

Abbeyfield School



SEND POLICY

Status:	Approved
Governing Committee:	Quality of Education
Author:	SENCo/ Headteacher
Approved on:	24 th Nov 2022
Next Review:	November 2023

SENCO: Nicola Hathway
njh@abbeyfield.wilts.sch.uk 01249 464500
Headteacher: Nick Norgrove
nmn@abbeyfield.wilts.sch.uk 01249 464500

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Special Educational Needs and Disabilities (SEND) Policy

Abbeyfield School is an inclusive school, committed to providing an appropriate and high-quality education to all. We believe that all pupils, including those identified as having special educational needs (SEN), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They have the right to be fully included in all aspects of school life enabling them to meet their full potential.

1. Definition of Special Educational Needs (SEN)

A child or young person has SEN 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 in mainstream schools or mainstream post-16 institutions

For children aged 2 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under 2 years of age, special educational provision means educational provision of any kind.

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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

From the SEND Code of Practice January 2015.

2. Aims

Abbeyfield School recognises that all students are individual and have a range of specific talents and needs. We are committed to responding to these needs and taking them into account whilst striving for all students to reach their full potential. All teachers are teachers of students with special educational needs and have a responsibility to meet these needs through quality first teaching whilst being supported by the Learning Support Department. All students are valued and we encourage students to value their achievements and to become active independent learners who can take a full part in the community and adult life.

Our aim is to ensure that the additional educational needs of each child are met with the fullest possible access to the curriculum and that students make the best progress possible. Some students have particular needs which may necessitate provision that is additional to or different from that normally provided. We use our best endeavours to provide a range of interventions to meet the needs of each individual provided this is compatible with the efficient education of other children and the efficient use of resources. We believe that it is desirable, for social, emotional and educational reasons, that students are educated alongside their peers. In some cases, and for a limited time, withdrawal of students is appropriate, allowing small group or individual teaching to take place. For some students, a modified or personalised curriculum may be necessary in order to meet their needs. We work closely with parents/carers who play a key role in their child’s education and also work in close partnership with outside agencies in order to determine the best provisions.

3. Objectives

- To work within the guidance provided in the SEND Code of Practice 0-25 2015 and to implement it effectively across the school.
- To identify, at the earliest possible opportunity, students’ individual needs and barriers to learning and participation and provide appropriate provision to improve long-term outcomes and ensure students experience success in their learning.
- To work closely with students and parents/carers to ensure needs are met in a child-centred way through the graduated ‘Assess, Plan, Do, Review’ provision.

- To ensure all staff have access to training and advice to support quality teaching and learning experiences for students with special educational needs and are aware of the procedures for identifying and supporting students with special educational needs.
- To develop and maintain close working partnerships with external agencies to support the needs and provision for students who have special educational needs.

4. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation

- Part 3 of the Children and Families Act 2014 , which sets out schools' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN Information Report.

5. Identifying Students with Special Educational Needs

When assessing students' needs, we will take into account information from primary schools or, with students joining in-year, from previous schools, paying particular attention to information from the SENCO or previous class teacher, standardised test results, National Curriculum assessments and, where used, Individual Education plans or provision maps.

Where students aiming to transfer to Abbeyfield School have an Education Health and Care Plan (My Plan/EHCP), the SENCO will seek to attend their annual review in Years 5 and 6. The SENCO will also aim to attend any other meetings relevant to the transition. The SENCO will work with the Transition Manager to contact and arrange meetings with staff at all feeder primary schools to ensure the transition to year 7 is as smooth as possible.

At the start of the autumn term in year 7, all students undertake a Cognitive Abilities Test (CAT4) and standardised reading, comprehension and spelling tests. New starters at the school also take these. Teachers' professional judgement will also be sought. If the outcome of a test gives the school reason to suspect a child may have a learning difficulty, the school will consult with the parent or guardian and make recommendations for their child's education. Staff and parents are encouraged to raise any concerns with the SENCO who will then use an 'Assess, Plan, Do, Review' approach where appropriate.

If results suggest there is a more serious learning difficulty, which ought to be assessed quickly, a request will be made to the parent or guardian for the child to be formally assessed by a Specialist Teacher or, in more extreme cases, an Educational Psychologist. The parent or guardian will be encouraged to agree to follow any recommendations made unless there are persuasive reasons to the contrary.

Subject teachers regularly assess the progress of all students and monitor the outcomes to identify students who are making less than expected progress given their age and individual circumstances. Our first response to this is high quality teaching targeted at the students' area of weakness however

if progress continues to be less than expected the subject teacher, working with the SENCO, will assess whether the child has SEN.

6. Graduated Approach to Special Educational Support

The Special Educational Needs Code of Practice (2015) recommends a graduated approach to supporting students with SEN. This initially involves using classroom and school resources before, if necessary, bringing in specialist support and expertise to address specific difficulties. A level and type of support is provided to enable the student to achieve adequate progress. As a result, students will receive different levels and amounts of support depending on their individual needs/requirements. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

The Code lays out 4 broad categories of need although it recognises that each child is an individual and their needs may fall across more than one of these areas:

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

There are 3 categories under which students receive support if they have an identified SEN. These are:

- Wave 1
- SEN Support
- Education and Health Care Plan (EHCP)

Wave 1

Students in this category require quality first teaching and differentiated work in subject lessons provided by their teachers. In class support from teaching assistants may be allocated. Students do not receive any specialist intervention but are known to the Learning Support team. High quality teaching, differentiated for individual students is sufficient for most students who have or may have SEN to make expected progress.

SEN Support

A student would move from Wave 1 to SEN Support if it is necessary to make additional or different provision, for example, if the student:

- Makes little or no progress even with high quality teaching differentiated to meet their particular needs;
- Shows significant difficulty in developing literacy and/or numeracy skills
- Shows persistent signs of social, emotional or mental health difficulties
- Has physical or sensory problems and, despite specialist equipment being provided, still makes little or no progress;
- Has communication and/or interaction difficulties which adversely affect progress.

Students in this category receive provision which is additional to or different from that which is already provided through high quality, differentiated teaching. This may involve in-class support from a Teaching Assistant or some students may access short-term, individual or small-group targeted interventions. All Teaching Assistants offer support under the direction of the teacher.

If there is concern that a student is failing to make adequate progress and that the attainment gap is widening then the school will follow the 'Assess, Plan, Do, Review' process.

If there is still a concern that a student is struggling to make adequate progress and the attainment gap with peers is widening despite additional targeted support then a review meeting will take place to:

- Discuss the concerns and consult with students and parents
- Seek advice from outside agencies such as specialist advisory teachers, speech and language therapists and educational psychologists
- Formulate a My Support Plan

Education, Health and Care Plan (EHCP)

Where a student is still unable to make adequate progress in spite of high quality, targeted support at SEND Support and their level of need is complex or severe the school will consult with the student and their parents/carers about requesting a Statutory Assessment from the Local Authority. This may or may not result in the issue of an Education, Health and Care Plan (EHCP) which outlines the provision required to support the student. All students with an EHCP will be allocated an SEND Lead Worker by the Local Authority. The progress of students with an EHCP is reviewed annually with the student, parents/carers, the SENCO, relevant outside agencies (if involved) and any other appropriate staff.

7. Our approach to delivering provision for students with SEN

Teachers are responsible and accountable for the progress and development of all students in their class including those with SEN. High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students based on their needs. The majority of students will be able to learn and make progress with these arrangements and will spend the majority of time in mainstream lessons with their peers. When considering provisions, as much as possible, we aim to maximise curriculum access and allow SEN students to integrate fully into school life and participate in social and cultural activities.

In Class Support

In class support from a Teaching Assistant is targeted within the timetable to ensure the maximum amount of allocated curriculum time is accessed thus ensuring student progress. Teaching Assistants support students and they work under the direction of the class teacher. The Learning Support Department aims to give consistency of support across classes, year groups and where practical subject areas.

Withdrawal from Mainstream Curriculum Lessons

Interventions

Although students with SEN spend the majority of time in mainstream lessons with their peers, in some cases, withdrawal of students is appropriate, allowing small group or individual interventions to take place to develop key skills. These are scheduled with care to minimise impact on the wider curriculum and whenever possible withdrawal from English, Maths and Science is avoided. These interventions can be different in each year group and could include:

- Speech and language support delivered by trained Teaching Assistants, following plans written by the local authority or NHS Speech and Language Therapists
- Targeted reading and/or spelling support
- Comprehension interventions
- Dyslexia intervention
- Social skills support groups for students with ASD
- Numeracy interventions
- Art as Therapy
- Self-esteem groups
- Behaviour support groups
- ELSA (emotional literacy support)

Curriculum Modifications

For some students, a modified or personalised curriculum may be necessary in order to meet their needs.

- *KS3 extraction group*

A small number of students in Year 7, Year 8 and Year 9 are taught in a small extraction group for their foundation subjects. In addition to highly differentiated teaching and greater adult to student ratios, these students are removed from following the Modern Foreign Language curriculum. This allows for additional support and intervention sessions to be delivered to overcome barriers to learning. In this environment students are able to engage more with their learning, experience success and feel valued and supported.

- *Alternative Provision*

Some students with significant learning needs will access targeted, specific off-site provision tailored to meet their needs to help them to develop key skills for one or more days per week.

8. Roles and Responsibilities

The SEN Governor

The named SEN Governor will:

- Ensure necessary provision is made for any student who has SEN
- Ensure funding, equipment and resources are deployed effectively
- Ensure that there is equality of opportunity for students with SEND to access learning and activities
- Help raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Work alongside the SENCO and school leaders to regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement
- Ensure the SEN policy is reviewed annually

The Headteacher

The headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SENCO

The school's Special Educational Needs Co-ordinator (SENCO) is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after student has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet student's needs effectively
- Liaising with parents of students with SEN
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing body to determine the strategic development of the SEN policy and provision in school
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEN up to date

Class Teachers

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

Each class teacher is responsible for:

- The progress and development of every student in their class
- Ensuring that access to their curriculum and lessons is maximised through the use of a variety of suitable teaching and learning strategies, methods, teaching styles and differentiation in order to actively engage each individual in their classroom
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide any changes to provision
- Ensuring they follow this SEN policy

9. Resources

The needs of the majority of students with SEN will be met by subject teachers in the classroom environment using resources available in the classroom. However, the school also has many resources for the use of SEN students and the staff who support them.

Staffing

The Learning Support Department consists of:

- The Special Educational Needs Co-ordinator (SENCO) who is also Associate Senior Leader
- 2 Higher Level Teaching Assistants (HLTA)
- A team of Teaching Assistants (TAs)
- 1 part time Administrative Assistant

Facilities

To support students with SEN we have:

- Two dedicated teaching rooms
- 2 smaller intervention/support rooms
- Turing Room – provides support for SEN students when their needs mean they are struggling to access the learning environment
- Quiet space at break and lunch time primarily for those with autism who struggle with sensory overload at busier times

Funding

The funding for SEN varies year on year depending on the number of students with an Education, Health and Care Plan and the particular needs of those students as well as the overall budget delegated to the school for SEND.

10. Training

There are regular opportunities throughout the year for staff training, delivered by the SENCO, members of the Learning Support Department, Specialist Teachers, Educational Psychologists and Specialist Advisors. Where necessary if training is delivered to individuals or small groups the knowledge gained is disseminated to other staff.

11. Admission Arrangements

The admission arrangements for students with SEN who do not have an Education, Health and Care Plan are the same as those for all students. Where a student has an Education, Health and Care Plan the local authority negotiates a place at the school of the parent's choice.

12. Evaluating Success

The SENCO and Headteacher, in liaison with the SEN Governor, are responsible for the monitoring and evaluation of this policy. The work of the Learning Support department will be evaluated annually against the objectives in section 3 using the following indicators:

- Student identification and monitoring
 - SEN student profiles exist and are added to as required
 - SEN register regularly updated
 - Effective partnership with students and parents/carers to ensure needs are recognised and met
 - Monitoring of the deployment of resources
- Student progress, measured by:
 - Standardised testing results
 - Academic progress reports
 - Teacher assessments
 - Amount of intervention required to allow student to access the curriculum effectively
 - GCSE (and A-Level) results
 - Progress 8 and Attainment 8
 - Post-16 destinations
- Staff awareness of SEND
 - SEN register available to all staff
 - SEN profiles available to all staff
 - Student SEN details in SIMS
 - SEN policy and SEN information report available to staff
 - SEN input into new staff induction
 - SEN input into ECT programme
 - Internal CPD
 - Access to external CPD
 - Staff appraisal procedures
- Work in partnership with outside agencies
 - Purposeful and effective links with outside agencies
 - Regular planning meetings
 - Student centred meetings

13. Policies and Documentation

This policy should be read in conjunction with the following policies and documentation

- SEN Information Report
- Accessibility Policy
- Anti-Bullying Policy
- Behaviour Policy
- Disability Support Policy
- Equality and Diversity Policy
- Supporting Students with Medical Needs Policy

Also see:

- Wiltshire's Local Offer which helps young people, parents and carers to find out about support and services available in their local area. Available online www.wiltshirelocaloffer.org.uk

14. Complaints

If parents/carers have a complaint or concern regarding provision for a child with special educational needs they should initially raise this with class teacher or the SENCO. If concerns remain, the parent/carer should contact the Headteacher. In a situation where the concern remains unresolved the schools Complaints Policy should be followed.