



"Aiming high to achieve success!"

SEND Policy

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- ACPS 005 Accessibility plan
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Guidance

SEND Code of Practice

1. AIMS

- 1.1 At Abbott Community Primary School we welcome everybody and want pupils to live life to the full.
- 1.2 **The aims of this policy are:**
 - 1.2.1 To raise the aspirations of and expectations of all pupils with SEND.
 - 1.2.2 To create an environment that meets the special educational needs of each child in order that they can achieve their full learning potential and engage in activities alongside pupils who do not have SEND.
 - 1.2.3 To enable all pupils with SEND to gain access to their entitlement of a broad, balanced, relevant and differentiated curriculum.
- 1.3 We work together to create a happy, welcoming environment where children can achieve their full potential and develop as confident young people, equipped for the next stage in their life.
- 1.4 We make this a reality by providing equal opportunities for all groups of young people within our school family and through our core values of patience, trust, love, friendship, respect and forgiveness.
- 1.5 This enables pupils to progress and achieve their full potential.
- 1.6 As a school we will aim to identify and assess pupils who may have special educational needs.
- 1.7 Our SEND provision allows pupils with a range of needs the opportunity to follow a curriculum that supports and guides them to maximise their potential.
- 1.8 We value our partnership with parents/carers and seek their views and contributions. It is the school's aim to involve parents fully in their child's education and where possible, involve the child in the decision-making process so that they are aware of what will happen as well.
- 1.9 We ensure that we are meeting all of statutory duties for our learners with SEND and ensure that we work always in a person centred approach.
- 1.10 We ensure that all staff are appropriately trained and understand the value of reasonable adjustments for our learners.
- 1.11 We are '**all teachers of SEND**' and ensure our staff embody these values.

2 VISIONS AND VALUES

- 2.1 At our school we will provide all pupils with access to a broad and balanced curriculum.

- 2.2 We make reasonable adjustments for all learners and use our best endeavors to support their educational journey.
- 2.3 We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.
- 2.4 We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3 LEGISLATION AND GUIDANCE

- 3.1 As a school we use a range of documents to support learners, these include statutory documents such;
- 3.2 [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- 3.3 [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- 3.4 The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- 3.5 The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- 3.6 The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- 3.7 The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4 INCLUSION AND EQUAL OPPORTUNITIES

- 4.1 At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum.
- 4.2 We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

- 4.3 We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5 DEFINITIONS

5.1 Special Educational Needs

- 5.2 A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

- 5.3 They have a **learning difficulty or disability** if they have:

5.3.1 A significantly greater difficulty in learning than most others of the same age, or

5.3.2 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

- 5.4 **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.

5.5 DISABILITY

- 5.6 Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

- 5.7 The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.8 THE FOUR AREAS OF NEED

- 5.9 The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

- 5.10 Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties <p>Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</p>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
Speech, Language and Communication	<p>Speech, language and communication needs (SLCN) is the term used to describe difficulties with the following:</p> <ul style="list-style-type: none"> • Producing speech sounds accurately • Stammering • Voice problems, such as hoarseness and loss of voice • Understanding language (making sense of what people say)

6 ROLES AND RESPONSIBILITIES

6.1 The SENCO at our school is Amanda Pugh, she can be contacted on a.pugh@abbott.manchester.sch.uk.

6.2 They will:

6.2.1 Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made

6.2.2 Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school

- 6.2.3 Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- 6.2.4 Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- 6.2.5 Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- 6.2.6 Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 6.2.7 Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- 6.2.8 Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- 6.2.9 When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- 6.2.10 Work with the head teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 6.2.11 Make sure the school keeps its records of all pupils with SEND up to date and accurate
- 6.2.12 With the head teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- 6.2.13 With the head teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- 6.2.14 Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- 6.2.15 With the head teacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.3 THE GOVERNING BOARD

6.4 The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- 6.4.1 Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- 6.4.2 Do all it can to make sure that every pupil with SEND gets the support they need
- 6.4.3 Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- 6.4.4 Inform parents when the school is making special educational provision for their child
- 6.4.5 Make sure that the school has arrangements in place to support any pupils with medical conditions
- 6.4.6 Provide access to a broad and balanced curriculum
- 6.4.7 Have a clear approach to identifying and responding to SEND
- 6.4.8 Provide an annual report for parents on their child's progress
- 6.4.9 Record accurately and keep up to date the provision made for pupils with SEND
- 6.4.10 Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- 6.4.11 Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- 6.4.12 Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- 6.4.13 Determine their approach to using their resources to support the progress of pupils with SEND

6.5 THE SEND LINK GOVERNOR

6.6 The SEND link governor is Mrs Jenny Davies, she can be contacted via letter. This must be sealed and left with staff in the school office.

6.7 The SEND governor will:

- 6.7.1 Help to raise awareness of SEND issues at governing board meetings

- 6.7.2 Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- 6.7.3 Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.6 THE HEAD TEACHER

6.7 The headteacher will:

- 6.7.1 Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- 6.7.2 Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 6.7.3 Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- 6.7.4 Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- 6.7.5 Make sure that the SENCO has enough time to carry out their duties
- 6.7.6 Have an overview of the needs of the current cohort of pupils on the SEND register
- 6.7.7 Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- 6.7.8 With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- 6.7.9 With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- 6.7.10 With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.8 CLASS TEACHERS

6.9 Each class teacher is responsible for:

- 6.9.1 Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 6.9.2 The progress and development of every pupil in their class

6.9.3 Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

6.9.5 Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision ensuring they follow this SEND policy and the SEN information report

6.9.6 Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

6.10 PARENTS OR CARERS

6.11 Parents or carers should inform the school if they have any concerns about their child's progress or development.

6.12 Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided.

6.13 They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.14 THE PUPIL

6.15 Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided.

6.16 They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7 SEN INFORMATION REPORT

- 7.1 The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.
- 7.2 The information report will be updated annually and as soon as possible after any changes to the information it contains.

8 OUR APPROACH TO SEND SUPPORT

- 8.1 Explain your school's approach here, noting the benefits of early identification. Insert details about how your school identifies pupils with SEND. Please note, the below are suggestions only.
- 8.2 We will assess each pupil's current skills and levels of attainment when they start at the school.
- 8.3 This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.
- 8.4 Class teachers will regularly assess the progress of all pupils and identify any whose progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better their previous rate of progress
 - Fails to close the attainment gap between them and their peers
 - Widens the attainment gap
- 8.5 This may include progress in areas other than attainment, for example, wider development or social needs.
- 8.6 When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
- 8.7 Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
- 8.8 Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement.
- 8.9 Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

- 8.10 When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.
- 8.11 We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- 8.12 If a pupil is joining the school, and:
- Their previous setting has already identified that they have SEN
 - They are known to external agencies
 - They have an education, health and care plan (EHCP)
 - The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

9 THE GRADUATED APPROACH TO SEND

9.1 Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

9.2 Assess

9.2.1 The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

9.2.2 The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

9.3 Plan

9.3.1 In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

9.3.2 All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [name of MIS], and will be made accessible to staff in a [pupil passport / individual education plan / school-based support plan].

9.3.3 Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

9.4 Do

- 9.4.1 The pupil's class or subject teacher retains overall responsibility for their progress.
- 9.4.2 Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- 9.4.3 The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.
- 9.5 Review
 - 9.5.1 The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
 - 9.5.2 We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
 - 9.5.3 The views of the parents and pupils
 - 9.5.4 The level of progress the pupil has made towards their outcomes
 - 9.5.5 The views of teaching staff who work with the pupil
 - 9.5.6 The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.
- 9.6 Levels of Support
- 9.7 School-based SEN provision
 - 9.7.1 Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
 - 9.7.2 The provision for these pupils is funded through the school's notional SEND budget.
 - 9.7.3 On the census these pupils will be marked with the code K.
- 9.8 Education, health and care (EHC) plan
 - 9.8.1 Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.
 - 9.8.2 The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

9.8.3 On the census these pupils will be marked with the code E.

10 **EXPERTISE AND TRAINING OF STAFF**

10.1 Training will regularly be provided to teaching and support staff.

10.2 The head teacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

11 **LINKS WITH PROFESSIONAL EXTERNAL AGENCIES**

11.1 The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

11.1.1 Speech and language therapists

11.1.2 Specialist teachers or support services

11.1.3 Educational psychologists

11.1.4 Occupational therapists, speech and language therapists or physiotherapists

11.1.5 General practitioners or paediatricians

11.1.6 School nurses

11.1.7 Child and adolescent mental health services (CAMHS)

11.1.8 Education welfare officers

11.1.9 Social services

11.1.10 Outreach services

12 **COMPLAINTS ABOUT SEND PROVISION**

12.1 Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the [class teacher/SENCO/headteacher]. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

12.2 Formal complaints about SEND provision in our school should be made to the class teacher in the first instance. They will be handled in line with the school's complaints policy.

12.3 If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

12.4 To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

12.5 To find out about disagreement resolution and mediation services in our local area, <https://www.solutiontalk.co.uk/our-services/send-mediation-disagreement-resolution-service/#:~:text=SEND%20MEDIATION%20%26%20DISAGREEMENT%20RESOLUTION%20SERVICES&text=Solution%20Talk%20offers%20an%20independent,young%20people%2C%20and%20local%20authorities.>

12.6 You can request mediation by contacting the local authority.

13 **LINKS WITH OTHER POLICIES AND DOCUMENTS**

13.1 This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

14 **SUPPORT FOR SEND IN WRAP AROUND CARE**

14.1 In line with our whole school ethos of inclusion, we endeavor to ensure that all children attending Abbott Community Primary School can access after school clubs and wrap around care.

14.2 Reasonable adjustments are made to support participation for children in extracurricular clubs and a range of inclusive sports sessions are provided throughout the year.

14.3 Pupil information is shared with staff running clubs to ensure everyone has knowledge to support individual pupil needs.

14.4 If a child is attending the wrap around provision that is not on roll at Abbott we liaise with parents and the provision they are on roll with to continue making reasonable adjustments to support them.

14.5 We believe in equity, not equality and ensure that the needs of all attendees are met.

14.6 Staffing is reviewed on an individual basis, based on the needs of the attendees.