



Abbott Community Primary School Special Educational Needs and Disability (SEND) Policy

Abbott Community Primary School is an average-sized inner-city community primary school. The school's percentage of disadvantaged pupils is well above the National Average at 53%. 36% percent of pupils have English as an Additional Language (EAL) and over 29 languages are currently spoken. The current percentage for pupils with Special Educational Needs and Disabilities (SEND) is above the NA at 19% (DfE, 2016); however the percentage of pupils receiving SEND provision is much higher at 35%. A high proportion of these pupils have a combination of needs, and many have Social, Emotional and Mental Health (SEMH) needs alongside Communication and Interaction (CI). The percentage of pupils on Education, Health and Care Plans (EHC) is above the NA of 2.8% (DfE, 2016) and is currently 7%.

The school's SENDCo (Special Educational Needs and Disabilities Coordinator) **Mrs. A Pugh**, is a qualified teacher. Mrs Pugh can be contacted through the school office, or by email: a.pugh@abbott.manchester.sch.uk. The SENDCo is responsible for ensuring that the Abbott SEND Policy works within the guidelines and inclusion policies of: the SEND Code of Practice 2015; the Local Authority's Local Offer and any other policies that are currently implemented within school. The school's SEND Governor is **Mrs. Jenny Davies**.

At Abbott, we hold the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We endeavour to secure special educational provision for pupils for whom this is required. Special educational provision is that that is 'additional to and different from' anything provided within the day to day differentiated curriculum. From this we aim to better respond to children who have additional needs as identified within the four areas in the SEND Code of Practice 2015. These four areas of need are:

- Communication and interaction [CI]
- Cognition and learning [CL]
- Social, emotional and mental health difficulties [SEMH]
- Sensory and/or physical difficulties [SPD]

The term 'behaviour' has been removed as a need, and we must now focus on finding the reason for any consistent inappropriate behaviour.

What are Special Educational Needs?

A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is *additional to, or different from*, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice, 2015). At Abbott, we also recognise that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEND policy details how, at Abbott, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that teachers and other adults, are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have any additional needs.

Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child so that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SENDCo and individual teachers to ensure all children have equal access to succeeding in all areas of learning.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the Head Teacher, the SENDCo, class teacher and the teaching assistants, have important day to day responsibilities in identifying and providing the educational support for the children who have SEND in our school. **All teachers are teachers of children with special educational needs.**

The school will assess each child's current levels of attainment at different starting points to ensure that all children are making at least expected progress. If a child has already been identified as having SEND, this information is transferred from their previous setting. The class teacher and the SENDCo will then use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus on actions to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure that ongoing observations and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Any child may have additional educational needs at some point during his/her school time in school. Early identification ensures that pupils who may need teaching or provision that is 'additional to or different from' pupils of the same age. Teachers meet with the Senior Leadership Team every half term to discuss the progress of all of the pupils in their class. Rigorous tracking identifies pupils who are identified as making "less than expected progress". This is defined as:

- Progress that 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

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from a special educational need. First language assessments are the first step in this process.

The Role of the SENDCo and what Provision Looks like at Abbott

The SENDCo's responsibilities include:

Strategic direction and development

- Overseeing the day to day operation of the school's SEND policy
- Ensuring that all pupils, including those with special or additional needs receive their full educational entitlement and have access to the whole curriculum
- Managing staff – other teaching staff and non-teaching staff [Teaching Assistants] – this includes timetabling, delegation of Professional Development Activities, advising, supporting and monitoring
- Managing interventions and the development of alternative teaching strategies and individual programmes where necessary
- Strategic overview of SEND and Inclusion throughout the school including planning, policy writing, advising and supporting other staff. Where used this would also include writing of provision maps for individual groups of pupils
- Preparing and managing statutory assessment paperwork
- Organising, attending, chairing and the administration of annual review
- Meeting with parents and carers
- Preparing referrals and attending meetings with other outside agencies
- Managing the transition process

Supporting Teaching and Learning

- Acting as a role model for quality first teaching for all pupils
- Implementing a variety of teaching styles to support the learning styles of individual pupils
- Providing support and training for all staff
- Providing support and training [where necessary] for teachers to manage and work effectively with other adults
- Liaising with external agencies including: Speech and Language therapy, Educational Psychology, Health and Children's Services and other voluntary bodies.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing as expected. Under these circumstances, teachers may need to consult the SENDCo to consider what other strategies may be put into place. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are below expectations. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

At Abbott, we use a graduated response in helping children with an identified educational need. It is the class teacher's responsibility to take initial steps to address inadequate progress, through differentiated planning and teaching. **This is explained in more detail in the school's SEND Information Report**. The provision that children with SEND receive, is mapped across the time they are here at Abbott. This mapping includes the targets through expected and actual outcomes. Alongside this, or if these are not successful, we will liaise with experts in the required field.

Parents are informed if their child is receiving additional intervention to support their learning and what the intervention is. More detail on interventions can be found in the school's **Waves of Intervention document** and **Intervention Booklet**. If a child continues to fail to make progress, the child may be added to the SEND register. The individual or group targets that an SEND child will be working towards, will be applied within the classroom as well as during intervention sessions. These targets will be monitored by the class teacher, teaching assistant and SENDCo. They will be formally reviewed with the SENDCo, parents and young people. Where deemed appropriate, a child may be referred for statutory assessment through the Local Authority. This may lead to the child receiving an Education, Health and Care Plan or Emergency Funding to further support them with the additional and/or different resources the school are providing for them. **[See SEND Information Report]**

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains details of our **SEND Policy**, our **SEND Information Report**.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Through an open-door policy, parents always have access to the SENDCo and/or any member of the Senior Leadership Team (SLT). In rare circumstances, a parent may wish to seek advice outside school. Parents are able to contact the **Information, Advice and Support [IAS] service** for further advice. The school's **Complaints Procedure Policy** is available from the school office and is also on the school's website.

The Nature of Intervention

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENDCO; or, with TA support or other Wave 3 intervention such as Toe by Toe, Word Wasp and Power of 2 materials for mathematics
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENDCo. The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents and the use of outside agencies.

The Use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the provision mapping continues to be the responsibility of the class teacher. Relevant information is shared with other professional sif necessary and will always have parental consent.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at a level substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has social, emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- Despite having received intervention, the child continues to fall behind the level of his peers;

Outside agencies who may be involved:

- Educational Psychology [EP]
- Speech & Language Therapy [SaLT]
- Specific Learning Difficulty teacher [SPLD]
- Outreach support from Bridgelea Pupil Referral Unit
- Outreach support from Grange school [autism]
- Outreach support from Camberwell Park Specialist School
- Outreach support from Lancasterian Special School
- Referral to Community Paediatrician
- Referral to Child and Adolescent Mental Health Services [CAMHS]

School Request for Statutory Assessment for Education Health and Care Plans (from September 2014)

A request will be made by the school to the Local Authority (LA) if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous provision mapping and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment progress in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents and child

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral and outcome of the request. Children with an Education, Health and Care Plan [EHCP] will be reviewed at least termly in addition to the statutory Annual Review. When this coincides with transfer to high school, the SENDCo from the high school will be invited to attend the review.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on Kagan, teaching and learning styles as well as regular training and updates from the SENDCo. Half-termly pupil progress tracking meetings, individual and class provision mapping feature significantly in the provision that we make in the school.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of Resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Head Teacher and the SENDCo meet annually to agree on how to use funds directly related to statements/EHC plans.

The Role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head Teacher reports the outcome of the review to the full Governing Body.

Monitoring and Evaluation

The SENDCo monitors the movement of children within the SEND system in school and provides staff and Governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up targets for children. The SENDCo and the Head Teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCo and the named governor with responsibility for special needs also hold regular meetings.

A.Pugh
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To be reviewed: March 2019

Updated following SEND Audit with One Education on 28-02-17

To be read in conjunction with:

- **Medical Policy**
- **Behaviour Policy**
- **SEND Information Report**
- **Data Protection Policy**
- **Disability and Equality Policy**
- **Complaints Procedure Policy**