



Totley All Saints CE Primary School

SEND Policy

‘Every day excellence for EVERY child’

Last reviewed:	April 2025
Next review due by:	April 2026

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1. Aims and principles

Aims of SEND at Totley All Saints:

- **Right to Education:**
All children, regardless of their needs and/or disabilities, have the right to an education that enables them to make progress and achieve their best.
- **Achieve Full Potential:**
To enable children to achieve their full potential and become confident individuals who live fulfilling lives.
- **Successful Transition to Adulthood:**
To prepare children for the choices, opportunities, responsibilities, and experiences of adult life, including further education, training, or work.

Principles of SEND at Totley All Saints:

- **Individualised Support:**
Recognising that each child is unique and to provide support tailored to their specific needs and strengths.
- **Early Identification and Intervention:**
The importance of early identification of needs and early intervention to give the best possible support is crucial.
- **Collaboration and Partnership:**
Working in partnership with parents/carers, educators, and other agencies is essential for success.
- **Focus on Strengths:**
To focus on building on the strengths and abilities of children with SEND.
- **Inclusive Education:**
Children with SEND are included in our mainstream settings wherever possible and appropriate.

- **Person-Centred Practice:**

The needs and wishes of the child and their family are at the heart of all decisions and interventions.

- **Graduated Approach:**

A graduated approach to assessment, planning, provision, and review is necessary to ensure that support is effective and responsive to changing needs.

- **High Expectations:**

Teachers and educators have high expectations for all pupils, including those with SEND.

- **Co-Production:**

Children, young people, families and those that provide services work together to ensure the best possible outcomes.

2. Definitions

Special educational needs

SEN encompasses learning difficulties or disabilities that significantly impact a child's ability to learn compared to their peers.

Types of Needs:

SEN can manifest in various areas, including:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional, and mental health**
- **Sensory and/or physical needs**

While both "disability" and "difficulty" relate to challenges, a learning disability impacts a person's overall intellectual ability and affects their ability to learn and perform daily tasks, whereas a learning difficulty refers to specific challenges in certain areas of learning, like reading or writing, without affecting overall intelligence.

3. Our school values

‘Every day excellence for EVERY child’

At Totley All Saints we commit ourselves to providing an inclusion environment based on love and mutual respect where every pupil can thrive and is supported to achieve their unique and amazing potential. Our compassionate ethos values everyone and places relationships at the centre of our school. We celebrate the success of every pupil, encouraging them to take pride in their own achievements as well as in those of others through a creative curriculum that is tailored to the needs and abilities of pupils, no matter how varied. All children at Totley All Saints, have opportunities to build the confidence, skills and self-esteem needed to be successful.

4. Inclusion and equal opportunities

At Totley All Saints, we put children and their family at the heart of discussions around support and care. We are fully committed to offering all of our pupils the chance to thrive and fulfil their aspirations, within a broad, balanced and challenging teaching environment. We strive every day to ensure that pupils with SEND are included in all aspects of school life. Our ordinarily available provision ensures that we are meeting the basic needs of all learners,

including those with SEND, without requiring additional or specialised support. At Totley All Saints we offer quality first provision, use positive, personalised targeted strategies through room-led intervention and make every reasonable adjustment to help a child engage in education.

5 Areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

To help us identify a child's level of need within these four broad SEND areas (see above), we use a document called the Sheffield SEN Support Grid. The support grid uses the official categories of need set out by the Special Educational Needs & Disability (SEND) Code of Practice: 0-25 years (2014) and illustrates the Teaching and Learning Strategies suitable for each. It also indicates the expected support levels to be provided, some suggested interventions for each area of need, the identification and assessment tools that may be in place and which other services may be able to help. The Sheffield Support Grid Exemplification document is built on the original Sheffield Support Grid, which used the idea of Quality First Teaching outlined in the Removing Barriers to Achievement (2004) paper and the National Strategies three waves of intervention model, and provides guidance and strategies sourced from the above and practitioners to support pupils within primary and secondary settings. This 2025 updated document includes an Ordinarily Available Toolkit for each area of need. This replaces level 1/2 of the original Sheffield Support Grid Exemplification document. The Ordinarily Available Toolkit details the support and resources that mainstream schools and settings are expected to provide for CYP with special educational needs and disabilities. Ordinarily Available provision should be provided from within the institution's own resources, without the need for extra or specialised support. Please access the grid here: <https://www.sheffielddirectory.org.uk/localoffer/education-and-learning/support-within-school-if-your-child-may-have-special-educational-needs/sheffield-support-grid/>

AREA OF NEED	
1. Communication and interaction	<u>1A Speech and Language</u> Pupils show difficulties with expressive and/or receptive language that affects access to the curriculum. The pupils' needs are met using a combination of approaches (Including small group interventions and 1:1 individualised support in and out of the classroom) following support and advice from other professionals as appropriate. Pupils with severe difficulties may require a bespoke curriculum and personalised timetable that includes time spent away from the mainstream class.
	<u>1B Social Communication</u> Pupils show social, communication and interaction differences in a range of situations which may affect access to academic learning and heighten stress levels in unstructured/social time. Higher needs are met through a timetable, environmental adjustments and communication approaches that contain bespoke support for the parts of the school day that are needed.
	<u>1C Speech Fluency/Dysfluency</u> Pupils shows persistent speech difficulties which interrupts learning and access to the curriculum in some situations. Needs are met using a combination of approaches, including small group interventions and 1:1 individualised support, in a mainstream school setting, following support and advice from other professionals. Severe speech difficulties can affect language skills, learning, social skills, behaviour and emotional wellbeing, therefore pupils needs are met though the SALT service, other agencies (e.g. Learning support, Educational Psychology, as appropriate) parent and schools working together.

2. Cognition and learning	Pupils show general learning difficulty that affects all areas of the curriculum and adaptive functioning skills. They display persistent and pervasive difficulties with the acquisition and retention of use of language, literacy and numeracy despite QFT and relevant, focused small group and 1:1 intervention. They may present with very short attention span due to comprehension and language difficulties suspected or identified memory difficulties. For a specific learning difficulty pupils show significant and persistent discrepancies between different areas of cognition or a highly unusual profile of strengths and difficulties.
3. Social, emotional and mental health	Pupils have social, emotional, mental health and / or behavioural needs which frequently impact on their engagement with day-to-day activities, their readiness to learn and their relationships with peers and adults. Or the pupil may show behaviours which less frequently but greatly impact on themselves and others. Despite the challenges it is vital vulnerable pupils feel welcomed in school, key relationships are built, and proactive support is available to help them manage their emotional regulation through a combination of whole school, class, small group and individual activities. Pupils with higher levels on need struggle to function adequately during the school day on a lesson-by-lesson basis and pose high risk to self and/or others.
4. Sensory and/or physical	<p><u>4A Visual Impairment</u> Pupils are diagnosed as having vision loss (within the range of 6/24 to 6/60) and may need to access specialist provision within a mainstream setting and require adaptations of materials including modified large print or Braille, tactile and/or specialist technology.</p> <p><u>4B Deaf</u> Pupils have a classified hearing level and may require modifications to the listening environment, classroom delivery, materials and the use of some resources as directed by the d/Deaf and Hearing Support Service.</p> <p><u>4C Physical Difficulties</u> Pupils have a motor impairment/disordered motor skills which impair their ability to participate in aspects of school and social life / leisure activities. Pupils with severe motor impairment will use a wheelchair some/all of the time and be involved with Physiotherapy or Occupational Teams.</p> <p><u>4D Medical</u> Pupils have a long-term condition, disability, or health issue that affect their ability to learn or participate in school. A plan is developed in collaboration with parents, medical professionals, and school staff to outline the child's medical needs, including medication, treatments, and emergency procedures.</p> <p><u>4E Sensory needs</u> Pupils will experience sensory needs that have an impact on everyday life, e.g., avoidance of environment or activity, sensory avoidance/seeking within environmental settings and visible distress and/or avoidance. The sensory needs maybe coming from an autism profile, an unmet communication need, a trauma response and/or other.</p>

6. Roles and responsibilities

6.1 The SENDCo

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.
- Work with the headteacher 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.
- 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 high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods 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 headteacher 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.
- With the headteacher, 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 headteacher, 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 headteacher 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.

6.2 The Local School Board

The Local School Board 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 headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

6.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school.

- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to quality first teaching, ordinarily available provision and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENDCo has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, 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 SENDCo, 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
- With the SENDCo 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

6.4 Class teachers

Each class teacher is responsible for:

- Offering high quality ordinarily available provision
- Planning and providing high-quality teaching that meets pupil needs through a graduated approach
- The progress and development of every pupil 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
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- 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

Teaching Assistants

Teaching assistants have a responsibility to support the teacher to ensure all pupils can access provision and make progress on a daily basis.

Teaching Assistants do the following:

- Carry out activities and learning programmes planned by the teacher/SENDCo/Teaching Assistant
- Keep records of this work as requested

- Support pupils in class or by withdrawing individuals and small groups
- Engage with professional development and courses where appropriate
- Ensure that they are fully aware of the school's SEND policy
- Ensure pupils develop independence
- Liaise regularly with Class Teachers informing assessment and future planning

6.5 Parents or carers

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

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:

- 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 a termly 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.

6.6 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 where appropriate.
- Giving feedback on the effectiveness of interventions.

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

7. 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 updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Pupils' needs should be met as early as possible. Pupil progress meetings are held termly with the Head Teacher, SENDCo and class teachers using whole school tracking data as an early indicator of pupils needing additional support. Other indicators of SEND may include:

- Analysis of data including entry profiles, Foundation Stage profile, reading levels, pupil assessments, Insight;
- Concerns expressed by the class teacher;
- Concerns expressed by a parent/carer;
- Tracking individual progress over time;
- Information from previous schools;
- Information from other services, this may include assessments undertaken through MAST or Ryegate Children's Centre.

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.

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 attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, quality first 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.

8.2 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 pupil and their parents. 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.

8.3 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.

1. Assess

The pupil's class teacher and the SENDCo 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.

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 SENDCo 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 on our management information system, Arbor and will be made accessible to staff in a school-based support plan.

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 or subject teacher, 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 SENDCo 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 views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

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

Pupils who 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 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.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo 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.

9. Links with external professional agencies

Effective collaboration between schools, families, and external agencies is crucial for supporting children with SEN. Whenever necessary the school will work with external support services such as:

- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Early Years Inclusion Team
- Visually-or Hearing-Impaired Team
- Autism, Social Communication, Education & Training Service (ASCETS)
- Educational Psychologist Service
- Social Services
- Family Intervention Service
- Community Paediatrician
- General practitioners
- School nurses
- Child and adolescent mental health services (CAMHS)

10. Admission and accessibility arrangements

10.1 Admission arrangements

In line with the SEN and Disability Act, no pupil will be refused admission to school on the basis of his or her special educational need. We will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

10.2 Accessibility arrangements

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. For further details please see our Accessibility Policy and Plan which follows current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

11. Complaints about SEND provision

If there is a complaint about SEND provision:

1. Discuss any concerns with the class teacher.
2. Discuss any concerns with the SENDCo.
3. Ask for a meeting with both the headteacher and SENDCo.
4. A letter of concern may be sent to the Local School Board.

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

12. Monitoring and evaluation arrangements

12.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

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

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

12.2 Monitoring the policy

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

13. Links with other policies and documents

This policy links to the following documents which can be found on the school website <https://www.totleyallsaints.sheffield.sch.uk/>:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy