – See SEND Toolkit/ SEN Strategy Banks/ AFASIC Checklist</p> <p>Provide additional targeted group work support in addition to curriculum lessons.</p> <p>Monitor and review progress over a 6 week period and plan next steps.</p> <p>Assess if the attainment gap between the child and their peers is widening or narrowing.</p> <p>Gather parent views and pupil views.</p> <p style="text-align: center;">Class teacher leads</p>	<p>Lesson plans show appropriate differentiation strategies</p> <p>Target group support record – intervention log. See SEND Toolkit/ SEN strategy banks (or AFASIC Checklist if SLCN) for recommendations</p> <p>Link tasks communicated to teacher</p> <p>Record of conversations with parents and pupils</p>
<p><i>Adequate progress made – continue QFT. Move to next stage if little or no progress is made in the short term (4–6 weeks)</i></p>		
<p>Record of Concern</p> <p>Lack of progress despite support and the attainment gap</p>	<p>Continue with the above to support learning.</p> <p>Refer back to SEND Toolkit/ SEND Strategy Banks/ AFASIC Checklist to implement alternative strategies.</p>	<p>Lesson plans show appropriate differentiation strategies</p>



All Saints National Academy Graduated Response (SEND)



<p><i>between peers is widening.</i></p>	<p>Formulate individualised targets and interventions, to support identified needs, and accelerate progress. Inform the SENCO of your concerns.</p> <p style="text-align: center;">Class teacher leads - SENCO supports.</p> <p>Ensure parents are fully informed of your concerns and the action that you are taking.</p> <p>Monitor and review progress over a 6 week period and plan next steps. Consider if further assessment or advice from additional agencies is required.</p>	<p>Record of conversations with parents and pupil Complete a 'Record of Concern'</p> <p>Review 'Record of Concern'</p> <p>Complete 'Intervention Log' to show interventions (include baseline and progress)</p>
<p><i>Adequate progress made – continue CFT. Move to next stage if little or no progress is made despite targeted intervention (6 weeks)</i></p>		
<p>SEND Support School Based Support</p> <p><i>Little or no progress despite targeted support and attainment gap between peers is significant.</i></p>	<p>Continue with above to support child's learning.</p> <p>Formulate individualised targets and interventions, to support identified needs, and accelerate progress.</p> <p>Identify activities that are additional to and different from those provided above.</p> <p>Class teacher leads, SENCO supports, outside agency support if appropriate.</p> <p>SENCO completes initial observation.</p> <p>Parents/carers kept informed and views gathered.</p> <p>Pupil view gathered.</p>	<p>Link tasks from intervention communicated to CT if TA taking group</p> <p>Lesson plans show appropriate differentiation strategies</p> <p>Record of conversations with parents and pupil</p> <p>Complete an 'Individual Education Plan'</p> <p>Review 'Individual Support Plan'</p> <p>Complete 'Intervention Logs' to show interventions</p>
<p><i>Adequate progress made – continue. Move to next stage if little or no progress is made despite two assess, plan, do, review cycles at SEN School Support.</i></p>		
<p>Enhanced SEN Support School Based Support</p>	<p style="text-align: center;">SENCO Leads, outside agency support sought.</p> <p>Implement recommendations from professionals/external agencies. Repeat APDR cycle.</p> <p>Parents/carers and pupils involved at all stages.</p> <p>Additional funding to be considered and applied for if necessary (e.g. TTS).</p> <p>Purchase additional equipment as necessary.</p> <p>Consider need to implement additional adult support to meet higher levels of provision/intensive</p>	<p>Link tasks from intervention communicated to teacher</p> <p>Lesson plans show appropriate differentiation strategies</p> <p>Record of conversations with parents and pupil</p> <p>Review and complete 'Individual Education Plan'</p> <p>Complete intervention logs.</p>



All Saints National Academy Graduated Response (SEND)



	intervention/smaller group and individualised learning.	<p>Complete referrals to appropriate professional/external agency.</p> <p>Complete application for additional funding.</p>
<i>Adequate progress made – continue. Concerns remain – is it appropriate to request EHCP assessment?</i>		

Appendix D - Provision Map

All Saints National Academy				
Wave/ Category of Need	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	SENDSory and/or physical
Wave 1	Quality first teaching			
	Differentiated curriculum planning and work			
	Differentiated delivery e.g. teaching/learning styles, use of language			
	Differentiated outcomes e.g. use of ICT, cartoon strip instead of written prose			
	Increased use of aids and resources e.g. 'enable table' word banks, number lines/squares, picture dictionaries, overlays, timers, PE equipment etc			
	Baseline Assessments in EYFS			
	Data collection and pupil progress meetings half termly			
	Teacher awareness of difficulty/disability/impairment/diagnosis - information in SEND office			
	Visual timetable			
	Implementation of strategies from the SENDD Toolkit for Quality First Teaching			
	Increased visual aids		Whole school/Class Behaviour and Reward system	Use of pencil grips
	Use of writing frames	School structure and class routines		Whole school Nelson handwriting scheme
	Illustrated dictionaries	Colourful Semantics	Whole School/Class Rules	Access to and around building
	Active Maths		Worship	
	Narrative Immersion approach		PHSE/BE curriculum/Circle time	
	Write Stuff		Zones of regulation	
			Calmbrian approach (Whole Class)	
			Thrive Approach (Whole class)	
Wave 2	Access arrangements for assessments and tests			
	Year 6 booster sessions			
	Group Educational Support Plans			
	Further implantation of the SENDD Toolkit Strategies			
	Sparkly folders		Lego Therapy	Access plan as required
	Precision teaching	WellComm	Nurture Group	Reasonable adjustments and adaptations made where required
	Race to English	KS2 Talk Boost	Breakfast Club	
		Colourful Semantics	After school clubs	
			Calmbrian approach (group intervention)	
			Thrive approach (group intervention)	
Wave 3	Individual Support Plans with targets for all children on SENDD School Support Register			
	Educational Health Care Plans (if appropriate)			
	Personal Education Plans for all Looked After children.			
	1:1 Adult support			
	N.B. Many wave 2 provisions can be done on a 1:1 basis for more intensive support as Wave 3			
	Toe-by-toe	SALT targets	Nurture	Write from the start
	Sparkly folders		Thrive approach (individual intervention)	Dance Mat
		Social Stories	Calmbrian (individual intervention)	Touch typing
		Comic strip conversations		
		SPRINT programme (ASD)		

Appendix E - Example of a child's Individual Education Plan (IEP)

(Please Note: We have a variety of themes to suit the pupil's age and interests however the overall format and content are the same.)

My Individual Education Plan

Name:

Class:

Date:

Review by:

 <p>Things I find difficult / baseline</p>	 <p>My targets</p>	 <p>What do I need to do? What will happen?</p>	 <p>Who's going to help me and when?</p>	 <p>Success Criteria</p>	 <p>How did I get on?</p>

Appendix F - Example of a child's COVID-19 Individual Education Plan (IEP)

(Please Note: We have a variety of themes to suit the pupil's age and interests however the overall format and content are the same.)

My Individual Education Plan

Name: _____

Class: _____

Date: XX.09.2020

Review by: October 2020

 <p>Things I find difficult / baseline</p>	 <p>My targets</p>	 <p>What do I need to do? What will happen?</p>	 <p>Who's going to help me and when?</p>	 <p>Success Criteria</p>	 <p>How did I get on?</p>
<p>Life Skill Focus (Communicate with parents - what would benefit them at home or what are they hoping for them to achieve?) e.g. Getting dressed by myself</p>	<p>e.g. To get dressed every morning independently</p>	<p>e.g. Get/choose my clothes out of my wardrobe or drawers. Put on my pants and socks Put on my clothes/uniform Ask for help if I need support</p>	<p>e.g. Mum/Dad/Older sibling/Nan etc. Mum will remind me what clothes I need to get ready on the night/in the morning Visual cues to help me know which order to put clothes on e.g. pants, socks, trousers, t-shirt, jumper.</p>	<p>e.g. I will be able to get all of my clothing on independently, each morning for 5 consecutive days.</p>	
<p>Confidence/Self Esteem focus (A target to boost self-esteem and confidence). e.g. recognising positive things about myself</p>	<p>e.g. To say three things that I am good at</p>	<p>e.g. accept praise and recognition from others take note of things I do well e.g. through photos, pictures or words. tell my grown-ups things that I am good at.</p>	<p>e.g. grown up such as Mum, Dad, Teacher, Teaching assistant, Nan, Grandad, Friends, peers at school. Praise me when I do things well, remind me of things I am good at. Remind me to take note of what I am good at.</p>	<p>e.g. I can think of three things I am good at and tell them to an adult on 3 separate occasions</p>	
<p>Study Skill Focus (a study skill that will support them in their learning across lessons e.g. mind-mapping, note taking etc) e.g. Taking notes/Summarising information</p>	<p>e.g. To select key information from a source to make notes, with support</p>	<p>e.g. To listen/watch/read attentively To highlight key words/information if possible. To re-read etc if necessary To listen for key words, topic vocabulary To select a few key words to represent a set of information. To use words and pictures in my notes</p>	<p>e.g. My teacher, my teaching assistant, my parents etc. Remind me of what I need to do. Show me information in short sections Model note taking Use prompts to help me understand when I hear/read something important. Ask me questions to help me consider what information is important</p>	<p>e.g. I will be able to select and write down key words, phrases and draw pictures from a given source, with support, successfully on 5 separate occasions.</p>	
<p>Primary Area of Need (Choose a target that supports the pupil's primary area of need, either: Cognition & Learning /Communication & Interaction/Social, Emotional and Mental Health/Sensory and/or Physical) e.g. Working Memory (C&L)</p>	<p>e.g. To remember and follow 3 instructions/pieces of information, with support.</p>	<p>e.g. Remember and recall 3 pieces of information or instructions. My teacher will give me 3 small pieces of information for me to listen to. I will use task slicing to help me remember and refer to. I will play memory games to help improve my memory e.g. pairs, shopping, kym's game etc. I will also use a row, next and then board</p>	<p>e.g. My teacher, my teaching assistant, my parents etc. All lessons - task slicing, Games - in small groups during afternoon sessions Play games at home.</p>	<p>e.g. I will be able to follow 3 sets of instructions/pieces of information 80% of the time with aids.</p>	

PLEASE NOTE THAT DUE TO COVID-19, IEP TARGETS MAY NOT REFLECT OR LINK FROM PREVIOUS TARGETS AND FUTURE TARGETS. THESE TYPES OF TARGETS HAVE BEEN PUT IN PLACE DUE TO MANY CHILDREN BEING OUT OF SCHOOL FOR A LONG PERIOD OF TIME AND TO PROVIDE THEM WITH TARGETS THAT SUPPORT A POSITIVE RETURN TO SCHOOL, BY SUPPORTING BOTH THEIR LEARNING AND THEIR MENTAL HEALTH. THIS PROFORMA WILL BE REVIEWED AT OCTOBER HALF TERM AND MAY BE SUBJECT TO CHANGE.

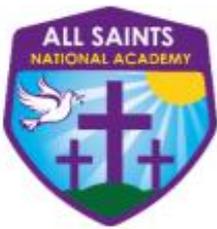
Signed: _____

Parent: _____ Teacher: _____

Pupil: _____

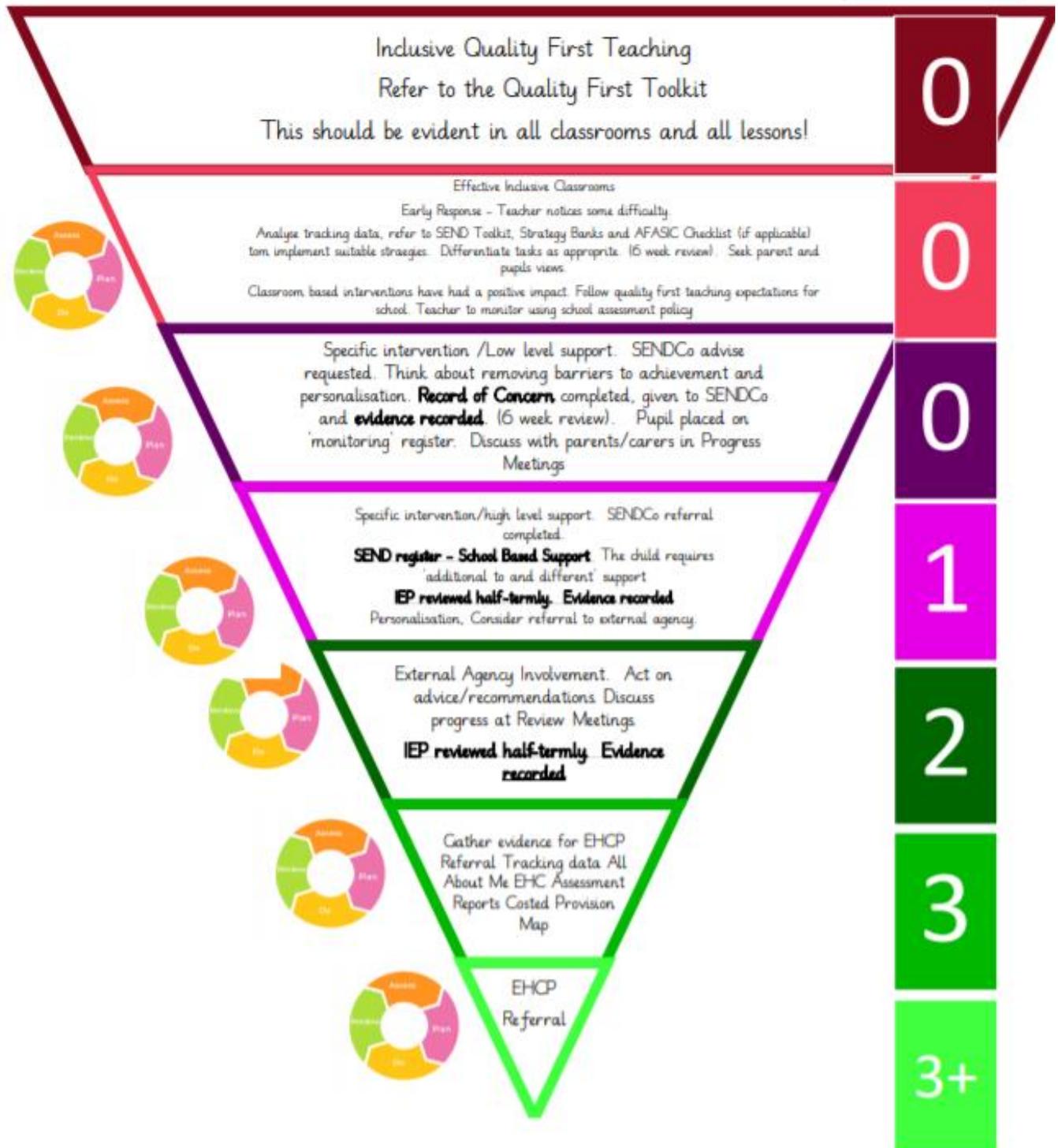
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Appendix G – Graduated Response vs. Local Authority Bandings



Graduated Response and the Local Authority Bandings

Banding level



At all stages, please make sure the 'Assess, Plan, Do Review cycle' is completed and evidence is documented/recorded. This will be a 6 week process while still at Band 0. If the child is responding positively to the support this can continue at the same level. If after two cycles there is no progress and further support is needed then move onto next stage. Please seek further advice if you are not sure.

Graduated Response and the Local Authority Bandings

Banding (This is just an outline of the banding document).

Band 0

Quality First Teaching
 Differentiation by output, support, pace or resource.
 Alternative methods of recording.
 Precision teaching
 Record of Concern.

Band 1

C&L - Difficulty with the acquisition/ use of language, literacy, numeracy skill, motor coordination, pace of delivery
SLCN - Pupil has difficulty with speech/language/communication or interaction.
SEMH - Low-level behaviour features, emotional, social difficulties.
 Children should have IEP.
 Provision should be directly related to primary area of need.
 SENDCo referral
 Inclusion within mainstream class. Small group targeted support for core subjects (1:8)
 Likely to be up to 1 year behind age-related expectations.

Band 2

C&L - Continuing and persistent difficulties with the acquisition/ use of language etc. Progress is slow but has evidence of response to intervention. Struggles with organisation. Self-esteem and motivation may be an issue.
SLCN - SLCN is identified as a primary need – mildly affects curriculum access and social development.
SEMH - No significant change in the target behaviour/social skill despite OFT and band one interventions.
 Children should have IEP. Provision should be directly related to primary area of need. Specialist in school assessments – Sandwell Maths/YARC Reading.
 Support – as Band 1 but some targeted individualised support also.
 Likely to be more than 1 year behind age-related expectations.

Band 3

C&L - Persistent difficulties with the acquisition/ use of language etc. Evidence of an increasing gap between them and their peers. Difficulties working independently and requires a modified curriculum. Assessment by external support service indicates significant difficulties.
SLCN - SLCN – persistent delay against age related SLCN; difficulties that do not follow normal developmental patterns.
SEMH - SEMH needs interfere more frequently with the child's social/learning development. Difficulty following routines.
 Children should have IEP. Provision should be directly related to primary area of need. Advice will be sought from specialist support services.
 Inclusion within mainstream class. Small group targeted support for core subjects (1:4) 50% of timetable of individualised targeted support, or 1:1 in core subjects.
 External agency involvement.
 Likely to be up to 2 years behind age-related expectations.
 EHCP in place or being applied for.

Ask the SENCO if you need further advice about the banding document.