



## **Abingdon Primary Special Educational Needs and Disability (SEND) Policy**

### **Statement of Intent**

At Abingdon we are a family. Our whole team are committed to every child's learning journey, ensuring it is happy and successful. We recognise the importance of working together in partnership to enable our children to flourish as well-rounded individuals. We have high aspirations for our children: as they grow within our 'Abingdon Family', we expect our children to uphold high standards of behaviour and attitudes to learning and embrace challenges readily. Most importantly, we want them to feel valued, supported and encouraged. The core principles at Abingdon are **respect, responsibility** and **resilience**, and these values underpin everything we set out to achieve.

As a school we strive to address the needs of all of our children to help them reach their full potential, and to achieve this we provide a curriculum and support that is appropriate for all.

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#### **1.Aims**

- To ensure that all children experience a broad, balanced, relevant and differentiated curriculum that is matched to their needs.
- To make appropriate provision to overcome all barriers to learning for all pupils and ensure individual children receive appropriate support to meet their identified special needs.

- To ensure that any child's special educational needs are identified, assessed and provided for as early as possible.
- To ensure a high level of staff expertise to meet pupil need and provide continuing professional development
- To have clear expectations of all partners in the process of providing high quality special needs provision within the school, and work in co-productive ways to ensure a multi-disciplinary approach
- To work in partnership with parents/carers and involve them in all stages of their child's education
- To work in partnership with pupils to ensure their wishes are taken into consideration, in line with their age and understanding
- To create an inclusive school culture which meets the needs of all pupils
- To ensure provision is supporting successful preparation for adulthood

## **2. Objectives**

- To ensure early identification and provide for pupils who are identified as having special educational needs and additional needs
- To work within the guidance of the Special Educational Needs and Disability code of practice: 0 to 25 years (2014)
- To provide support and advice for all staff working with pupils who have special educational need and/or disability
- To ensure the Special Educational Needs and Disability Coordinator (SENDCo) works under the guidance of the Headteacher

## **3. Compliance**

- This policy complies with the statutory requirements laid out in the 2014 SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE (Feb 2013)
- Children and Families Act (2014)
- The Care Act (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan

## **4. Definition of SEND**

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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

## **5. Areas of SEND**

Abingdon Primary School will make provision for children with the following needs as stated in the Code of Practice 2014:

- **Communication and interaction** – including children with speech, language and communication needs and children with ASC, Asperger’s syndrome and Autism
- **Cognition and learning** – including specific learning difficulties including Dyslexia, Dyspraxia, Dyscalculia, moderate learning difficulties, global learning delay
- **Social, mental and emotional health** – including ADHD, ADD, attachment disorder, emotional difficulties, mental health difficulties, self-harming behaviour
- **Sensory and / or physical** – including hearing impaired, visually impaired, motor difficulties or physical impairment

## **6. Management and Coordination of SEND**

### **The Head Teacher is responsible for**

- The day to day management of the school, including the provision for pupils with SEND
- Liaising with/ updating the Governing Body
- Liaising with the SENDCO and outside agencies
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Managing funds and budget allocated to SEND
- Monitoring the quality of teaching for pupils identified as SEND, through the school’s performance management arrangements.
- Storing Child Protection information

### **The SENDCO is responsible for**

- Undertaking the day to day responsibility for the provision of SEND within the school and the SEND policy, under the leadership of the Head Teacher
- Contributing to the strategic development of SEND policy and provision
- Working with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Being familiar with the Stockport Local Offer
- Being familiar with the Stockport Entitlement Framework and ensuring it is embedded into school practice
- Overseeing and monitoring a graduated approach to providing provision for children needing SEND support using the criteria in the Code of Practice, including those with Education, Health and Care plans
- Keeping a record of all pupil identified as having SEND needs in school and maintaining records
- Liaising with the Head teacher regarding delegation of budget and other resources to meet pupil’s needs
- Supporting teaching staff in identification and ensuring provision matches pupil’s needs
- Providing guidance to teaching and non-teaching staff and facilitate training as required
- Undertaking learning walks and observations
- Obtaining pupil voice
- Liaising with the parents of the pupils with SEND, developing positive relationships
- Liaising with outside agencies e.g. Educational Psychologist, Learning support, health agencies and ensuring advice is acted upon
- Supporting transition for pupils with SEND e.g. between year groups, schools, phases
- Supporting coproduction of SEN plans and behaviour plans to ensure parent and pupil views are taken into account
- Ensuring plans are updated 3 times a year in line with Code of Practice guidance
- Supporting staff writing provision maps of additional provision from support teachers and Learning Support Assistants

- Arranging Person Centred Reviews for children with Education, Health and Care Plan and those at SEN support
- Attending relevant courses and training
- Disseminating information to staff and governors as required

#### **The class teacher is responsible for**

- Following the Code Of Practice and guidance
- Providing quality first teaching to all pupils in their class, incorporating a range of teaching and learning styles with appropriate differentiation, along with appropriate resources
- Identifying pupils who are making little or no progress despite differentiated learning opportunities being provided
- Working with SENDCo and parents to determine appropriate next steps and plan a graduated response
- Planning, delivering and evaluating individual plans for children identified as SEND in coproduction with parent/carers and pupils 3 times a year
- Writing One Page Profiles for SEND pupils in coproduction with parent/carers and pupils
- Liaising with outside agencies under the guidance of the SENDCo
- Ensuring their lessons contain no barriers to every pupil achieving
- Be aware of and incorporate the Entitlement Framework into their teaching practice

#### **The SEND governor is responsible for**

- Having regard to the Code of Practice and relevant guidance
- Liaising with the Headteacher and SENDCo and feeding back to governing body about SEND provision in school
- Ensuring that SEND pupils are fully included in school life

### **7. Graduated Response**

#### Identification

The class teacher and/or SENDCO, will talk with the parents/carers if a pupil:

- Continues to make little or no progress in specific areas over a long period despite QUALITY FIRST TEACHING.
- Continues working substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
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#### SEN Support

Following discussions, if a potential SEND has been identified, school will employ the graduated approach to meeting the pupil's needs and follow the ASSESS, PLAN, DO, REVIEW cycle.

- ASSESS – identify area of need, may be through formal and informal testing, observations, progress data, learning outcomes etc.
- PLAN – write a SEN support plan/behaviour plan with clear targets, strategies and level of provision
- DO – deliver programmes/interventions identified, employing appropriate strategies e.g. reading intervention, reward chart, visual timetables
- REVIEW – evaluate the plan against targets and decide on future action

A range of strategies are used to support the needs of pupils at School Support, including

- Special equipment and resources, including increased access to IT, where relevant
- Some small group support targeting specific needs
- Support in the Classroom from a TA – small group or 1:1
- Different learning materials or the use of a range of teaching methods
- Undertaking staff development and training
- Consultation or intervention from an outside agency

#### Education Health and Care Plans (EHCP)

If previous intervention and strategies have been unsuccessful or the pupil requires even greater support, the school may request that a statutory assessment of their needs is made. As outlined in the Code of Practice, “Where a request for statutory assessment is made by a school to the LA, the pupil will have demonstrated significant cause for concern.”

An EHCP may be issued by the LA, outlining long and short term targets. This is a legal document and is reviewed annually, with reports being sent to the Local Authority within 10 working days of the meeting.

#### **8. Admission arrangements**

Abingdon is an inclusive school, therefore all admission arrangements for children with Special Educational Needs and/or Disabilities are the same as those for pupils without SEND. If a pupil has an identified SEND before being admitted to the school, the parents have opportunities to discuss specific needs with the Head Teacher and SENDCO in advance, in order to ensure a smooth transfer.

#### **9. Equality Act 2010**

We welcome everyone, irrespective of race, colour, creed or impairment. Everyone shares in the responsibility to remove barriers to learning for all pupils, including those with a disability. The school aims to set suitable learning challenges, respond to pupils’ diverse needs, and overcome potential barriers to learning and assessment for individuals and groups of pupils.

#### **10. Complaints**

Parents are encouraged to communicate regularly with school staff in order to avoid anxieties, worries or problems and ensure that matters are rectified as early as possible. If however a complaint is made, it will be dealt with following the school’s usual complaint procedures. If required, school will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

#### **11. SEND INSET and training**

Staff are involved in SEND INSET training on a regular basis. Staff meeting time is dedicated to SEND issues on a regular basis. Colleagues from outside agencies, such as Speech Therapists and Behaviour Support Service, lead INSET training when requested as the needs of SEND pupils arise. The SENDCo attends the termly Network meetings in Stockport in order to keep abreast of current advice, issues and guidance, which is then cascaded to school staff.

There are opportunities for individual Class Teachers and Learning Support Assistants to attend training throughout the school year.

#### **12. Contacts**

Head teacher – Mrs S Spendlow

SENDCo - Mrs Amanda Lamb

SEN governor – Mrs Sarah Beckingham

**Further information regarding Special Educational Needs can be found in the School SEN Information Report which is on the school website.**

**Policy updated - Sept 2022**

**Review date - Sept 2024**