



## **Federation of Abbey Schools**

---

# **Special Educational Needs (SEND) Policy**

***Date of Issue: September 2023***

***To be reviewed: Annually***

## **Introduction**

Federation of Abbey Schools named SEND co-ordinator is Nicola Carbert. The governor with responsibility for SEND is Mr M Fryer.

This document was created by the school's SENCO and ensures that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

It is the intention of the federation to ensure that every child achieves to the best of his/her ability. Equal opportunities and inclusion within the federation commits us to provide a broad, balanced, relevant and differentiated curriculum to meet the full range of a pupil's abilities and needs and aim eliminate barriers to learning.

It is the school's aim to ensure that children's special educational needs are identified, assessed and provided for. This should be done through the framework for special educational needs within school and when necessary through other professional bodies in line with the SEND Code of Practice.

## **Definition of Disability**

In accordance with the Equality Act 2010 a person has a disability if a person has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

## **What are Special Educational Needs?**

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others the same age. Special Educational provision means educational provision 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.....Health Care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision." SEN Code of Practice (2014)

## **SEND Local Offer**

The school is supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school. Darlington Local Authority has published its Local Offer for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This includes information about services across health and social care as well as private, voluntary and community sectors. This can be found at:

<https://livingwell.darlington.gov.uk/Categories/528>

## **Aims and Objectives**

- To create an inclusive learning environment by recognising that all children require the greatest possible access to a broad, balanced, relevant and differentiated EYFS and National Curriculum.
- Work closely with pupils and parents throughout the process.
- Early identification and provision for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice (2014) following the most up to date version.
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- Provide support and advice for all staff working with special educational needs pupils.
- Develop approaches to curriculum delivery, which ensures that each member of staff recognises and accepts professional responsibility for meeting pupils’ special educational needs and recognising the pupils’ right to inclusion regardless of their physical, intellectual, social, emotional, linguistic or other characteristics.
- To work in co-operation and productive partnership with the Local Authority and other agencies, to ensure there is a multi-professional approach to identifying and meeting the individual’s needs.
- Provide appropriate individual education programmes, where necessary, to meet identified special educational needs, including reviewing learning outcomes.

## **Responsibility**

The Head teacher has overall responsibility for the provision and progress of learners with SEND. The person responsible for overseeing and co-ordinating the day to day provision of education for pupils with SEND is the SENCO alongside class teachers. The school’s governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

## **Four broad areas of need**

There are four broad areas that cover the range of needs that should be planned for. The purpose of identification is to work out what action will be taken as a school; not to fit a child into a category. In practice, individual children will often have needs that cut across all these areas and these may change over time. The four areas are:

- **Communication and interaction**
- **Cognition and learning,**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

Children may also have other difficulties which may impact on their learning, progress and attainment but they are **NOT SEND**.

These are:

- 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 SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

### **A graduated approach:**

At the Federation of Abbey Schools we understand all pupils are unique and concerns about pupils may be raised for a variety of reasons by a range of adults. Whilst acknowledging each concern will be dealt with on an individual basis, we do have a clear staged response to concerns, which arise.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

### **Stage One - School Concern**

The progress of all pupils is carefully assessed by class teachers and recorded on a termly basis using FFT and AET. Class teachers use this assessment information to monitor progress and as a tool for identifying children not making adequate progress across areas of the curriculum.

Where a concern is noted this should be recorded using the ‘At a Glance’ form. These pupils are not registered on the SEND register, but their progress and attainment is closely monitored by the class teacher.

- The first response is through classroom differentiation. High quality teaching is targeted at the child’s areas of weakness.
- Any additional support provided is recorded using CPOMS where possible.
- Class teachers meet with parents to discuss concerns and meeting notes must be taken and signed.
- This teaching and support is then assessed and the child’s progress is tracked to see if progress is being made in the area of difficulty.
- For many children high quality planning and teaching will address their needs and this is the responsibility of the class teacher.

## **Stage Two:**

For pupils where progress continues to be less than expected, the class teacher will notify and seek further advice from the SENCO.

Discussion with the pupil and their family, exploring further what difficulties are being experienced, what has already been tried (evidence supplied), identifying specific gaps in learning and next steps will be carried out. Additional support or intervention may be appropriate. If required, the SENCO might request an assessment/observation from an outside agency with parental permission to gather further evidence.

Consent should be obtained from parents/carers to add the child to the schools SEN register as SEND support. This register is held by the SENCO and data is used to complete the School Census and administration system.

A cycle of the **Assess-Plan-Do-Review** process will take place. Throughout this stage it is the class teacher's responsibility to monitor the child's progress and continue to use strategies identified by the SENCO or outside agencies to support and review whether progress is being made. Progress can be monitored using the Federation of Abbey Schools Progress Tracker. This should be monitored termly. The class teacher must also ensure information is passed on to any other teachers working with the child and then onto the next year group.

## **Stage Three:**

In some cases additional or specialist advice may be required, in which case the SENCO will contact the appropriate outside agencies to seek their advice and recommendations.

Where involvement from outside agencies is expected on a longer-term basis, or multiple agencies are involved, a child will require a One Plan.

This One Plan document reflects the views of the child and family, outlines needs, support required, outcomes which need to be met, and contains a support plan. This is then reviewed at a multi-agency meeting at least yearly. Targets set will be broken down into smaller steps and shared with parents via the class teacher.

## **Statutory Education Health Care Plans (EHC)**

If the needs of the child are not being met through the provision, support and actions outlined in the One Plan, a multi-agency meeting will agree to submit the One Plan to the authority, requesting a statutory assessment for an Education Health Care Plan (EHC).

An EHC is required for children whose needs require a more intensive level of specialist help that cannot be met from the resources available to school. The application for an Education, Health and Care Plan will combine information from a variety of sources, many that will already be available within the One Plan document.

A decision will be made by a panel of individuals from education, health and social care about whether or not the child is eligible for an EHC Plan and if so they will be recorded as

STATUTORY EHCP on the SEND Register. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Criteria for exiting the SEND register**

Where progress has been such that all parties agree that additional SEND support is no longer required either in the short or longer term, it would be proposed that the pupil is removed from the SEND register.

### **Supporting pupils and families**

Here at the Federation of Abbey Schools we have an open door policy, and welcome the opportunity to work closely with parents.

Where parents have concerns about their child, we would encourage them to speak with their child's class teacher in the first instance at either a parents evening or by making an additional appointment at a mutually convenient time.

The SENCO can signpost parents of children with SEND to the local authority Information, Advice and Support Service where specific advice, guidance and support may be required and to the Local Authority Local Offer Page where information connected to Special Educational Needs and disability services, leisure activities and schools within Darlington authority can be found.

### **Admission Arrangements**

The academy is part of the co-ordinated admissions procedure in Darlington. If an application is successful in accordance with the academy's admission criteria, then a place will be offered. (Our admission criteria are available on the school website)

### **Transition**

Transition between schools, and also between year groups, is carefully planned and managed.

### **Nursery to Foundation Stage**

Information about a pupil with SEND, prior to entry to the academy, is collated by the SENCO and relevant class teacher. This information would be provided by parents, early year's settings or through the transition procedure.

If considered necessary, visits to the home or early years settings are arranged to gain as much information as possible about the pupil, to assist a smooth transition into school. Additional visits can also be arranged.

### **Between year groups**

Detailed information about pupils with SEND, is shared with the relevant class teacher during the transition procedure. Meetings are held to discuss SEND pupil's needs prior to transition and necessary arrangements are made to ensure transition is as smooth as possible. Additional visits can also be arranged.

Staff training is provided, whenever possible, to meet the needs of a pupil with a specific need which is beyond that of the usual range of needs experienced in school.

### **Key Stage 2 to Key Stage 3**

The SENCO will liaise closely with the relevant Secondary school to ensure all necessary transition arrangements are put in place. Where possible, the secondary SENCO will be invited to SEND support plan review meetings during Year 6.

### **Supporting pupils at school with medical conditions**

At the Federation of Abbey Schools we recognise that all pupils 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 (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information regarding how arrangements are put in place to support pupils with medical conditions, please refer to our Supporting Pupils with Medical Conditions Policy.

### **Training and resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff engage in regular CPD opportunities. Training needs are regularly reviewed and adapted to reflect the specific needs of pupils in school.

The SENCO regularly attends the LA network meetings and disseminates information to staff as appropriate.

### **Storing and managing information**

In addition to electronic copies stored on CPOMS, some paper documents relating to SEND are stored in individual pupil's files. These documents will be stored securely in line with GDPR.

### **Reviewing the policy**

This policy will be reviewed annually.

### **Accessibility**

The Management of the Federation of Abbey Schools are committed to improve access for all people to the building and for all pupils to the curriculum.

Accessibility Plans and Inclusion Action Plan have been completed to ensure every opportunity to improve access has been identified and acted upon accordingly.

## **Dealing with complaints**

Parents are encouraged to discuss any problems with the school. These should be raised initially with the class teacher who will endeavour to resolve any problems. If this is not satisfactory parents can raise concerns with the SENDCO or the Head teacher.

In the event of a formal complaint parents are advised to refer to guidance in the schools Complaint's Procedure available on the school website.

## **Appendix 1**

### **The Four Part Support Process**

#### **Assess**

The class teacher analyses the pupil's needs based on their assessments, taking into account previous progress and attainment and the pupil's and parent's views. Where relevant, advice from external support services will also be sought and considered.

#### **Plan**

Planning will involve consultation between the teacher, support staff, parents / carers and pupils (where appropriate) and SENCO, where necessary, to agree the adjustments and support that are required, which are additional to and different from the differentiated curriculum, the impact on progress, development and / or behaviour that is expected and a clear date for review. Parental involvement at home may be sought, where appropriate, to reinforce or contribute to progress. This plan will be recorded in an Individual Target and Provision Map.

#### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one to-one teaching away from them as class teacher. They plan and assess the impact of support and interventions together with anyone else who regularly works with or supports the child, e.g. teaching assistants. Support with further assessment of the pupil's needs will be provided by the SENCO, or external support services, where necessary.

#### **Review**

Reviews will be undertaken each term and will evaluate the impact of the support and interventions. The class teacher, in consultation with the pupil, parents / carers and SENCO, if necessary, will revise the plan. Where it is felt that a pupil no longer requires SEN Support, it will be recommended to parents / carers that the pupil is removed from the register of SEN. In such circumstances, careful monitoring of the child's progress will continue for a term, and a further joint progress review with parents / carers will be offered.



