

Abbot's Hall Primary School



SEN Policy

December 2024

Be the best that you can be.

Section 1 – School Arrangements

1. Definitions

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them, which is additional to and different from the provision our well-differentiated curriculum offers all pupils in school (as defined by the SEN Code of Practice 2014).

Children have a *learning difficulty* if they:

- (a) have a significantly greater difficulty learning than the majority of children of the same age:
or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996

Inclusion Statement

- We endeavour to achieve inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide scaffolded learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between underachievement and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate actions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned interventions and provisions, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

2. Intent, implementation and impact

Intent

The Special Educational Needs (SEN) policy supports the aims and Mission Statement of the school, its learning and teaching, its Equality and Diversity policies and the National Curriculum inclusion statement.

- In line with our school ethos for all children to be the best that they can be (as part of our aspiration key driver), we focus on individual progress as the main indicator of success
- Timely and accurate identification of learning barriers and assessment of need followed by carefully planned interventions and provisions, which address the root causes of any learning difficulty
- Provide inclusive and high quality teaching, environments, resources and support for all learners across the curriculum through scaffolding learning
- Work effectively with children (as part of our responsibility key driver), parents, carers and other agencies and services to enable us to provide the best possible care and education for every pupil by making reasonable adjustments to our curriculum, building and grounds in line with the Equalities Act 2010
- Develop the range of expertise amongst all staff through varied opportunities for continuing professional development
- To encourage the greatest possible inclusion of all pupils in all school activities, such as clubs and trips and visits

Implementation

- Our first response to supporting children with SEND is high quality teaching
- Personalised one-page profiles accessible to staff involved with the child that identify the child's strengths, interests and what helps them
- Termly support plans with SMART, aspirational targets set to address individual needs with specific provisions then applied and reviewed alongside the child and parents/carers
- Termly pupil progress meetings with SENCo and monitoring of children's progress
- Assessments for areas of need (NFER, PKS, language links, ELSA assessments, gym trail assessment by OT, phonological awareness, blanks levels (language for thinking))
- Interventions for areas of need (waves diagrams)
- SEND on school development plan

Impact

- Children have a full access to the school curriculum
- Children have access to extra-curricular opportunities while striving to ensure all needs are met
- Children make progress from their own starting points

3. Roles and Responsibilities

The Governors

The governing body of the school, and in particular the named governor with SEN responsibility:

- does its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- ensures that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs;
- ensures that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, provided:
 - (a) that it is reasonably practical to do so,

(b) that it is compatible with the child receiving the special educational provision their learning needs calls for,

(c) that it is compatible with the safe education of other pupils and the efficient use of resources;

- has regard to the 2014 Code of Practice when carrying out its duties toward all pupils with special educational needs.

See Sections 317, 313, 317A, Education Act 1996

The Headteacher

The Headteacher has the responsibility of the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher works closely with the school's SENCo and keeps the governing body informed.

Class Teachers

Class teachers are responsible for meeting the needs of all pupils within their class through:

- carefully differentiated planning to meet the needs of all learners.
- quality first teaching.
- liaison with the SENCo regarding particular provision needed for identified pupils with SEN and support from external agencies.
- liaison with the SENCo to support pupils who are underachieving and are having their progress monitored, but do not have an identified special educational need.
- ensuring effective deployment of resources – including teaching assistant support – to maximise outcomes for all learners.
- having high expectations of all learners.
- liaising with parents to discuss support for individual pupils through developing Support Plans.

The Special Educational Needs Co-ordinator (SENCo)

The SENCo will work closely with the senior management team, teachers, teaching assistants and midday supervisory assistants.

In line with the recommendations of the SEN Code of Practice 2014, the SENCo:

- is closely involved in the strategic development of the SEN policy and of provision to raise the achievement of pupils with SEN;
- has joint responsibility with the Headteacher for the day-to-day operation of that policy and for co-ordinating provision for pupils with SEN, working closely with staff, parents/carers and other agencies to try to ensure a unified approach;
- seeks to develop effective ways of overcoming barriers to learning;
- endeavours to sustain effective teaching and learning through assessment and identification of pupils' needs, by monitoring the quality of extra provision and of pupils' achievements, and by setting targets for improvement;
- oversees the records of all pupils with special educational needs;
- liaises with and advises fellow teachers and teaching assistants;
- contributes to the in-service training of staff;
- liaises with parents/carers of pupils with special educational needs;
- liaises with external agencies;
- keeps up-to-date with current ideas on SEN and on available resources;
- meets on a regular basis with other SENCOs in the Children's Endeavour Trust to share ideas and concerns and to discuss new initiatives and documents.
- monitors the school's system for ensuring that Support Plans have a high profile in the classroom and with pupils through the Provision Map software.
- evaluates effectiveness of additional interventions for all vulnerable learners (including those with SEN).

- liaises with the SEN governor termly.

4. Admission Arrangements

The school aims to be fully inclusive and welcomes all pupils. Its Admissions Policy supports the statement in the *'Inclusive Schooling Guidance Document (DfES/0774/2201)'* that "schools must not refuse to admit a child who has special educational needs but does not have a Statement because the school feels unable to cater for their special educational needs". In addition, the 'SEN and Disability Act 2001' strengthens the right of children with Statements to be educated in a mainstream school, unless it is against the parents'/carers' wishes or incompatible with the effective education of other children in the school. Such pupils are welcomed at Abbot's Hall, and every effort made to provide them with the necessary level of support to ensure that they are integrated fully into the life of the school.

5. Areas of specialism

- Mrs. Langford (maternity leave) has completed and passed the National SENCO Award qualification and the Senior Mental Health Lead training. Mrs. Thomas has is completing the NPQSENCo award (due for completion by April 2026).
- 3 teaching assistants have completed and passed ELKLAN Speech Therapy Support training.
- Our Pupil Support Officer is a trained Emotional Literacy Support Assistant (ELSA)
- Recommendations by a Speech and Language Therapist, will be delivered on the basis of assessment, discussion and implementation by appropriately trained staff under the guidance of the SENCo.
- Opportunities for Continuing Professional Development (CPD) are actively pursued in order to improve the knowledge and expertise of all staff in the field of SEN.

6. Special facilities

- Both buildings of the school are on one level, with access through the main doors and sloped access to the side of the Lodge building.
- There is an accessible toilet in each building and shower facilities in the Lodge building.
- The hall/dining hall has a loop system installed.
- There is a ramp installed outside the blue zone door for access to the main building
- There is a ramp installed outside one of the Year 2 classrooms for access to the main building and the Year 2 classroom.

Section 2: Identification, Assessment and Provision

1. Allocation of Resources

The school receives money through the delegated budget for basic staffing and resource expenses associated with teaching and curriculum provision for all pupils. This method of funding gives the school flexibility in addressing the needs of all pupils on the SEN register. In addition, the school is able to apply for 'top-up' funding from the Local Authority **for individual pupils** with significant needs through the High Needs Funding assessment process.

2. Graduated response (Assess, plan, do review cycle)

Identification

- Pupils are regularly assessed in class as part of the whole school assessment policy. Termly meetings between class teachers and the SENCO give the opportunity to discuss pupils who are not making satisfactory progress and, if thought necessary, to initiate a plan for support.
- Parents may also express a concern and request an assessment for their child.
- There are regular liaison meetings with staff from pre-school settings. Visits to those settings by Foundation Stage staff and occasionally by the SENCO, help to ensure early identification of children with SEN and a continuity of provision.

Assessment:

Children's needs should be identified and met as early as possible through:

- the analysis of data.
 - classroom based assessment and monitoring.
 - monitoring of social and emotional skills during break and lunch times
 - following up parental concerns.
 - tracking individual children's progress over time.
 - information from previous schools.
 - information from other services.
 - undertaking, when necessary, a more in-depth individual assessment.
 - involving an external agency when necessary.
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- All pupils are assessed across the curriculum at the end of each term. At the end of the summer term detailed assessments of reading, writing, spelling, mathematics, and phonics where appropriate, are passed to their new teacher. Reading, maths and spelling tests may be used diagnostically, and the SENCo may carry out assessments in other areas. If it is thought advisable then someone from an outside agency (such as Speech and Language Therapy or an Occupational Therapist) will be asked to visit to make a fuller assessment, and to talk to staff, parents and pupil with the necessary parental permissions.
 - Parents/carers are kept involved and are invaluable in providing information about their child.

Provision

- All learners will have access to high quality teaching.
- Some learners will have access to support in the form of small group intervention with a teaching assistant. Often, these will be pupils who are underachieving and have been identified by the school as needing to make accelerated progress. They will not necessarily be pupils with special educational needs.
- Support is provided according to each pupil's individual needs and is noted in planning where further differentiation by task, outcome or support is detailed. Teaching assistants work one to one or with a small group of pupils, either in or out of class on a regular basis, as part of curriculum delivery.
- Pupils who need special materials or equipment such as left-handed scissors, a sloping writing desk, pencil grips or coloured overlays are provided with these for use in school.
- Class teachers meet for termly reviews of Support Plans and Provision Maps, which are written alongside parents and, when considered appropriate, with pupils. The SENCo is available to support these meetings as appropriate and will monitor the targets set on Support Plans and monitor the progress made towards individual targets using the Provision Map software.
- Annual reviews for pupils with an Education, Health and Care Plan are organised at a time convenient to parents, and professionals outside school who have had any involvement with the pupil are invited. Those professionals, together with the pupil's teacher, are invited to submit written reports before the meeting or attend themselves. Parents are given the option of writing down their views on their child's progress over the year. The SENCo, or an adult who the child has a good relationship with, will meet with the child to gain their views. An updated one-page profile is also submitted to share pupil views.
- Other agencies may be contacted for advice and/or suggested programmes of work which are delivered by teachers and/or teaching assistants or, where appropriate, strategies are shared for home.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Educational Health and Care Plan.
- Our review procedures follow those in the Special Educational Needs Code of Practice (2014), particularly with regard to the timescales set out within the process.

Review

- All pupils, including those with SEN, are regularly assessed by class teachers as part of the ongoing process to raise standards.
- Support Plans for SEN pupils are reviewed termly, or sooner if necessary, to ensure that progress is monitored and appropriate new targets are set. These will be reviewed alongside the parents or carers and, where appropriate, with the pupil.
- Each pupil on the SEN register also has a provision map to show strategies that are additional to and different from Quality First Teaching.
- There will be ongoing assessment of children's progress in intervention groups, as appropriate.
- The SENCo will hold termly review meetings with teachers to discuss SEN arrangements.
- Whole school assessment will inform reviews for SEN pupils.

3. Curriculum Access and Inclusion

- Children with SEN have access to the full curriculum. Most children work within the classroom for the majority of the time. Occasionally it is felt to be advantageous for a group to work in a separate area for a time, e.g. spelling, or for a pupil to be withdrawn for a short period of time to work with the SENCo, Pupil Support Officer, a teaching assistant or higher level teacher assistant on an individualised programme.
- Weekly Phase meetings provide opportunities for staff to share ideas on differentiation and meeting individual needs.
- All pupils are valued equally in school and have equal opportunities to take part in school life. There is a variety of lunch-time and after-school clubs available to different age groups. Pupils are involved in school drama and/or music productions at an appropriate level.
- If any additional or different resources are required to meet an individual pupil's needs, these will be provided in the classroom as part of daily teaching and learning.

4. Evaluation

- The school's SEN policy and the effectiveness of its provision are constantly under review and are evaluated in full at least termly or when needs arise.
- The School's SEN Information Report on the website is also reviewed at least annually or as required.

5. Complaints Procedure

See separate policy.

Section 3: Partnership within and beyond the school

1. Staff Development and Performance Management

See separate policy.

2. Links with Education Department Support Services and other agencies and organisations

The school is in regular contact with members of the Education Department's Family Services team to ensure a high quality of assessment, provision and on-going advice for our Special Needs pupils. External Agencies include:

- Educational Psychology Service
- Speech and Language Therapy Service
- School Nursing Service
- Occupational Therapy Service
- Community Paediatrician
- SES services including: communication and interaction service; cognition and learning service; social, emotional and mental health service; sensory and physical service; and whole school inclusion service
- Hearing Impaired Service
- SENDIASS
- Mental Health Support Team

See **Suffolk's Local Offer** for more information on the support available for children with SEN attending a Local Authority maintained school in Suffolk.

3. Partnership with parents

- Parents are an important part of the school community and are encouraged to play an active role in the education of their children.
- The school recognises the diversity of family life and the pressures that parents may be under because of a child's needs, and makes every effort to work with parents in support of that child.
- There are parent/teacher meetings twice a year. Additionally, parents are welcome to make appointments to come in at other times to discuss concerns with the class teacher, senior leadership team and the SENCo.
- Parents are informed by letter and permission is gained, or in person, prior to detailed assessment being carried out on their child by an outside agency, and the results of such assessments are discussed with them. Any recommendations in a report from an outside agency are talked through and the responsibility for implementing them shared, though not necessarily equally, between home and school.
- Termly meetings with the class teacher are offered to parents to discuss their child's progress against their Support Plan targets and their next steps. Updated provision maps are also shared at these meetings to ensure parents/carers are aware of the 'additional to and different from' interventions and provisions that are in place to support their child. These meetings are in addition to whole school Parents' Evenings.

4. Pupil participation

We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own strengths and learning needs through their one-page profile (what do people like about me, what is important to me and how can people help me?)
- share in individual target setting so that they know what their targets are and why they have them
- self-review their progress and set new targets
- monitor their success at achieving their targets.

5. Links with other schools and Transfer Arrangements

Transfer Arrangements

- The school ensures that Annual Reviews for an Education Health and Care Plan at phase transfer take place during the Autumn Term to enable parents to consider school placements at the same time as other parents.

