



THE ABBEY CE VA PRIMARY SCHOOL

SEND Policy

Implementation Date: May 2018

Review Date: May 2021

This SEND Policy documents how we at the Abbey CE VA Primary School meet the special educational needs of all pupils. It reflects the statutory requirements outlined below, and the actual practice of the school.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEND Information Report Regulations (2014)
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards
- This policy was created by the school's SENCO (Laura Yeldham) with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND. The current Code of Practice requires liaison of all stakeholders to co-produce policies.

SECTION 1

People responsible for managing our school's response to the provision we make for children and young people with SEND:

Emma Fenn - Head Teacher
head@abbey.herts.sch.uk 01727 851802

Kate Crisp - SENCO, Qualified Teacher not a member of the SLT
senco@abbey.herts.sch.uk 01727 851802

Lisa Felstead- Deputy Head
l.felstead@abbey.herts.sch.uk 01727 851802

SEND Governor GovEWillatts@abbey.herts.sch.uk

Vision Statement

To build foundations, inspired by Christian values, that nurture and empower confident citizens of the future to lead and serve.

General Statement

Every teacher is a teacher of every child or young person including those with SEND. All children have the right to be educated with their peer group, and have the opportunity to join fully with their peers in access to the curriculum and in the life of the school. At the Abbey School we are committed to promoting the inclusion of all children whatever their age, ability, gender race or background.

We believe that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality.

The school aims to meet the needs of every child within the school. In some circumstances, where it is felt that there is a lack of appropriate resources or expertise then the school will seek expert professional advice in order to meet those needs.

This policy has been developed by the SENCO in consultation with the SEND Governor and Head Teacher and shared with stakeholders, reflecting the requirements of the SEND Code of Practice, 0-25 guidance 2015.

SECTION 2

Aims

In accordance with the values and aims of the school, we will:

- Ensure all pupils achieve their best
- Safeguard the interest of all pupils in the school
- Help all pupils develop their personalities, skills and abilities to become confident individuals living fulfilling lives.
- Provide appropriate teaching which makes learning challenging and enjoyable
- Provide equal educational opportunities for all groups of children, including those with diverse needs, who may need extra resources and support.
- Focus on outcomes for children and young people.
- Keep up to date with changes in Government Legislation and the new Code of Practice (2015).

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND policy.
- To provide support and advice for all staff working with SEND pupils.
- Ensure any discrimination or prejudice is eradicated
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum
- Recognise, value and celebrate pupils' achievements
- Work in partnership with parents/carers in supporting their child's education
- To work in partnership with external agencies in supporting children with SEND

SECTION 3:

Definition

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.

- Disability or health condition which prevents or hinders them 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.

Areas of SEND

At the Abbey School we identify the needs of pupils by considering the needs of the whole child. There are 4 broad categories of needs in the Code of Practice, which give an overview of the range of needs that should be planned for. These are;

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

The purpose of identification is to work out what action our school needs to take, not to fit a pupil into a category.

The areas defined below are NOT considered SEND but may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under the current Disability Equality legislation- these alone do not constitute SEND).
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SECTION 4:

Identification

Children who have Special Educational Needs may be identified in a number of ways;

- Parent or teacher observation - informal classroom and playground observation of children's approaches to learning and socialising. We take the view of the parent very seriously and involve them in the whole process. We also involve the pupil and encourage them to give their views too.
- Teacher Assessment - formative assessment in the school is ongoing to ensure that every pupil is making expected progress. The outcomes of assessments are recorded by class teachers in the assessment file for each cohort. Teachers

discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in the summer term

- All formal and informal assessments are analysed in detail during Pupil Progress meetings with the Senior Leadership Team and SENCO to identify individual children whose progress is significantly slower than that of their peers starting from the same baseline, if progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap .

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

- Concerns are raised by external agencies where intervention is already in place.
- Information is provided by a previous setting.

If a parent has a concern about their child's learning, the first person to speak to is the class teacher or head of Key Stage. The class teacher may suggest a further conversation with our SENCO (Special Educational Needs Co-ordinator) Mrs Crisp, and in some cases the Headteacher, Miss Fenn.

Quality first teaching - each child's education is planned for by the class teacher, teaching and learning will be differentiated to suit the needs of individual children. This may include additional general support by the teacher or Teaching Assistant (TAs). Reasonable adjustments will be made in order to achieve the best possible outcomes for children with disabilities. All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who are not making adequate progress. Where a specific area of difficulty has been recognised then the child may be included in an intervention for targeted support. This is monitored regularly and the length of time it runs for will vary.

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, then further assessments will be carried out by the SENCO to see if a pupil has a learning difficulty.

SEND Support

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching.

It is at this point that teachers, in discussion with the SENCO, may identify children as needing SEND support and a Learning Passport maybe created in collaboration with the child's parents. Not all children receiving support/intervention will need a Learning Passport. A Learning Passport will involve parents, pupil, teacher and SENCO in forming a child and parent friendly record that sets out 2 or 3 individual targets for a child that they need to work on. The SENCO will complete a one page profile with the child in order to identify a child's strengths and strategies that prove beneficial to their learning and this will inform discussions in creating a Learning Passport. The teacher, SENCO and parents will identify targets and outcomes for the child and will discuss how the child will be supported in order for progress to be made. The SENCO will ensure that guidance from external agencies, that are involved in working with a pupil, is reflected within the Learning Passport.

A child can stop using a Learning Passport at any time when the school and parents are happy that the child is working at Age Related Expectations .

The cycle for Learning Passports reflects a graduated response detailed below.

Assess

In collaboration with the SENCO, teachers assess the child's strengths and needs. The SENCO will meet with the child to complete a 'one page profile' to inform future provision.

Plan

The SENCO and teacher will meet with parents to plan possible intervention and support to be put in place. Our skilled and passionate Teaching Assistants, are allocated to children, groups and classes on a needs basis. As an inclusive school we offer a range of provision to support children with SEND. Our extensive range of provision is set out in an appendix.

Do

Interventions and support will be put in place, with support from the SENCO. Interventions will have a clear focus and length of time in which they will run.

Review

Intervention and support will be reviewed by the class teacher and SENCO to assess the impact and amendments will be made if necessary. The Learning Passport will be reviewed each term by the pupil's parents, class teacher and SENCO. During this meeting, all attendees will reflect on progress made with each target and will create new targets.

The SENCO, in consultation with parents, will discuss seeking advice from external agencies relevant to the child's needs.

Education, Health and Care Plans (EHCP)

If a child's needs are more complex then a formal assessment for an Education Health and Care Plan (previously known as a Statement) may take place after discussion with parents and other agencies working with the child.

Managing pupils needs on the SEND register

The Learning Passport cycle and review dates at the Abbey School are as follows:

Learning Passports are reviewed every term, before the half term holiday. Parents are invited to attend a 30 minute meeting with the child's class teacher and SENCO during which time previous targets are reviewed and new targets are written. If reports have been received from external agencies then staff will incorporate the advice into the Learning Passport.

The SENCO meets with pupils who have Learning Passports to record a 'One Page Profile' for the child which reflects their strengths, things that make them happy, how they like to be supported and things they find challenging. This document is used to inform Learning Passport meetings and to help personalise learning.

Learning Passports are kept in a folder, along with their 'One Page Profile,' in the classroom.

Parent Evenings are held in October and February and parents can make additional ten minute appointments with the SENCO.

Children with a Family First Assessment (FFA), which involves many different practitioners who work with the child are reviewed every 2 months, dates are agreed at the FFA meeting. All specialists are invited, plus the parents and teachers.

Criteria for exiting the SEND register

With all the above measures and through the **Assess, Plan, Do, Review** cycle we are able to agree with parents if a pupil is making expected progress in line with national expectations and they will be taken off the SEND register but will continue to be monitored.

With all the above measures and through the **Assess, Plan, Do, Review** cycle we are able to agree with parents if a pupil is making expected progress in line with national expectations and they will be taken off the SEND register but will continue to be monitored.

SECTION 5: Supporting Pupils and Families

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and pupils. In doing so we enable parents and pupils with SEND to express their needs, wishes and goals.

The LA is required to set out a Local Offer which will include information about services available for children and young people with SEND in Hertfordshire and how they can be accessed. It will include information about schools, health, social care and support organisations. The LA Local Offer is published and can be viewed here www.hertsdirect.org/localoffer

The school has a statutory requirement to provide a SEND Information Report, which can be found here <http://www.abbey.herts.sch.uk/our-school/about-us/send/>

Admissions

All applications for places at the Abbey School will be treated fairly and in accordance with the published admissions criteria in the Admissions Policy. *No child will be refused a place in the school because of their special needs, disability, race, gender, background or any other protected characteristic.* Where a child has complex physical needs, consideration must be given to whether the limitations of our site will prevent access or create a barrier to learning and participation.

We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Before a child with known special educational needs starts school, the Reception teacher and the Head Teacher may make

a Nursery visit. The school will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has special educational needs.

At the Abbey School, every effort will be made to provide support for families from ethnic minorities, especially those who speak English as an additional Language or who have come into the country recently. Assistance will be sought from bi-lingual teachers, if translation is necessary.

For admissions forms and guidance see here <http://www.abbey.herts.sch.uk/our-school/about-us/admissions/>

Access Arrangements

The SENCO and the Head Teacher are responsible for access arrangements for examinations. This means applying for additional time for exams/assessments, providing a quiet room with small breaks, making arrangements for hearing or visually impaired pupils or dis-applying a pupil for a particular reason.

Transition

Moving between year groups at Abbey School;

- Each class will meet their new teacher and classroom during the summer term and will have the opportunity to ask questions
- Where pupils need help moving from class to class, our experienced TAs or teachers will allow time and provision to aid this. Moving on books are made for individuals who may need additional support in transition to a new class

On joining our school;

- Our reception teacher visits nursery settings of as many as possible of our new starters and liaises with the nursery on appropriate provision for pupils.
- Sometimes it will be necessary for the SENCO and Head Teacher to make a visit to meet the child, parents and people working with the child.
- For pupils with SEND we may introduce a phased start to school, building up to full time attendance.

If your child is moving to another school;

- Pupils are invited to have preparatory visits
- Pupils are 'buddied' with an existing pupils
- Schools liaise by meetings or telephone conversations
- Records are passed on to relevant people
- The SENCO may liaise with the SENCO from the new school

On Year 6 transition;

- PSHE lessons aim to prepare all pupils for the next stage of their schooling
- SENCO liaises with SENCO from secondary school and pupils with SEND have additional visits to their secondary school, these visits can be with a member of staff or a parent
- All records are passed on and additional telephone conversations or meetings are held
- Moving on books are made to help the child prepare if necessary.

SECTION 6: Supporting Pupils at School with Medical Conditions

The Abbey School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special education provision.

We provide Specialist training for staff to deliver medical interventions and keep all medical equipment well maintained. We liaise with NHS medical staff and the school nurse to monitor and update care plans. Children who have more extensive medical needs will be discussed before joining the school so that the appropriate care plan can be put in place, adaptations can be made to the environment and staff can be trained in the child's medical needs. We are in regular contact with our school nurse who will visit, advise and help produce a care plan when necessary.

The office holds a photo summary sheet for those pupils with allergies and medical needs. We routinely test emergency procedures and have a team approach to carrying out emergency interventions. (See managing medicines policy)

SECTION 7: Monitoring and Evaluation of SEND

The Abbey School regularly and carefully monitors and evaluates the quality of provision we offer all pupils. This promotes an active process of continual review and improvement of provision for all pupils.

Assessment

All children deserve to have their achievements and progress recognised, and the school's curriculum reflects the different levels of attainment likely to be achieved. Formative assessment in the school is ongoing to ensure that every pupil is making expected progress.

School assessment practice relates to the early learning goals, the P scales and the National Curriculum guidance. All teachers monitor and review progress using this assessment procedure. The following national assessment tests are used:

- Baseline assessment on entry to the school.
- Foundation Stage Profile assessment (ongoing through Foundation Stage)
- Statutory tests at the end of Key Stages 1 and 2
- Optional tests in Years 3, 4 and 5.
- Phonics screening in Year 1.

Monitoring

All tests results and assessments are analysed in detail to identify individual children who are underachieving, and the overall attainment of diverse groups in the school. The information is used to target extra support for individuals and small groups.

The general ethos of the school, including attitudes towards pupils in different groups is monitored by the Head Teacher and Senior Leadership Team. Records are kept of any incidents of a serious nature, including racial incidents. The attendance of pupils is monitored by the Head Teacher and the Attendance Improvement Officer.

Pupils not reaching national expectations will be identified as early as possible and appropriate action taken (see section 4).

The school's reward system for recognising individual achievement celebrates outstanding work, performance, effort and improved behaviour and contributes to raising pupil self-esteem and motivation. This is all recognised in the 'Star of the week' assembly and half termly Abbey Shield reward. Individual classes may also have their own class based rewards such as pebble jars to recognise pupil's effort and achievements.

SECTION 8: Training and Resources

The school budget includes money for supporting children with SEND. The governing body and the Head Teacher decide on how to use the money for additional support or resources depending on the needs of the school.

Sometimes, additional funding can be made applied for to the LA for exceptional needs (Exceptional Needs Funding). Our SENCO works with colleagues in the SEND Cluster

(meeting of local SENCOs) to share good practice in ways to support our children with SEND.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO or Head Teacher to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

We have staff trained in techniques and strategies for working with children with;

- ADHD (Attention deficit and hyperactivity disorder)
- ASD (Autistic spectrum disorders)
- Dyslexia friendly teaching and classrooms
- Down's Syndrome and use of Makaton sign language
- Protective behaviours
- Mental Health and referral training

The SENCO regularly attends the local Cluster network meetings in order to keep up to date with local and national updates in SEND.

SECTION 10: Roles and Responsibilities

All staff in the school have a responsibility to promote inclusion.

All teachers are responsible for meeting the needs of all pupils in their class. Staff will ensure that:

- All children are treated fairly and have a right to respect;
- All children have an opportunity to learn effectively without interference or disruption;
- All children have a right to individual help from their teachers;
- The well-being of all children is fostered and children are given extra support when experiencing difficulties.
- Plan and review support for their pupils with SEND, in line with the assess, plan, do, review model, in collaboration with SENCO and parents.
- To work in collaboration with other staff who may support children with SEND, including the delivery of interventions, to ensure a joined up approach.
- They set high expectations for every pupil

The Head Teacher and the SENCO will work together to ensure implementation of the SEND policy and they will have the following responsibilities:

- Report annually to the Governing Body on its effectiveness.
- SENCO meets termly with the governor responsible for SEND.
- Monitor and assess inclusive provision and liaise with all teachers.
- Identify barriers to learning and provide staff with appropriate strategies and purchase supportive resources.
- Share inclusive expertise with staff, and support professional development of classroom teachers and TAs. The Headteacher and deputy Headteacher are line managers to the TAs.
- SENCO will advise teachers and TAs on interventions.
- SENCO will identify training needs and relevant CPD courses for staff
- Monitor pupil progress with SLT.
- Co-ordinate external specialist provision.
- Liaise with parents of pupils with SEND.
- Reviewing and writing Learning Passports with the class teacher, the parents and the child.
- Advise on a graduated approach to providing SEND Support
- Liaise with future school settings to ensure that pupils and parents are informed of their options and to aid a smooth transition.
- To write a one page profile of children with SEND.
- The Headteacher has specific safeguarding responsibility, manages Pupil Premium Grants and LAC (Looked after children) funding. The Headteacher is responsible for managing the school's responsibility for meeting the medical needs of pupils.

Governing Body

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

SECTION 11: Storing and Managing information

In general this is governed by the Confidentiality Policy.

Records and documents pertaining to pupils are stored securely within the SENCO files and on the SIMS System Manager. Only teaching staff have password access to the SIMS site. Once a child leaves the school, the records are passed on to the next school. Records are kept for as long as the child is in the Abbey School.

SECTION 12: Reviewing the policy

Given the current climate of reform, we have decided to review the SEND policy bi-annually, making the next review February 2017.

SECTION 13: Accessibility

Statutory Responsibilities

All Hertfordshire Schools comply with the Equality Act 2010. See the Abbey School's Equality Policy:

<http://www.abbey.herts.sch.uk/wp-content/uploads/2013/10/Equality-Policy.pdf>

We have a disabled changing toilet facility and have installed an infra-red Soundfield System in all KS2 classes to support children with auditory processing and hearing difficulties. As a difficult split level site, we aim to ensure access for all pupils, and where this is difficult, staff are employed to aid pupils on the indoor and outdoor stairs.

With parents whose first language is not English, we aim to enlist support in communication with them, through a relative or a trusted member of the community. We have established effective communications with parents with reading and writing difficulties by arranging additional meetings to verbally go through information about the class, curriculum and trips.

All children will be supported where possible to join in after school clubs and trips. For a child with complex needs there will be a discussion between the school and the parents to determine how the child will be able to participate in the wider curriculum of the school. We recognise that each child has their own unique needs and that each case will need to be discussed and arranged on an individual basis.

Parents are welcome to phone or email the school to request a meeting at any time, and staff will endeavor to plan the meeting for as soon as is possible. The SENCO is available to meet on her working days which are Mondays and Tuesdays.

SECTION 14: Dealing with Complaints

See the Abbey School's complaints procedure link

<http://www.abbey.herts.sch.uk/wp-content/uploads/2013/10/Complaints-Fact-Sheet.pdf>

SECTION 15: Bullying

See the Abbey School's Anti- Bullying Policy Link <http://www.abbey.herts.sch.uk/wp-content/uploads/2013/10/Anti-Bullying-Policy.pdf>

The Anti - Bullying Policy details steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at the Abbey School. Assemblies, class discussions and group work in PSHE help educate the whole school. We safeguard the needs of pupils with SEND by promoting independence and by building resilience in their learning through a structured and supported environment.

SECTION 16: Appendices

Provision to support children with SEND

- Learning Passport with individual, pupil and parent generated targets written and reviewed with SENCO, teacher, parents and pupil each term
- Literacy and maths interventions in each year group for identified children. Some interventions may be over a defined period of term whereas some may be a continuous vital support to enable a pupil to access their learning in school.
- Allocation of Teaching Assistants (TAs) in classrooms based on needs of cohorts of pupils.
- Use of a personalised curriculum where needed.
- Differentiation is implicit in all classroom teaching.
- Reasonable adjustments are made to meet individual needs while maintaining high expectations that all pupils should achieve their potential. This may relate to teaching strategies, the school environment or specific equipment.
- Use of visual timetables in all classes.
- Table based resources to support all learners in literacy and maths eg. spelling mats, number lines/squares.
- Personal organisation strategies eg. Task planners
- Personal strategies to help moderate Sensory Processing Disorders eg. fidget toys, wobble cushion.
- Resources to help with 'Visual Stress', coloured exercise books, change of colour for whiteboard screen.
- Regular liaison with Windermere SpLD (Specific Learning Difficulties) Outreach.
- 1:1 support with SENCO.
- Range of materials to support reading comprehension skills.
- Reading books to support struggling readers eg. Rapid Readers
- Use of Dyslexia Screening Tool, Sound Linkage programme, Reading and Spelling age tests, and other assessment tools.
- Aim to provide a 'Dyslexia Friendly' school environment with the use of; visual timetables, visual and tactile resources, use of the interactive whiteboards, blue markers in all classes rather than black markers on whiteboards, readers and scribes for some children in test situations, use of computers for recording work where possible.

- English and maths booster groups for Year 5 and 6.
- Nelson handwriting scheme embedded. Pencil grips, stabilo pens and writing slopes used.
- Electronic spell checkers used in KS2.
- Specialist resources to support understanding of number eg. Numicon
- IT resources, such as a class set of iPads, laptops, computer suite etc.
- 6 intervention iPads eg. Clicker Docs to record ideas, voice recorder, phonics and times table games.
- Referral to a specialist agency (eg Speech & language services where appropriate).
- Visual aids to support working memory difficulties
- Liaison with Collett Outreach School for specialist support and advice
- Fine and gross motor activities for individuals
- Social groups to support individuals with their social communication and self esteem.
- Support for individuals during transition between classes, Key Stages and in moving to Year 7

See link to the Abbey School's SEND Information Report

<http://www.abbey.herts.sch.uk/our-school/about-us/send/>

- this data is used to target extra support for individuals and small groups, either in the classroom or as part of an early morning intervention. These children may not be on track to reach their end of year target, may not have made at least one step of progress per term or may have gaps in their learning.