



Abbey Meads Primary
School

POLICY FOR
SPECIAL EDUCATIONAL NEEDS
and DISABILITIES (SEND)

September 2021

1. School SENDCo: Mrs Michaela Cunningham

Contact: michaela.cunningham@abbeymeads.swindon.sch.uk

Telephone: 01793 723239

Introduction

The Governing Body of Abbey Meads Community Primary School (AMCPS) views each individual child as unique and special. The Governing Body recognises that it is necessary to ensure that the school's curriculum is accessible to all children, is inclusive and differentiated, and offers children the opportunity to develop their potential to the full within all areas of experience. To achieve this it is necessary to have a structure in place to identify children whose progress, despite a differentiated curriculum, is not as expected. AMCPS believes that every teacher is a teacher of every child, including those with SEND.

This policy was created by the school SENDCo, in liaison with the school governor for SEND and the Senior Leadership Team and in consultation with governors, staff and parents of children with SEND.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (0-25), (January 2015,) it also has regard to the Equality Act, 2010: Advice for schools, Working Together to Safeguard Children, 2013 and the Statutory Guidance on supporting pupils at school with medical conditions, April 2014. This policy also makes reference to the school's Safeguarding Policy and Accessibility Plan and the school's SEND information report.

2. Overall Aim of the school SEND policy

- To have high aspirations and expectations for all children with Special Educational Needs and Disabilities and to focus on outcomes for children with SEND.

Aims and Objectives

The objective of the school's SEND policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised.
- To plan an effective curriculum to meet the needs of all children, including those with SEND.
- To provide the required 'additional and different to' support to enable children with SEND to make progress and achieve their potential and to map this provision on the school provision map.
- To involve children and parents/carers in the identification and review of the objectives and outcomes set for individual children (where necessary on an Early Help Record or Education, Health and Care Plan.)
- To work in close partnership with, and involve, parents/carers of children who have SEND.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and inform the provision for children who have SEND.
- To support children with SEND, in all areas, enabling them to overcome their difficulties to such an extent that they are able to cope and progress within the learning environment.
- To support children with SEND to engage fully in the life of the school, participating in all activities alongside pupils who do not have SEND.

- To improve children's self-esteem by setting tasks that are in achievable steps, thereby promoting success and fostering self-motivation.
- To recognise that all teachers are teachers of children with SEND.
- To enable class teachers to take responsibility for the educational needs of all children in their classes, irrespective of ability, offering support where necessary, through appropriate training.
- To enable Teachers and Teaching Assistants to be trained appropriately so they can teach and support pupils with SEND.
- To enable children with SEND to achieve their best in all areas.
- To enable children to become confident individuals, living fulfilling lives.

3. Identifying Special Educational Needs and Disabilities

At AMCPS we identify needs by taking into consideration the needs of the whole child. A child is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty 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. The SEND Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress following good quality first teaching, including personalised teaching, with reasonable adjustments and intervention to support them.

When identifying SEND we have reference to the four broad areas of need, as outlined in the SEND Code of Practice:

- **Communication and Interaction** (Speech and language or Autism Spectrum Condition,)
- **Cognition and learning** (including Specific Learning Difficulties (SpLD) such as dyslexia, Moderate Learning Difficulties (MLD,) Severe Learning Difficulties (SLD,) Complex Learning Difficulties and Profound and Multiple Learning Difficulties (PMLD,))
- **Social, emotional and mental health difficulties** (SEMH)
- **Sensory and/or physical needs** (including Visual impairment (VI) and Hearing impairment (HI) and Physical disability (PD))

These four broad areas give an overview of what needs are planned for. The purpose of identification of needs is to work out what action the school needs to take, not to fit a pupil into a category. Many pupils will have needs in more than one area and when identifying the needs of a pupil, the school will consider the needs of the whole child in all areas, not just including the Special Educational Needs. A child may have other needs that are not SEN but may impact on progress and attainment e.g. disability, attendance problems, health and welfare concerns, social disadvantage. These needs are considered when planning to meet the needs of the whole child.

4. A Graduated Approach to SEN Support

All Class Teachers are responsible and accountable for the progress and development of all pupils in their class. Class Teachers work in collaboration with the school SENDCo and Teaching Assistants to ensure that quality first teaching, including personalised teaching and reasonable adjustments and intervention, is delivered to all pupils in their class including those with Additional Needs. The school holds the Swindon Dyslexia Friendly Schools Award and dyslexia friendly practices are used across the school alongside other inclusive practices.

Class Teachers regularly monitor the progress and development of all pupils in their class. Where a Class Teacher has concerns regarding a child's progress, they make parents/carers aware of their concerns and complete a SEND Quick Checker in consultation with the child's parents/carers. They then keep a record of personalised support offered to the child in order to meet their needs. As recommended by the SEND Code of Practice, the school follows a continuous Plan-Do-Review cycle in order to meet children's needs and monitor progress. The progress of all children in the school is monitored on a regular basis (3x yearly) by the Senior Leadership Team, including the SENDCo, during Pupil Progress Meetings. During these meetings, Class Teachers raise concerns regarding children who may have SEND and have failed to make adequate progress, despite personalised teaching. At this point, it is decided whether it is appropriate to deliver more personalised quality first teaching in order to meet the child's needs or whether it is necessary to place the child on the SEND Register at SEN support.

When it is decided to place a child on the SEND Register, the Class Teacher informs the parents and explains what will now happen to meet their child's needs. The SENDCo records the child on the SEND Register at SEN support and makes a judgement as to which Category or Categories of Need the child's needs fall into and records this on the Register.

5. Managing pupils' needs on the SEND Register

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with SEND are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or be withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the Class Teacher, Teaching Assistant or Inclusion Teacher and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the school's co-ordinated arrangements which appear on the Provision Map. A Provision Map details the various programmes and arrangements that we operate to meet identified needs. The SENDCo and Governor/s will normally oversee this provision to ensure it meets the objectives of this policy.

The additional to and different from provision for all pupils in the school with Additional Needs is recorded on the school Provision Map. The SENDCo monitors the effectiveness of provision offered to all children on the SEND Register in order to meet their needs and advises Class Teachers on adjustments to this in order to maximise progress for all children. The Provision Map is reviewed and updated three times a year, following Pupil Progress Meetings.

Where a child's needs can be met with group support and objectives are academic in nature, provision is mapped on the School Provision map and monitored by the SENDCo and progress towards objectives and targets is monitored and recorded by the Class Teacher, as part of whole class tracking and assessment. Progress towards targets will be reviewed with parents three times a year, usually during parents' evenings.

If it is identified that a child's needs cannot be fully met through school provision arrangements, referrals are made to outside agencies (e.g. Speech and Language Therapy, Occupational Therapy, Visual Impairment service, Hearing Impairment service, Physical Disability advisory teacher, ASC service, Community Paediatrics, TAMHS etc) in order to seek further assessment of the child's needs and support and advice in meeting them. Parent/carer consent is always requested before any referral is made and parents/carers are given the opportunity to contribute to the referral process. Referral forms are completed by the SENDCo in collaboration with the Class Teacher. All advice and information given by outside agencies is then used to inform the support given to the child.

If a child has complex needs that are likely to require additional support the school will complete the relevant sections of the Core Standards and may set up an Early Help Record (EHR) in collaboration with the parents/carers. Parents/carers are asked to give consent for this information to be shared with any agencies/professionals involved with their child. A Progress Plan is then set up and the Plan/Do/Review process is followed in order to monitor progress towards objectives.

Where it is decided that the support available within school is not sufficient to meet a child's needs the school will apply for a Statutory Needs Assessments from the Local Authority, in consultation with the child's parents/carers. The SENDCo will complete the Statutory Needs Assessment and additional funding request form in collaboration with the Class Teacher and the child's parents/carers. The child's parents/carers will be fully involved in the request for Statutory Needs Assessment and will be offered support from the Special Educational Needs and Disabilities information and Advice Support Services (SENDIASS).

6. Education, Health and Care Plans/ Statements of Special Educational Needs

Education, Health and Care needs assessment

The special educational needs of the great majority of children will be met effectively within the school through SEN support, sometimes with the additional support of an Early Help Record and regular Team around the Child (TAC) meetings and/or the support of outside agencies and professionals. In a very few cases the LA will need to make a statutory assessment of a child's educational, health and care needs and then consider whether or not to issue an Education, Health and Care Plan (EHCP) previously known as a Statement of Special Educational Needs.

The school is responsible for submitting evidence to the LA, which will include:

- The views of parents.
- The ascertainable views of the child.
- Evidence of progress over time.
- Copies of advice, where provided, from health and social services.
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school.
- Evidence of the extent to which the school has followed this advice.

The Code of Practice controls the timing of the formal procedures.

The teaching of the child is still the primary concern of the school and will continue as at SEN support.

Major reviews will take place annually for those children who have Statements of Special Educational Needs or Education, Health and Care Plans, according to the regulations as laid down in the Code of Practice. Parents, children and professionals working with the child will be invited to attend.

7. Criteria for exiting the SEN Register

The SENDCo will discuss with Class Teachers whether there are any children who should be removed from the SEND Register. Children will only be removed from the SEND Register when in all areas.

8. Supporting pupils and families

Parents of children with SEND are directed to the Local Authority Local Offer at <https://localoffer.swindon.gov.uk/home/> for more information on what services are available locally. There is a link to the Local Offer on the school website. There is further information regarding the school's approach to supporting children with SEND in the School Information Report (our school's contribution to the Local Offer) which is available on the school website at www.abbeymeads.swindon.sch.uk under SEND.

Parents of children with SEND, or who have a child who is currently undergoing a Statutory Needs Assessment for an Education, Health and Care Plan, are offered the support of SENDIASS (Special Needs and Disability Information Advice and Support Service) Tel: 01793 466515).

Parental and Pupil Involvement

Parental Involvement

All parents of children with special educational needs will be treated as partners. The school aims to develop positive and constructive relationships with parents and recognises that parents hold key information and have a critical role to play in their children's education. If a child is found to have SEND the school will inform parents as soon as possible in order to

ascertain their views and concerns. Parents are encouraged to be involved in the setting of outcomes and in their children's reviews. These reviews will take place at or prior to Parent Consultation Evenings or more frequently if necessary.

Parents of children with SEND will be informed of the SENDIASS Services whose aim is to empower parents to play an active and informed role in their child's education. This includes access to an Independent Parental Supporter for those parents who want one.

Pupil Involvement

The views of children will be given due consideration according to their age, maturity and capability. Pupils' views will be actively sought on outcome setting, discussing how they can achieve their outcomes and on evaluating their progress and their achievements towards those outcomes, using a person-centred planning approach. Achievements will be noted and celebrated as well as difficulties clarified and addressed. The recognition of success for all children is integral to the life of the school.

9. Admission arrangements

The admissions policy is based on the agreed Swindon policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the Governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a statement/EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the Full Governing Body.

10. School Transfer and External Agencies

Starting school and School Transfer

The Early Years Co-ordinator and the SENDCo will liaise with pre-schools, nurseries and parents of children entering Reception who have a Statement or EHCP or whom agencies have identified as requiring additional support.

The SENDCo and the class teacher of children in Year 6 will liaise with receiving secondary

schools regarding children on the SEND Register at SEN support.

The Transfer Annual Review for a child with a Statement of Special Educational Needs or Education Health and Care Plan, transferring to a secondary school, will take place at the end of Year 5, so that every consideration can be given to the gathering of views as to the best educational setting for the child at this important transition stage. The SENDCo of secondary schools will always be invited to this

Records of those children with special educational needs, who move to another school during their primary schooling, will be forwarded to the new school. If required the SENDCo will also call the receiving school.

11. External Agencies

The Special Needs Co-ordinator liaises with a number of external agencies. These include:

- Educational Psychology Service (EPS).
- Speech and Language Therapy Service (SALT).
- Social, Emotional and Mental Health Outreach Team (Behaviour support service.)
- Targeted Mental Health Services (TAMHS.)
- Occupational Therapy Service (OT).
- Advisory Teacher for Pupils with Specific Learning Difficulties.
- Advisory Teacher for Visual Impairment.
- Advisory Teacher for Hearing Impairment.
- Advisory Teacher for Physical Disabilities.
- Advisory Teacher for ICT and AAC (Alternative and Augmentative Communication.)
- Advisory Teacher for Social Communication and Interaction Difficulties/Autistic Spectrum Condition (ASC.)
- Parent Support Advisor.
- Community Paediatrics.
- Social Services.

- Portage Team.
- SENCOs in local Primary and Secondary Schools.

12. Supporting pupils at school with medical conditions

In accordance with the Children and Families act 2014 and the SEND Code of Practice 2015, AMCPs makes arrangements to support children with medical needs and conditions in school. Children with medical needs will have an individual medical care plan which is drawn up by the school nurse in liaison with the child's parents/carers and where necessary, any medical professionals involved with the child. The individual medical care plan specifies the type and level of support required to meet the child's needs. Individual medical care plans are accessible to all staff working with the child and all members of staff are made aware of children with medical needs. Staff working with the child are given the appropriate training to be able to support the individual child.

13. Monitoring and Evaluation of SEND

Assessment and Record Keeping

Three times a year the attainment and progress of all children, including those with Special Educational needs are reviewed and analysed at our Progress Meetings. The SENDCo monitors the lowest achieving 20% of every cohort and tracks both the attainment and progress of all children with special educational needs.

In addition, each child receiving an intervention is base lined prior to starting an intervention using the relevant assessment materials. Their attainment is then reassessed at the end of Term 2, 4 and 6. Progress and attainment are monitored by the SENDCO throughout the intervention programme and formally at the end of Terms 2, 4 and 6.

The provision map is reviewed after both the Progress meeting and formal analysis of the intervention assessment data has been carried out. Adjustments are then made to the interventions and groupings as necessary.

14. Training and Resources

Resources

The Governing Body allocates resources from the school budget to pay for a special needs teacher (SENDCo)/admin support for five days a week. Money from delegated funds (notional SEN funding) is used to pay for Teaching Assistants so that they are able to support pupils within the classroom. The allocation of SEND teaching, Teaching Assistant support and resources for individual children and groups of children is managed primarily by the SENDCo in consultation with the Head Teacher and Class Teachers within the constraints of the Special Educational Needs budget allocated by the Governing Body. The LA may allocate a small amount of money, over and above the delegated funds, in order to support named pupils with Statements of Special Educational Needs/EHCPs that cannot be met from the school budget.

15. Roles and Responsibilities

Governors' role

The Governing Body will appoint a named Governor who is responsible for Special Educational Needs. The named Governor is Mrs Lisa Hume.

The Governing Body will appoint a named person, the SENDCo, who is responsible for ensuring that all those who are likely to teach a pupil with a statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) are told about the statement/ EHCP. The appointed person is Mrs. M Cunningham.

The Governing Body will also appoint a designated teacher who is responsible for any 'looked after' children in the school in order to comply with the Guidance for the Education of Young People in Public Care. The appointed person is the Deputy Head Teacher, Mrs. M Cunningham.

The governing body of a community, voluntary or foundation school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that where the 'responsible person' - the Headteacher or the appropriate governor - has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.

- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.
- Have regard to the Special Educational Needs and Disability Code of Practice (2014) when carrying out its duties toward all children with special educational needs and disabilities. Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Have a written SEND policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice).
- Report to parents/carers on the implementation of the school's policy for children with special educational needs.
- In the school prospectus including the name of the person responsible for coordinating SEND provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy.
- They are 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 Development Plan and the school's self-evaluation process.
- The quality of SEND provision is continually monitored.
- The SEND policy is reported on in the school brochure and children's progress is reported in the school SEND Information Report.

In addition as part of the Equality Act 2010 and previously the Special Educational Needs and Disability Act (2001) it is the responsible of the Governors to take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. They must also publish three year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats (Accessibility Strategy -Access Plans). The Act says that a responsible body for the school discriminates against a disabled child if:

- For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply.
- It cannot show that the particular treatment is justified.

See the 'accessibility plan' for more information.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) role

The Special Educational Needs Co-ordinator is currently Mrs. M Cunningham who is responsible for co-ordinating the provision of special educational needs throughout the school. This involves:

- Day to day operation of the SEND policy.
- Co-ordinating provision for children with SEND.
- Providing advice to staff on the graduated approach; supporting and liaising with them.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Overseeing and maintaining specific resources for Special Educational Needs and Disabilities.
- Liaising with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body in conjunction with the designated responsible person.
- In conjunction with the Class Teacher liaising with parents/carers of children with SEND.
- Monitoring the attainment and progress of the lowest achieving 20% of children.
- Monitoring and auditing the school's SEND records and overseeing the records of all children with SEND.
- Liaising with Early Years settings and the potential next providers of education.

16. Storing and managing information

All SEND records and medical records are kept in line with the requirements of the Data Protection Policy that is found on the school website. The provision made for pupils with SEND is recorded on the school provision map, which is managed by the SENDCo and is reviewed and updated three times a year. The SEND register is stored and managed by the SENDCo and is regularly updated throughout the year and is formally reviewed three times a year. Details of SEND, outcomes, progress, teaching strategies and the involvement of specialists is recorded as part of school information systems.

17. Reviewing the Policy

Criteria for evaluating the success of our policy

This policy will be evaluated against the objectives stated on pages 2 and 3 by:

- Teachers' plans showing that a differentiated approach is taken and that the learning outcomes on the provision map are identified and reflected in planning.
- Parents/carers are involved with individual outcomes set for children by discussing, receiving and having their views recorded.
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own Pupil Profile.
- Provision Map outcomes being monitored to ensure that children make progress towards achieving these.
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the Class Provision Maps and/or Annual Reviews and are involved in setting outcomes and the review of progress towards outcomes.
- The School Development Plan priorities include the provision for SEND.
- Undertaking a value for money review of our SEND funding.
- Any external evaluation or inspection.

18. Accessibility

AMCPS strives to be fully inclusive and accessible to children and adults with disabilities. We do this through paying due attention to the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. We also differentiate the curriculum in a variety of ways in order to reduce/remove barriers to learning for children with disabilities.

See 'accessibility plan' and Inclusion Policy for more information.

19. Complaints Procedures

In the event of a parent having cause for complaint in relation to their child's needs being met they should, at first, express their concerns to their child's class teacher. Most problems can be sorted out by talking them through with the members of staff most involved with the child. If they are not satisfied with the outcome, the matter can be discussed at a meeting arranged with the SENDCo.

If still dissatisfied parents may speak to:

1. The Headteacher, Mr. B. Buckley
2. The Special Needs Governor, Mrs L Hume.
3. The Governing Body Complaints sub-committee.

All the above personnel can be contacted through the school on 01793 723239.

The full complaints policy is available on the school website or as a hard copy from the school office.

20. Bullying

By positively promoting the school anti-bullying policy we acknowledge that we have a clear moral purpose which values and celebrates diversity within gender, race, creed and ability. There is an acceptance of the equality of human beings and a respect for the dignity of others as well as oneself. We sensitively employ a multi-faceted approach to support children with a range of needs. This includes sensitively educating all children about a range of differences e.g. dyslexia, autism, medical needs. For further information refer to the Anti-bullying Policy.