

# Abbots Green Academy

## Special Educational Needs and Disabilities Policy

<b>Policy Date:</b>	December 2020
<b>Date approved by FGB:</b>	December 2020
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<b>Responsibility:</b>	Curriculum Committee
<b>Signed:</b>	Paul Jay

As a school we recognise that each child has a variety of abilities. Children with Special Educational Needs and Disabilities (SEND) who need support within one of the four areas of SEND; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH) and Sensory and/or Physical needs will require effective inclusion across the curriculum and will require additional intervention and provision to be made to enable them to access a broad and balanced curriculum. Abbots Green is committed to children with SEND and this is reflected in our whole school policy. We believe that every child should participate to the best of their ability in the everyday life of the school. All children are valued and respected. We aim to cater for the social, emotional and learning needs of the individual.

### Aims and objectives

“All children and young people are entitled to an education that enables them to:

- Achieve their best;
- Become confident individuals living fulfilling lives; and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.” (DfE, 2015).

At Abbots Green we therefore intend that:-

- Due regard is given to the fundamental principles in the Special Educational Needs and disability code of practice: 0-25 years. (DfE, 2015)
- That all children will follow the Early Years Foundations Stage Curriculum and the National Curriculum at their appropriate level and ability.
- Children with special needs will be identified as early as possible using profiling, nursery liaison, playgroup liaison, teacher observation, and statutory and school assessment.
- Specialist advice from external agencies will be sought for guidance in order to meet the special needs of the child.
- Appropriate provision will be made through liaison with the SEN Co-ordinator, the class teacher, parents/guardians and learning support staff.
- All teachers will structure the learning opportunities for children with special needs by using differentiated work and alternative teaching styles matched to the learning style of the individual.

- We will work in partnership with parents/carers to ensure the appropriate provision for every child.
- The view of the child regarding their provision will be sought and considered in the light of their understanding.

## **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

## **Roles and responsibilities**

The School's SEND Co-ordinator (SENDCo) is responsible for the leadership and management of special needs in the School including:

- Providing advice to staff about particular pupils and in the production of Pupil Passports.
- Policy monitoring and supporting staff.
- Designing, delivering or facilitating INSET, (In service Education and Training)
- Liaising with outside agencies.
- Monitoring and evaluation of special needs provision.
- Co-ordinating annual reviews for children with EHC (Education and Health Care Plans) plans.
- Annual special needs audit to determine funding.
- Management of SEN budget and resources in close liaison with the Head teacher.
- Specialist assessment of individual pupils to identify specific needs or support.
- To implement inclusion for SEN pupils.
- Monitoring of progress of SEN pupils.
- Working alongside Senior Leadership Team (SLT) and Staff to update our Schools Local Offer.

## **Role of the Class Teacher**

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' (DFE, 2014: 99)

The Class Teacher is responsible for meeting the day to day management of special educational needs of the children within their class including:

- 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 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 SEN policy

- Planning differentiated work to meet the children's needs.
- Writing and reviewing Pupil Passports (documents whereby pupil's current targets are set and monitored) with pupils and parents.
- Referring children causing concern to SENDCo.
- Reporting to parents at consultation meetings and in Annual Reports.

## **Role of the SENDCO**

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach (assess, plan, do, review cycle) to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## **Role of the Head Teacher**

They will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

## **Role of SEN Governor and the Governing Body**

They will:

- Help to 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 head teacher and SENDCO to determine the strategic development of the SEN policy and provision in the school
- Ensure the school complies with relevant legislation regarding Special Educational Needs, Inclusion, Equal Opportunities and Disability.
- They will meet with the SENDCo on a regular basis.

## **Identification and Assessment**

Early identification of pupils' special needs is vital. The School will make use of the following information when making assessments:

- Pre-school reports and records from both Playgroup and Nursery.
- Reports from Health Authority and health screening.
- Transfer records from previous schools.
- Information provided by parents or carers.
- Statutory SATs.
- Teacher observations.
- SENDCo administered school based assessment tests e.g., BPVS, Phab, ELKLAN and class observations.
- Formal assessments carried out by SEN advisory teacher/Educational Psychologist/other experts.

The need for intervention will be indicated when the assessment shows adequate progress has not been made, as evidenced by the following criteria:

- Little or no progress even when teaching approaches and a differentiated approach or curriculum are targeted at a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which results in poor attainment in some curriculum areas.
- Presents persistent emotional or social difficulties, which are impacting upon academic progress.
- Has sensory or physical needs and continues to make little progress despite specialist equipment.
- Has communication or interaction difficulties and makes little progress despite a differentiated curriculum.

Through assessment and identification pupils may then access the following support.

### **School Support Stage**

Registration of a concern by a teacher, parent or other person, or lack of adequate progress as measured by assessment may lead to a child being placed on the Special Needs Register. This stage is called School Support Stage, (SSS). At the School Support Stage the following measures will be taken:

- Consultation with SENDCo, Class teacher and Parent and Child where appropriate
- Identification of Learning Targets
- Provision of a Pupil passport detailing resources and support to meet learning targets.
- Termly (or sooner) review of progress dependent on the age and progress of the pupil.

The review can lead to three possible outcomes:

- Continuation of School Support Stage and the setting of new targets.
- Sufficient progress being made, so no further intervention is necessary.
- Insufficient progress made and a decision will be made whether further support, actions are required to support the pupil further.

When it is felt that pupils do not meet the criteria for support at School Support Stage but there may still be concerns by parents, pupils or class teachers, pupils may still be identified for interventions and monitored more closely to ensure that they are making adequate progress.

### **Education and Health Care Plans (EHC plans)**

At this stage a detailed assessment is carried out by the Psychology Service and advice may be sought from a variety of agencies. Parent's views and knowledge of their child play a crucial part in this process. If the assessment finds that a child has sufficient significant or complex needs, an EHC may

be issued. It will detail the nature of the need or learning difficulty, the targets to be met and the additional provision to be provided by the LA in order to meet them. This plan is reviewed annually. The School will devise a pupil passport in consultation with parents and review these termly.

### **Complaints Procedure**

Initially, day to day problems should be addressed to the Class Teacher or SENDCo. If the problem is not resolved, it should be referred to the Head teacher. If the complaint is not resolved it should be made in writing to the Governing Body.

### **Partnership with Parents/Stakeholders**

We aim to promote a culture of co-operation between parents and the school by welcoming parents into the school and encouraging them to take an active role in their children's learning. Parents are consulted prior to identifying that a child has SEN. Further consultations with parents will take place to discuss strategies used to support their child's learning and the progress made. Parents will be invited in to meet to discuss and plan for their child's future and to review and plan their current and future targets. Parents will have copies of all Pupil passports, and have opportunities to comment on the progress of targets before the final review. All targets will be made and discussed with pupils too, where appropriate, and pupils will be aware of the targets that they are working towards and the support they will have to achieve their targets. A green communication book will be sent home daily – the school and parents will record activities carried out to work towards targets.

### **Transition Procedures**

Whenever a child transfers schools – the School will ensure that transfer forms and records are forwarded within the statutory time scale. There is a planned liaison programme and there is an agreed procedure for transferring information. The SENDCos from each school will communicate regularly to ensure consistency and continuity of provision.

Within school our SLT and SENDCo liaise closely together with class teachers to ensure that pupil information is passed to new teachers and Learning Support Assistants. Transition days are well planned and organised to ensure that pupils have relevant opportunities to meet new staff and have time in their new classrooms. Where appropriate pupils may be given photographs of staff or their new class/surroundings to help them to settle and to support them over the holiday period before returning to a new teacher/classroom.

### **Resources Allocated**

All classes have access to a Learning Support Assistant to support the class and will at different times of the day/ week, work with groups of children and on occasions on a one-to-one basis.

Curriculum resources are located in the work areas outside each class and in storage units within each class. All resources are clearly labelled. Resources that enable a child to carry out everyday classroom activities should be kept with the child. All classes have access to iPads to support and enhance learning.

The School have class sets of laptops and iPads and each classroom has a laptop computer and interactive white board.

Disabled toilet facilities are located near the main entrance, near to the hall and within the Key Stage 2 teaching block. We have an accessible shower room located by the hall. All classroom doors in school allow wheelchair access. There is a lift in the Key Stage 2 teaching block.

## **Policy**

This implementation of the SEN Policy will be monitored and evaluated using the following criteria:-

- The standards of attainment and progress of pupils with SEN
- The quality of teaching and learning provided for pupils with SEN.
- The effectiveness of the system in identifying children with SEN.
- Regular updating of the SEN register by the SEN co-ordinator.
- The effectiveness of clearly defined targets and learning objectives in Pupil Passports.
- The integration of children with special educational needs into all aspects of school life.
- The quality of partnerships formed with parents whereby they feel included and fully informed of their child's progress.
- This Policy will be Self-evaluated by the Governors on an annual basis.

## **References**

Department for Education (DfE) (2015) *Special educational needs and disability code of practice: 0 to 25 years*. London. Available at:

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