

Policy for Special Educational Needs and Disabilities

Abbot Alphege Academy

The Bath and Mendip Partnership Trust



**This Policy is written with reference to the
Christian Foundation of the school.**

‘Together we love, we learn and we grow’.

**‘Your word is a lamp for my feet and a light
on my path’ Psalm 119:105**

Approved by: LGB

Date: December 2021

Last reviewed on: December 2021

Next review due by: October 2022

Introduction and Aims

Our SEN policy and Information report aims to:

Set out how our school will support and make provision for pupils with Special Educational Needs or disabilities (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Abbot Alphege Academy, we truly believe that every child in our care is a special and exceptional person, and is capable of more than we know. Our first and most important priority is to make sure that our children feel safe, valued and happy in our school, and that they trust the adults who teach them and take care of them. We strive to make sure that each and every child is academically fulfilled and makes the best progress that they can through our curriculum. We work hard to make sure that each and every child makes excellent progress in their learning from their starting points, develop a true love of learning and are inspired and excited by what they learn.

Abbot Alphege Academy is committed to ensuring the best possible education for all pupils regardless of ability, background, ethnicity, gender or disability. We have a highly inclusive school community that views everyone as a 'special, valuable person' and our staff work hard to help each pupil 'love, learn and grow'. This is within the context of our Church of England status.

We monitor the progress of all pupils and take steps to intervene where we have evidence of individuals or groups falling behind. Teachers make provision through high quality teaching to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Teachers are responsible and accountable for progress and development of pupils in their class, even where pupils access support from Teaching Assistants and Specialist Staff. Where a child is not making adequate progress, teacher, SENCo and parents should collaborate (CoP 2014, Pg 71).

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs, takes account of the type and extent of the difficulty experienced by the child.

We have highly trained staff, an accessible building and some unique features - such as our nurture 'Roost' rooms that means all pupil's needs can be met.

If your child is already in our school your first point of contact should be their class teacher.

If you have any questions about inclusion at our school or concerns about how we will meet your child's needs, please contact us - the people you can talk to are:

Vicky Dupras - Head Teacher

Caroline Ford - SENCo

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- Equalities Act 2010: advice for schools (DfE Feb 2013)
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014

This Policy links to our policies on:

Safeguarding and Child Protection

Policy for Disability Equality Scheme and Accessibility Action Plan (under review)

Behaviour

Supporting pupils with a medical condition

Teachers' Standards (2014)

The LA Local Offer available at: [bathnes.gov.uk/local offer](http://bathnes.gov.uk/local_offer)

Identification and Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally available for other children or young people of the same age by mainstream schools.

The Four areas of SEND have been identified by the 2014 code of practice as:

- Communication and Interaction
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs
- Cognition and Learning

We have a Disability Access Action Plan in place to ensure a systematic approach to meeting our statutory commitment to widening educational access within our school.

Inclusion

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent may volunteer to accompany their child during the activity in addition to the usual school staff.

Roles and Responsibilities

At Abbot Alphege we have an experienced team of: Head Teacher, SENCo, Teachers and Teaching Assistants who liaise with parents and external agencies to provide additional support for children and families, when it is required. As set out in the 2014 Code of Practice, Class Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching, individualised for pupils, is the first step in responding to pupils who have, or may have, SEND.

In our school, **The SENCo** is [Mrs Caroline Ford](mailto:Mrs%20Caroline%20Ford) and can be contacted on 01225 580281 or Caroline.ford@abbot-alphege.org.uk

Responsibilities are to:

- Work with the Head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Manage the day-to-day operation of the Policy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC Plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support for high quality teaching
- Advise on the graduated approach to providing SEND support
- Oversee the work of the TAs, support their professional development and plan and assist with their appraisals
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and Local Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date. These are kept in a locked drawer in the SENCo's office and accessible to teachers. Digital records are kept on the school server with restricted access to school staff only
- Respect the confidentiality of all SEND records and information

- Deputy Safeguarding lead.

In our school, **The SEND Governor's** responsibilities are to:

- Help to raise awareness of SEND issues at Local Governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Have due regard to the Code of Practice when carrying out their duties toward all pupils with Special Educational Needs
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Respect the confidentiality of all SEND records and information

In our school, **The Head Teacher's** responsibilities are to:

- Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Safeguarding Lead
- Work alongside the SENCO and Pupil Premium Champion to ensure provision is made for children with Pupil Premium
- Respect the confidentiality of all SEND records and information

In our school, **The Class Teachers** responsibilities are to:

- The progress and development of every pupil in their class
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Receive formal and informal professional development training and implement their learning
- Ensuring they follow this SEND policy and keep up to date with procedures
- Respect the confidentiality of all SEND records and information
- Liaise with parents
- Take an active role with transition from the previous class or Nursery and transition into next class or school.

The SENCo liaises with outside agencies who support a child's learning. Abbot Alphege Academy has access to a full range of specialist services that include:

Medical Needs: School Nurse and Pediatricians

Speech and Language Therapists

Occupational Therapists

Behaviour Support Service

ASD Outreach Support

Educational Psychologists

Social Care Teams/Disability Team

CAMHS/Counselling

VI Specialists

Sensory Support Service

Play Therapist

Child Protection Officers

Designated Medical Officer

Specialist Dyslexia Teacher and Assessor

Note: Parents/Carers will always be asked permission before a referral is made.

SEN information report

The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example; autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example; Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example; visual impairments, processing difficulties
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

Early identification is vital. We identify from information provided by parents/carers, information passed on from previous schools/nurseries and information from and communication with health professionals such as Pediatricians, health visitors, speech therapists and our own observations. We measure the progress of children in several different ways by referring to the assessment of each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

When deciding whether special educational provision is required, we will start with the desired outcomes using our initial concern form, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Class Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. We also look at the child holistically not just academic achievement, for example; learning attitudes, behaviours and social needs. Is there a change in behavior? We will act on a concern raised by parents and carers or if the child asks for help.

Sometimes a child may need short term help if there is a change in circumstance, such as a bereavement or a family breakdown. Abbot Alphege Academy takes these matters seriously and

welcomes the chance to discuss concerns with parents/carers so as to support the child in the best possible way.

Consulting and involving pupils and parents

We work closely with parents in the support of those children with Special Educational Needs. We hold meetings at least twice a year to discuss progress. A written report will also be written annually. The SENCO will meet with parents as part of our open door ethos.

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's file and shared with their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and gain their consent.

Parents/Carers are also able to use the services from **The Parent Partnership Service** should they require further advice.

Where a child has significant needs that the school feels it cannot meet and little or no progress has been made, despite relevant and purposeful action over a sustained period, the school can apply for **an Education Health Care (EHC) Assessment** which may lead to further support being provided by the Local Authority, additional to the school budget.

Assessing and reviewing pupils' progress towards outcomes

We will follow the Graduated Approach and the four-part cycle of **Assess, Plan, Do, Review** using Edukey Provision mapping.

Assess

The Class Teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

This is monitored closely by the Head Teacher and SENCO through:

- opportunities at Professional Development Meetings (PDM's) for teachers to discuss, update and share support relating to pupils with needs.

- regular reviews of plans with class teacher, SENCO and parents
- class teacher evaluations of their class plans and curriculum 3x a year
 - reviews of pupils receiving additional funding and with appropriate members of outside agencies.
- by Governors.

External support is provided by a range of professional services, including Educational Psychologists, Education Welfare Officer, Emotional and Behavioural Difficulties Support, Speech and Language Therapists, School Medical Officer, Occupational Therapist and EAL (English as an Additional Language) Teachers. AAA participates in the local SENCO Cluster Group for In-service training if appropriate and liaises with other schools when necessary e.g. when children transfer.

Plan

Edukey Learning Plans will then be put in place. These take three forms:

SUPPORT STEP 1: Measurable and achievable targets will be set and a Support Plan outlining interventions will be written by the Class Teacher, in consultation with Parents/Carers. These interventions may be carried out by a Higher Level Teaching Assistant (HLTA), Teaching Assistant (TA) or in class by the Class Teacher. In some instances, the support may be delivered by an outside agency, such as the Speech and Language team, following a referral agreed with parents, class teachers and the SENCO. Pupils' progress will be monitored by the member of staff delivering the intervention and the class teacher. If these targets are achieved, then either:

- Subsequent learning targets are identified.
- Children are removed from the SEND Register, but progress is regularly reviewed and monitored.

If targets are not achieved, the child may be moved to the next step, following discussion with the SENCO and Parents/Carers.

SUPPORT STEP 2: The next step of our School Support Plan is sometimes characterised by a referral to an outside agency, though this could happen at any step. Support becomes more personalised and more extensive.

- Teacher consults SENCO
- Individual progress and achievement records are collated to ensure that a firm base line for future assessment and progress is established.
- Educational Psychologist and/or other external specialist services become involved.
- Teacher draws up a Learning Plan which reflects additional support/intervention.
- Teacher discusses the Learning Plan with parents, who are asked to agree and sign it three times a year.
- Records are accessed to ensure that there is no underlying medical or sensory impairment that is preventing learning.
- Teacher/SENCO keeps tracking up to date.

SUPPORT STEP 3 (EHC Plan): If, after assessment, the Local Authority decides to award further appropriate provision this will be arranged and put in place. If the assessment does not result in a statement or EHC Plan, parents have the right to appeal to the local authority.

All Teachers and Support Staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Parents/Carers are invited and encouraged to contribute to their child's Learning Plan and subsequent reviews. These plans and their expected outcomes are discussed with Parents/Carers three times a year before they signed. In addition to normal access to their Child's Teacher, Parents can also discuss issues relating to SEND, formally or informally, with the other members of the Senior Leadership Team at any time.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with Parents and Pupils which information will be shared as part of this.

Transition meetings are held in the summer term between Teachers and the SENCO to ensure a smooth and calm transfer between classes where needed. Transition passports are completed alongside the child and shared with home.

Induction for Early Years children takes place in Term 6 when all pupils have two play visits in school. Induction sessions are held for Parents/Carers in the summer before starting the new academic year. Pipistrelle Staff (Reception) and SENCO communicate with the Pre-school setting and speak with Key Workers and home visits take place in September.

Transition funding is available from the Local Authority to support pupils with need in their first year of education.

For pupils in Year 6, transferring to secondary school, a transition plan is drawn up and additional visits are arranged as necessary. The secondary schools visit the children in Term 6 and meetings take place between the SENCo's to transfer documents and discuss individual support.

For those children that transfer mid-year, Local Authority procedures are followed.

Do

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Teachers and TAs have opportunities for development through appropriate Continuing Professional Development (CPD). SEND training is regularly part of our PDM agenda.

High quality teaching is our first step in responding to pupils who have SEN. This will be individualised for our Pupils. Our Teachers and TA's provide individual or small group intervention sessions both inside and outside the classroom. They work alongside the children as much as possible, pre teaching when needed.

We will also provide the following interventions:

Literacy

- Little Wandle (Letters and Sounds) phonics
- Touch typing
- Dyslexia Guidance
- Toe-by-Toe
- Sound Linkage
- Stile
- Letter join

Maths

- Number Sense
- Numicon
- Manipulatives

Speech and Language Therapy Intervention

- Black Sheep resources
- NELI Language Programme

Occupational Therapy Support

- Lego Therapy
- Speed Up Handwriting

Behaviour, Emotional and Social Intervention Support

- Social skills groups – Socially speaking, Zones of Regulation, Lego therapy

Alongside National Curriculum Assessments, the SENCO is a qualified Dyslexia Assessor able to diagnose for Dyslexia who has access to screeners and diagnostic assessment materials. She is currently being trained as an ELSA.

Adaptations to the curriculum and learning environment

Through high quality teaching we make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Differentiating our teaching, for example giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

Review

Monitoring and Evaluation

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

- Following the Graduated Approach of assess- plan- do- review
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil and parental questionnaires through meetings with the SENCO
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC Plans

Record keeping is essential to ensure that pupils are making expected progress and all interventions are well evidenced to ensure that we are 'closing the gap' between SEND pupils and their peers.

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

High Visibility jackets are worn on the playground and on trips out of school to support our Visually Impaired children.

Pastoral Support

We provide support for pupils to improve their emotional and social development in the following ways:

- Through Circle Time in class
- Friendly meetings with 'trusted adults' in our school
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of extra-curricular club to promote teamwork/building friendships etc.
- Through support of other services such as the School Nurse

- Through involvement of other professional bodies: including health and care bodies, Local Authority, Support Services and Voluntary sector organisations, in meeting children & Young People's SEND and supporting their families.

We have a zero tolerance approach to bullying.

Complaints about SEN provision

Complaints about SEND provision in our school should be made to the SENCO Mrs. Caroline Ford in the first instance. They will then be referred to the school's Complaints Policy. The Complaints Policy can be found on our website or by contacting the school office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services