

Abbots Hall Primary Academy



SEND Policy

Approved by Governors
November 2024

Signed: _____

Policy to be reviewed
November 2025

Version control

Date	Version no.	Key changes from previous version
11/24	V4	EHCP wording updated to reflect practice Contact number for PATT

Introduction

At Abbots Hall Primary Academy, we are committed to making our school inclusive and accessible to all children. We ensure that they are able to reach their full potential and become confident with a growing ability to communicate their own views and needs. We invite families to work with us to achieve enjoyment, success and independence.

We believe that all children should have an education appropriate to their needs, which promotes high standards and enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into secondary school.

(SEND Code of Practice Jan 2015 6.1 P.92)

High quality provision of a broad and balanced curriculum is intended to meet the specific needs of individuals and groups of children. When planning, teachers set a variety of challenges and provide resources to respond to individual children's diverse learning needs while ensuring that they maintain high expectations for all, irrespective of prior attainment. A minority of children with needs that could become barriers to learning, may require interventions, additional support and/or individually tailored approaches to enable them to participate effectively and reach their potential.

Aims and Objectives

The aims of this policy are:

- to create a positive and nurturing whole school environment that meets the needs of children with special educational needs through removing barriers to learning as effectively as possible;
- to ensure that special educational needs are promptly and consistently identified, assessed and provided for throughout the school;
- to make clear the expectations of all partners (children, parents, carers, staff and governors) and to encourage participation and engagement within the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum

Definition of SEND

A child has special educational needs if:

- they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- has a significantly greater difficulty in learning than the majority of others 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.

(SEND CoP 2015 P.16)

Identification

The benefits of early identification are widely recognised; identifying need at the earliest point possible and making effective provision improves long term outcomes for children.

Class teachers, alongside the SENCO can identify those making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- 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

SEND CoP 2015 P.95 6.17

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

SEND CoP 2015 P.95 6.18

Provision

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. (SEND CoP P.99 6.37)

The class teacher informs the parent at the earliest opportunity of any concerns to develop a good understanding of the pupil's strengths and difficulties, if the parents have any concerns there should be agreement on next steps.

If high quality provision does not remove barriers effectively, a range of techniques, resources or interventions may be provided as part of the graduated approach. The SENCO and class teacher work collaboratively with parents, pupils, teachers, learning support assistants, senior leaders and outside agencies to plan an appropriate programme of intervention and support. This support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. (SEND CoP P.100 6.44)

The assessment of children reflects, as far as possible, their participation in the whole curriculum. The class teacher and the SENCO can break down the assessment into smaller assessments in order to aid progress and provide detailed and accurate indicators.

The school follows the SEND code of practice 2015 model to respond to children's special educational needs:

Monitoring: The class teacher identifies and monitors progress, applying strategies and interventions as appropriate.

SEN Support: children identified with Special Educational Needs may require additional in class strategies to support High Quality Provision. The class teacher remains responsible for working with the child on a daily basis and delivering an individualised programme, with support from the SENCO. Some children identified with Special Educational Needs may participate in interventions to help close gaps and may also require additional support from outside agencies. An Individual Education Plan (IEP) will be produced which will detail the child's targets. Outcomes are reviewed and a discussion will take place with both parent/carer and child, at least three times a year.

Education, Health and Care Plans (EHCPs): Children may require an Education, Health and Care Plan when, following the graduated approach, the child has not made progress and requires more than fifteen hours of SEN support per week. The Local Authority seeks a range of advice before providing an EHC plan. In forming an EHCP, a range of professionals will be involved, and this will be reviewed annually. Additional provision provided for the pupil may include additional support within the classroom, within small group interventions and for specific targets based on the needs and outcomes within the EHCP. We believe this promotes good attitudes to learning, social skills, communication and is for the benefit of the child, as well as enabling children to develop the skills of independence, resilience and preparation for future stages of life. An EHCP does not automatically entitle a child to 1:1 adult support and this is largely dependent on the needs of the child as outlined in the EHCP.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted and enables all children to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that brings feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, we adapt work appropriately, use ongoing assessment to inform future learning and use appropriate models and resources to support understanding. Clear success criteria are provided to ensure children are motivated and engaged.

Support is delivered by class teachers, learning support assistants and the SEN support team in a range of contexts. This enables children to access curriculum content and achieve targets and may be delivered within an individual or small group setting.

Parent Voice

Our SEN Information Report is published on our website and reflects practice within the school. The school keeps parents fully involved at all stages of the special needs process. We discuss with parents the use of time specific interventions that may require the removal of the child from the classroom for extended periods of time. We take account of the wishes, feelings, and knowledge of parents/carers at all stages. We encourage parents/carers to take an active contribution to their child's education. We welcome parents/carers to meet with us if they feel that they have additional concerns about their child's progress or general well-being.

The class teacher/SENCO will review progress with parents/carers of children with an Educational Health Care plan once per term. One of these meetings will be a full person-centred approach meeting, to which all professionals are invited. The child is also invited to take an active role within the meeting and planning process as far as possible to ensure they know they are listened to and that their views are valued.

The Parent Advisory Team Thurrock (PATT) is available to support parents. This service works in partnership with schools and can provide information to schools and parents. The PATT service can support parents in preparing for EHC plans or planning meetings, support families regarding school transition and can further support families in finding SEND solutions and in relation to SEND. The PATT service can be contacted at: 07702 127252 or info@patt.org.uk www.patt.org.uk

The SENCO

The role of the SENCO in our school:

- oversee the day-to-day operation of the SEND policy;
- co-ordinate the provision for children with SEN;
- supports and advises colleagues;
- contributes to and manages the records of all children with special educational needs;
- reviews school-based assessment and completes documentation required by outside agencies and the local authority;
- acts as a link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- act as a link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs;
- contributes to or arranges training to ensure appropriate provision regarding special educational needs;
- liaises with the relevant Designated Teacher where a looked after pupil has SEN.
- cooperates with the LA during annual EHC plan reviews;
- ensures that pupils with SEND and their parents are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- ensures teachers have an established understanding of different types of SEND;
- ensures that teachers understand the strategies to identify and support pupils with additional needs;
- ensures that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them;

The role of the Headteacher

The headteacher will be responsible for:

- ensuring that teachers monitor and review pupils' progress during the academic year;
- ensuring that the SENCO has sufficient time and resources to carry out their functions;
- providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities;
- assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff;
- regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements;
- ensuring that teachers understand the strategies to identify and support vulnerable pupils;
- ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND;
- establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils;
- consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported;
- keeping parents and relevant teachers up to date with any changes or concerns involving a pupil, considering the school's Pupil Confidentiality Policy;
- identifying any patterns in the identification of SEND within the school and comparing these with national data;
- reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing;
- Ensuring that the SENCO is provided with training, on an annual basis.

The role of the Governing Board

The governing board will be responsible for:

- making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability;
- taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with an Equal Opportunities Policy;
- preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities;
- regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing;
- preparing the accessibility plan, showing how the school intends to progressively improve access over time;
- publishing annual information, setting out the measures and facilities to assist access for pupils with disabilities on the school's website;
- publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan on the school's website;
- developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils;

- providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan;
- ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy;
- cooperating with the LA in drawing up and reviewing the Local Offer;
- appointing an individual governor to oversee the school's arrangements for SEND.

Responsible Persons

SENCO: Mrs Jo Adams

The SEND Governor: Sharyn Derrick