



Abbey View School

Policy: SEND

Date approved: 26/11/18

Approved by: Full Governing Body

Date to be reviewed by: 26/11/19



Abbey View School

Abbey View School – SEND Policy

This policy should be read in conjunction with other policies including the Safeguarding policy, Early Help Offer, Staff conduct policy and the Data Protection policy

A SCHOOL ARRANGEMENTS

1. Definition and aims
2. Roles and responsibilities
3. Co-ordinating and managing provision
4. Admissions arrangements
5. Specialisms and special facilities

B IDENTIFICATION, ASSESSMENT AND PROVISION

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Evaluating success
5. Arrangements for complaints

C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

1. Partnership with parents
2. The voice of the young person
3. Links with other agencies, organisations and support services
4. Links with other schools and transfer arrangements

5. Staff development and appraisal

A School Arrangements

1 DEFINITION AND AIMS

Definition

A student has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her. This may mean that a student has a significantly greater difficulty in learning than the majority of students of the same age, or 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. Special educational provision means provision that is additional to or otherwise different from that which is made generally for students of the same age in other schools. (Children and Families Act 2014). The Equality Act 2010 identifies the fact that many children and young people who have SEN may have a disability and schools must make reasonable adjustments to ensure that they are not at a substantial disadvantage compared to their peers. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs. This policy should be read in conjunction with the Access Plan and the Medical Conditions Policy.

Aims

We at Abbey View School believe that each student has individual and unique needs. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have special educational needs at some time in their school career. Many of these students may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Abbey View School aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every student to experience success
- to promote individual confidence and a positive attitude
- to ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review students' progress and needs
- to involve parents/carers and students in planning and supporting at all stages of their development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

A2 ROLES AND RESPONSIBILITIES

Provision for students with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the Principal, has a legal responsibility for determining the policy and provision for students with special educational needs - it maintains a general overview and has appointed a representative who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any student with SEND
- all staff are aware of the need to identify and provide for students with SEND
- students with SEND join in school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students
- they have regard to the requirements of the Special Educational Needs and Disability Code of Practice 2014
- parents are notified if the school decides to make SEND provision for their student
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND.

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored

The **Principal** has responsibility for:

- the management of all aspects of the school's work, including provision for students with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the special educational needs co-ordinator
- the deployment of all special educational needs personnel within the school
- S/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as whole.
- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for students with special educational needs
- helping staff to identify students with special educational needs

- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- contributing to the in-service training of staff
- supporting class teachers in devising strategies, planning interventions, agreeing outcomes appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with special educational needs and on the effective use of materials and personnel in the classroom

The **special educational needs co-ordinator** (SENCo) of the commissioning school has responsibility for:

- liaising with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with other schools, outside agencies, health and social care professionals and independent and voluntary bodies
- ensuring that the school's SEND records of all students are up to date.
- monitoring and evaluation of progress of students with SEND through the use of existing school assessment information,
- liaising with the Principal at Abbey View to enable a smooth transition and ensuring the views of the student and parents are considered
- working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
-

Class teachers are responsible for:

- all students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the Principal for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting students with SEND

Teaching assistants and Pastoral support workers

- should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.
- work as part of a team with the Principal and the teachers, supporting students' individual needs, and the effective inclusion of students with SEND.

A3 CO-ORDINATING AND MANAGING PROVISION

At Abbey View School:

- sharing of expertise is welcomed and encouraged
- SEND is a regularly discussed at staff briefings

- the SENCO ensures that regular meetings are held, to review progress and provision, and that parents are invited
- there is regular informal contact between all staff to monitor individual students and to discuss concerns
- students are involved in discussions about their targets and provision
- the Principal ensures that the following information is easily accessible to staff:
 - the school's SEND policy
 - the SEND register

A4 ADMISSION ARRANGEMENTS

Abbey View School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with SEND, in accordance with its admissions policy. .

A5 SPECIALISMS AND SPECIAL FACILITIES

At Abbey View School:

- teaching staff have experience of teaching a range of students with SEND. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual student
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the staff room and in each classroom
- all staff are kept well informed about the strategies needed to manage students' needs effectively, and we try to ensure that other students understand and respond with sensitivity
- student support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required
- the school has been adapted to provide easy access for wheelchairs, or toilet and washing areas
- we have an Access Plan to minimise barriers to physical and curriculum access and access to information.
- the school has robust systems and policies in place for the safeguarding and promotion of the welfare of children who may be particularly vulnerable.

B2 IDENTIFICATION, ASSESSMENT AND REVIEW

The SEND Code of Practice (2014) outlines a graduated response to students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises two levels of provision of SEND support and an Education, Health and Care plan (EHC).

Categories of Special Educational Need

The SEN Code of Practice recognises four broad areas of need: Communication and interaction, Cognition and learning, Social , emotional and mental health difficulties and Sensory and/or physical.

Code of Practice needs	Categories
Communication and interaction needs	Language Autistic spectrum disorder (ASD)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
Social , emotional and mental health difficulties	SEMH
Sensory and/or physical	Hearing Visual Physical

Levels of Provision

SEN Support

If a student has not made sufficient progress with quality first teaching and it is deemed that they need SEND support, a process of assessment, planning and review is set in place. Plus, outside agencies may be involved. This may be one of a range of LA or Health Services professionals. They may undertake more specialised assessment and/or observe the student. Parental permission is always sought for a formal referral to any external service. Parents are encouraged to attend reviews and to play a full part throughout the process.

Education, Health and Care Plan

Only a very small proportion of students require an **EHC Plan**. These students are likely to have severe or complex needs that require more specialist advice and support. When the school applies to the Education Authority for an EHC needs assessment the needs of the student are assessed by a panel, using detailed input from home, school and appropriate specialists. If an EHC Plan is given it details the outcomes and amount of support to be put in place. The EHC Plan is reviewed annually by all involved in the student's support and amended according to changing needs. Within school, the class teacher, together with the SENCo and any outside agencies involved, takes lead responsibility for planning the support that is put in place and that will reflect the outcome of the EHC Plan and the advice from outside agencies. The support is reviewed in line with the school review cycle (see below).

Parents are encouraged to attend reviews and to play a full part throughout the process.

Review

Reviews of SEND students are normally carried out three times per year in conjunction with representatives of the commissioning school. Parents and students should be fully involved. Both will be asked to make their comments in writing.

Annual Reviews

For students with an EHC plan, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the EHC Plan should continue, and whether provision/strategies should be maintained or amended. It may set new long-term outcomes. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original EHC Plan, are invited to attend or submit a written report.

B3 CURRICULUM ACCESS AND INCLUSION

Students are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the students, to ensure access at all levels.

Any students with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a student sensitively, to work individually with a TA in order to acquire, reinforce or extend skills more effectively. For some students, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for students with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

B4 EVALUATING SUCCESS

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo and subject co-ordinators
- analysis of student tracking data and test results:
 - for individual students
 - for cohorts
- value-added data for students on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- the School Development Plan, which is used for monitoring provision in the school

B5. ARRANGEMENTS FOR COMPLAINTS

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Principal. For a problem that might need time to explore fully, parents/carers are advised to make a mutually convenient appointment with the class teacher.

In the event of a formal complaint parents are advised to contact the Principal.

C Partnership Within and Beyond the School

C1 PARTNERSHIP WITH PARENTS

The staff at Abbey View School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent review meetings are held annually, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the Principal. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

A guide to SEN provision in Gloucestershire can be found here at:

<http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/localoffer.page>

C2 THE VOICE OF THE CHILD

All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect the student's evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students during the school years.

In Abbey View School, we encourage students to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to pastoral support workers, teaching assistants and teachers about their learning
- class and individual reward systems

C3 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Gloucestershire.

C4 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

Transfer and links with other schools

- SEND records are the ownership of the commissioning school and shared with Abbey View

C5 Staff development and appraisal

- the school is committed to constantly improving and updating expertise in SEND
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, are considered to be part of staff development, as well as a time to share information