

Abbots Hall Primary Academy



SEND Policy

Approved by Governors
November 2025

Signed: _____

Policy to be reviewed
November 2026

Version control

Date	Version no.	Key changes from previous version
11/24	V4	EHCP wording updated to reflect practice Contact number for PATT
11/25	V5	Streamline policy to reduce procedural information

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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.

This policy should be read in conjunction with the schools:

- Safeguarding policy
- Mental health and wellbeing policy
- Accessibility plan
- Complaints policy
- SEN information report
- Behaviour policy
- Attendance policy

Legislative Framework

This policy reflects guidance from the following legislation and statutory documents:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- The Education Act 1996
- Ofsted Education Inspection Framework (updated 2025)
- UK General Data Protection Regulation (UK GDPR)
- KCSIE

Aims and Objectives

- 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 Special Educational Needs and Disabilities

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

This applies if a child:

- has significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided.
- The SEND Code of Practice outlines four broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties (SEMH)
 - Sensory and/or physical needs

Identification and Assessment of SEND

The Graduated Approach

In line with the SEND Code of Practice, we follow a 'Assess-Plan-Do-Review' model:

- **Assess:** Identify children's needs through class assessments, observations, and conversations with parents and pupils.
- **Plan:** Agree support strategies and set achievable outcomes.
- **Do:** Implement support through quality first teaching and targeted interventions.
- **Review:** Monitor and evaluate progress, involving all stakeholders.

Early Identification Methods

- Teacher observations and ongoing formative assessment.
- Analysis of standardised assessment results (e.g. phonics, SATs, reading age).
- Discussion with parents/carers regarding concerns.
- Review of previous records from nurseries/other schools.

Criteria for Adding Pupils to SEND Register

- Continued lack of progress despite high-quality teaching, resources and interventions.
- Evidence of a significant barrier related to one or more of the four areas of need.
- Input from outside agencies or health professionals confirming a need.

Roles and Responsibilities

Governing Body

- Ensures resources are allocated effectively to meet SEND requirements.
- Monitors the implementation and impact of the SEND policy.
- Appoints a named SEND governor to liaise with the SENCO.

Headteacher

- Ensures the policy is implemented effectively across the school.
- Holds overall responsibility for the provision and progress of learners with SEND.
- Provides strategic leadership on inclusion and equality.

Special Educational Needs Coordinator (SENCO)

In line with the SEND Regulations 2014, the SENCO must be a qualified teacher and have the National Award for SEN Coordination.

Responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Coordinating provision for pupils with SEND.
- Liaising with parents, teaching staff and external professionals and the Local Authority.
- Maintaining the school's SEND register.
- Ensuring all staff are aware of pupils' needs and support strategies and understand the different types of SEND.
- Leading on professional development in SEND.
- Monitors and evaluates the special educational needs provision and reports to the Governing Body.

Class Teachers

- Are responsible for the progress and development of every pupil in their class, including those with SEND.
- Provide high-quality, adapted teaching.
- Work closely with support staff and the SENCO.
- Develop and review Individual Education plans.

Learning Support Assistants and Other Support Staff

- Deliver targeted support and interventions.
- Assist with monitoring progress and outcomes.
- Act on guidance from the class teacher and SENCO.

Managing Pupils' SEND Provision

SEND Individual Education Plans [IEPs]

- Developed collaboratively by the teacher, pupil, parents and SENCO.
- Include clear targets, outcomes and strategies.
- Reviewed at least termly.

Education, Health and Care Plans (EHCPs)

- Where a pupil's needs are severe or complex, an EHCP may be requested.
- The process involves gathering a detailed assessment of the child's needs from school, parents and any outside agencies involved with the child.
- EHCPs are reviewed annually, with input from the child, parents, school and relevant professionals.

Record Keeping and Documentation

- A SEND register is maintained by the SENCO.
- Records are shared appropriately in line with data protection regulations.

Curriculum Access and Inclusion

High-Quality Teaching

- Teachers set high expectations for all pupils.
- Teaching is adapted to ensure access to learning for all.
- Strategies include small group work, scaffolding, and use of visuals/sensory resources.

Reasonable Adjustments

- In line with the Equality Act 2010, we make reasonable adjustments to prevent disadvantage.
- Examples include accessible resources, changes to physical layout, or additional adult support within classrooms.

Additional Interventions

- Targeted, evidence-informed interventions delivered based on pupil need.
- Examples include phonics catch-up, maths boosters, social communication groups and mental health support.

Working with External Agencies

Support may be sought from:

- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Services) and MHST
- Behaviour Support Services
- Health visitors and paediatricians
- Local Authority SEND Services

Referrals are made with parental consent and involvement.

Parents and Carers

- We aim to develop and maintain effective partnerships with all families.
- Parents are involved from the earliest stage of SEND identification.
- They are invited to review meetings at least termly.
- Families of children with EHCPs take part in annual reviews.

Pupil Participation

- Pupils have a voice in setting and reviewing their targets.
- Their views are captured during individual education plan, and annual EHCP reviews.
- They are supported to be active participants in their own learning and development.

Training and Continuing Professional Development

- The SENCO provides updates on legislation and practice through INSET and staff meetings.
- CPD opportunities for further training in areas of SEN

Monitoring and Evaluation

- Class teachers identifies and monitors progress, applying strategies and interventions as appropriate.
- The SENCO supports and advises class teachers and monitors and evaluates the special education provision and reports to governors.
- SEND is included in the whole-school self-evaluation plan.
- The governing body reviews SEND provision annually and the SEND link governor meets with the SENCO at least termly.

Transition

In-Year and Phase Transitions

- Additional transition meetings between key staff and parents.
- Pupil profiles and individual education plans are shared.
- Pupils with EHCPs are supported to visit their new setting.

Nursery to Reception

- Liaison with Early Years settings.
- SENCO attends joint transition meetings.

Year 6 to Year 7

- Transition plan developed early in Year 6.
- Visits to secondary school and additional sessions if needed.
- Sharing of documentation including EHCPs/support plans.

Complaints

If parents or carers have concerns regarding SEND provision, they should:

- Speak to the class teacher in the first instance
- Contact the SENCO for further support
- Contact the Deputy Headteacher if the issue remains unresolved
- Refer to the school's Complaints Policy for formal procedures

We aim to resolve all concerns swiftly and in partnership with families.

If, after following the school's complaints procedure, parents or carers remain dissatisfied with decisions relating to SEND provision or an Education, Health and Care Plan (EHCP), they have the right to seek independent mediation and, where appropriate, appeal to the SEND Tribunal in accordance with the Children and Families Act 2014.

Accessibility and Equal Opportunities

- The school complies with the Equality Act 2010 and does not discriminate against pupils with SEND.
- The schools Accessibility Plan supports pupil physical, curricular or communication access.

Policy Review

- This policy, the SEN information report and Local offer are reviewed annually by the SENCO, leadership team and governors. All are published on the school website.
- Changes are informed by legislative updates and school development planning.
- The policy is approved by the governing body and published on the school website.