

ABBAY VILLAGE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY



Updated September 2023

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

- Equality Act 2010: Advice for Schools DfE Feb 2013
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Roles and Responsibilities

We are an inclusive school and have a dedicated staffing team who will make every effort to support all children in our setting.

The person responsible for managing SEND provision (SENDCo) in school is Shelley Bennett (Head Teacher) and supported by Cassandra Wharmby (NASENCO)

SEN Governor: Alison Hazlewood

Designated Lead for Safeguarding: Shelley Bennett

Children Looked After (CLA) Lead: Shelley Bennett

Children with Medical Needs: Shelley Bennett

SEND Case Manager from the Local Authority: Kelly Hayes 01772 533581

SEND Case Worker from the Local Authority: Colin Heppell 01772 531829

At Abbey Village Primary School every teacher is a teacher of every child, including those with SEN.

At Abbey Village Primary School we are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress. We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings. Pupil's attainment is formally assessed three times a year and this information is shared with Parents/Carers

during Parent's Evenings and School Reports annually. If children have a Targeted Learning Plan staff are expected to meet with parents three times a year to review and set children's targets.

Staff recognise the importance of allowing children to monitor their own progress, set themselves targets and share their aspirations for the future. It is for this reason that children are involved in setting and reviewing the targets in their Targeted Learning Plan, following the school's systems for self-evaluation. The child's viewpoints will also be recorded on a One Page Profile.

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

At different times in their school life, a child or young person may have a special educational need.

The code provides a definition of SEN:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young

person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'

If a child is identified as having SEN, we will work closely with them and their parents to provide provision that is additional to or different from the differentiated curriculum which is already in place. We work with children to overcome barriers to learning.

Aims of SEN provision:

- To identify pupils with SEN as early as possible and put relevant and purposeful intervention in place;
- To identify children who are underachieving and identify reasons for this;
- To support children to make the best progress of which they are capable;
- To maintain appropriate records and to monitor pupil progress;
- To provide full access to the curriculum in all areas;
- To work in partnership with children and parents;

Good practice for SEN children is good practice for all children

Identifying Special Educational Needs

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health 4
- . Sensory and/or Physical (SEN Code of Practice 2015)

At Abbey Village Primary School we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities. The SENDCo liaises closely with other members of the school team to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

At Abbey Village Primary School we identify the needs of our children by considering the needs of the whole child and not just the special educational need.

We consider what is NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality

- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman

The Code of Practice (2015) suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching.

Children will only be placed on the SEN Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEN register is kept by the SENDCo in consultation with class teachers.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, small group learning, 1:1 work, teaching style, content of the lesson and using positive role models.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing aids, writing slopes and fiddle toys to aid focus.
- Differentiating our teaching for individual children, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud or providing post teaching support to repeat and embed learning.
- Staff will be aware of targeted areas for specific children and will interweave this learning throughout the school day to support progress.

The school accessibility plan can be found: <https://www.abbeyvillage.lancs.sch.uk/page/our-local-offer-send-information/54804>

Additional support for learning

- All Learning Support Assistants LSAs are trained to deliver a variety of interventions to provide additional targeted support as well as effectively supporting children during daily planned High Quality teaching.
- LSAs work as whole class support, mixed ability group support, small group support, intervention support and where required. 1:1 support for children with an identified need will

be discussed at a Senior Leadership Team level to ensure strategies are appropriate and will develop independence and progress of children.

- Qualified teachers also provide many small group interventions across the school.

A Graduated Approach to SEN

(see attached flow chart 'Identification of / Provision for SEND')

At Abbey Village Primary School high quality teaching (Wave 1), differentiated for individual children, is the first step in responding to pupils who may have SEN.

This means:

- That the teacher has the highest possible expectations for all pupils in their class
- That all teaching is built on what children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn
- Teachers will let parents know what their child is learning and how they are progressing

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions. The decision to make Special Educational Provision involves the SENDCo, class teacher, specialist teachers or therapists and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at Wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted interventions (Wave 2)

- These may be run in the classroom or in sessions outside of whole class learning
- They are teacher led and may be delivered by a teacher or teaching assistant
- These are usually group sessions with specific targets to help children to make progress - targets are used in both group and class work
- Interventions will be assessed and monitored by the school leadership team
- Parents are informed when their child is in intervention groups and targets and progress is shared

Specified Individual support (Wave 3)

- Some pupils will follow 1-1 work; such as if the learner has an Education Health and Care Plan or if they have been assessed by specialist teachers or agencies

- Children with Social and Emotional and Mental health needs are supported by a member of the pastoral team.

For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service (through a referral system)
- Occupational Therapy
- Ed Psychology Solutions Ltd
- LA Educational Psychology Service
- Inclusion Solutions
- Aspire Behaviour Management
- SEND Services (LA)
- Lancashire Inclusion Support Services
- CISS - Highfield Inclusion Hub
- Child counsellors
- Learning Mentors
- ELSA support services
- Family health and Wellbeing Team
- Private and NHS Speech and Language support
- Communication and Interaction
- Child and Adolescent Mental Health Services (CAMHS) (through a referral system)
- School Nursing Team
- NEST
- Early Years Advisory Teacher

Staff are trained regularly with regard to SEN and specific training is offered according to need. The School Nurse Team are available to train staff for any specific medical need. We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, Hearing Impairment and Specific Learning Difficulties SpLD (Dyslexia).

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

We review educational processes for all children in school termly.

The school audits staff and training annually and provides further training to meet identified needs.

Managing Pupils Needs on the SEN register

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from there.

Targeted Learning Plans (TLPs) are used to evidence adapted provision as informed by specialist reports/advice.

Children and families are involved in planning for progress through regular discussions about 'next steps'. The child's voice is central to every review of progress.

A child will be exited from the SEN register when they are accessing differentiation within the class; that is, they do not need anything above and beyond what is offered to the class as a whole.

Supporting Children and Families

Families can be directed towards the school's SEN report and Lancashire's Local Offer [Abbey Village Primary School: Our Local Offer & SEND Information](#) in order to make decisions about next steps for children. Admission arrangements for the school are described in the school's admissions policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision.

Pupils with an Education, Health and Care Plan (EHCP) will not be discriminated against in line with the legislation outlined in the SEN and Disability Act 2001. Building adaptations have taken place to achieve full access to pupils with physical disabilities.

Transition between school placements and key stages is fully supported at Abbey Village. Children and families will have the opportunity to access support from a member of the 'Inclusion Team' within school in order to make smooth transitions.

At school we pride ourselves on having strong links with other agencies.

We work alongside:

- Parent support organisations E.G Living Waters, Brick by Brick
- Local Community Centres
- Children's Social Care
- School Nurse Team

We use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies.

Supporting Children with Medical Conditions

At school we recognise that children with medical conditions should be effectively supported to have full access to education, including school trips and physical education. Some children with medical conditions will be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some will also have SEN and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision.

The person responsible for coordinating provision for children with medical needs is Shelley Bennett.

Monitoring and Evaluating SEND Provision in School

The SENDCo regularly completes audits of SEND provision in school in order to gain child, parent and staff views. The SENDCo regularly feeds back to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

The school audits staff and training annually and provides further training to meet identified needs.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Interventions change and adapt throughout the year and are reviewed as frequently as required.
Staff review at least termly and formal provision maps are updated at least three times a year.
- Using provision maps to measure progress.
- Reviewing Children and provision through Multi Agency Meetings termly (or at a date agreed by all professionals and Parent/Carers).
- Holding annual reviews for pupils with EHC plans.
- The SENCO monitors all areas of SEN.
- Abbey Village Primary School recognises that Parents/Carers have statutory rights to contribute to the decision making process about their child's education, in relation to provision for SEN. Targeted Learning Plans are shared with Parents/Carers and include a section for interventions, outside agency support, strategies for parents to support their child at home and a parental review box.
- During Parent/Carer meetings, Parents/Carers will be updated on if their child's Targeted Learning Plan and if they are taking part in any interventions.
- Targeted Learning Plans engage children in self-assessment of their targets, as do any monitoring sheets for interventions.
- All pupils access at least good quality teaching which takes account of pupil's differing needs. The process is monitored through lesson observations, planning scrutinies (including the quality of differentiation) and planning into book scrutinies. Intervention observations are carried out by the SENCO, to monitor pupil progress and the quality of provision.
- The school believes that high expectations and good progress is an entitlement for all learners and an expectation of all staff. This process is monitored through intervention evaluations and

assessment of data through whole school systems.

- The school comprehensively reviews attendance and exclusion data for SEN pupils.
- The progress of different groups of children, including those with Autistic Spectrum Disorder (ASD) and Moderate Learning Difficulties (MLD), is monitored by the SENCO.
- All teaching staff monitor the impact and success of specific interventions through comparisons of pre and post data.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops, with adaptations to meet the needs of all children.
- The school has an up-to-date Accessibility Plan Policy which pays regard to the Equality Act 2010 guidance for schools and is regularly updated. This can be accessed at <https://www.abbeyvillage.lancs.sch.uk/page/our-local-offer-send-information/54804>
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

Abbey Village Primary School provides a safe environment for children and recognise that the wellbeing of all children includes physical, mental and emotional wellbeing as well as protection from abuse. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils with SEN are also encouraged to be part of a variety of afterschool and lunchtime clubs to promote teamwork and building friendships.
- The school has an up-to-date Anti-Bullying policy which is regularly updated. This can be

accessed at <https://www.abbeyvillage.lancs.sch.uk/page/school-policies/54811>

- Pupil voice is an important part of the evaluation of provision at Abbey Village Primary School. Pupils' feedback in a number of ways, including through their School Council.
- Abbey Village Primary School recognises that children have important insights into their needs and aspirations and it is for this reason that the school adopts a 'Person Centred Planning' approach. Planning begins with the child and takes into account their views and their families views, putting them at the heart of the planning process.

Training and Resources

Training needs and resource implications are identified through pupil progress meetings and a Provision Map for intervention is put in place. The Senior Leadership Team is responsible for updating the provision map and overseeing provision in school. Teacher appraisals and professional discussions for support staff identify individual training needs. Training is put in place in response to these discussions. Resources are identified to meet individual needs through regular review of pupil attainment and progress. The SENDCo regularly attends training to keep up to date with local and national updates in SEND.

Funding

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula discussed with the local schools' forum. Schools have an amount defined within their overall budget, called the notional SEN 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. (C.O.P. 2015)

Securing equipment and facilities

- Abbey Village Primary School makes appropriate use of the resources in its delegated budget to support children with additional needs. Provisions are subject to the additional needs of children and may include Learning Support Assistant support for groups or individuals.
- When appropriate the school will make referrals to Lancashire County Council for additional funding to support children with high levels of need.
- If appropriate, the school will make referrals to Lancashire County Council for emergency short term funding to support children with high levels of need.

Storing and Managing Information

Documents are stored securely in school. Hard copies of documents are kept in locked cabinets within secure offices. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

Complaints Procedure

If a Parent/Carer has a concern then they should first talk to the child's teacher. If they are not satisfied once talking to the teacher, they should then make an appointment to meet with the SENCO/ Head Teacher. If they remain unsatisfied with this response then an appointment should be made with the Chair of Governors - Mrs Wendy Curtis

Parent/Carers will then be referred to the school's complaints policy which can be accessed at: <https://www.abbeyvillage.lancs.sch.uk/page/school-policies/54811>

All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

Contact details for raising concerns

Any concerns can be raised with your child's class teacher. Alternatively, concerns can be directed to:

Mrs Shelley Bennett: SENCO

Mrs Shelley Bennett: Headteacher

Ms Cassandra Wharmby (Class Teacher)

Mrs Wendy Curtis: Chair of Governors

Alison Hazlewood (SEND /Inclusion Governor)

All members of staff can be contacted via phone, 01254 830489 or via email:

bursar@abbeyvillage.lancs.sch.uk

Contact details of support services for parents of pupils with SEN

- An appointment can be made with the SENCO by contacting the school via phone (01254 830489) or via email bursar@abbeyvillage.lancs.sch.uk
- Lancashire Information and Advice and Support (IAS) team can provide children and families with impartial advice. They can be accessed at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>
- Lancashire Special educational needs and disabilities - local offer brings together information for children and young people with special educational needs and disabilities and their families. They can be accessed at: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

The local authority local offer

Our local authority's local offer is published here:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Bullying

Vulnerable children and their families in school have access to support from a member of the school's Pastoral Team. School liaises with a range of specialist services in order to provide full support for a range of additional needs.

Monitoring arrangements

Presented to governors: September 2023

Policy to be reviewed: Annually

Submitted to governors: September 2023

To be Updated September 2024

Identification of/Provision for SEND



