

# All Hallows C of E Primary School



## SEND Policy 2026

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# 1. Introduction

This SEND Policy sets out the school's unwavering commitment to inclusion, aspiration and equity for all learners. We strive to ensure that every pupil, regardless of need or background, receives high-quality teaching, timely support and access to a rich, ambitious curriculum. Our provision reflects a culture of collaboration, early intervention, and rigorous evaluation in line with national expectations and best practice guidance.

## 2. Legal and Statutory Framework

This policy complies with and is informed by the following statutory documents:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 years (2015)
- Equality Act 2010
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- The school's Safeguarding Policy
- The school's Accessibility Plan
- Teachers' Standards (2021)

## 3. Vision and Aims

### Our vision:

We aim is to inspire happy, well rounded individuals who respect each other and strive to become the best versions of themselves. We care for each-other, celebrate our individuality and uniqueness, and nurture a sense of belonging and connection, so that all members of our community flourish, feeling safe, valued and accepted. We do this by living out our values which are rooted in the Christian narrative.

**At the heart of the community, with the children at the heart of the school.**

At All Hallows School we are committed to meeting the needs- academic, social, emotional and behavioural needs of all our pupils and ensuring that all pupils

including those with Special Educational Needs or Disabilities (SEND) pupils have the opportunity to reach their full potential and make good progress within a positive and stimulating environment.

We provide and high quality, flexible curriculum for all children through an inclusive approach which meets individual needs, enabling all pupils to be included fully in the life of our school and its community.

### **Our aims are to:**

- Provide an inclusive, ambitious curriculum accessible to all learners.
- Ensure early identification of needs through systematic assessment.
- Maintain a culture where high-quality teaching is the foundation of SEND support.
- Personalise provision through evidence-based strategies.
- Work collaboratively with families, the local authority and external specialists.
- Enable pupils' independence, confidence and preparation for future life.
- Secure strong outcomes for all learners, academically, socially and emotionally.

## **4. Definition of SEND**

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision that is additional to or different from that made generally for other children of the same age.

## **5. Categories of Need**

The school follows the four broad categories of need:

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

## **6. Roles and Responsibilities**

### **Headteacher**

- Ensures strategic oversight of the SEND provision and its effectiveness.
- Ensures that SEND forms part of whole-school improvement planning.

### **SENDCo**

- Holds the National Award for SEN Coordination (or is working toward it).
- Oversees the day-to-day operation of SEND policy and coordinates provision.
- Maintains the SEND register and monitors pupil progress rigorously.
- Provides training, coaching and modelling of best practice.
- Liaises with external agencies, including health, social care and specialists.

### **Class Teachers**

- Are responsible and accountable for the progress and development of all pupils.
- Deploy adaptive teaching strategies and high-quality, evidence-informed practice.
- Implement and review support plans in collaboration with parents and the SENDCo.

### **Teaching Assistants**

- Deliver targeted interventions and in-class support under teacher guidance.
- Enhance independence rather than create dependency.

### **Governing Body**

- Holds leaders to account for the quality and effectiveness of SEND provision.
- Reviews strategic reports, funding usage and outcomes for SEND learners.

## **7. Identification and Early Intervention**

The school uses a rigorous and proactive model to identify potential needs, including:

- Teacher assessment and observations
- Pupil progress meetings and data analysis each term
- Screening tools and diagnostic assessments
- Parent/carer concerns and discussions
- Professional reports from external agencies Early intervention is prioritised to prevent gaps widening and to ensure needs are met quickly.

## **8. The Graduated Approach: Assess-Plan-Do-Review**

Our graduated response is consistent, documented and reflective:

- *Assess:* Clear analysis of need using data, observations and expert advice.
- *Plan:* Co-produced targets and strategies with pupils and parents.
- *Do:* Planned support implemented through adaptive teaching and interventions.
- *Review:* Formal reviews termly, with outcomes used to shape next steps.

## **9. SEN Support**

Our graduated approach document provides information regarding what support our school offers to children, this is not a finalised list and our team are always adapting, researching and implementing new ways to support individuals.

Some provision may include but is not limited to:

- Precision teaching and structured intervention programmes
- Visual supports, scaffolds and adapted materials
- Speech, language and communication interventions
- SEMH support through mentoring, pastoral care and emotional regulation strategies
- Small-group or 1:1 support

- Provision is always time-limited, outcome-focused and evaluated rigorously.

## **10. Education, Health and Care Plans (EHCPs)**

Where a pupil's needs require significant additional provision, the school will work with parents to request an EHCP assessment. All EHCP pupils have:

- Annual statutory reviews
- Termly short-term outcome plans
- Multi-agency involvement and coordinated support

## **11. Curriculum and Inclusion**

We ensure:

- All pupils follow an ambitious, broad and balanced curriculum.
- Teachers plan responsively to ensure access for all.
- Adaptations focus on enabling independence and engagement.
- SEND pupils participate in all school activities, including trips and enrichment.

## **12. Monitoring, Evaluation and Impact**

We evaluate SEND provision through:

- Termly progress analysis of SEND pupils
- Intervention impact evaluations
- Learning walks, book looks and pupil voice
- Staff coaching and CPD audits
- Reports to governors
- Evidence drives improvement planning and resource allocation.

## **13. Training and Continuing Professional Development**

Staff receive regular, high-quality CPD to ensure strong SEND practice. Continued Professional Development is planned strategically across the year and supports staff with relevant training including but not limited to:

- Adaptive teaching strategies
- Supporting pupils with specific needs (e.g., autism, dyslexia, ADHD)
- Behaviour and emotional regulation
- Speech and language development
- The SENDCo provides ongoing coaching, modelling and professional briefings.

## **14. Working with Parents and Carers**

We promote strong partnerships through:

- Regular communication and co-production of plans
- Workshops and information sessions
- Transparent reporting of progress and strategies
- Support in accessing wider services

## **15. Pupil Voice**

Pupils are actively involved in their support through:

- Discussions about learning and targets
- Participation in reviews
- Sharing views on what helps them best
- Regular pupil voice with subject leaders around curriculum

## **16. Working with External Agencies**

We collaborate with a number of outside agencies. A full list is provided on our graduated response document but this is just a few:

- Educational psychologists
- Speech and language therapists
- Occupational therapists

- Behaviour support services
- Health and social care professionals

We value expert input to refine provision.

## **17. Safeguarding**

SEND pupils are recognised as potentially more vulnerable due to a number of reasons, including not being able to use words to say what has happened. We therefore make sure that all staff:

- Understand safeguarding responsibilities
- Are alert to changes in behaviour or emotional wellbeing
- Record and report concerns promptly using CPOMs
- SEND plans consider safeguarding needs where relevant
- Follow individual risk-assessments that have been put in place

## **18. Accessibility**

We are committed to:

- Removing barriers to learning
- Making reasonable adjustments to the environment, curriculum and teaching
- Reviewing and implementing the Accessibility Plan

## **19. Funding for SEND**

The school can access funding for individual pupils who require a more specialist provision. The school can access AFN or HLN funding and are required to evidence how they are using this as well as the impact this has had on our pupils. Children receiving additional funding will have a provision map with costings and impact. Schools use delegated SEND funding to:

- Provide staffing for specialist interventions
- Purchase resources and specialist equipment
- Commission external support services

Spending is reviewed for impact and reported to governors. Our intervention costing document shows an overview of how much our interventions cost, this is then used to reflect on cost vs impact by the SENCo and SLT.

## **20. Complaints**

Concerns about SEND provision should be raised with the class teacher, then the SENDCo. If unresolved, the Headteacher or governing body should be contacted following the Complaints Policy.

## **21. Transitions**

We ensure strong transitions:

- Into school through nursery and childminder visits as well as stay and play sessions for our new starters in Reception
- Between year groups through structured handover meetings
- Into and out of the school with personalised plans and meetings with SENCo teams from Early years providers and Secondary Schools
- With enhanced transition visits for pupils requiring additional support
- Using outside agency support such as the EYSFSS team
- By the Mental Health Support Team providing transition sessions for pupils in year 6

## **22. The Local Offer and SEND Information Report**

Our SEND Information Report is published annually on our website and outlines the provision available within school and across the local area. If any changes occur these are updated accordingly and published.

## **23. Policy Review**

This policy is reviewed annually and updated in line with statutory changes, best practice research and school priorities.

