

Abbeyfield School



SEND POLICY

Status:	Approved
Governing Committee:	Full Governing Board
Author:	SENCo/ Headteacher
Approved on:	5 th February 2020
Next Review:	February 2021

SENCO: Helen Lawrence
Holder of National Award in SEN Co-ordination (Bath Spa University 2014)
hcl@abbeyfield.wilts.sch.uk 01249 464500
Headteacher: Nick Norgrove
nmn@abbeyfield.wilts.sch.uk 01249 464500

Special Educational Needs and Disability

Abbeyfield School is an inclusive school. We are committed to providing an appropriate and high-quality education to all the pupils and young people living in our local area. We believe that all pupils, including those identified as having special educational needs (SEN) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They have the right to be fully included in all aspects of school life enabling them to meet their full potential.

Relevant legislation

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 2014 3.65 and has been written to the guidance and documents named in Appendix 1. This policy was created by the SENCo and senior leaders. It was then reviewed by the SEND Governor and the governing board. All staff, parents and pupils are invited to comment and contribute towards it.

This policy is available on the Abbeyfield website at http://www.abbeyfield.wilts.sch.uk/?page_id=69.

Rationale

To raise aspirations and expectations for every SEND student in an inclusive environment so that, through Quality First Teaching or targeted and focused support, all pupils meet their full potential.

The SEND team at Abbeyfield School

Enquiries about an individual child's progress should be addressed at first to the class teacher/form tutor/ subject teacher since he or she is the person who knows the child best. Other enquiries can be addressed to:

SENCo: Helen Lawrence
hcl@abbeyfield.wilts.sch.uk 01249 464560

Headteacher: Nick Norgrove
nmn@abbeyfield.wilts.sch.uk 01249 464500

Abbeyfield School's SEND Governor is Anna Kubik

Headlines from the 2014 Code of Practice. From September 2014

- Education, Health and Care plans (EHC Plans) can be used to support pupils from birth-25 years. These are known in Wiltshire as My Plans. These replace Statements of Special Educational Needs.
- Pupils with additional needs where we are actively intervening with them or where outside agencies are involved are put at SEN Support. All pupils are closely monitored, and their progress tracked each term. Those at SEN Support are additionally tracked by the SENCo. This category replaces the old terms School Action and School Action Plus.
- There are four broad categories of SEN and disability:
 - communication and interaction
 - cognition and learning

- social, emotional and mental health
- physical and sensory.

We have pupils in all these categories of SEND at Abbeyfield.

- We work closely with parents and pupils to ensure that, in shaping provision, we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.
- All pupils receive Quality First Teaching: this means that teachers expect to assess, plan and teach all pupils at the level, which allows them to make progress with their learning. **'Every teacher is a teacher of every child including those with SEN.'** In addition, we implement some focused interventions to target particular needs and skills.
- We have high expectations of all our pupils. Pupils on our SEND register make progress which compares well with the progress made by other pupils.

Aim

We recognise that students have a range of specific talents and needs and make a commitment to recognising and responding to them and that SEND provision within the school is the responsibility of all staff, both teaching and non-teaching, and all faculties. Some students have particular needs which may necessitate provision that is additional to or different from that normally provided. These students may be very able, have learning, communication, sensory, physical or social, emotional and mental health difficulties. We encourage students to value their achievements and to become active independent learners who can take a full part in the community and adult life.

The school, through regular reviews, meetings and liaison, will monitor the outcomes for students with SEND. Faculty areas, through value-added student tracking each term, will look at the progress made by students and plan and adjust provision in cases where there is identified under-performance. Where a pupil has SEND, outcomes are identified. Pupils also work with staff to create one-page profiles to identify and express their areas of strength, as well as areas that they may struggle with also to record how they like to be supported.

Our policy is to ensure that the additional educational needs of each child are met with the fullest possible access to the curriculum and that students make the best progress possible with students receiving additional support where resources: including staff deployment, allow. Our focus is on outcomes for pupils not just of hours of provision/support. We value links with parents and take account of parental concerns and wishes in providing for students with SEND. We encourage purposeful and positive links with outside agencies and the wider community in order to realise the full potential of each student. We believe that it is desirable, for social, emotional and educational reasons, that students are educated alongside their peers. In some cases and for a limited time withdrawal of students is appropriate, allowing small group or individual teaching to take place. For some students, a modified or personalised curriculum may be necessary in order to meet their needs. For some older children from late KS3 advice and guidance on particular option pathways may be given in order to support their individual needs. As a consequence, part-time collaborative off-site provision may be appropriate. The success of such arrangements will be reviewed regularly. These will be considered on an individual basis. Parents will be involved in finalising decisions about provision, which is additional to or different from that normally available to all students.

Objectives

Our objectives are:

1. To work within the guidance provided in the SEND Code of Practice 0-25 2014 and to implement it effectively across the school.
2. To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
3. To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
4. To enable all pupils to participate in lessons fully and effectively.
5. To value and encourage the contribution of all pupils to the life of the school.
6. To work in partnership with parents.
7. To enable the Governing Board to fulfil their statutory monitoring role with regard to the SEND Policy.
8. To work closely with external support agencies, where appropriate, to support and address the needs of individual pupils.
9. To ensure that all staff have access to training and advice to support quality teaching and learning experiences for all pupils.

Contents

- 1. Identifying students with Special Educational Needs**
- 2. Roles and Responsibilities**
- 3. Admission arrangements**
- 4. Resources**
- 5. Dealing with complaints**
- 6. Bullying**
- 7. Training**
- 8. Other agencies**
- 9. Equal opportunities**
- 10. Other policies**
- 11. Monitoring and evaluation**

Appendix 1: Legislation

Appendix 2: Role and Responsibilities of the SEND governor

Appendix 3: Definitions

1. Identifying students with Special Educational Needs

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

When assessing students' needs, we will take into account information from primary schools or, with students joining in-year, from previous schools, paying particular attention to information from the SENCo or previous class teacher, standardised test results, National Curriculum assessments and, where used, Individual Education plans or provision maps.

Where students have an Education Health and Care Plan (My Plan), the SENCo will seek to attend the annual review of students aiming to attend Abbeyfield in Years 5 and 6. The SENCo will also aim to attend SEND Support meetings, CAF reviews and any other meetings relevant to the transition. The SENCo will work with the Transition Manager to contact and arrange meeting with staff at all feeder schools to ensure the transition to year 7 is as smooth as possible.

At the start of the autumn term in year 7, all students undertake a Cognitive Abilities Test (CAT4) and standardised reading, comprehension and spelling test. New starters at the school also take these. Further testing is carried out on pupils with a low or uneven spread of results or who have been highlighted as having issues by their primary school. Teachers' professional judgement will also be sought. If the outcome of a test gives the school reason to suspect a child may have a learning difficulty, the school will consult with the parent or guardian and make recommendations for their child's education. This may involve completing a Digital Assessment and Referral Tool (DART) and possibly starting a Common Assessment Framework (CAF) if outside help is needed. If results suggest there is a more serious learning difficulty, which ought to be assessed quickly, the SENCo will liaise with a Wiltshire Council SEND lead worker and an educational psychologist will be asked to assess the child. If extra funding is considered necessary, the school can support parents in approaching Wiltshire Council in seeking a Named Pupil Allowance or Enhanced Learning Provision (ELP) funding (available for pupils with Cognition and Learning and Communication and Interaction difficulties only). Wiltshire Council supplies additional funding in Bands.

Students with Education Health and Care Plans (My Plans) have their provision reviewed regularly and the provision is reviewed formally annually. Students who need interventions in school with recognised outcomes or who have outside agencies involved with their educational needs go on the SEND Support category on the SEND register of the school. Their provision is reviewed with parents at parents' evenings or at other meetings as needed. The SENCo will make use of the Wiltshire Graduated Response to SEND Support (WGRSS) tools to determine where on the register pupils should be placed. Students with identified needs or with historic difficulties will continue to be monitored by the SENCo and staff will be informed of their needs and be made aware they are on the Class Action/Monitor section of the register. Classroom staff will be responsible for adaptations to ensure the needs of these pupils are met. All students with My Plans or on SEND Support on the SEND register will have input into creating a one-page profile to make clear how they like to be supported in class. This tool will also be used for other individuals where it is considered useful. These will be available to all classroom-based staff.

The SEND Code of Practice 0-25 (2014) lays out four broad categories of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical and sensory

We aim to meet needs under all these categories. We also recognise that students are individuals and often do not neatly fit into these categories, that there are overlaps and we therefore consider the needs of the whole child, which will include factors other than just their SEND.

We recognise that all teachers are responsible and accountable for the progress and development of all pupils they teach, including those receiving additional help from teaching assistants. The school regularly assesses teaching of all pupils, including those with SEND, through our Quality Assurance programme. The progress of every child is monitored termly. Where pupils are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo /Headteacher/ Head of Year/ School Counsellor/Pastoral Support staff/ Attendance Officer and SLT and a plan of action is agreed in consultation with parents. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high-quality and accurate formative assessment. Class/ Subject teachers are continually aware of pupil's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- a. is significantly slower than that of their peers starting from the same baseline
- b. fails to match or better the child's previous rate of progress
- c. fails to close the attainment gap between the child and their peers

If a student is thought to require special educational provision, teachers, the SENCo and parents are involved in deciding on this. They will consider what has been done in the past with the pupil, data from assessments and national data on expectations of progress.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or providing some additional information or support for parents. Otherwise, the child may be placed at SEND Support on our SEND register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer medical diagnoses. The SENCo can, however, assist in the referral process for autism and ADHD under the Wiltshire Autism Assessment Service, launched in 2019. The school can carry out some initial screening for conditions such as dyslexia and visual stress but again cannot offer diagnoses.

In identifying barriers to learning or additional needs, Abbeyfield School looks at the whole child which will include looking beyond any identified or already known special educational need. We also consider what is not SEND but may impact on a child's progress and attainment. The following areas may be discussed:

- 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
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Graduated Response to SEND

A **Graduated Response** is adopted for pupils identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCo but will be planned and delivered by teaching and support staff. We use the **Assess – Plan – Do – Review** cycle that has been set out in the SEND Code of Practice 2014.

In Wiltshire, there are three levels of support. Wave 1 is the entitlement that every child can expect from their school. Wave 2 is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. Wave 3 is for pupils who have very special and long-term needs.

Wave 1

Every teacher is a teacher of every child including those with SEND.

What is Quality First Teaching?

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils receive 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. Abbeyfield School regularly and rigorously observes teaching across the school in its observation schedule to maintain standards. We use termly reports to carefully monitor progress of all of pupils. Tracking reports are also completed and shared with pupils. All of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress, is considered in shaping next steps for student and ensuring that they make the best possible progress.

At Abbeyfield, our teachers know how to:

- Explain things clearly and to simplify teaching points in ways that help pupils remember. We use lots of visuals on our whiteboards and in our communication, which helps students to access and understand what they are being taught.
- Give instructions in a way that helps pupils listen, understand and remember
- Ensure that pupils know how much time they have to get their work done
- Ask questions that check understanding and re-visit key learning points if needed
- Adapt classrooms and seating plans so that everyone can see and hear
- Assess student progress at least once a term and carry out extra assessments to pinpoint why a child has difficulty learning
- Adapt lesson plans to build on students’ strengths and accommodate and address any areas of weakness or difficulty.
- Understand and talk with pupils who are shy, worried or angry; and include them in school life.

- Settle pupils whose behaviour is challenging.

We also:

- Adapt the environment so that your child can get to lessons on time and move around the school safely and easily

At Abbeyfield, our teachers get advice and support from:

- Heads of Year and Heads of Department who share information about individuals
- Student's welfare, behaviour and learning
- The SENCo
- Visiting Speech and Language Therapists
- The Educational Psychologist (this is a professional who advises on difficulties with learning). Sessions have to be bought in by the school.
- The LA Specialist Advisory Teachers for Cognition and Learning, Communication and Interaction, Visual and Hearing Impairment and Physical Needs.
- Child and Adolescent Mental Health Service (CAHMS) (these professionals advise on emotional needs)
- The School Nurse

Wave 2 SEN Support

If a child is not making adequate progress then they will be moved to Wave 2, which means that we add their names to our SEND register at SEND Support level. At Abbeyfield School, we provide short-term, individual or small-group interventions for pupils who experience barriers to learning. These can be different in each year group and include:

- Speech and language groups run by trained Teaching Assistants, following plans written by the SENCo, local authority or NHS Speech and Language Therapists
- Fine Motor Skills groups (for handwriting)
- Toe-by-Toe to help with reading
- Phonological awareness teaching
- Reading partners
- Numeracy interventions
- Typing skills
- Transition Groups (for pupils moving into secondary)
- Social Skills Groups (including Crafty Kids/Art as therapy) and Self-esteem groups
- Individual behaviour support
- Behaviour Support Groups
- Counselling
- Social Stories
- Building English and Maths Skills (BEAMS), a literacy and numeracy catch-up group for year 7 pupils

At Wave 2, other things that the school does:

- Talk to the Educational Psychologist to get advice on other ways to improve teaching for individual pupils
- Train teachers to work with additional adults in the classroom
- Train staff in how to meet needs in different areas of SEND
- Train staff in carrying out interventions to meet specific needs

Each intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. TAs and the SENCo are involved in this process. The child's progress is then reviewed by the SENCo reviewing the interventions and at the Pupil Progress Meetings.

Statutory Assessment / Education Health and Care Plans (formerly statements)

If a student is unable to make adequate progress in spite of high quality, targeted support at SEND Support and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. A series of assessments and processed will take place over a 20-week period. Following the meeting, the LA may agree to issue the EHC Plan which will record details about pupils and will set outcomes. This has to be agreed by the SEN Panel at Wiltshire Council.

The SENCo is responsible, on a daily basis, for providing support and mentoring, allocating pupils with EHC Plans a specified amount of support.

Wave 3

At Wave 3, a child may have an EHC Plan. At Wave 3, the SENCo may ask some of the following professionals to provide advice, teaching or to prepare a special programme of support for your child. The programme will be carried out by additional adults or teachers who work at Abbeyfield School:

- Intervention and support from specialist teachers of the deaf (as needed)
- Termly or twice termly visits from specialist teachers of the visually impaired (as needed)
- Termly or twice termly visits from specialist teachers of pupils who have ASD or global delay or specialists in Specific Learning Difficulties, including dyslexia (as needed)
- Assessment by an Educational Psychologist
- A special and personal plan that meets the unique needs of the child.
- Specialist teacher
- Speech and Language Therapist (SALT)
- Psychologist from the Child and Adolescent Mental Health Service (CAMHS)
- If your child has behavioural, emotional or social difficulties, there may be a learning mentor or key worker
- Occupational Therapist

- Medical staff
- Physiotherapist
- Teaching assistant supporting in lessons as needed.

Full details of the different types of provision Abbeyfield offers to pupils with Special Educational Needs are included in the SEND Information Report, available to view on the school website at http://www.abbeyfield.wilts.sch.uk/?page_id=69. Details are also included of Wiltshire's local offer <https://www.wiltshirelocaloffer.org.uk/>.

Managing pupils' needs on the SEND register

Every child is involved in the assessment cycles, which enables pupils to be identified as requiring SEND support.

Class teachers/ subject teachers are responsible for evidencing the progress of SEND pupils in their classes.

The SENCo is responsible for managing the SEND register and keeping it up to date. The register complies with the SEND Code of Practice 2014 guidance. The level of provision employed for a pupil will be decided at relevant stages in the monitoring cycle and follow the Wave levels identified above.

All interventions will become outcome based and have clear time frames to comply with the SEND Code of Practice 2014 guidance. Every intervention will be monitored and evaluated on a termly basis for effectiveness. Each TA delivering support and interventions are required to keep accurate, detailed and consistent records of their support and their interventions. Paperwork for TAs is continually reviewed and updated to make sure it is fit for purpose and complies with the guidance in the SEND Code of Practice 2014. TA files are then monitored by the SENCo.

Some children at Wave 2 who continue to struggle to make planned progress may either be put forward for Statutory Assessment or Additional Funding from the LA. Abbeyfield's SEN Support format is used at this stage and a My Support Plan may be drawn up.

Abbeyfield is moving towards Person-Centred Reviews for their pupils with EHC Plans. A person-centred review involves the pupil but is facilitated by an adult within the school setting rather than being service led. It is essential that the pupil is part of the process and participates in the actual review. Participants will be encouraged to give their views in a less formal way. For example, each member of the review will be asked what they like and admire about the pupil.

The person-centred approach gives everyone the opportunity to acknowledge and celebrate what is working well and what their role and contribution to this is, as well as looking at what is difficult and not going well. This can then be addressed and results in jointly agreed actions.

Criteria for exiting the SEND register

Pupils will exit the SEND register when their progress is in line with local and national expectations and more in line with their peers and support is no longer deemed necessary for them to continue to

maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child. Pupils can also be put on the Class Action section of the register if they have SEND that is being met by Quality First Teaching. Pupils' progress will continue to be monitored.

Monitoring and evaluating SEND

Pupils on the SEND register have their levels reviewed termly by the SENCo and are discussed at parents evenings and Teacher/SENCo Meetings.

Every intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. TAs and the SENCo are involved in this process. The child's progress is then reviewed by the SENCo reviewing the interventions and discussed with parents if necessary.

Our intentions are to evaluate and monitor arrangements regularly, resulting in an active process of continual review and improvement of provision for all pupils

Pupils with social, emotional and mental health needs

At Abbeyfield anti-social or negative behaviour is not classified as an SEND. All pupils' behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. If a student consistently demonstrates behaviours which demonstrate particular social, emotional needs or barriers to learning the class teacher will initially assess the child's needs. They take into account family circumstances and the child's known history of experiences. These issues are also discussed and addressed at Inclusion Meetings. If the child's behaviour is felt to be a response to trauma or to home-based experiences, (e.g. bereavement, parental separation) we may complete a CAF with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or the school may refer directly via its Wellbeing Hub.

If it is judged that a student has long-term social, emotional or mental health needs – for example with anger management – the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained school staff/therapists and relevant outside agencies that develop good, trusting relationships with the pupils. The school counsellors may also become involved at this stage. This requires parental permission in the primary phase.

All pupils' behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

Supporting pupils and families

At Abbeyfield School, we aim to have good and informative relationships with all of our parents. Partnership plays a key role in enabling pupils and young people with SEND to achieve their potential. Parents hold key information contributes to building a shared view of a child's needs. We value the views of parents and view all parents of pupils with special educational needs are viewed as

partners. We give support to help parents play an active role alongside the school in their child's education.

If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher/ Inclusion Team will invite the parents to a meeting to:

- formally let them know that their child is being placed at SEND Support
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of Assess, Plan, Do, Review set out in the Code of Practice.

Depending on their needs and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents – and pupils – are invited to review progress made and discuss future provision.

Transition into and out of school

We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes – including from primary and into post-16 – as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher or Secondary SENCo
- Opportunities to take photographs of key people and places in order to make a transition passport.
- Meeting Learning Support staff from Post-16 providers.

Enhanced transition arrangements are tailored to meet individual needs.

At the start of each school year, the SENCo briefs all staff on pupils with SEND, including those at Class Action on the SEND register. The Year 6 pupils with SEND moving to the Secondary Phase are discussed between the Primary SENCo, Secondary SENCo, Headteacher, Head of Year and Transition Manager.

Post-16 providers are invited to meet parents and pupils with EHC plans at their final annual review or before, if they are leaving at the end of Key Stage 4. Additional visits to post-16 providers are arranged, where appropriate.

Statutory Duties for Post 16 Provision

Abbeyfield is ambitious for all young people with SEND, whatever their needs and whatever their level of study. We pledge to focus on supporting all young people so they can progress and reach

positive destinations in adult life. These destinations include higher education, further training and employment, independent living (which means having choice and control over the support received), good health and participating in the community.

All students aged 16-19 with an EHC plan will follow a coherent study programme that provides stretch and progression and enables them to achieve the best possible outcomes in adult life. Further detail on study programmes can be requested from:

Mrs H Lawrence, SENCo
Ms S Jones, Head of Sixth Form

Reference will also be made to the:-

- Equalities Act 2010
- SEND Code of Practice 0- 25 (2014)

The SENCo manages and oversees arrangements made for pupils to access exams and other assessments.

For more information to support your family and your child please refer to the following:

- Wiltshire LA local offer - The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Wiltshire's Local Offer is available from the website: <https://www.wiltshirelocaloffer.org.uk>
- Abbeyfield School's SEND Information Report – available on our website or at reception.
- Abbeyfield School's policy for managing the medical conditions of pupils – available on our website.
- Abbeyfield School Admissions policy and arrangement – available on our website.

Supporting pupils at school with medical conditions

Abbeyfield School recognises that 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 pupils with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010. Risk assessments may be carried out.

Some pupils 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 here, the SEND Code of Practice (2014) is followed.

Abbeyfield School strives to ensure that pupils with medical conditions receive appropriate care and support at school. The school's policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance released in April 2014.

Abbeyfield School's policy for, 'supporting pupils with medical conditions' is available on our website or on request, from the school office.

Training and resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for pupils with Education Health and Care plans (My Plans).

The Headteacher informs the governing board of how the funding allocated to support special educational needs has been employed.

All of our teachers are trained to work with pupils with SEND. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all pupils effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Some of our staff work with the BEAMS (Building English and Maths Skills) group, which supports pupils who enter school with low English and Maths skills at the end of KS2. Some staff also have expertise and training on other areas or specific interventions. All TAs work with pupils with SEND and disabilities.

Regular CPD is arranged for staff to meet their needs identified in audits, lesson observations and performance management.

The school's SENCo regularly attends the LA's SENCo network meetings and conferences to keep up to date with local and national updates in SEND.

We also have links with Rowdeford School and Wiltshire College.

2. Roles and responsibilities

The Governing Board challenges the school to secure necessary provision for any pupil identified as having SEND. They ask probing questions to ensure all teachers are aware of the importance of providing for these pupils and ensure that funds and resources are used effectively.

- SEND governor – Anna Kubik

The Governing Board will nominate at least one Governor to have SEND as their specific area of concern. The SEND Governor(s) undertakes relevant training as appropriate and liaises with the SENCo and other Additional Needs staff. The Headteacher has oversight of the Learning Support department and, along with the SENCo, will keep the governing board informed. For more information about the role of the nominated governor see Appendix 2.

The governing board has decided that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Headteacher will lead on vulnerable learners. Support in a wider sense encompasses specific SEND support and support for students who are presenting a behavioural challenge resulting in

underperformance of either themselves or other students. Collaboration between the Pastoral Team and the Learning Support department individualises the support and provision necessary in order for successful inclusion to take place. Some aspects can impact on progress and attainment of pupils but will not count as a SEND. These can include:

- Disability (although the SEND Code of Practice 0-25 2014 outlines the “reasonable adjustment” duty of schools provided under Disability Equality legislation, disabilities alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English and as Additional Language
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

The SENCo, in liaison with the student’s key workers, will ensure the maintenance of the SEND register within the school and disseminate information to all teaching and classroom-based staff. The SENCo will be responsible for the deployment of staff within the department as appropriate and will monitor their work through the performance management procedures within the school. The SENCo and will be responsible for ensuring appropriate provision within the school, as resources allow. The SENCo will ensure that appropriate testing and assessment is undertaken to identify need. The SENCo will liaise with staff to ensure that needs are addressed and work with other agencies, parents and partner schools in recognising and monitoring student progress, contributing to the in-service training of staff as required. The SENCo will be responsible for monitoring, evaluating and reporting on provision to the Governing Board, in conjunction with the appointed SEND Governor. The SENCo will liaise with the Examinations Officer to ensure the best possible provision for examinations so as to allow students with additional needs to achieve their best.

They are responsible for advising colleagues on the suitability of teaching methods, content, resources and assessment methods to ensure a meaningful experience for students with additional educational needs. The SENCo along with the Transition Manager is responsible for liaison with partner primary schools and with specialist schools and institutions. The SENCo will also liaise with post-16 providers, including colleges.

Teaching Assistants

Teaching Assistants are line managed by the school SENCo. Their roles and responsibilities are:

- Support pupils with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against EHC Plan targets.
- Assist with drawing up individual plans for pupils, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the subject teacher.
- Work 1:1 with pupils with EHC Plans
- Support pupils on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Keep detailed and accurate records of support and interventions.
- Attend meetings as required.

Child Protection and Safeguarding

Designated Safeguarding Lead – Simon Down, Deputy – Dave Tregilgas

The Senior House Tutor with responsibility for medical issues is responsible for liaising with appropriate medical professionals in order to draw up statutory risk assessment and monitor care plans for those students with medical needs/physical disabilities in order to ensure appropriate access to a full curriculum. Assistant Headteacher Simon Down has overall responsibility for meeting the medical needs of pupils.

The Heads of Department are responsible for ensuring that their handbooks reflect this policy into practice at classroom level. They must ensure that the Schemes of Work within their areas provide sufficient and appropriate types of differentiation to meet the needs of all students. It is the responsibility of the department to provide a programme of study, learning activities, materials, resources and pedagogy necessary in order to teach all students. They are also responsible for monitoring the progress of SEND and AG&T students in their department using the analysis tools on the school database and for liaising with the Learning Support department as appropriate in order to secure student progress. The Learning Support department will work closely with faculties to ensure that the needs of all students are met.

Staff will provide formal feedback on the progress of individual students on the SEND Register through meetings and reports. These findings will inform their provision planning and the whole school SEF and Performance Plan. Additional planned intervention and support within departments is evaluated and documented through subject contributions to student Annual Reviews.

All staff are responsible for ensuring that the needs of all students are taken into account in the planning of their lessons or in the wider work in their subject area. All teaching staff are responsible for ensuring that access to their areas of the curriculum is maximised through the use of a variety of suitable teaching and learning strategies, methods, teaching styles and differentiated resources in order to engage actively individual students in their classroom. Teaching sequences are evaluated in light of additional or different provision in order to adjust further intervention.

Tutors are responsible for maintaining an overview of the progress and welfare of their tutees and using termly analysis tools and the electronic system where concerns are logged. In cases where under performance is noted, relevant teaching staff, Directors of Achievement and Heads of Faculty will be informed as well as the SENCo if appropriate at that stage.

Heads of Year and Senior House Tutors will, as part of their regular support planning cycles, recommend students to the SENCo for assessment in cases where routine planning, provision and behavioural intervention is proving unsuccessful.

The Finance Manager is responsible for ensuring that the SENCo receives details of all SEND and AEN funding streams, for monitoring the spending of that funding and for ensuring that it is spent on SEND/AEN provision. They are also responsible for working with the SENCo in order to demonstrate that the school is providing value for money with regard to its SEND provision

The Governing Board, Headteacher and staff will ensure that the policy and procedures are applied fairly and consistently, without regard to ethnic or national origin, culture, religion, gender, disability or sexuality.

3. Admissions

The School has a clear admissions policy. There is no designated centre at this school. However, there are facilities for disabled children and adults who use wheelchairs, with low-level light switches and disabled toilets. There are also two lifts in school and all doors are designed to accommodate wheelchair access. If a child is transferring to the school with an Education Health and Care Plan, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the Local Authority to ensure that their needs can be met.

4. Resources

The Governing Board, in consultation with the Headteacher, allocates resources, including staffing, according to the Additional Educational Needs Allowances received from Wiltshire Council and some element of the Age Weighted Pupil Units, Named Pupil Allowances and Enhanced Learning Provision (ELP) funding.

5. Dealing with complaints

If parents have a complaint or concern regarding the provision for their child they should initially attempt to resolve this with the class teacher or Head of Department. If this proves unsuccessful, the matter should be referred to the SENCo or Assistant Headteacher.

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Assistant Headteacher/SENCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available on the school website or on request from the school office.

6. Bullying

Abbeyfield School has a zero-tolerance approach to bullying, especially towards pupils with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

For more information please refer to the following:

- Anti-Bullying Policy– available on our website or on request, from the school office.
- Behaviour Policy - available on our website or on request, from the school office.

7. Training

The training needs of staff will be considered by the SENCo in liaison with other staff. Needs may be identified by staff themselves, through the performance management process or through Department or whole-school development plans. The school will endeavour to meet these needs as resources allow. Training in the support and welfare of students with physical disabilities will be given as appropriate. Staff will be supported in the implementation of this policy through high quality training which may be formal or informal in nature, as appropriate, bearing in mind best value. Whole school training on SEND will take place a minimum of once a year.

8. Other Agencies

The School will liaise with a number of external agencies as appropriate. These include:

- Wiltshire SEND lead workers, allocated to all pupils with an EHCP or who are being considered for statutory assessment
- The Specialist SEND Service at Wiltshire Council, which includes lead professionals in Communication and Interaction and Cognition and Learning, Visual and Hearing Impairment and Physical Needs
- The Wiltshire Council Educational Psychology Service
- EMAS (Ethnic Minority Advisory Service)
- The Wiltshire Parent Carers' Council
- CAMHS Child and Adolescent Mental Health Service (Now Healthy Minds)
- YOT (Youth Offending Team)
- Social Services
- The Police
- Local Safeguarding Team
- The NHS Speech and Language Service
- The NHS Occupational Health Service
- Counselling Services
- The School Nurse Service

Members of any of the above agencies may be invited to the Annual Reviews for students EHC plans (My Plans) where appropriate or multi-agency meetings for other students where these are relevant.

9. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. 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. 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.

10, Other Policies

This policy should be read in conjunction with the following policies:

- Admissions
- Professional Development
- Primary Liaison
- Teaching and Learning
- School Behaviour Policy

11. Monitoring and Evaluation

The SENCo and Headteacher are responsible for the monitoring and evaluation of this policy, in liaison with the designated SEND Governor.

Due to the climate of reform under the new requirements of the SEND Code of Practice 2014 Abbeyfield School will review its SEND policy annually (or sooner in the event of revised legislation or guidance).

The evaluation of this policy will be judged on the following success criteria:

1. Students are identified on transfer in Year 6 or at an early stage of their needs becoming apparent and they are provided with the means to have those needs met. Testing and monitoring of performance will be assessed through standardised tests and by teachers' professional judgement.
2. The school database provides analysis options that allow all staff to monitor and track changes in individual student performance, value added performance and motivation. This is updated every term in Departments
3. Children, wherever possible, have full access to the curriculum. Teachers in their planning will reflect the strategies and methods necessary in order to deliver appropriate learning objectives for students with SEND. Children will be involved in creating one-page profiles and the review of their progress. Schemes of Work will reflect the provision made and both Departments and School Performance Planning will indicate areas of development in order to secure both inclusion and progression of all students.
4. Close links exist between parents and the school and that parents feel involved in meeting the needs of their child. Parents are actively encouraged to make formal contributions to both Annual Reviews and SEND Support reviews.

5. Purposeful and effective links exist with outside agencies to provide advice and support for teachers, students and parents. Regular meetings are held with outside agencies and they contribute to the review process.
6. Staff are involved in regular training to increase their expertise in dealing with students with additional educational needs. This is based on evidence gathered in school from Continuous Professional Development meetings, faculty reviews or the Performance Management process
7. The SENCo will liaise regularly with the Examinations Officer to discuss additional arrangements based on Learning Support evidence within the deadlines of external examination boards.

Appendix 1

Relevant legislation

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance of Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012
- Nasen guidelines for updating SEND policy 2014

Appendix 2

Special Educational Needs (SEND) Governor

Governing boards have a duty to ensure that the necessary provision is made for pupils with SEND. Governors therefore;

- Must be fully involved in developing and monitoring the school's SEND policy and provision, including deployment of funding, equipment and resources.
- Ensure that the school has a 'responsible person' who makes sure that all those who are likely to teach a pupil with a statement of special educational needs are told about the statement or EHC plan.
- Ensure that there is equality of opportunity for pupils with SEND to access learning and activities
- Report to parents on the implementation of the school's policy for pupils with SEND.
- Must have regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Ensure that the school does not unlawfully discriminate against a disabled pupil in the education or associated services provided for or offered to pupils at the school.

Key responsibilities

- Be the link between the governing board and the school in relation to pupils with SEND through working closely with the SENCo. The role of the SEND governor does not involve attendance at tribunals or monitoring of individual student records, such as an EHC.
- Help the governing board to ensure it fulfills its statutory duties towards pupils with SEND
- Raise awareness of SEND issues at committee and Board of Governors meetings
- Ensure that SEND issues are an integral part of school planning and budget setting
- Help review the school's SEND policy and procedures, i.e. compliance with SEND & equalities legislation
- Act as a critical friend – support and challenge the SENCo
- Monitor that a SENCo is in post, who is appropriately trained
- Help to ensure that the funds are allocated each year within the school budget specifically to cater for SEND pupils and to support the implementation of the SEND policy
- Help to ensure that the school communicates well with parents/carers of pupils with SEND
- Endeavour to remain up to date and attend relevant training and read appropriate documentation

Key tasks/activities

- Meet the SENCo regularly (3 to 6 times per year or as appropriate).
- Complete an Annual Report with the SENCo and provide regular updates to the Governing Board as appropriate
- Where possible, attend school events to meet pupils, parents, carers and staff
- Work with the SENCo to draw up an annual programme to monitor and evaluate the impact of the school's SEND provision
- Be familiar with the SEND Code of Practice

The governing board is corporately responsible for ensuring that necessary provision is made for pupils with SEND. The SEND Governor is not directly involved in shaping provision or teaching of individual pupils. (See pages 41 to 45 of the SEND Guide for Parents and Carers). If parents approach governors with a problem, governors will refer them to the class teacher, headteacher or SENCO as appropriate.

Appendix 3

Definitions/Glossary

CAF: Common Assessment Framework; The CAF is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children's additional needs and promote co-ordinated service provision to meet them.

Child and Family Service (CFCS) and the Child and Adolescent Mental Health Service (CAMHS) – part of the Health Service that looks after pupils with emotional, behavioural and social difficulties.

CAT: Cognitive Abilities Test

EAL: English as an Additional Language

EHC Plans: Education Health and Care Plan, known in Wiltshire as a My Plan. This is a report, written by Wiltshire Council and parents, which sets out your child's strengths, difficulties and approaches to learning. It also lists all the help they need from home, from school, from the health service and in the community. EHPs can last until a young person is 25 years old. EHPs support young people so that they can get the most out of their life at school and beyond school.

EP: Educational Psychologist

GB: Governing Board

Global delay: Pupils who find almost every aspect of learning difficult.

LA: local authority (Wiltshire Council)

SARF: Single Agency Referral Form

SEN Support: A category on the SEN register in schools that show the student is receiving interventions in school or that outside agencies are involved in the education of the child. This single category has replaced the terms School Action and School Action Plus after the publication of the SEND Code of Practice 0-25 (2014)

SEN: Special Educational Needs

SENCo: Special Educational Needs Co-ordinator

SEND lead worker: A Wiltshire Council employee who can follow a young person with an Education Health and Care Plan from birth to the age of 25 to ensure their special needs are being met

SEND: Special Educational Needs and Disability

SLT: Senior Leadership Team

Statement of Special Educational Needs: A report, which used to be written by Wiltshire Education Service, which sets out a child's difficulties and the support that must be provided to help them learn. Statements have now been replaced by Education Health and Care Plans