



"Aiming high to achieve success!"

SEND Policy

Document Control:

Document Name	SEND Policy	
Document Author	Amanda Pugh	
Document Ref.		
Last Issued Date		
Next Review Date	November 2022	
Ratified By		
Dissemination	This policy is stored on the staff shared area of the school network under 'policies' as well as posted on our website.	

Version Control:

Date	Version	Updates / Changes
2017	1	Original version
November 2019	2	Policy reformatted and updated
September 2020	3	Policy updated
November 2021	4	Policy updated

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APPENDIX A: RELATED POLICIES AND DOCUMENTS

1. THE SENDCO

- 1.1 The school's SENDCo (Special Educational Needs and Disabilities Coordinator) Mrs. A Pugh, is a qualified teacher. Mrs Pugh also holds the National Award in Special Educational Needs Coordination.
- 1.2 Mrs Pugh can be contacted through the school office, or by email: a.pugh@abbott.manchester.sch.uk.
- 1.3 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.
- 1.4 The school's SEND Governor is **Mrs. Jenny Davies**.

2. TYPES OF NEED

- 2.1 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.
- 2.2 We endeavour to secure special educational provision for pupils for whom this is required.
- 2.3 Special educational provision is that that is 'additional to and different from' anything provided within the day to day differentiated curriculum.
- 2.4 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.
- 2.5 **These four areas of need are:**
 - 2.5.1 Communication and interaction [CI]
 - 2.5.2 Cognition and learning [CL]
 - 2.5.3 Social, emotional and mental health difficulties [SEMH]
 - 2.5.4 Sensory and/or physical difficulties [SPD]

4 WHAT ARE SPECIAL EDUCATIONAL NEEDS?

- 4.1 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.
- 4.2 A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- 4.3 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.

- 4.4 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).
- 4.5 At Abbott, we also recognise that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.
- 4.6 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. This also includes educational visits and after school clubs.

5 AIMS AND OBJECTIVES

- 5.1 The aims of this policy are:
 - 5.1.1 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.
 - 5.1.2 To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
 - 5.1.3 To make clear the expectations of all partners in the process.
 - 5.1.4 To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
 - 5.1.5 To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
 - 5.1.6 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.
 - 5.1.7 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.

6. EQUAL OPPORTUNITIES AND INCLUSION

- 6.1 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.

- 6.2 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.
- 6.3 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.

6.4 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

6.5 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

7 IDENTIFICATION, ASSESSMENT AND PROVISION

- 7.1 Provision for children with special educational needs is a matter for the whole school.
- 7.2 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.
- 7.3 All teachers are teachers of children with special educational needs.
- 7.4 The school will assess each child's current levels of attainment from different starting points to ensure that all children are making at least expected progress.
- 7.5 If a child has already been identified as having SEND, this information is transferred from their previous setting.
- 7.6 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.

7.7 Any child may have additional educational needs at some point during his/her 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.

7.8 Teachers meet with the Senior Leadership Team every half term to discuss the progress of all of the pupils in their class.

7.9 Rigorous tracking identifies pupils who are identified as making "less than expected progress".

7.10 This is defined as:

7.10.1 Progress that is significantly slower than that of their peers starting from the same baseline

7.10.2 Fails to match or better the child's previous rate of progress

7.10.3 Fails to close the attainment gap between the child and their peers

7.10.4 Widens the attainment gap The identification and assessment of the special educational needs of children whose first language is not English, requires particular care.

7.10.5 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.

8 THE ROLE OF THE SENDCO

8.1 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.

9 MONITORING CHILDRENS PROGRESS

- 9.1 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.
- 9.2 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.
- 9.3 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.
- 9.4 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.
- 9.5 If a child continues to fail to make progress, the child may be added to the SEND register.

- 9.6 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.
- 9.7 These targets will be monitored by the class teacher, teaching assistant and SENDCo.
- 9.8 They will be formally reviewed with the SENDCo, parents and young people.
- 9.9 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]

9.10 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.

10 PARTNERSHIP WITH PARENTS

- 10.1 Partnership plays a key role in enabling children and young people with SEND to achieve their potential.
- 10.2 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.
- 10.3 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.
- 10.4 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**.
- 10.5 At all stages of the special needs process, the school keeps parents fully informed and involved.
- 10.6 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.

- 10.7 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.
- 10.8 Through an open-door policy, parents always have access to the SENDCo and/or any member of the Senior Leadership Team (SLT).
- 10.9 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.
- 10.10 The school's Complaints Procedure Policy is available from the school office and is also on the school's website.

11 THE NATURE OF INTERVENTION

- 11.1 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
- 11.2 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.
- 11.3 Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action.
- 11.4 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.

12 THE USE OF OUTSIDE AGENCIES

- 12.1 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.

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

12.7 **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;

12.8 **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]

13 **SCHOOL REQUEST FOR STATUTORY ASSESSMENT**

- 13.1 A request will be made by the school to the Local Authority (LA) if the child has demonstrated significant cause for concern.
- 13.2 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.

13.3 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

13.4 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.

14 ACCESS TO THE CURRICULUM

14.1 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.

14.2 Teachers use a range of strategies to meet children's special educational needs.

14.3 Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

14.4 All staff have received training on Kagan, teaching and learning styles as well as regular training and updates from the SENDCo.

14.5 Half-termly pupil progress tracking meetings, individual and class provision mapping feature significantly in the provision that we make in the school.

14.6 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

14.7 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.

15 ALLOCATION OF RESOURCES

15.1 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.

15.2 The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

15.3 The Head Teacher and the SENDCo meet annually to agree on how to use funds directly related to statements/EHC plans.

16 THE ROLE OF THE GOVERNING BODY

16.1 The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs.

16.2 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.

16.3 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.

16.4 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.

17 MONITORING AND EVALUATION

17.1 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.

17.2 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.

18 COVID 19

18.1 The coronavirus (COVID-19) outbreak has put significant extra pressure on the ability of local authorities and their partners to meet the statutory timescales for EHC needs assessments and plans.

18.2 In recognition of this, the government has legislated so as to strike the right balance during the outbreak of coronavirus (COVID-19) between the needs of children and young people with SEND to be protected and receive the right support in a timely way managing the demands on local authorities, health bodies and education settings to respond to the outbreak.

18.3 On 1 May 2020 some aspects of the law on education, health and care (EHC) needs assessments and plans changed temporarily to give local authorities, health commissioning bodies, education settings and other bodies who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19).

18.4 These changes were:

a) The Special Educational Needs and Disability (Coronavirus) (Amendment) Regulations 2020 (the 'Amendment Regulations'). This instrument temporarily amends 4 sets of Regulations that specify timescales that apply to local authorities, health commissioning bodies and others: principally for various processes relating to EHC needs assessments and plans. Where it is not reasonably practicable or is impractical to meet that time limit for a reason relating to the incidence or transmission of coronavirus (COVID-19), the specific time limit (such as to issue a plan to someone eligible for one within 20 weeks of the initial request) in the regulations being amended will not apply. Instead, the local authority or other body to whom that time limit applies will have to complete the process as soon as reasonably practicable or in line with any other timing requirement in any of the regulations being amended (see Annex A: details of the amendments to the existing Regulations). **These changes have now come to an end and all of the usual statutory timescales will come back into force.**

b) From 1 May to 31 July 2020, section 42 of the Children and Families Act 2014 (duty to secure special educational and health care provision in accordance with EHC plan) was modified by a notice from the Secretary of State for Education issued under the Coronavirus Act 2020. During this period, local authorities and health commissioning bodies were required to use their 'reasonable endeavours' to discharge this duty. To help ensure that children and young people receive the support they need to return to school, we will not be issuing further notices to modify this duty unless the evidence changes.

18.5 These changes will cease on the 25th September 2020. However, it is still key to remember all of the other requirements of the EHC needs assessments and plan processes remain unchanged, including the following:

- a local authority must still consider requests for a new EHC needs assessment or a re-assessment
- where the local authority decides to carry out an EHC needs assessment, it must still secure all of the required advice and information in order to be able to issue a plan
- section 19 of the 2014 Act, which requires local authorities to have regard to the views and wishes of a child, the child's parent or a young person when exercising its SEND functions under the Act, remains in force
- a final EHC plan must still include all of the required advice and information
- the provision set out in the final plan should be in line with the statutory requirements for any EHC plan and not be limited because of the circumstances of coronavirus (COVID-19)
- **reviews and re-assessments of EHC plans must still take place (although this can be virtually due to restraints still in place due to Covid 19)**

APPENDIX A: Related Policies

ACPS-001 Safeguarding Policy
ACPS-004 Behaviour Policy
ACPS-005 Physical Intervention Policy

DFE Guidance

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf