



Abbey Lane Primary School

**Special Educational Needs &
Disabilities (SEND) Policy**

Reviewed by: T Bryan September 2023

Abbey Lane Primary School
Special Educational Needs and Disabilities Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- The Equality Act 2010 and advice for schools DfE May 2014
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was written following the establishment of best practice in meeting the needs of children with SEND by liaising with staff, parents, pupils, governors and outside agencies. This policy accurately describes that best practice, co-produced in the spirit of current reform.

SECTION 1

The SEND Co-ordinator is:

Tania Bryan
Abbey Lane Primary School
0114 274 5054

Tania Bryan holds the National Award for SEN from Edge Hill University.

The SEND Governor is Jemma Taylor

She can be contacted via email through governors@abbeylane.sheffield.sch.uk or alternatively by leaving a message for her at the school office.

SECTION 2

ETHOS

At Abbey Lane Primary School we are committed to providing all children, including those with special educational needs and disabilities with a broad and balanced academic and social curriculum, which is accessible and ensures they are included in all aspects of school life and feel equally valued and fully part of the school community. We recognise that the

parents'/carers' knowledge and experience is a valuable resource, and that their views need to be heard and respected. We also recognise that the child's own wishes should be considered in the light of their age and understanding.

We provide for all types of SEND of which the broad areas are:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To advocate for children with special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with this policy.
5. To provide support and advice for staff working with special educational needs and additional needs pupils.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

We currently use the age bands from the EYFS in the Foundation Stage and Tracker Plus to assess children's attainment in Key Stage 1 and Key Stage 2. These assessments tell us how well a child is attaining according to age related expectations and the rate of progress they are making. For those children working significantly below age related expectations, we also use the Birmingham SEN Toolkit to enhance the accuracy of our assessments and in turn the effectiveness of provision.

If a child is attaining below age related expectations in an area, at this stage their teacher will provide activities at the right level for the child (this is called differentiation). Children's progress will then be monitored by the class teacher. Most children will make progress if the learning opportunities provided by their teacher are matched to their needs. They may also receive some extra support from their teacher or teaching assistant (under the guidance of the class teacher). Some children may have the opportunity to access a catch-up (intervention) programme for a few weeks.

Teachers then have the opportunity to discuss concerns about a child with their year group team and during termly Pupil Progress meetings, which give a supportive forum in which to discuss strategies and support ideas. Following the implementation of such advice, should the child's progress not become more rapid, a referral can be made to the SENDCO for additional provision.

Once the concern is registered, the SENDCO becomes involved and works in conjunction with the class teacher and family to decide the best course of action. This may sometimes

involve referring the child to a more specialist professional, such as our external Learning Support Teacher or the Speech and Language Service. We then put more specialised support plans in place to meet the needs of the child. For some children with more complex needs, this support plan may be part of an Extended Support Plan/MyPlan. This is when we say the child has Special Educational Needs – a child is receiving provision different from or additional to that normally available to pupils of the same age.

We use Learner Profiles and/or Support Plans to help record the cycle of identification of need, planned provision, delivery of provision and then the review of progress towards the agreed outcomes. This is very much an ongoing process.

Identification of Need and assessment of pupils takes place via:

- Discussion of concerns about their child by parents / carers (initially, this would be with the class teacher);
- Referral by teacher, following failure to make the expected progress despite high quality teaching that is differentiated and personalised to meet the needs of the student.
- Use of the Sheffield Support Grid exemplification (SSGe)
- Referral by Outside agencies;

Evaluation of the effectiveness of provision and progress takes place in the following ways:

- Discussion between class teacher and child
- Use of the SSGe
- Regular assessment and tracking
- Pupil Progress reviews
- Internal review and referral meetings
- Discussion at Governors meetings
- Gathering views of stakeholders including children/young people and their parents

SECTION 4: A Graduated Approach to SEND Support

As stated above, children are considered to have Special Educational Needs when they are receiving provision different from or additional to that normally available to pupils of the same age. Pupils are then recorded on the schools' information management system as receiving SEND support.

Sometimes this happens on entry to the school when a child's needs have been well diagnosed and documented. For other children it will only happen after the class teacher has first tried to provide for the child's needs through identifying a concern about the child's progress and providing extra support through quality first teaching.

This could include:

- A personalised timetable
- Alternative forms of recording and opportunities to use technological aids
- Use of visual, auditory and kinaesthetic approaches e.g. Communicate in print
- Small steps approaches
- Resources and displays, visual reminders, timers, resources and rewards to support and develop independence.

- Structured and multi-sensory approaches to learning.
- Pre and post learning opportunities to enable the pupil to engage with learning in the classroom.
- Flexibility of groupings allows for buddy support / good role models / focused teaching.
- Modification of the level, pace, amount of teacher talk to address the pupil's identified need
- A differentiated/personalised curriculum
- Use of a work station
- Additional adult support (which may be as part of a small group)
- An altering of expectations
- Speech and language programme
- Referral to outside agencies for assessment and advice

The Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching (p.88 Section 6.37 onwards). Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

The quality of teaching for all pupils is regularly and carefully reviewed, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

This is done by:

- Holding pupil progress meetings
- Continuous tracking of progress and attainment for which class teachers are responsible
- Discussing the implementation of suggested support strategies with staff

Special educational provision is made for the children who have:

- Very complex needs
- Require additional staff to be specially employed to meet their needs
- Are not making progress even after they have had all the intervention/adjustments and good quality personalised teaching available

This involves the teacher and SENDCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. It includes high quality and accurate formative assessment, using effective tools and early assessment materials. Parents are involved in deciding whether their child needs special educational provision. For higher levels of need school draws on more specialised assessments from external agencies and professionals.

SECTION 5: MANAGING PUPILS NEEDS WHO HAVE BEEN IDENTIFIED AS HAVING SEND

When a child needs more specialised support, because they have SEND, parents will be invited to review meetings in school with the SENDCO, class teacher and any specialist staff involved, to decide how best to meet their child's needs. These meetings happen once a term.

The planning meeting is recorded in detail and then summarised on a format designed to ensure additional provision takes an ongoing cyclical form of assessing, planning, doing and reviewing. This makes a 'living record' which states exactly what needs have been identified and how to remove key barriers to learning effectively i.e. What works and the clear outcomes to be achieved within an agreed time frame. For some children, this will take the form of a My Plan.

- The class teacher is responsible for implementing the plan and holds the responsibility for evidencing progress according to the outcomes described in the plan.
- The SENDCO keeps the plan up to date in partnership with the class teacher
- The plan is reviewed at least termly.
- The level of provision is decided by taking advice from all the professionals involved and assessing, through observation the child's level of independence.
- The school would be unable to meet the needs of a pupil fully through its own provision arrangements if specialist rooms have to be made available, as building size is limited or if meeting those needs would put the school into a position of financial deficit.

When children have medical needs the school works in partnership with specialist services and accesses specialist training. This is monitored by the SENDCO. Parents are involved from the very beginning. If additional funding and support are identified as being needed from the Locality High Needs budget, the LA and Locality process for applying for this is followed.

Some pupils have significant needs and require an Education, Health and Care Plan to identify and meet them. The school works in partnership with parents and carers and all involved agencies when deciding to apply for an EHC plan.

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

If pupils are making good progress and it is agreed with parents that their children's needs can be met through classroom intervention/adjustments and good quality personalised teaching, then they are no longer considered to have SEND.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

Everyone:

- is asked about their child's needs when their child starts at Abbey Lane Primary School
- is welcome to make an appointment with their child's teacher should they wish to discuss their child's learning

- can telephone or email the school with any concerns or queries
- is invited to parents' and carers' meetings in the Autumn and Spring terms
- is invited to a celebration of work afternoon at the end of each term
- receives an annual report
- is invited to school events.

Parents can access the LA local offer (Regulation 53, Part 4) and the **SEND Information Report; Regulation 51, Part 3, section 69(3)(a) of the Act** from the school website. Links with other agencies to support the family and pupil are in the parents leaflet on the website and available at the school office. Admission arrangements can be found on the school website and on the Sheffield local government website.

Parents can be assured that time is given to transition (from class to class, across key stages and to another school). Joint transition meetings are held and staff meet separately to hand over resources and explain strategies to support children.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school follows the statutory guidance for meeting children's medical conditions in school. The 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 children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement/
Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Pupils at school with medical conditions have the best provision possible to meet their needs e.g. provision of wheelchair access, changing facilities, appointments of personal care workers, specialist resources etc. The policy for supporting pupils with medical conditions is available in school.

SECTION 9: MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality of provision offered to all pupils, which promotes an active process of continual review and improvement of provision for all pupils.

- Class teachers evaluate the provision they offer at least weekly, sometimes daily, to adjust planning and ensure that it builds on prior learning
- The SENDCO/SLT tracks the progress of SEND children at least half termly, observes children and teaching and scrutinises work
- Children's and parents views are included in every review meeting
- Staff discussions are held in team meetings
- The SEND Governor and governing body are updated termly on SEND provision.
- The governing body agrees and monitors the implementation of this policy.

SECTION 10: TRAINING AND RESOURCES

- SEND is funded through the school's delegated budget and any high needs funding the school can successfully access through the locality.
- Training needs of staff are identified as a result of assessing children's needs and conducting a skills audit.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development and at least two Professional Development Meetings a year have an SEND focus.
- All teachers and support staff undertake induction on taking up a post and this includes information sharing by the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCO regularly attends the LA's SENDCO network meetings and Locality SENDCO meetings in order to keep up to date with local and national updates in SEND.
- The head teacher reads all legislation regarding SEND and ensures compliance.

SECTION 11: ROLES AND RESPONSIBILITIES

- The SEND Governor has a strategic role and checks that the school is providing for children with SEND.
- Teaching Assistants are managed by the SLT.
- Teaching Assistants all have specific job descriptions.
- Teaching Assistants providing dedicated 1:1 support are managed by Tania Bryan.
- Tim Calcutt is the Designated Safeguard Lead and Tania Bryan, Sheryl Winslow, Paul Boulton, Emma Bailey are the Designated Safeguarding Deputies.
- Sheryl Winslow is the member of staff responsible for managing CLA funding
- Tania Bryan is the member of staff responsible for managing PPG funding
- Carole Greaves and Leigh Mason are the members of staff responsible for managing the school's responsibility for meeting the medical needs of pupils.

SECTION 12: STORING AND MANAGING INFORMATION

Documents are stored securely in a locked filing cabinet in the SENDCO's office. They are kept confidential and are stored for 25 years in the school's secure archive.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities:

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our accessibility plan and strategy is available on the school's website.

SECTION 14: BULLYING

There is a separate anti-bullying policy. However bullying is never left unchallenged. At Abbey Lane all children have weekly circle time or PSHE lessons in which they practise the skills of inclusion and learn about how it feels to be left out. As a result of this practise bullying is rare. Children with SEND are encouraged and helped to become independent and resilient learners. All children with SEND have additional provision made as part of the assess-plan-do-review cycle to help them build their independence.

SECTION 15: DEALING WITH COMPLAINTS

Good communication is essential if we are to best meet the needs of our children and resolve any issues quickly. If there are any concerns, parents are invited to contact the school, initially through the class teacher. You are always welcome to share any issues you feel need to be brought to our attention. However, should a matter deem further discussion, parents are encouraged to follow the procedures outlined in the School's Complaint Policy. A copy of this is available from the school office or can be found on the school website.

SECTION 16: REVIEWING THE POLICY

This policy is reviewed annually to ensure compliance with any changes in legislation.