

Special Educational Needs and Disabilities (SEND) Policy
ABBOTSWOOD JUNIOR SCHOOL
Approved by Full Governing Body
Date approved: 07 February 2022
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1. Special Educational Needs and Disability

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- the Equality Act 2010
- SEND Code of Practice 0 – 25 (January 2015)
- the School SEND Information Report

This SEND Policy will be implemented in accordance with our school aims and needs to be read in conjunction with:

- Equality Policy
- Positive Behaviour Policy
- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (December 2015)

This policy has been updated by the school's SENDCO, Emma Moore in consultation with the SEND Governor, Carys Hughes.

We acknowledge the definition for Special Educational Needs and Disability Needs that says:

Definition

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of 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.

Code of Practice 2015

We also pay due regard to the definition of disability as stated in the Equality Act. This is defined as *'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'*

A child or young person who has Special Educational Needs and/or Disability (SEND) will call for special educational provision, which is additional to and different from that made for other children of the same age to be made for them.

This SEND Policy is based on the following principles, which are intended to influence and guide planning:

- high quality, inclusive teaching will have the biggest impact on children with SEND
- all teachers are teachers of children with special educational and/or disability needs;
- all children with special educational and/or disability needs must have their needs addressed to enable every child to experience success
- all children with special educational and/or disability needs should be offered the greatest possible access to a broad and balanced education, including the National Curriculum;
- the special educational and/or disability needs of children will normally be met in mainstream schools or settings;
- raising expectations of all children with SEND and broadening aspirations
- every child to make progress from their individual starting point
- the views of the child should be sought and taken into account;
- parents have a vital role to play in supporting their child's education;
- monitor individuals to ensure provision is leading to improved outcomes.

2. **Objectives.**

- To ensure all children have access to a broad, balanced and relevant curriculum which is differentiated to meet their educational needs
- To cater, wherever possible, for needs to be met within the normal curriculum and classroom environment
- To enable all children to reach their full potential by providing strategies and resources to develop their skills, particularly in developing independence in learning, and to foster confidence and self-esteem
- To regularly review the progress of the child, having regard to the views of the child, the parents and the teachers
- To enhance the involvement of the child and the parent in setting targets and evaluating the success of the interventions
- To narrow the attainment and progress gap between SEND and non-SEND children

Mrs Emma Moore is the SENDCO and Deputy Headteacher. She is a ready point of reference to whom parents, teachers and external agencies can address enquiries. The key responsibilities of the role of the SENDCO are:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with special educational and/or disability needs
- liaising with and advising fellow teachers
- helping staff to identify children with SEND
- monitoring and tracking progress of children with SEND
- managing and coaching Learning Support Assistants (LSAs)
- working in class to support with removing barriers to learning

- liaising with the SENDCOs in feeder and receiving schools to help provide a smooth transition from one school to another
- maintaining the school's SEND register and overseeing the records of all children with special educational and/or disability needs
- liaising with parents of children with special educational and/or disability needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies to ensure that support is joined up
- contributing to the in-service training of staff
- keeping the Governing Body informed about SEND issues

We currently have a team of 30+ Learning Support Assistants with a range of expertise.

The named governor for SEND is Dr Carys Hughes. She acts on behalf of the governing body to ensure that:

- it is fully involved in developing and monitoring the school's SEND policy
- it is up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the school's development plan
- the quality of SEND provision is continually monitored
- the progress and attainment of children with SEND are monitored and evaluated

3. Identification of Special Educational Needs and/or Disability

We admit children with already identified special educational and/or disability needs, as well as providing for children not previously identified as having SEND. Children with special educational and/or disability needs are not discriminated against in our admissions policy.

The class teacher and the SENDCO assess and monitor children's progress in line with existing school practices, as well as looking at whether or not the child is making acceptable progress. This might be progress which:

- closes the attainment or progress gap between the child and his/her peers
- prevents the attainment or progress gap growing wider
- is similar to that of peers starting from the same starting point
- matches or betters 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
- develops the child's independence skills.

The purpose of identifying need is to plan what action the school needs to take to support the child, not to fit a child into a category. At Abbotswood, we consider the needs of the whole child, which does not mean only special educational needs and/or disability. The Code of Practice suggests that children are only identified as SEND if they do not make adequate progress once they have had adjustments, interventions and high quality personalised teaching.

There are four broad areas of need, as outlined in The SEND Code of Practice, 2015 :-

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs

The school also recognises that children may have needs which impact on progress and attainment that are not SEND. These include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour (persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND).

4. A Graduated Approach to SEND Support

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from Learning Support Assistants or specialist staff. High quality, inclusive teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. The fourfold assessment process is an integral part of the action / provision. It will focus on the child’s learning characteristics, the learning environment that the school is providing for the child, the task and the teaching style.

In deciding whether to make special educational provision, the teacher and SENDCO consider all of the information gathered from within the school about the child’s progress, alongside national data and expectations of progress. For higher levels of need, the SENDCO contacts external agencies and professionals to support with more specialised assessments.

The school uses a graduated response of action to meet children’s special educational and/or disability needs:

Assess, Plan, Do, Review

In identifying a child as needing SEND support, the teacher, working with the SENDCO, carries out an analysis of the child’s needs. Parents will be informed and consulted at each step. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child’s progress, more specialist assessment may be called for from specialist teacher advisors or from health, or other agencies beyond the setting, with the parents’ agreement.

The school is committed to providing effective opportunities for all children. At Abbotswood, class teachers differentiate work for all their children according to their individual level of need. Teachers modify and adapt resources, activities and environmental factors to enable all children to access the curriculum, regardless of the nature of their educational needs. Children who require further classroom support are given additional small group and sometimes individual interventions. If early intervention support does not assist children in making expected progress, some children may need ‘additional to or different from’ (CoP 2015) learning experiences and these children are known as needing ‘SEN Support’. These children may be supported by a Learning Support Assistant in daily differentiated literacy and maths lessons or

in following an appropriate support programme. Individual programmes are also provided for speech and language therapy, occupational therapy, physiotherapy or in areas of specific need.

Both the Leadership and Senior Leadership Team regularly review the quality of teaching for all children by undertaking work scrutiny, lesson observations and analysis of children's progress. This includes supporting teachers' understanding of strategies to identify and support vulnerable children.

Where necessary, the School Nurse, Children's Services, Specialist Teacher Advisors, Educational Psychologists and other appropriate outside agencies will be contacted and liaised with, in order to maintain the appropriate provision for a child with additional educational needs.

The school has a Provision Map which identifies children with SEN, the extra provision they receive and their outcomes. Provision Maps are updated, then reviewed half-termly by the SENDCO, who also reports to Governors (via the governor with responsibility for SEND) termly to inform them about the progress of children with SEND. This report does not refer to individual children and confidentiality is maintained at all times. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

The SENDCO attends Pupil Progress Meetings with teachers. The level of provision needed is decided by using progress data and outcomes from ongoing assessments. The school recognises the many facets of support that are needed for each individual child and signposts parents to the Hampshire County Council's Local Offer. More information can be found on <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page> and in our own SEND Information Report, available on our website <http://www.abbotswood.hants.sch.uk>

If progress data and child observations indicate that the provision is not fully meeting the needs of the child, the school will modify the outcomes and take into account the expertise of other professionals. The SENDCO is responsible for managing this process and also taking into account the school's budget allocation for external support services. Parents and children are partners in this process. The SENDCO and Headteacher, on advice of external services, are responsible for sourcing additional funding and support from the LA, as appropriate. If it is felt that it is appropriate to request for additional funding, the school, with parents and external agency support, will commence the request for an Education Health and Care Plan (EHCP).

Children are no longer identified as having special educational needs and/or disability once they are making progress in line with their peers and cease to need provision different from or additional to that normally available to children of the same age.

5. Supporting Children and Families

The LA Local Offer can be found at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

The school's SEND Information Report can be found at <https://www.abbotswood.hants.sch.uk/send-information-report-2021.pdf>

These reports also detail links with other agencies to support families and children. Our admission arrangements can be found on the homepage of our website, under the Parents/Carers tab and either in Admissions or policies.

To ensure children with SEND are able to access assessments, the school follows DfE guidelines and this is monitored by the SENDCO and Headteacher.

6. Transition

Abbotswood has good links with local linked infant schools and the SENDCO/Inclusions Managers from each school liaise prior to transition to discuss future provision for children with special educational and/or disability needs. If a child has an EHCP or TPA (Transition Partnership Agreement), in order to ensure smooth transition, the SENDCO at Abbotswood attends Year 2 annual reviews/TPA reviews, and for those children moving on, the secondary school Inclusion Manager is invited to attend the child's Year 6 annual review/TPA review. Depending upon the need, the Inclusion Manager and/or LSAs might make several visits to the child's current school, both to discuss his/her needs and to meet the child. To ensure a smooth transition, the SENDCO/Inclusion Manager also meets with the SENDCO/Inclusion Managers of the feeder and secondary schools to share information regarding children's special educational needs and/or disability, whether or not the child has an EHCP. We also arrange extra pre-induction day visits for children from the linked infant schools and for Year 6 children where necessary.

7. Supporting Children at School with Medical Conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and/or disability (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2015) is followed.

The school has a policy in place to support children at school with medical conditions and this will be found on our website, in line with recent guidance published by DfE.

8. Monitoring and Evaluation of SEND

The school has a detailed tracking system, which ensures that there is a full range of monitoring activities so that each child continues to make age appropriate progress. These include pupil progress meetings between the SENDCO and Class Teachers, work scrutiny, exclusions data, reading ages, attendance data, lesson observations and detailed analysis of the attainment and progress of identified groups, including those with SEND. The SENDCO also analyses the progress of children following intervention programmes on a termly or half-termly basis and reports to the Headteacher and SEND governor.

Following pupil progress meetings, a development action plan for vulnerable groups is formulated. This ensures improvement of provision for all children.

The school has regular parent consultations when the progress of each child is discussed. Children are regularly interviewed to discover their views.

9. Training and Resources

All mainstream schools are provided with resources to support those with additional needs, including children with SEND. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. CoP 2015

Examples of training and how resources are used at Abbotswood Junior School:

- Maintaining and developing the quality of teaching and provision to respond to the needs and strengths of all children, all staff undertake training and development;
- Eliciting training needs through observations, coaching and Performance Management meetings;
- Formal induction process for teachers and support staff on taking up a post to include a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children;
- Weekly meetings for LSAs, attendance at LA courses to be fed back to the team and in-house training from the school's teaching coach or subject leaders;
- Regular attendance at local SENDCo Circle network meetings and targeted SEND training by the LA in order to keep up-to-date with local and national updates in SEND;
- SEND Governor training is available through Local Authority SEND Governor Services;
- Making strong links with local schools, including Forest Park Special School, and with The Clifford Centre (Primary Behaviour Service) for advice, training and integration programmes.

The school also has links with many outside agencies and is supported by an Educational Psychologist, Speech and Language Therapist, Communication and Language Team, Occupational Therapist, Physiotherapist, Teacher Advisor for children with physical difficulties, Teacher Advisor for children with visual impairment, Teacher Advisor for children with hearing impairment, Primary Behaviour Support Team, Outreach support from Forest Park Special School, Children's Services, Child and Adolescent Mental Health Service, Early Help Hub and Ethnic Minority and Traveller Achievement Service.

10. Roles and Responsibilities

Provision for children with SEND is a responsibility of all staff at Abbotswood. This includes the following roles:-

- The SEND Governor has a responsibility to liaise with the SENDCO termly and monitor participation and progress of children with SEND;
- Learning Support Assistants support all classes in maths and literacy and are fully trained in implementing a range of intervention programmes. This aspect of their work is overseen by the SENDCO, Emma Moore, who is also their line manager;
- Designated Teachers with Specific Safeguarding Responsibility are: Ms Fiona Brocklesby, Deputy Headteacher, Mr Glenn Moore, Headteacher, Mrs Lucy Howard, Assistant Headteacher, Mrs Emma Moore, SENDCO, Mrs Sophie Vigar, Year 5/6 Phase Leader. However, all school staff have a responsibility to report any concerns in their absence.
- The Designated Teacher for Looked After Children is Ms Fiona Brocklesby

- Class Teacher, Mr Sam Swift is responsible for children who are in receipt of pupil premium.
- The member of staff responsible for managing the school's responsibility for meeting medical needs of children is the Headteacher, Mr Glenn Moore, supported by Mrs Claire Waters, Welfare and Health Officer.

11. Storing and Managing Information

The school details its approach to holding data in its Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy. All records are stored following guidelines from HCC Retention Schedule.

12. Reviewing the Policy

This policy will be reviewed as it is deemed appropriate, but no less frequently than every 2 years. The policy review will be undertaken by the school's SENDCO, Emma Moore, in consultation with the SEND Governor, Carys Hughes.

13. Accessibility

The DDA (Disability Discrimination Act), as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled children and to implement their plans. The school's Single Equality Scheme has Equality Information and Objectives which ensure that our school building and our policies remove all barriers to accessibility for disabled learners and staff. This can be found on our website. <http://www.abbotswood.hants.sch.uk>

As a single storey building, all areas of the school are accessible for disabled children, including those in wheelchairs. There are separate toilet and changing/shower facilities. We have 4 disabled parking bays.

It is school policy for all children to be fully integrated into school life, therefore support is provided for disabled children dependent on their individual needs. This might include daily physiotherapy and support for P.E and practical tasks.

We have support from outside agencies to resource any extra provision needed for individual children, including improvements to the physical environment and/or physical aids to access education.

The school makes any necessary adaptations to written information, both to children (eg text printed on coloured paper, coloured overlays, enlarged text etc) and parents (eg newsletters printed in a larger font).

All children are involved in external activities. We make any necessary reasonable adjustments to ensure appropriate provision for activities outside the school classroom, including school trips. We liaise with parents to ensure that this provision meets the individual's needs.

We run a range of school clubs where all staff, including external providers, are briefed about the individual needs of each child so that they can take part.

We liaise with EMTAS (Ethnic Minority and Travellers Achievement Service) who assist us in supporting our families with English as an additional language.

The school has an open door policy and parents and carers are welcome at any time to discuss any concerns. All our information can be provided in a variety of formats on request.

14. Dealing with Complaints

Should a parent have a complaint concerning provision for a child with special educational needs, they should, at the earliest opportunity, speak informally to their child's class teacher first, followed by the SENDCO. Most issues are resolved at this informal stage but please see our Complaints Policy on the website (<http://www.abbotswood.hants.sch.uk>) if there is need for a formal complaint.

Parents can also contact the Hampshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) via the website: www.hampshiresendiass.co.uk or by email: hampshiresendiass@coreassets.com or by telephone: 0808 164 5504.